Division: Academic Affairs, University Colleges (CNAHS, CHSS, CVPA, CBPM, COE, NJSCTM, NWGC)
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Annual Assessment Results and Recommendations Report

Overall summary of Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	Actions Taken
Assessment reports, program recommendation reports based upon closing the loop activities reveal a consistent need for academic support in a number of areas to ensure continuous institutional improvement.	**Recommend** Keep working with Deans, Executive Directors/Chairs and Coordinators as well as faculty and other Division staff collaboratively to ensure continuous improvement in the areas of scheduling, faculty assignments, coordinator credits, assessment, research, professional development in teaching, pedagogy assessment and technology (No additional funding required).	II. Academic Initiatives V. Attracting and Retaining Students	Continue with January Assessment Institute, and open it to participants in the State of New Jersey; May Assessment Day; January Technology and Pedagogy training; may Technology and Pedagogy training; Advising training; various professional development workshops throughout the academic year; Orientation workshops for new full-time and adjunct faculty.
These reports also reveal a broad based need for revision of rubrics to further refine assessment of student learning outcomes.	**Recommend** Additional support for a staff member to assist with scheduling, assessment, faculty assignments, EMS calendar, among other duties. In addition, keep working with OAA to ensure that all rubrics are reviewed and revised accordingly (No additional funding required).	I. Accountability and Assessment	
Academic Affairs has identified **globalization of the curriculum** as a theme for AY 2013-14	**Recommend** Our initial focus will be in CBPM, proposed School of Global Business (see College report below for resource recommendations.) In	II. Academic Initiatives V. Attracting and Retaining Students	Office of the Provost will work closely with Deans towards globalization of curricula.

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	addition, the School of Design is planning to offer programs at Wenzhou Kean University in preparation.		
Summary of College needs based on data results **NJCSTM**	**Implications for resources needed/budget allocations priorities**	**Strategic Plan goal(s) supported (2007-2012)**	**Actions Taken**
Assessment analyses post SP13 show the need to: 1) Continue further refinements following last year's modifications where needed of certain rubrics used in specific courses (STME 3610 & 4610) in the NJCSTM curriculum for SLO measurements 2) Consult with TPC pertaining to student writing across the curriculum and teacher work samples/field supervisor reports 3) Strategize for ways in which computing & programming skills can be made more accessible to freshmen students (STME 1603 & 1403) in the major. The most pressing issues in the NJCSTM are: 1) Less than ideal student enrollment across the four and five year NJCSTM academic degree programs. In particular, focus on recruiting students into the computational math & engineering science options. ***BS SCI & TECH ALL PROGRAM OPTIONS:*** STME 4610 Senior Seminar & STME 3610 Cur. Iss. II Students enrolled SP13 (n=16) achieved an average score of 150.6	Continue to fund the University's subscription to Turnin.com (full package access that includes Peermark & Grademark features). Continue to fund through the NJCSTM cost center the third party provider Princeton Review for MCAT & GRE training services (details below). Formal partnerships with Kean's NJCSTM and Drexel College of Medicine and NJIT require enrolled students to attain certain minimal scores on the general GRE exam and the MCAT exam, as such our students enroll in third party classes and the flat rate tuition they pay to Kean for their academic major covers the cost of the third party course. Summer 2013 MCAT prep course cost was $1,839 per student (3 Drexel Students enrolled as they take the prep course right after sophomore year is over) with Princeton Review and plans for Summer 2014 are for 3 more Drexel Link students to do the MCAT prep course. ***BS SCI & TECH ALL PROGRAM OPTIONS:*** STME 4610 Senior Seminar & STME 3610 Current Issues Sci & Tech II Continue to fund through NJCSTM cost	II. Attracting and Retaining Full-Time Students III. Attracting and Retaining Full-Time Faculty II Academic Initiatives V Attracting and Retaining Students	A new Dean of NJCSTM has been hired who is going to lead our programs in Science, Technology, and Mathematics.

quantitative (52nd percentile) for the ETS revised GRE general exam and a 148.5 (42nd percentile) on verbal and a 3.53 (30th percentile) on analytical writing. Seniors in education track options (n=8 of 11 reporting at time of this document) passed the Praxis II content exams; those taking math content exam had average score of 148.5 (average performance range 129-160). Graduate NCJSTM education track students averaged 6.18 out of 8 on graduate comprehensive exam (n=12 took exam, all of whom passed). Continue to modify design of established rubrics for STME 3610 (junior course, the capstone precursor) and STME 4610 (senior capstone) to ensure depth of scoring of areas of pedagogical knowledge to be measured and alignment with program option SLOs.	center the third party companies to offer to our students the test prep for standardized exams (GRE, MCAT). Move requirement for completing the GRE general exam from senior to junior year (via adding to syllabus for STME 3610) for SP14 junior cohort and implement the newly established minimal scores required for entry into master's year of five year bachelor/master program (Q = 150; V = 145; AW = 3.5). In discussion with NJCSTM faculty, determine feasibility/applicability of implementing an instrument to assess knowledge of standards in the STME 4610 oral presentations by education track seniors. In discussion with NJCSTM faculty, refine oral presentation rubric in STME 4610 that is used at present to allow it to better distinguish applied vs. content knowledge and work to assist students in identifying consequences of their research and ability to reflect on their hypotheses. In discussion with NJCSTM, refine poster presentation rubric in STME 3610 that is used at present to better distinguish applied vs. content knowledge vs. holistic knowledge.	I. Accountability and Assessment II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students V. Attracting and Retaining Faculty Scholars I. Accountability and Assessment II. Academic Initiatives III. External Partnerships
GE 2024 NJCSTM Majors Only Section Res & Tech Starting SP14 implement use of Grademark feature of turnitin.com for course written assignment to afford increased trackabilty/analysis of student performance. *STME 1403/1603 Math & Computational Analysis I/ II*	*GE 2024 Res & Tech NJCSTM Majors Only Section* The continued University subscription to the turnitin.com site is important for pedagogical interactions and feedback between students/instructors.	IV. Attracting and Retaining Students V. Attracting and Retaining Faculty Scholars I. Accountability and Assessment

Continue work to focus lab content for students to increase reading and correcting complex codes and their ability to read and interpret code.		II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students V. Attracting and Retaining Faculty Scholars	
BS/MA Education Track Option Consult with Kean's Teaching Performance Center (TPC) to identify a streamlined and routine schedule and means by which NJCSTM as student major home can access the student material (teacher work sample & field supervisor reports) housed therein.			
MS BIOTECHNOLOGY + 5Yr BS/MS SCITECH/BIOTECH: Starting FA13/SP14, implement the new rubric for assessing written papers in STME 5400 and STME 5410-5415 that was piloted SP13 in STME 5400.		I. Accountability and Assessment II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students V. Attracting and Retaining Faculty Scholars	
ARTICULATION AGREEMENTS: BS/MS SCI & TECH MO BIO / BIOTECH OPTION This articulation with Kean's NJCSTM and Raritan Valley Community College (RVCC) associates transfer degree in biotechnology needs updating as coursework at RVCC has changed.			
College of Natural Applied and Health Sciences AY 2012-2013 assessment reports identified the ongoing use of capstone rubric assessment and data collection from pre and post	Continued use of national norms as baseline assessments, whenever possible. Continued support for oral presentations and professional preparation.	I. Accountability and Assessment II. Academic Initiatives III. External Partnerships	

assessments in supporting courses. Several programs identified the establishment of baseline assessments on students entering the major, both native and transfer. Exit skills, including oral presentations, written projects, and capstone portfolios (resume, etc.) have been successfully used in the CNAHS Capstone curriculum offerings. External measures of CNAHS student (i.e. national awards, graduate assistantships, summer internships, and professional employment on graduation) remains strong. External accreditations or endorsements are being used or sought by CNAHS programs (i.e. Chemistry, Nursing, and Computer Science). Programs areas are waiting for Graduating Senior Survey and SIR II results to report on <u>Indirect Measures</u> of the CNAHS programs. ***Outcome/Results:*** Ongoing assessment data, from the Chemistry program, has confirmed that transfer students with poor backgrounds in general chemistry concepts and students, who have registered without the course prerequisites, affect the collective achievement and morale of the class. A tracking	Continued support of peer tutors and graduate assistants within disciplines to support student success in laboratory courses, supporting courses, and culminating capstones. Continued support for faculty development particularly peer training or comparable external consultants on writing, oral presentation, quantitative reasoning and quantitative assessment rubrics specific to the sciences. Support for continued ETS exam use, funding for peer tutors (students), and	IV. Attracting and Retaining Students V. Attracting and Retaining Faculty Scholars

system needs to be implemented to ensure that students meet the prerequisite course requirements.	ongoing peer training (faculty and adjuncts).		
Industrial Advisory Councils, similar to the one that has been established by the Computer Science Department, are effective support systems for recruitment of students, leveraging of resources, placement of interns, hiring of graduates, and expansion of the discipline.	Ongoing support for use of customized rubrics to assess student research and presentation skills. Continued support for use of "Learnsmart" and the ETS exam as a national benchmark. Faculty course development and ongoing assessment activities also need to be supported for ongoing program growth.		
A cost-effective means of enhancing course enrollment is through the offering of generic core courses and prerequisites that are applicable to several majors, instead of customized ones.	Continued support for continued faculty rubric refinement and course development.	I. Accountability and Assessment II. Academic Initiatives IV. Attracting and Retaining Students	
Advanced technology enables the development of on-line laboratory courses, especially basic level course, like BIO 1000. A pilot course is underway to establish the benefits of on-line delivery of courses for non-majors.		I. Accountability and Assessment II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students	
BA Biology Pre-/post-test measures were implemented in BIO 2200, 2400, 3704 in response to prior ETS exam results that identified the need for more Population Biology content in the curriculum. ETS Biology standard examination was administered that netted similar		I. Accountability and Assessment II. Academic Initiatives III. External Partnerships	

results as in 2011-12.		IV. Attracting and Retaining Students	
BS Chemistry American Chemical Society standardized examination (administered In CHEM 1083, 1084, 2581, and 2582) confirmed the need for transfer students to complete remedial training and students must complete required prerequisites before entering Chemistry courses.		I. Accountability and Assessment II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students	
BS Computer Science SLOs have been mapped to curriculum, approved by faculty, and shared with students	Continued support for oversight of the assessment process, including review of outcomes with department SLOs.		
Common rubrics were developed and used for assessing student learning in CPS 1231, 2232, and 4951.		I. Accountability and Assessment II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students	
The B.S. Computer Science degree program has been submitted to ABET for pending national certification	Continued support of assessment data collection and sought goal of ABET accreditation.		
Industrial advisory board has been established as a support system for the degree program.			
BS Information Technology SLOs have been mapped to curriculum, approved by faculty, and shared with students.	Continued support of assessment data collection and sought goal of ABET accreditation.		
Industrial advisory board has been established as a support system for the degree program.			

MS Computer Information Systems SLOs have been mapped to curriculum, approved by faculty, and shared with students CPS 5595 projects and presentations were scored using specially developed design document and oral rubrics. Degree Completer survey was developed and is being administered to 2013 graduates.	Continued support of assessment data collection and sought goal of ABET accreditation.	I. Accountability and Assessment II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students I. Accountability and Assessment II. Academic Initiatives III. External Partnerships	
BA Mathematics Written and oral presentations were successfully used in the Capstone course (MATH 4890) Assessment method was embedded in the final examination for MATH 2415	Continued support of assessment data collection.	IV. Attracting and Retaining Students I. Accountability and Assessment	
BSN Nursing NURS 4900/3000 grading criteria were analyzed and results used for faculty discussion of consistency in grading distribution GE oral and written rubrics, as well as scholarly presentation and philosophy rubrics were used to assess Capstone requirements that include presentations, poster sessions, written proposals, EBP projects, and curriculum vitae	Continued support of assessment data collection.	II. Academic Initiatives III. External Partnerships IV. Attracting and Retaining Students I. Accountability and Assessment II. Academic Initiatives	

NURS 5900/4900 grading criteria were analyzed and results used for faculty discussion of consistency in grading distribution [remove?] A comprehensive final examination, literature review, oral, and written rubrics were administered to assess [remove?] learning related to the EBP Research Project [remove?] ***BS Sustainability*** Pre-posttest for SUST 1000 was developed. There were considerable gains in scores for the following areas: SLO 1: Characteristics of Earth (29.5), SLO 2: Human Actions (9.25), SLO 3: Identify reasons behind human behavior (26), and SLO 4: Evaluate solutions (24). No gains were realized in SLO 5: Change Agents (0). Currently this SLO is being evaluated for inclusion in this entry-level course.	Continued support of assessment data collection.	III. External Partnerships IV. Attracting and Retaining Students	
College of Business and Public Management To transform the College of Business and Public Management into a World Class college of Excellence. To attract top students and faculty to the College and retain the best existing students and faculty. New School of Global Business (SGB) for Creation of highly selective	Open search for Associate Dean to administer program globally with University's Associate Dean (must have admin experience administering global university exchanges, consortia Travel to consortium of Universities - approximate cost of $18,000. As an integral and unique feature of the School of Global	II. Academic Initiatives III. External Partnerships IV. Attracting & Retaining Students V. Attracting & Retaining Faculty	

academic program to teach and train undergraduates in key functional areas of Global Business. New Unique Global Curriculum; Board of Advisors global and local; AACSB accreditation; Value added tuition; Add Global MBA to Global Business School	Business (SGB), the Dean and Associate Dean will create the Kean Global Consortium of 7-12 universities outside the U.S. Initially this will be roughly 9 universities at $2000 One of the requirements was that students pass an EXCEL proficiency test. We will support administration of these tests.	VI. Diverse in global perspective IX. Technological Infrastructure V. Support faculty research and teaching	
College of Humanities and Social Sciences Utilization of common assignments, syllabi, tutorials, etc. to create common core of learning; data show specific deficits unique to each program that guide plans for continued improvement to common core; Recognition of need for adjunct and full-time faculty workshops/training seminars/retreats to ensure adherence to common teaching objectives and assessment; Recognition of need for program faculty to utilize Speech Lab, Writing Lab, Library Database Instruction, Career Development; Identification of need for students to attend more public lectures, forums, panels, etc. on current issues to improve abilities for critical analysis ***BA Communication*** Continued discussions needed	Support adjunct faculty attendance at regular meetings of full-time and adjunct faculty to create and improve common core of learning (common syllabi, embedded assessments, etc.) According to MOA (#7) for Adjuncts, $60,000 for 2013-2014 (300 CHSS adjuncts for ½ day of required training at $100 per training; Additional support for professional development activities: Guidance for creation and improvement of common syllabi, embedded assessments, etc. Guidance to improve validity of assessment instruments; Increase faculty familiarity with services of Speech Lab, Writing Lab, Library instruction, Career Development Center; Expand outreach of Speech Lab, Writing Lab, Library instruction offerings, Career Development Center; Expand GE Math Lab to expand supplemental instruction $58,000 for laptops, command center, training, classroom furniture Sponsor student-focused speaker series in each college $5000 per academic year for CHSS to be awarded on competitive basis; *BA Communication*	II. Academic Initiatives IV. Attract and retain students V. Attract and retain faculty and professional staff II. Academic Initiatives IV. Attract and retain students V. Attract and retain faculty and professional staff II. Academic Initiatives IV. Attract and retain students V. Attract and retain faculty and	

regarding gaps in shortcomings in student performance; must hold discussions to consider ways to motivate students, improve assessment instruments, improve use of assessment instruments/rubrics, strengthen understanding of theoretical foundations; agree upon common assessments, common readings, promote use of Speech Lab, Library workshops, etc.	Support adjunct participation in summer faculty training. Create marketing materials and strategies for Speech Lab. Offer professional development workshops on evaluating assessment tools.	professional staff	
BA English Ongoing review of student portfolios, normed readings of senior seminar papers show improvements in writing but identified need for future refinements to composition course and writing protocols Need for continued development of common syllabi and common academic experiences Need for continued and close coordination with the Writing Center ESL program serves 275 students per semester at Union campus and 204 students in Wenzhou.	**BA English** Support summer training sessions for faculty who teach English Composition, ESL courses. Support continued collaborative work on common syllabi, assessment measures and standards for normed readings. Professional development support for continued refinement of assessment measures Support for Writing Center.	I. Accountability and Assessment II. Academic Initiatives IV. Attracting and Retaining Students	
BA History Change needed in curriculum level at which concepts (historiography) introduced Need to address student deficit in ability in synthesis in historical interpretation Need to improve student understanding of global perspective	**BA History** Improve student synthesis in historical interpretation by supporting student-focused public lecturers/forums, which give historical context to contemporary events. Support adjunct participation in faculty training on use of common assignments (history of globalization), grading standards,	I. Accountability and Assessment II. Academic Initiatives IV. Attracting and Retaining Students V. Attract and retain faculty and professional staff	

of events Continued faculty discussions of common grading standards, assignments, plagiarism and writing standards Student survey indicated desire for additional instruction in writing	assignments. Support for website tutorials for students.	II. Academic Initiatives IV. Attract and retain students	
BA Holocaust and Genocide Studies Need for faculty discussion of utility of assessment instrument with goal of improvement; creation of rubrics for required courses and thesis Marketing plan needed to increase enrollments	**BA Holocaust and Genocide Studies** Support training and discussion in development of rubrics for required courses and thesis; identification of ways to improve assessment instrument Support professional development in creating assessment rubrics and improving assessment instruments, fundraising efforts, and developing MOOC	V. Attract and retain faculty and professional staff II. Academic Initiatives II. Academic Initiatives	
School of General Studies Create pre-course surveys to identify background and learning styles in math Continue to develop standardized exams, vocabulary, real world applications Enforce use of software platforms	**School of General Studies** Support training and discussions in development of core curriculum for each GE course. Expand GE Math Lab to meet increasing need for supplemental instruction in GE math courses	IV. Attract and retain students V. Attract and retain faculty and professional staff II. Academic Initiatives	
BA School of Psychology Need for collaboration among faculty teaching required courses in statistics, tests and measurements, and experimental design Need to identify ways to improve student motivation in assessment activities and/or develop embedded assessment activities in courses	**BA School of Psychology** Support adjunct participation in discussions for common coverage of constructs, standards for linking theory and research; creation of standards in research review requirements; creation of models of professional posters; creation of common exercises to enhance critical approaches to psychological issues and research;	II. Academic Initiatives	

Continue to improve student competency in statistical analysis and measurement concepts Increase reliability and validity of assessment instrument Students need to improve competence in linking research to theory, critical evaluation of psychological issues and research, compliance with all APA writing conventions, knowledge of standards in professional written and oral presentations; increase research project interest in global, interdisciplinary and multicultural areas	participation in workshops on embedding assessments and benchmarking levels of performance expected; development of teaching modules and test bank items related to global, interdisciplinary and multicultural issues. Update Experimental Laboratory (EC236) to improve student learning of statistical analysis and experimental design; Designate Psychology as a STEM discipline so that students have clearer understanding of the importance of measurement, research design and statistical constructs; Offer professional development and expert support on improving assessment instrument; Improve students' critical evaluation of psychological issues by providing support for topical presentations on issues; Develop "writing across the curriculum" initiative; Support Writing Lab specialization in APA conventions; Support Speech Lab; Support Library instruction for research; Maintain effectiveness of sophomore seminar (PSY2000) by adhering to enrollment cap at 25 students.	IV. Attract and retain students V. Attract and retain faculty and professional staff II. Academic Initiatives I. Academic Initiatives	
School of Social Sciences *BA Economics* In introductory-level classes, need to promote use of instructional technology to enhance classes.	*School of Social Sciences* *BA Economics* Offer professional development workshops on use of instructional technology.	IV. Attract and retain students V. Attract and retain faculty and professional staff II. Academic Initiatives	
BA Sociology Need to develop more relevant instrument to assess experiences Need to integrate Career Development Center activities into	*BA Sociology* Provide professional development workshops on creating assessment instruments; Expand use of Speech Lab,		

curriculum and syllabi	Writing Lab and Career Development Center		
Nathan Weiss Graduate College Integration of Accreditation Standards into Program SLO's	No budget dollars needed.	I Accountability & Assessment	
Counseling Program Accreditation self-study underway for Counseling for CACREP Accreditation	Continued support for CACREP accreditation.	II Academic Initiatives IV Attracting & Retaining Students I Accountability & Assessment	
GMBA/EMBA Continuing EFMD membership for maintaining accreditation of Global MBA. Long-term institutional planning data for Kean-Wenzhou projects over 20,000 Chinese students, with up to 25% of students interested in Global Business, Accounting, and exchange programs	No budget dollars needed. Support for EPAS/EFMD membership and registration/attendance at meeting in Brussells	II. Academic Initiatives IV. Attracting & Retaining Students VI Commitment to Diversity IX Technological Infrastructure	
Occupational Therapy Program Accreditation self-study almost complete for ACOTE Accreditation Addition of a Clinic Director to head the Kean Health and Wellness Clinic on East Campus. The campus clinic will provide clinical space for 63 students, who will require supervision and coordination by a clinical director. Addition of computers/office	Support for professional association fee for ACOTE This position was included in the Building Our Future Bond Act. Support computers and supplies, Two Academic Specialists at $15 per hours, 20 hours per week.		

supplies for Kean Health and Wellness Clinic and Administrative Assistants. Clinic Director, supporting 63 students with caseloads of multiple clients and coordinating billing and appointments, will need both IT support and Academic Specialists to input and process clients. **Social Work** Continue work on recent application for CSWE accreditation Expand online/blended offerings to compete with other online programs including Rutgers. **PSY.D. Psychology** Training of Health and Wellness Faculty/Graduate Clinical Students in new psychological standards for the DSM V **GRADUATE COLLEGE** Expanded recruitment efforts for all students in graduate programs. Graduate applications and enrollment have fallen continuously in recent years. In Fall 2006, there were 3,060 enrolled graduate students at Kean. By Fall 2012, there were less than 2,600, with corresponding decreases in applications. Expanded use of recruitment databases to target and recruit	Support professional association fee for CSWE No additional budget required, although new hires should be prepared to design and offer courses online or in blended formats. Support for APA Training, half paid by Psy.D. Clinic Fees, half by Graduate College for training shared by Psy.D., O.T., Counseling, Marriage and Family Therapy (faculty and graduate clinical students throughout the college will attend) Addition of a dedicated recruiter able to attend recruitment fairs, conferences, and events for recruiting graduate students, and create recruitment materials and publications, 50K position. No additional expenses required beyond those in college budget		

students through Social Media and e-mail marketing Ensure adequate Field Placements for M.S.W., Counseling, Occupational Therapy, and other programs with affiliation agreements.			
College of Visual and Performing Arts *Theatre* Successful implementation of APA Academy of Performing Arts dual enrollment program; SLO's congruent with NAST standards; Planning program-wide creative and critical thinking initiative; Students paired as study-buddies; Essay questions provided in advance of tests; Student presentations about designers required; Audio lab contacts increased; Multiple assignments and multiple drafts of term papers; Revised writing preparation for Praxis; Participation contracts and responses invoked for THE 3700; Development of common grading rubric for theatre lab; Drawing component added for evaluating incoming students; Senior student portfolios reviewed by invited professionals; Sound and multimedia instruction, Faculty (Sound Design/Lighting Design) Recruitment; Increase Neutral Mask training Facilities upgrades in Vaughn Eames and Wilkins: lighting grids, sound	Support for travel to conferences where college auditions are held and other equipment such as Light boards, sewing machines, Scene Shop tools, masks, Q-lab sound training.	II. Academic Initiatives IX. Technological infrastructure V. Attracting and Retaining Faculty	Allocate resources for sound and multimedia instruction. Develop student summer script reading list. Develop class participation assessment Review BFA sequencing and competencies. Provide dedicated ENG1030 section for theater majors. Review preparation for upper level design coursework. Introduce 2000 level dramatic literature and analysis course to prepare for upper division script analysis and dramaturgy. Develop innovative curricular concentrations.

reinforcement, fly/rigging; Develop Devised Work content; Recruitment support (travel, marketing materials); Professional Development/training; Develop student summer script reading list; Develop class participation assessment; Review BFA sequencing and competencies; Suggest dedicated ENG 1030 section for theatre majors; Clarify preparation for upper level design coursework; Introduce 2000 level dramatic lit and analysis course to prepare for upper division script analysis and dramaturgy; Determine programmatic opportunities; Investigate innovative curricular concentrations Examine APA curricular alignment. ***Music*** Music History study guides adopted Interim submission of student term papers (Music History II) adopted Set of common rubrics adopted for applied music SLO's congruent with NASM standards Review sessions implemented for Sight Singing and Ear Training; Assessed proficiency of orchestra members warrants increasing difficulty of repertoire; Greater emphasis on music technology, multicultural music education, music copyright law to ensure preparation for Praxis and practical teaching;	Schedule proficiency completions one full semester prior to student teaching Institute instrumental wind band budget Allocate resources for: Music technology and digital keyboard lab Advertisements/recruitment	II. Academic Initiatives IX. Technological infrastructure V. Attracting and Retaining Faculty IV. Attracting & Retaining Students	Schedule proficiency completions one full semester prior to student teaching Institute instrumental wind band budget Allocate resources for: Music technology and digital keyboard lab Advertisements/recruitment Establish Fabrication Lab and equipment Appoint professional manager for internships/ service-experiential learning

Increase quality of performance studies to support new degree: BM with emphasis in pedagogy Modify proficiency content/schedule for secondary instruments; complete voice and piano proficiencies one full semester prior to student teaching instrumental and choral studies programs; Recruitment and outreach events; Upgrade/maintain music technology and digital keyboard lab	Equipment (laser cutter, 3D printers, scanner, color printer)	II. Academic Initiatives IX. Technological infrastructure V. Attracting and Retaining students	
Design Assessed need to increase specific technology and software curricular content; Web design and motion graphics courses added requirements Assessed need to improve drawing visualization skills curricular content Assessed need to improve writing skills curricular content; Assessed best practices model to introduce Design Ideas supplemental courses and workshops; Improved Thinking Creatively conference by adding Animation Festival; Developed more rigorous writing assignments and association with GE and writing center; Improve implementation of student surveys; Refine assessment of revised Foundation courses; Develop Fabrication Lab; Enhance internship/career placement; Enhance Design Studio service learning internships; Analyze student recruitment data; Analyze student enrollment data; Analyze retention/graduation rates; Enhance	Equipment (laser cutter, 3D printers, scanner, color printer) Professional manager Multimedia studio lab Photography studio	II. Academic Initiatives	Establish: Multimedia studio lab Photography studio Acoustically treated hammering room Improve studio lighting

portfolio evaluations; Develop Skills Lists Track alumni success ***Fine Arts*** Thesis rubric adopted Rubrics refined for graduate student exhibitions; Common foundations text adopted; Planning assessment guidelines for foundations; Peer evaluations of student oral presentations; Formal analysis adopted as common theme Increased number of exams; Planning specific critical thinking rubric; Monthly mandatory workshop group meetings with Art History students and faculty; Standardized 2-D Design testing; Revised mentor contract planned to ensure artist statement requirements; Writing emphasis course revised; Multimedia foundations; Studio environment for photography; Acoustic isolation for metals hammering; Drawing painting northern light exposure; Mid-point portfolio review with verbal student defense component	Acoustically treated hammering room Studios with optimized lighting	IX. Technological infrastructure V. Attracting and Retaining Faculty	
College of Education Comprehensive Program Reviews completed by Recreation Administration and Adult Fitness as per schedule for 2012. (Follow-up on Comprehensive Program Reviews in Recreation Administration and Adult Fitness completed in 2012.)	Budget to support Program Coordinator to attend National Conference for accrediting body- Continuous data collection posted by semester.	II. Strengthen Academic Initiatives (Seeking new Accreditation) IV. Attracting & Retaining Students	Consultant Review of Therapeutic Recreation Completed in Spring 2013. Faculty working on Consultant Recommendations for achieving national

			accreditation; Adult Fitness Program has changed its name based on self-study to Global Fitness and Wellness effective Fall 2013
Integration of CAEP requirements into the University Assessment System.	Continuous data collection posted by semester.	II. Strengthen Academic Initiatives (Maintenance of CAEP Accreditation)	
Data for multiple variables in the COE are routinely posted to our CAEP Webpage each semester; model of continuous program improvement in place in COE.	Support for travel to attend CAEP Conference:	IX. Technological Infrastructure (Maintenance of CAEP Accreditation)	All COE Programs have prepared their 2013-2014 assessment grids to use their respective national standards for Middle States Yearly assessment in preparation for nation program review in 2016, preceding CAEP visit in 2017.
Data on student performance on Praxis I Reading indicates students need additional practice.	Budget funds to train University Supervisors and Adjuncts 1X per academic year on use of new rubrics for program assessments, new core curriculum standards and teacher evaluation models. (30 Supervisors)	II. Strengthen Academic Initiatives IX. Technological Infrastructure (Maintenance of CAEP Accreditation)	
Continued alignment of specific COE program rubrics with Specialty Organization Requirements and in preparation for the next CAEP Accreditation cycle.	Budget funds to purchase site licenses for 2014-2015 calendar year.	II. Strengthen Academic Initiatives	Assessment for Middle States will no longer cluster programs as initial or advanced.
Continue to meet with faculty and staff to review, update and shorten COE Conceptual Framework-Spectrum Model to meet new themes identified by CAEP for 2016 SPA submissions and Unit Report in advance of 2017 visit.	Budget funds to purchase site licenses for 2014-2015 calendar year.	III. Cultivate Partnerships (Maintenance of CAEP Accreditation)	Implemented a 4-workshop series on Praxis I reading preparation provided by Dr. Ethel Young free of charge to students –offered 3X per year. Send team of COE faculty & Dean and Assoc. Dean to Spring 2014 CAEP meeting to learn about new
Continue work to train University Supervisors and Adjuncts in new Core Curriculum State Standards and Teacher Evaluation Models in use in		II. Strengthen Academic Initiatives III. Cultivate Partnerships	standards and assessment models for next accreditation

NJ. Continued integration of Teachscape software (Digital Library) across education programs to support instructional and field-based programs demonstrating teaching strategies via video segments, new core content curriculum standards and teacher evaluation pilots (Danielson Library). Continued development of Digital portfolios developed in graduate education and undergraduate recreation programs to archive key student assignments as a measure of student skill development and growth across individual programs. Increased focus on GE value of diversity re: global health disparities in ID 1225 – course outline updated; sections assessed using standardized AAUP written assessment. FTE ratio in the COE, % of courses taught by adjuncts, and advisement loads are too high. ***Professional Development for all Faculty in the COE.*** Train COE Program Coordinators to access ETS website to retrieve Praxis Data by Program	Ongoing Budget request for Professional Development of faculty for 3 Retreats across the 2013-2014 academic year: Budget request for additional review sessions:	(Maintenance of CAEP Accreditation) II. Strengthen Academic Initiatives V. Attract and Retain Faculty Scholars III. Cultivate Partnerships IX. Technological Infrastructure (Maintenance of CAEP Accreditation; Academic Knowledge support) II. Strengthen Academic Initiatives VI. Commitment to Diversity III. Cultivate Partnerships IX. Technology Infrastructure (Maintenance of CAEP Accreditation) II. Strengthen Academic Initiatives IV. Attract and Retain Students VI. Commitment to Diversity	Work collaboratively with GSP Partnership to address innovations. New framework developed – Professional Learning Continuum For Educators Schedule Adjunct training for 2013-2014 academic year. Expand use of Teachscape tools for supervision and classroom instruction via faculty and supervisor training. Use software to support students in the field who are having difficulties. Ongoing; Use Teachscape tools to archive Samples of student work. Student questionnaires developed and implemented effective Fall 2013. A common writing assignment focused on intercultural values will be implemented across all sections beginning Spring 2014 and graded using a uniform rubric.

Implemented a 4-workshop series for all faculty (initial and advanced) in the COE on the new core content state standards, the new teacher evaluation models in NJ, and the academic support provided by the Teachscape software during 2012-2013 academic year.		II. Strengthen Academic Initiatives IV. Attract and Retain Students IX. Technology Infrastructure	Searches for 2012-2013 in COE not successful; Need to identify factors that contributed to 4 searches being unsuccessful.
Overall Initial Program Data for COE Praxis I Results: 30% failure rate on Reading and Writing; 38% failure rate on Mathematics on first attempt All Rubrics refined to increase consistency and inter-rater reliability.	Pass rates above 90%; Scoring finds 75% proficient/25% exemplary; Ongoing; Portfolio assessment indicate students met goals -70% proficient; 30% exemplary.	II. Strengthen Academic Initiatives VI. Commitment to Diversity II. Strengthen Academic Initiatives (Seeking new Accreditation)	Provide passwords for Program Coordinators at first undergraduate coordinators meeting. Continue this training into 2013 -2014. New CAEP Accreditation Standards, Evaluation Models and SPA Standards need to be added to ongoing training in the College of Education.
Overall Advanced Program Data Comprehensive Exams administered 2X each year – high pass rates; Developed Internet-based Professional Portfolio to document student progress across programs with rubric for assessment; Case Study Assessment; Internship; All Rubrics refined to increase consistency and inter-rater reliability; Grading and Observation Rubrics completed and aligned with SPA Standards; Thesis evaluation	Ongoing; Case study assessment indicates Students met goals – 90%exemplary; 10% proficient; Application of theory to practice; students 100% exemplary. Students completed theses projects, scoring 80% proficient and 20% exemplary.	II. Strengthen Academic Initiatives VI. Commitment to Diversity V. Attract and Retain Faculty Scholars	100% pass rates X all program completers. New Praxis II for Elementary Education more rigorous – need to expand review program. Expand Praxis I preparation sessions to Mathematics as well. Implement a 4-workshop series on Praxis I Mathematics preparation provided free of charge to students –offered 3X per year.
World Languages Capstone and Foundation Courses revised with greater focus on analytical skills of students (Spanish)& ELA skills; Rubrics aligned with SPA Standards; Emphasize	Grant from Longwood Foundation to support integration of global education standards into methods courses in World Languages (Spanish) and English Language Arts. Student presentations at Teaching the World Conference in April 2013 at Rutgers University.	IX. Technological Infrastructure (Maintenance of CAEP	

Career Development Opportunities ***Health & Physical Education*** Addition of Fitness Requirement for graduation; Alternative text for Motor Learning Course piloted; Rubrics refined for each assignment; training for University Supervisors; Identified methods to model standards-based instruction; Progression of skills on TWS from PED 2800 to PED 4610 provides opportunities for assessment across multiple courses and skills to improve overall student performance on TWS components; Two new courses created: PED 3068 3069: Teaching Team Sports and Teaching Individual Sports.	Continue to provide 5 additional training sessions for Praxis Review for students in motor learning per semester; Praxis review to focus on biomechanical terminology identified as a weakness in Praxis data. Detailed data on student performance by standard and element are available in the Program report. Data show intern students achieving a minimum score of 90% on observation ratings. Student Performance on National Council of Strength and Fitness showed mean score of 87.4%.	Accreditation) II. Strengthen Academic Initiatives IV. Attract and Retain Students (Maintenance of CAEP Accreditation) II. Strengthen Academic Initiatives V. Attract and Retain Faculty Scholars (Maintenance of CAEP Accreditation)	Ratings of cooperating teachers and supervisors now 74% and 75% respectively; congruence between course instructors and supervisors on TWS III- 69% and 72% respectively at accomplished level. Area requiring further training: cooperating teachers and supervisors at accomplished level of TWSIII – 94% and 76% respectively. Need to continue work on applying rubrics consistently across various elements of TWS. Need to continue work on applying rubrics consistently across various evaluation points in advanced programs
Health Education –Global Fitness Program Name Change as a function of Program Review 2012; New assessment tool for evaluation implemented; Graduate Student Survey to be distributed at the end of Summer II; Midterm and Final Student Evaluation Forms Updated for Spring 12; Updated Muscle Analysis Evaluation Form for to correlate with NCSF Certification Form; Added more content on muscle function to PED 4627; Updated Internship Manual; Developed workshops to help increase student interest in Graduate	4th Annual Exercise Science Symposium held on March 6, 2013; As of May 2013, pass rate was 78%. 5 additional students to take exam in the summer, to be included with this pass rate – potential to be higher; Another indicator of student performance – direct observation of skills and proficiencies: 93% of seniors and 93% of juniors passed all respective proficiency assessments; Budget to support training of Program Field Supervisors each academic year with respect to use of revised rubrics and inter-rater reliability in collaboration with full time faculty is needed (10 Adjuncts X S100 per 2 hour training once per academic year= $1,000)	I. Strengthen Academic Initiatives IV. Attract and Retain Students II. Strengthen Academic Initiatives III. Cultivate Partnerships IX. Technological Infrastructure (Maintenance of CAEP Accreditation) II. Strengthen Academic Initiatives V. Attract and Retain Faculty Scholars III. Cultivate Partnerships	Work is ongoing as standards keep being revised by program 4 new courses in World Languages have been developed Work continues on new program submission documents for CAEP. 2 new courses designed: PED 1020 (Personal Fitness)

Education	Focus on the value of diversity.	IX. Technological Infrastructure (Maintenance of CAEP Accreditation; Academic Knowledge support)	and PED 1011 (Strength Fitness). Personal Fitness Report added to PED 4605.
Health Education – Athletic Training Certification Exam –exceed 3-year aggregate of 70% pass rate; Implement Graduate Student Survey in PED 4520 to increase number of student responders; All assessment rubrics revised to reflect changes in accreditation standards.	Focus on oral and written skills; facility with research methods.	II. Strengthen Academic Initiatives	Methodology developed that links PETE Standards with TWS.
		VI. Commitment to Diversity	Close alignment with NASPE standards and attention to data collection have resulted this year in the PE Program earning national accreditation – 1st time in Kean's history.
Physical Education-Recreation Administration Introduction of writing philosophy earlier in coursework; Initiated Portfolio Assessment Plan in Fall 2012; student will archive key assignments through the program; Revised Portfolio Rubric; Worked with Field Supervisors to develop field work evaluation forms and consistent scoring procedures; Develop online weekly reporting system for field supervisors; Incorporate Global Perspectives when addressing diversity as it applied to leisure training; Incorporate research assignment in each core course to increase student facility in oral dialogue with respect to research issues.	Budget request for ½ time Field-work Coordinator. Evaluation of Annual Student Learning Outcomes as well completion of Program Review Cycle situates the Recreation program well for moving forward with National Accreditation and a standalone BS Degree in Therapeutic Recreation.	III. Cultivate Partnerships IX. Technology Infrastructure (Maintenance of CAEP Accreditation) II. Strengthen Academic Initiatives IV. Attract and Retain Students VI. Commitment to Diversity	Global Fitness and Wellness is new name of the program effective Fall 2013; New Program Handbook Developed; Several Qualtrics surveys designed to elicit feedback from students on efficacy of their instruction; Employer survey created to assess satisfaction with graduate over time; New rubrics will require training of faculty for reliability of assessment and familiarity with skills assessed.
	Budget request for training time for faculty to use new system Praxis Pass Rate is 95% Grades in Neuroscience averaged 85; in the two years following, average grade was 91; In Motor Speech grades improved from 78 to 84.		Development of Digital Portfolio; mean scores on portfolios increased 1.5 over previous year. Link portfolio assessment to 2 additional courses beyond REC 4903.
Communication Disorders and Deafness--Graduate Program Shift to new data management system to facilitate entry of		II. Strengthen Academic Initiatives	

2 ASHA assessments as trackables and consistent use of COE /KU thesis evaluation rubric; Praxis Scores high and required no action; student performance on the ASHA Ethics Questionnaire and the Cultural Sensitivity Quiz are also monitored; Added required course in Neuroscience which improved student performance in CDD 5231 (Aphasia), CDD 5238 (Motor and Speech Disorders), and CDD 5269 (Dysphagia); Use of Graduating Student Survey Data to assess student understanding of each clinical standard; Students earning grades of B- or lower are identified for remedial action in CDD 5229, 5231, 5235, 5240, 5262, 5264 and 5269; Participation in Research Course yields knowledge of IRB, review of literature, research methods, and data presentation. ***Undergraduate Speech Program*** Overall student achievement is at acceptable levels for program completers; Student performance showed increases in knowledge, skills and dispositions based on pre-posttest measures; Oral and Written Proficiency of students improved; CDD 4274 Computers and Technology in SLHS did not prove useful for students, especially re SLO 5; CDD 4101, Deafness and Society, was developed and added in place of CDD 4274.	Entry level academic and clinical standards showed improvement over previous year. Remediation plans for each student are developed and monitored Students present posters at KU Research Day, at NJASHA, at ASHA National Conference, at a research forum sponsored by the program. Direct measures of student learning do not appear to be as sensitive in identifying differences. Survey measures show 97% of graduating students perceived having learned the six targeted outcomes. Demonstrated by GE Rubrics CDD 4274 removed from required course list.	IV. Attract and Retain Students II. Strengthen Academic Initiatives IV. Attract and Retain Students III. Cultivate Partnerships II. Strengthen Academic Initiatives III. Cultivate Partnerships II. Strengthen Academic Initiatives III. Cultivate Partnerships VI. Commitment to Diversity III. Cultivate Partnerships (Maintenance of CAEP Accreditation) IV. Attract and Retain Students	Numbers of students in TR internships has increased to 40 at present. A half time position Of Field Site Coordinator is needed; Program Coordinator cannot continue to set up contracts, assign supervisors and address unique needs of students. Develop online survey for field supervisors Work with Center for Professional Development to design new surveys for data collection at the course, field, and program levels to be implemented effective Spring 2014 Recommendations from consultant report issued in early spring will facilitate the movement to national accreditation. Therapeutic Recreation internship students need a separate internship course from REC Admin Students because certification requirements differ. SAMS Data System to be discontinued in August 2013

K-12 Science Education Undergrad Program NSTA standards in content knowledge, content pedagogy, learning environment, safety, impact on student learning, & professional knowledge and skills were met by identified assessments. ***K-5 English Education Graduate Program*** NCTE standards in content knowledge, attitudes for ELA, knowledge of variety of areas in ELA, & pedagogy for ELA were met by identified assessments. ***K-5 Graduate Program*** ACEI Standards in development learning and motivation, curriculum (reading, writing, oral language, science, mathematics, social studies, the arts, health education, physical education), instruction, assessment and professionalism met by identified assessments.	ELA Core Content State Standards provide strong focus and impact course content across the program. Professional Practices Inventory show students to be 95% proficient in Spring 13. Measures of Praxis II, Teacher Work Sample, individual course assignments, field performance competency assessments, and program specific supplemental assessments all indicate satisfactory performance by candidates in this program.	II. Strengthen Academic Initiatives IV. Attract and Retain Students IX. Technology Infrastructure II. Strengthen Academic Initiatives IV. Attract and Retain Students V. Attract and Retain Faculty Scholars III. Cultivate Partnerships	and replaced with another data system: Calipso selected. Calipso should be in operation for Fall 2013. No action needed. NSTA standards are changing. Program faculty will wait for new standards before making any changes in curriculum.

Division: Academic Affairs, Library
Prepared by: Jeffrey Toney
Date: August 23, 2013
Annual Assessment Results and Recommendations Report

Overall summary of Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	
No additional requests at this time			
Summary of Department/Office needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2007-2012)	
No additional requests at this time			

Division: Academic Affairs, Educational Opportunities Center (EEO/EOF, PASSPORT, SSP)
Prepared by: Jeffrey Toney
Date: August 23, 2013
Annual Assessment Results and Recommendations Report

Overall summary of Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	

No additional requests			
Summary of Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2007-2012)	
No additional requests			

Division: Academic Affairs, Center for Academic Success
Prepared by: Jeffrey Toney
Date: August 23, 2013
Annual Assessment Results and Recommendations Report

Overall summary of College/Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	
No additional requests			
Summary of Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2007-2012)	
No additional requests			

Division: Academic Affairs, Office of Accreditation and Assessment
Prepared by: Jeffrey Toney
Date: August 23, 2013
Annual Assessment Results and Recommendations Report

Overall summary of College/Division data results: (College Deans please state summary in	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	

terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)			
No additional requests			
Summary of Department needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2007-2012)	
Assessment reports, program recommendation reports including the School of General Studies based upon closing the loop activities reveal a consistent theme for the need for strengthening tutoring services for foundation courses.	Recommend an online tutoring program that would address each student's individual academic needs – if each student was given a one-year University paid "membership" to use, the Retention office could track the success from previous /semester years without this service. Programs vary in price per student (e.g., MyFoundationLab (http://www.mathxl.com/login_foundations.htm) for writing and math skills @ approximately $70 per student per semester, currently used by comparable state colleges (Montclair State University). No additional funding required.	II. Academic Initiatives V. Attracting and Retaining Students VI. Commitment to Diversity	

Division: Academic Affairs, Office of the Vice President for Academic Affairs
Prepared by: Jeffrey Toney
Date: August 23, 2012
Annual Assessment Results and Recommendations Report

Overall summary of College/Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	

| Within the 2012-2013 Academic Year, the VPAA's Office has overseen 4 Dean searches, 3 change of status to Executive Director, and one acting to permanent and 8 professional staff searches. In Academic Year 2012-2013, the Office was directly involved in 55 faculty hires (28 Assistant Professors, 1 Associate Professor and 26 Lecturers). Within the 2012-2013 Academic Year, 260 academic specialists, and 688 Faculty/Managerial/Staff travel requests, 70 student travel requests and 100 insurance travel requests were processed. The VPAA's Office was also directly involved in scheduling courses starting in 2011. Within the 12-13 Academic Year (including Winter and Summer I & II, 2013), we scheduled 6,801 courses. The schedule for Fall 2013 includes 3,315 courses. The Winter Session and Spring 2014 schedule has been distributed as well. In addition, our Office was involved in the curricular process for our new Ph.D. in Nursing and is overseeing the MS in Global Health, MS in Physician Assistant Studies and an MS Physical Therapy. | | II. Academic Initiatives

IV. Attracting and Retaining Students

IX. Technological Infrastructure | |

Division: Academic Affairs, Kean Ocean Campus
Prepared by: Jeffrey Toney
Date: August 23, 2012
Annual Assessment Results and Recommendations Report

Overall summary of Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	
The data based on the review of services provided illustrate that there are certain needs that must be met for Kean Ocean to meet the needs of the student body. Certain responsibilities are the duty of the main campus; however, the services of these	Offices such as career services and graduate admissions are currently not available or are dependent on the main campus sending down of services.	II. Academic Initiatives IV. Attracting and Retaining Students	

offices also need to be provided within the Kean Ocean branch campus. Offices such as transfer admissions, registrar, financial aid, counseling and disability services, student accounting and student organization have representation at the campus. However several other areas are needed. Review of Assessment Reports revealed the need for enhanced registration capabilities for enhanced efficiency of use of Datatel across campuses. The headcount for Fall 2013 for students taking a Kean Ocean section was 1607. Our current Kean staff comparison to the best of our estimates, not including clerical support or managerial staff: Transfer Admissions: Union (5) - Ocean (2) Registrar: Union (10) - Ocean (1) *Union staff have other responsibilities that Ocean staff does not* Financial Aid: Union (9) - Ocean (1) Graduate Admissions: Union (3) - Ocean (0) Student Accounting: Union (8) - Ocean (1-Incoming) Career Services: Union (2) - Ocean (0) EEO: Union (8) - Ocean (0) 1 visit per month Counseling/Disability: Union (5) - Ocean (0) Veteran's Affairs: Union (1) - Ocean (0) I visit per month Tutoring Services: Union (1) - Ocean (0) A professional staff member has been hired to provide Student Accounting services at the Kean Ocean location	Workshops on resume building, resume clinics and teacher job fairs for career services programming from OCC in lieu of programming from the main campus.	III. External Partnerships

Division: Academic Affairs, ORSP
Prepared by: Jeffrey Toney
Date: August 23, 2012
Annual Assessment Results and Recommendations Report

Overall summary of College/Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.)	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	
No additional requests			
Summary of Office needs based on data results	Implications for resources needed/budget allocations priorities	Strategic Plan goal(s) supported (2007-2012)	
19 workshops were offered during AY 2013. In total, 319 faculty and staff attended these workshops. Expanded the monthly ORSP newsletter from 1 page to 4 pages. It now includes a student spotlight, research compliance issues, grant administration topics, and current funding opportunities. An email version of the newsletter, with images and links to the full newsletter, is sent to all faculty, staff and students. Print copies are sent to all Deans and EDs as well as to the departments of faculty or students featured in that issue.	Continue scheduling workshops; Results of a survey being sent this month to attendees, Deans, EDs and Chairs, will be available in late May and will be used to tweak the content and schedule of the AY14 workshop program. Monthly newsletter will continue to be published in the new format during AY14. Prior issues, with major topics identified, will be available on the ORSP website.	V. Attracting and Retaining faculty IX. Technological Infrastructure	

Division: Academic Affairs, Registrar's Office
Prepared by: Jeffrey Toney
Date: August 23, 2012
Annual Assessment Results and Recommendations Report

Overall summary of College/Division data results: (College Deans please state summary in terms of actions aimed at improving teaching and learning. Division VPs please state summary in terms of actions aimed at improving institutional	Implications for resources needed/budget allocations	Strategic Plan goal(s) supported (2007-2012)	

effectiveness.)			
To begin September 2013 to eliminate printing cost and developing a paperless system for the implementation of new online/KeanWISE Services to be fully implemented by December 2013 in collaboration with Office of Computer and Information Services. Items to include: address changes; course wait-listing; pre-requisite function; graduation applications; grade recalculations

Assessment measure will be based on the above items that were processed via Office of the Registrar Website versus the above items processed in person in the Office of the Registrar via walk in and/or email account | Enrollment verifications can be completed Online. However students are still coming into the office to complete. Data being reviewed for percentage; Graduation applications PDF form can be retrieved online. However cannot be completed or submitted on line; Students can obtain grade recalculations PDF form online, however must complete form manually and submit to office.

Necessary to work more closely with OCIS to increase student Support services. Data results have not been generated at this time due to limited resources within the Office of the Registrar as well as Office of Computer | IV. Attracting and Retaining Students

IX. Technological Infrastructure

IV. Attracting and Retaining Students

IX. Technological Infrastructure

IV. Attracting and Retaining Students | Brainstorm and strategic planning meetings will be held Summer 2013 with Office of Computer and Information Services to establish the following:

Resource allocation to project; Receive data on number of students accessing PDF forms online as well as Enrollment verifications completed on line as well as in office. |
| Build and implement a more effective and efficient transcript request solution via collaboration with National Student Loan Clearinghouse and Office of Computer and Information Services to be in place by October 2013. Assessment measure will be the data collected via the National Student Loan Clearinghouse reports provided to the Office of the Registrar on a monthly basis. | The assessment data will be generated via the National Student Loan Clearinghouse on the following: Number of transcript requested and ordered; Type of Transcript request (paper or electronic); Where the transcripts are being sentnd Information Services. | IX. Technological Infrastructure

IV. Attracting and Retaining Students | Scheduling meetings with higher level management to secure approval to move forward with contract to implement solution. |
| Purchase and implement first-rate technology in order to improve efficiency of scheduling, to be rolled out July 2013. Assessment measure will be the comparison of scheduling data from year prior to this year | Currently selected courses will be assigned status of pending in order study enrollment numbers. Dependent upon the number it is then determined if additional sections should be added. | IX. Technological Infrastructure

IV. Attracting and Retaining Students | Schedule meetings with Office of Registrar Scheduling Unit and the Provost office to discuss data and feedback to |

		IX. Technological Infrastructure	enhance scheduling; therefore improving enrollment patterns.
Exploration of new methods of producing degrees/diplomas. Develop a method of outsourcing diplomas (while maintaining the academic integrity of the University diploma). Diplomas will be prepared, proofed, and mailed by an outside agency. The assessment measurement will be determined by the number of corrected and reprinted diplomas. Additionally, it will be measured by the distribution of diplomas (wait time). Assessment data will be analyzed by October 2013.	Jostens Inc. was selected as the company to outsource University degree/diplomas and process. Graduate College tests completed successfully and solution successful as of January 2013. As of May 2013 outsource solution successful as of May 2013 for Office of the Registrar.	IV. Attracting and Retaining Students IX. Technological Infrastructure	Students will no longer be required to pick-up degree/diplomas. All degree/diplomas processed and mailed out to graduates. Meetings scheduled to assess process and receive feedback on solution and process.
Assess numbers and reasons of Dean's permission for students adding or dropping courses halfway through the semester. The assessment began Spring 2013 in the middle of March until middle of May (semester close).	Total number processed was 71; Total number of students provided Dean's permission to add courses was 12; Total number of students provided Dean's permission to drop courses was 52; Total number of students provided Dean's permission to complete an exchange of one course for another, (Drop course and add another course) was 7.	IV. Attracting and Retaining Students IX. Technological Infrastructure	Collaboration via scheduled meetings with Deans' of Departments each semester to assess why this is occurring and strategically plan how to reduce this number for Fall 2013 semester.
Phase I: Professional and student staff will proactively engage students standing in line to receive service via the Office of the Registrar. This engagement will be done to ensure that the students are in the correct location and if not they can be redirected or provided additional resources to assist them. This will decrease wait times, increase student satisfaction levels, increases efficiency and effectiveness of services, and allow for those students that require more attention to receive more in depth assistance. Additionally, the data collected	The data results for Phase I thus far: (Data collection and results will not be completed until August 2013); Registration; Dean's permission (Late ADD/Drop or Granted Petition) Inquires; Transcript requests; Enrollment Verification Requests; Diploma Pick-up; Student Petition for funds Redirection to the following Offices: Undergraduate Admissions; Center for Academic Success; Graduate Admissions; Transfer Admissions; Transfer credit	IV. Attracting and Retaining Students IX. Technological Infrastructure	Once all data is collected trainings and staff development series will be designed and implemented. Assessment of the trainings and staff development will occur via electronic surveys.

of situations encountered will be utilized as scenarios for staff development training. This assessment measurement began September 2012-August 2013.

Phase II: Beginning in August 2013-December 2013 staff will also begin to assess not just the types of issues addressed but also begin to tally the number of scenarios daily.

Develop and implement method of surveying and assessing why students are choosing to withdraw from University. This will be measured via exit interviews, I Pad surveys, written surveys, and email surveys of those students requesting to withdraw from University. This measurement will begin in September 2012 until July 2013. | evaluation and inquires; Student Accounting; Financial Aid

Phase II: Assessments measurements has not yet occurred (August 2013-December 2013)

Fall 2012: 100 students withdrew from university
Spring 2013: 52 students withdrew from university. | IV. Attracting and Retaining Students

IX. Technological Infrastructure

IV. Attracting and Retaining Students

IX. Technological Infrastructure | Collaboration efforts with Financial Aid, Student Retention office, Academic Dismissal Committee, Athletics, EOF, and Disability services to set up proactive measures as well as reactive measures to retain and act as resource to students to increase retention. Data collected will be reviewed and action plans will be devised. Data will provide picture on how Office of the Registrar can enhance student services and increase student retention through student engagement, humanistic, and holistic approach

Collaboration efforts with 22 offices to create on-line training module, assessment survey, and procedural guidelines manual are being created in preparation for Spring 2014 semester, which will be completed by October 2013. |

Develop and implement a process of training and assessing the priority registration procedures within university units to register approved students. The process began February 2013 and will conclude in November 2013. The method of assessment will be surveys of the unit/department liaison on process and training of priority registration procedure.	Completed training of 22 department liaisons in February and March of 2013. Priority registration completed for Spring 2013 of 1000 students. On-line training and procedural guide will be created and be made available to departmental liaisons during Fall 2013 in preparation for Spring 2014 semester.		Collaboration efforts with Office of Computer and Information Services and Student Affairs to ensure roll out of real-time surveys via I Pad to obtain immediate feedback on services; while securing I Pad units at front desk.
Develop and administer real-time surveys via I Pad to obtain immediate feedback on services. This will assist in improving front line services, best practices, and staff development. The process began April 2013 and is slated to complete December 2013.	As a result of security issues concerning the I Pad security units the I Pads have not been placed at the front desk. It is slated to begin June 2013.		Once data is collected trainings and staff development series will be designed and implements. Collaboration with Kean University Police, Center for Leadership and Service, Undergraduate and Graduate Admission, and Office of Community Standards and Student Conduct to enhance services.
Develop staff trainings and staff development manuals on scenarios that arise at front desk via student engagement and services rendered. The assessment will begin July 2013 until October 2013 and trainings to take place November and December 2013.

Develop staff satisfaction and feedback survey to obtain feedback on how to enhance staff engagement and staff performance via anonymous | No results available at this time. July 2013-December 2013.
16 surveys completed and submitted of 20 staff members surveyed.
Survey results are 85% favorable. | | More consistent monthly meetings, training and staff development opportunities to occur twice each semester with assessment and feedback measures attached. First staff |

survey. Survey conducted November 2012-February 2013			training and development is slated for July 2013 and August 2013.