

Division: Academic Affairs
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Annual Assessment Results and Recommendations Report

Overview

The Division of Academic Affairs focused this year on Strategic Goals 1, 2, 3 and 6. Given the nature of our core activities, these goals must continue to be a fundamental part of our work.

Particular achievements in Goal 1 include the establishment of a School of Global Business, including a new Program in Global Business; the development of new academic programs for a Doctorate in Physical Therapy, a Physician's Assistant's Program, and an MA and BA in Architecture; and the first steps to a generic BSN, a Doctorate in Counselor Education and a Doctorate in Speech Therapy. Obviously Goal 2 is also impacted by these exciting new opportunities. All of our new programs are based on a review of need within the state of New Jersey and level of interest amongst Kean's present student body/core constituency.

This work continues into Fall 2014 as the new Major in Global Business begins, new programs proceed through the various curriculum bodies of the university and state, and we look to the next group of programs slated to be developed in our Strategic Plan. We do note, however, that the timeframe in the Strategic Plan for the formation of new doctorates will need to be reviewed this Fall. In the meantime, a number of new opportunities have arisen, for instance the opportunity to develop a BSN with Ocean Community College. This past year, we therefore decided to prioritize the generic BSN and our plans for Architecture. This coming year, we will prioritise new doctorates in Counselor Education and Speech Therapy. These changes should now be noted in our implementation plan for 2014-2015.

In working on Goal 2, the Division of Academic Affairs has also been building for the future in terms of attracting students to our institution. But Goal 2 also issues the challenge of improving the retention of our student body. The Division has focused on both Freshman retention and, as a significant part of our student body, increasing support for our Transfer population. A significant part of our Freshman work has now been moved to the School of General Studies, so that one group at the university can focus on the all-important retention 'stress points' of the move from 1st to 2nd semester, and 1st to 2nd year. The School has concentrated on the retention 'keynotes' of embedding the student into the Kean community, providing peer mentoring, ensuring access and knowledge of learning support services, and providing faculty advisement to the most vulnerable populations. In practice, this has meant a new

Transition 2 Kean course which was piloted in Spring 2014, and then opened to all for Fall 2014; finding students who are already considering a transfer at the beginning of their college career and providing them with a peer mentor; increasing the number of full-time General Studies faculty and charging them with the advisement of all Undecided students (a significant population at risk); and in addition looking early for students who are testing into specific development categories so that we can provide them with advice for 'staggering' their developmental classes (to ensure chance for success along the way); finally a larger scale re-organisation of our developmental courses began last year with the revitalization of MATH 0901.

This coming year, we must consider further the challenges of Freshmen retention: ensure that we have the appropriate data to look more closely at our 'at risk' populations and the vulnerable moments in a college career; ensure that our Office of Retention and Intervention is providing leadership across all relevant university offices with clearly measurable potential outcomes; refresh our Learning Services to ensure that we are at the cutting edge technologically and conceptually in our production of learning support to Kean students; work with OCIS and faculty advisors to build and utilize effectively an early warning system for students at risk; and finally create and implement a comprehensive strategy for students in need of developmental support. Elsewhere in the university, a significant community output to serve our general retention efforts was the Advisement Guidelines created by the Presidential Taskforce on Advisement and Scheduling. The Guidelines are now in the process of being implemented.

The other population we have targeted for our retention efforts has been our Transfer student body. Here we have focused on embedding our Transfer students into the Kean community, supporting their connection to a Major, ensuring they have a clear pathway to graduation; and providing a Transfer peer mentoring group to help them on their journey. 2013-2014 was very much a preparation year for our new approach to Transfer students. New Transfer sections of Transition 2 Kean were created and a new 3000 level course, Transfer Transition 2 Kean, was written (and currently progressing through the various college curriculum committees). We were also excited to be the recipient of a Quality First Initiative grant to support the formation of a new peer mentoring group – Transfer Instruction Mentors (TIMs) who will work with each Transfer Transition 2 Kean section.

Inevitably after the first year of a new Strategic Plan, we cannot measure the impact of these new initiatives. We are either 'in-preparation' or have only recently enacted each project. We can consider the implementation then achieved or 'on the road' to achievement. The next step is to consider a strong assessment timeframe – when will we be able to gain some first assessments of impact? Further, we need to consider this coming year our options for change of strategy. How long should we give these efforts to have an impact? An interim assessment after 3 years of the Strategic Plan seems appropriate for those activities begun this year.

Goals 3 and 6 have been brought together in our work for China and the School of Global Business. Our additional site in Wenzhou, China, has grown exponentially this year with the addition of 432 Freshmen students – doubling our student population at Wenzhou-Kean University. This presented us with a significant challenge with Goals 3 and 6: we needed to double our faculty and think through our approach to hiring within an international market for a distant and very different living environment. Further, now that we have a critical mass of faculty in Wenzhou (42 at the present time), we must ensure we are developing a productive and inspiring community for our faculty and students, including faculty-student research activities, opportunities for faculty to develop their research agendas, service options and engagement with student clubs and societies. We have begun to think through these challenges, but I consider them key issues for the coming year.

At Kean-USA, we have continued to develop our faculty-student research activities – culminating with an exceptional Research Days in Spring 2014 – and have now developed an exciting plan for a regional Research Institute in combination with NJSTM. Seeking to ensure that Kean has access to the best candidates on the faculty market, we have moved our decision making process for new faculty lines forward to the start of the academic year, and in 2014-2015 we are aiming to have all faculty positions under offer by March 2015.

The resource requests below all reflect our focus on Goals 1, 2, 3 and 6. The requests are few and very focused on specific issues. This is because they are ‘additional’ to our planned strategic actions for the year. The majority of our resource issues in the Division of Academic Affairs were planned for ahead of time as per the organization of the Strategic Plan. So, for instance, the university planned ahead for the resource implications of the inclusion of new doctoral programs. So on the one hand, assessment activities continue to produce results that require additional resourcing to address but, fundamentally, much of our needs in the past year and coming year have already been considered as part of the implementation process for our Strategy.

Resource Request 1 is concerned with the need to improve our students’ access and knowledge of Business related IT. The College of Business has connected the use of IT with Problem Solving through the use of the Bloomberg Database. We think this has exciting potential for our students. Resource Request 2 concerns a particular external challenge to the university in the past year: the ongoing state ‘push’ to build the best possible teaching cadre for New Jersey. Kean University has always had an important leadership role in the field of Education: ensuring that our students’ preparation for the teaching career is founded on excellence. Given our historic achievement and the strength of our ongoing reputation in the field of Education (for the third time, the Teacher of the Year for the State of New Jersey is a Kean graduate!), we need to continue to ensure our students’ success in the Praxis exams. I have therefore also chosen to highlight this resource request as a high priority for my Division. Resource Request 3 is an umbrella request for a number of issues related to NJCSTM. NJCSTM is still a relatively new endeavor and is undergoing considerable

development at the present time – in particular in relationship to its research and connection to entrepreneurship/business in our region. We are pleased to note that these new opportunities will be intimately related from inception with the improvement of student achievement in skills acquisition. New research opportunities for NJCSTM will be new opportunities for research based projects for our students through which we will aim to improve their skills, particularly in the area of application.

Overall summary of Division data results: Division VPs please state summary in terms of actions aimed at improving institutional effectiveness.	Implications for resources needed/budget allocations (Must be tied directly to data reported in Assessment Reports).	Strategic Plan goal(s) supported (2013-2020).
<p>College of Business & Public Management Accounting & Finance</p> <p>Assessment activities indicated that student learning and skill building needs improvement in the utilization of business technologies, problem solving in Accounting and Finance.</p> <p>College of Education</p> <p>Data on student performance on Praxis I indicates students need additional preparation –pass rate approximately 60-66%</p>	<p>AA 1 - Subscribe to Bloomberg data bases at a cost of \$60,000 per year. This will give students real time data and problem solving skills. The terminals will be used by over 800 students within the School of Accounting and Finance as well as others in the College of Business.</p> <p>Continuous data collection posted by semester.</p> <p>AA 2 - Implemented 4-workshop series on Praxis I reading preparation provided by Dr. Ethel Young free of charge to students –offered 4X per year. Praxis I math series will be added this year as well. Funding for supplemental instruction will ensure sustainability. – Request @ \$6,400.00</p>	<ul style="list-style-type: none"> • Attracting and Retaining students with global perspective (Goal 2, 6) • Attracting and Retaining top faculty with global perspective (Goal 3, 6) • Technological infrastructure (Goal 9) <ul style="list-style-type: none"> • Strengthen Acad. Initiatives (Goal 1) • Maintenance of CAEP Accreditation (Goal 1.1.4) • Technological Infrastructure (Goal 9) • (Goals 1.1, 1.2, 2.3, 8.1, 9.1)

<p>NJCSTM</p> <p>Oral presentation skills, a direct measure in the STME 4610 capstone course (under different SLOs in all programs), cover six rubrics ("organization", "delivery", "visual aids", "understanding", "documentation" and "ability to answer questions "). Average scores overall were in the "good" to "excellent" range. However, the rubric for "understanding" and "ability to answer questions" scored significantly lower than the other measures, impacting mostly on Applied/Content Knowledge SLOs. We are studying the basis for this result, and whether they reflect limitations within the research projects and their conduct, or more general limitations in student skills development. One observation is that students beginning projects sooner and continue a project over multiple years tend to show higher scores in these two areas.</p> <p>Need to implement campus wide critical thinking rubric into program rubrics in future years (campus move to new rubric not done until after end of semester)</p>	<p>AA 3 - With present facilities and instrumentation, and strategic plan, NJCSTM is poised to increase it its matriculated headcount of enrolled highly qualified students. This increase will require funding to develop new marketing strategies as well as a newly designed website, as well as additional support to expand and diversify the Center's recruiting activities – Request @ \$50,000.00 for student recruiting</p> <p>AA 4 - Launch Institute for Life Science Entrepreneurism and develop relationship / opportunities for faculty interactions / support in research and teaching. Program in translational science – Request @ \$100,000.00</p> <p>AA 5 - Further develop Computational Science Program – Request @ \$20,000.00 for market research</p> <p>AA 6 - Research funding, research collaboration – Request @ \$50,000.00 - \$75,000.00</p> <p>Build visibility of faculty in STEM education and research arenas</p>	<ul style="list-style-type: none"> • Strengthen Acad. Initiatives (Goal 1) • Attracting and Retaining students (Goal 2) • Attracting and Retaining top faculty (Goal 3)
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