Assessment Report – 2012-2013 Academic Year
Office of Accreditation and Assessment

Please note: OAA's Mission was not changed for 2012-2013 since this was a year of assessment for OAA under its new director. Both OAA's Mission and Vision will be reviewed during the summer of 2013.

Mission Statement: The mission of the Office of Accreditation & Assessment is to provide leadership for the planning and implementation of academic and administrative program review and assessment, student learning outcomes assessment, institutional assessment, and assessment-related training. The Office is committed to creating a sustainable culture of assessment dedicated to advancing Kean University's dual mission of excellence and access.

Vision Statement: The vision for the Office of Accreditation and Assessment is a limited and practical one for 2012-2013 as this is a year of transition to a new director. The year will begin with collaborating with all appropriate members of the campus community to ensure a successful engagement with MSCHE leading to the lifting of the University's probationary status. The remainder of the year will be devoted to implementing the assessment processes the new director inherited, modestly improving them where possible, and acquiring the knowledge and information needed to thoroughly assess the assessment process itself during the summer of 2013.

Goals and Objectives:

Goal 1: Contribute to MSCHE reaffirmation of accreditation and lifting of probationary status. MO1 - MO5, SP1 - SP10, SLO1 - SLO4		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
1.1: Manage completion of writing of chapters for Standards 7, 12 & 14 by mid-August 2012.	Monitoring report submitted on time. Preparatory meetings and mock interviews took place for all groups and offices expected to be interviewed by Visiting Team. All Visiting Team meetings scheduled as requested by the team. Resulting action letter stated "institution is now in compliance with Standard 6, 7, 12, and 14 and reaffirmed accreditation." Letter requires Monitoring Report due March 1, 2014 for Standards 6, 7, and 12.	To respond to the MSCHE action, preparation began in spring 2013 for writing chapters on Standards 7 & 12 for the March 2014 Monitoring Report. Standard 14 was removed from consideration and Standard 6 is the province of other offices.
1.2: Monitor writing of Standard 6 throughout the process to be completed by mid-August, 2012.		
1.3: Manage preparation of community members for MSCHE site visit by September 11, 2012.		
1.4: Schedule MSCHE Visiting Team interviews by September 11, 2012 with appropriate community members.		

Goal 2: *Contribute to the design and implementation of a closing the loop process for the 2011-2012 assessment cycle* MO1 - MO5, SP1 - SP10, SLO1 - SLO4		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
2.1: Collaborate with UPC and senior administrators to design and implement a closing of the loop process for the 2011-2012 assessment cycle by July 2012	Completed design was implemented in summer 2012.	Synthesized feedback from experience with the 2011-2012 cycle. Indicates that at least four areas need to be addressed in the future: 1) UPC members need more time to review and reflect upon the materials they receive and review individual program and administrative unit Assessment Reports should they wish; 2) more time needs to be made available for deliberation among UPC members as they collaborate on the synthesis of the materials they review; 3) more time needs to be provided for the president, the BOT, and UPC to interact with each other during the closing the loop process; and 4) it would be desirable to link the results of the assessment process as synthesized by the UPC to the University's budget process.

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Goal 3: *Contribute to assessment of student learning through academic program assessments.* MO1 - MO5, SP1- SP6, SLO1 - SLO4		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
3.1: Throughout 2012-2013 facilitate the completion of the 2012-2013 academic program Assessment Reports, Dean Summaries and the divisional VPAA summary by June 2013 in collaboration with the Associate VPAA and Dr. Hoffman.	Dr. Hoffman and the AVPAA held help sessions in 2-hour blocks over a two week period during the last half of July 2012. Dr. Hoffman conducted informal facilitations throughout the year. Indications are that the academic program Assessment Reports will be completed on time.	Determined there is a need to develop an assessment rubric to assess academic program Assessment Reports to provide data for continued improvement. Rubric will be designed and implemented in summer 2013. Determined there is a need to clarify role of OAA in managing and leading academic program and SLO assessment process now that Dr. Hoffman has completed her work.
3.2: By spring 2013 develop a method for using direct measures collected to assess General Education SLOs for institutional level assessment of SLOs with a particular emphasis on assessments using rubrics to assess, e.g., writing and oral communication at the first year, second year and capstone levels.	A method has been designed to enable GE SLOs to be alternatively analyzed at the institutional level using historical data in the areas mentioned and others.	Initial planning has taken place between OAA and General Education to implement the process in summer 2013 using historical data and data that will become available at the end of the 2012-2013 assessment cycle.

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	Goal 4:	
	Contribute to improving institutional effectiveness while improving, sustaining and implementing the 2012-2013 administrative assessment process **MO1 - MO5, SP2 - SP10**	
Objective	**Data Results**	**Actions Taken Based on Data Collected**
4.1: Throughout 2012-2013 provide support to 100% of administrative units to aid in their development of unit-level plans and assessment processes that align with the University's Mission Outcomes and the emerging 2013-2020 Strategic Plan in support of student success.	72 assessment coordinators recruited from each office to serve as leaders in the development of their units' planning and assessment strategies. New Assessment Report template designed to more effectively link administrative unit goals to University Mission Outcomes and the emerging 2013-2020 Strategic Plan's goals as well as emphasize the need for measures that assess impact on student success. Met with 10 of the 53 administrative units once, 36 at least twice and multiple times with several to assist in the development of their Assessment Plans and Reports. Conducted a workshop attended by administrative assessment coordinators on developing SMART objectives in October 2012. (Sign in sheet is unavailable, but at least 2/3 of the coordinators attended.) Conducted 2 workshops at the January Assessment Institute (approximately 100 attended each) and one workshop during Assessment Day (approximately 100 attended) for all administrators on making the transition from externally motivated assessment for accountability to internally motivated assessment for continuous improvement which highlighted the interdependencies among administrative offices to ensure continuous improvement of student success. Supporting materials were developed and posted to the OAA web site in fall 2012. Updated in spring 2013. 68% of currently received, revised Assessment Plans/Reports now have linkages between their goals and the University's Mission Outcomes and/or University SLOs and/or the emerging Strategic Plan's goals as appropriate.	Identified need to continue to provide whole group and individual unit professional development regarding aligning unit plans, assessments, and decision making to the University's goals and objectives, and to developing direct measures of their impact on student outcomes. Developed a rubric to assess 2011-2012 and 2012-2013 Assessment Reports to enable gathering data for continued improvement. Rubric will be implemented in summer 2013. Have started the 2013-2014 assessment process beginning with the University's emerging Strategic Plan's goals, objectives, and actions. Developed plans for 2013-2014 for building on synergies in 5 offices where unit level quantitative data may simultaneously be used for institutional assessment. Determined the need to seek out other administrators with analytical expertise and form a collaborative group with OAA if possible.

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4.1 continued	Identified 5 offices in which there is a strong synergy between the quantitative data needed to assess and improve internal office functions and utilizing the same data for institutional assessment. Identified 3 administrators with strong analytical and/or research skills with whom OAA will collaborate in the future. Identified need to broaden the scope of administrators' thinking to include other measures of assessment than those currently in use at the University.	Initiated a pilot with Undergraduate Admissions to collaborate with their analyst to enhance the use of assessment information to guide and enhance office planning and decision making while simultaneously gathering assessment information that may be used to profile entering first year classes and other forms of assessment. Collaboratively designed a project for enhancing office function in Intervention and Retention as well as in Career Services and Alumni Relations by providing assessment results that would be useful to these offices as well as institutional assessment in two increasingly important areas for external accountability and internal continuous improvement – the correlates of retention and the employment and continued education of our graduates.
4.2: Complete the 2012-2013 administrative Assessment process with 100% of offices completing the process and all VPs completing their summary reports by June 2013.	OAA is in the process of managing the completion of administrative unit Assessment Reports. The amended due date for the reports is May 23, 2013. Determining the percentage of offices submitting reports will need to wait until after this OAA report is submitted. VP summary reports are not due until June 2013.	Assessment of the extent to which this objective is met will be done in summer 2013. Determined that there is a need to clarify role of OAA in leading and managing administrative unit assessment process.

Goal 5: *Provide support for the implementation of the Academic and Administrative Program Review cycles* MO1 - MO5, SP1 - SP10, SLO1 - SLO4		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
5.1: By early fall 2012 alert academic and administrative programs scheduled for Program Review in 2012-2013 to their need to complete their reviews	All academic programs and administrative units were alerted via several mechanisms – Email notifications, phone messages, and notifications from superiors. 16 administrative units are undergoing a program review process for the 2013 assessment cycle. 33 academic programs are undergoing a program review process for the 2013 assessment cycle.	Determined that examining the timelines for completion of Program Review and Assessment Report cycles for closer integration may be beneficial to the closing the loop process for assessment at the University.
5.2: Assess program review schedules and documents to determine needs for improvement by spring 2013	Significant anomalies were found in the academic Program Review materials. Relatively minor anomalies were found in administrative Program Review materials.	Results of analysis were provided to AVPAA in February 2013 and to the VPAA in May with suggestions for addressing anomalies.

Goal 6: *Implement and evaluate currently used indirect (survey) assessment measures to determine how they may be used for institutional level assessment* MO1 - MO3, SP2 - SP4		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
6.1: Distribute SIR II forms as needed in time for use before the end of the fall 2012 semester.	Fall SIR IIs successfully distributed. Distributed, Completed, % Completed Bus&Pub Adm 6,349 4,151 65% Education 10,128 7,428 73% Hum & Soc Sci 21,380 14,663 69% Kean Ocean 4,183 2,784 67% NW Grad Schl 2,129 1,590 75% Nat, Appl&Sci 6,289 5,383 86% STEM 377 347 92% Vis&Perf Arts 4,183 3,330 80%	With support staff/administrators from Colleges/Schools and Assistant VPAA collaboratively evaluated and improved the SIR II distribution process prior to distribution for the spring 2013 semester.
6.2: Distribute SIR II forms as needed in time for use before the end of the spring 2012 semester.	Spring SIR II successfully implemented using suggestions provided by team described above. AVPAA office conducted online SIR II for Wenzhou-Kean and Kean Ocean campuses. Distributed Bus&Pub Adm 6,417 Education 10,003 Hum & Soc Sci 16,718 NW Grad Schl 2,022 Nat, Appl&Sci 8,093 STEM 322 Vis&Perf Arts 4,099 Process of tabulating completed SIR IIs is not completed at this time.	With VPAA review online versus paper options for 2013-2014 and decide on strategy.
6.3: Review costs & benefits of available options for alumni/graduate surveys to serve Career Services and Alumni Relations while simultaneously gathering student outcome data for institutional assessment and accountability reporting to outside agencies and make recommendation by spring 2013.	Review conducted in collaboration with Career Services and Alumni Relations. Recommendation not approved.	Offices and OAA decided to revisit in 2013-2014 since current home grown surveys do not meet offices' needs or the needs for institutional assessment of graduates' outcomes.

6.4: By the end of May 2013 implement the Graduating Student Survey (GSS) for all academic programs wishing to do so after reviewing the process for areas of improvement.	The review has taken place and minor modifications were made for this year's implementation. The GSS administration was completed in May 2013 for undergraduates. The GSS for graduate students has yet to be completed. For undergraduate programs 31 of 40 who participated last year (78%) administered the GSS. 355 (30%) of the 1,197 students invited to complete it did so.	Last year's and this year's initial results suggest that a major effort will be needed to increase response rates to make results more useful to individual programs and to the institution as a whole. The questionnaires will be more thoroughly reviewed in 2013-2014 to weigh the benefits that could be derived from improvement against potentially compromising historical trend analysis.
6.5: By the end of May 2013 design a process for aggregating GSS survey results at the institutional level and complete analysis by end of June 2013.	Data from the administered surveys have been aggregated and initial analysis has taken place.	Analysis will be completed in summer 2013. Encouraging more programs to participate in the use of the survey would make it a better tool at the institutional level.
6.6: Analyze NSSE 2010 results by the end of June 2013.	In spring 2010, 1,765 1st year and senior students out of 6,191 completed the NSSE. This was a response rate of 29% compared to a national average of 32% for public institutions with more than 10,000 students. Initial analysis of the 2010 NSSE data has been completed.	Complete interpretation of the results will take place summer 2013.
6.7: Implement the 2013 NSSE administration in accordance with NSSE's schedule (spring 2013).	The 2013 administration of NSSE has been completed. In spring 2013, 610 1st year and senior students out of 3,259 completed the NSSE. This was a response rate of 19% compared to a national average of 21% for public institutions with more than 10,000 students.	New processes will need to be designed to increase the response rate to NSSE. Analysis awaits receipt of data from NSSE in August 2013.

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<tr><td colspan="3">Goal 7:
<i>Begin assessment of the assessment process itself.</i>
MO1 - MO5, SP1 - SP10, SLO1 - SLO4</td></tr>
<tr><td>Objective</td><td>Data Results</td><td>Actions Taken Based on Data Collected</td></tr>
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<td>7.1: By June 2013, using the social science method of participant observation, assess the understanding that community members have of assessment as it is currently practiced at the University on the one hand and the role that assessment plays in higher education more generally.</td>
<td>Results to date indicate that academic programs are well-developed in program assessment.

With respect to administrative units substantial learning has taken place over the year but much still needs to be done to focus unit planning, assessment, and decision making on improving student success.

Overall there is limited understanding of the role that assessment plays in higher education planning, decision making and using information for continuous improvement.</td>
<td>At the completion of the 2012-2013 assessment cycle, use content analysis (with rubrics) of the products of the assessment processes to assess the level of performance in 2011-2012 and 2012-2013 in the aggregate and gains by programs and units over this period.

Need to provide professional development workshops to expand the horizons of community members with respect to the role of assessment in higher education and how it could be applied at Kean.</td>
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<td>7.2: By June 2013 assess the capacity of the University to expand assessment to include quantitative assessment measures that rely on data ordinarily stored in administrative computer systems.</td>
<td>Institutional Research gathers a great deal of information that may be used in the assessment process.

There is a very strong support team in OCIS that is very knowledgeable of the data stored in our administrative system and very helpful in gaining access to it for assessment purposes. There is also now a new tool available that will enable OAA and individual offices to gain relatively easy access to data for assessment purposes.

There is a small cadre of quite skilled analysts in administrative offices who can form a collaborative team with OAA to enhance their units' assessment practices and in the process contribute to institutional assessment.</td>
<td>Initial discussions between IR and OAA provide a solid foundation for collaboration as we expand assessment to include these quantitative measures.

OAA took advantage of the opportunities OCIS provided to learn about the data stored in our administrative system and the professional development program they provided to learn to use the new tools that will be coming on line at the end of May.

Conversations with these analysts indicate a strong willingness to collaborate in the year ahead.</td>
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