

Appendix 7-1

Sample set of program assessment
templates.

Assessment Plan – 2012-2013 Academic Year

Mission Statement:

(Place mission statement here)

Vision Statement:

(Place vision statement here)

Goals and Outcomes:

Goal 1:		
Outcome	Measurement of Assessment	Timeline
1.1:		
1.2:		
1.3:		
1.4:		

Goal 2:		
Outcome	Measurement of Assessment	Timeline
2.1:		
2.2:		

Assessment Plan – 2012-2013 Academic Year

Goal 3:		
Outcome	Measurement of Assessment	Timeline
3.1:		
3.2:		
3.3:		

Assessment Report – 2011-2012 Academic Year

Goals and Objectives:

Goal 1: To provide <i>(Try to link goals to KU SLOs if possible)</i>					
Objectives <i>(Measurable unit outcomes)</i>	Measurement of Assessment <i>(What TOOL or PROCESS will be utilized in order to measure whether the outcome has been met?)</i>	Timeline <i>(When does the evaluation of the outcome take place?)</i>	Results <i>(What were the results from the measurement of assessment, utilize data in your answer)</i>	Action Taken (Closing the Loop) <i>(What actions were taken based on the data collected from the results to either meet the expected objective or to improve on the outcome results?)</i>	
1.1 To					
1.2 To					
1.3 To					
1.4 To.....					

Appendix 7-2

UPC Synthesis of Divisional Yearly
Summary Reports Aligned with 2007-
2012 Strategic Plan Goals.

UPC Annual Report 2012

Assessment Data Used to Inform Resource Allocations and Support Strategic Plan Goals

I. Accountability and Assessment:

- Increase support of faculty as academic program assessment coordinators (year-round)
- Increase numbers of graduate assistantships to support assessment activities
- Upgrade assessment platform contract for Student Affairs
- Offer ongoing training for faculty in assessment activities; provide compensation for adjuncts to participate
- Increase faculty and student travel monies to support research and professional development in assessment
- Provide additional support (academic specialist and graduate assistant) for Institutional Research expanding data warehouse

II. Academic Initiatives

- Hire external expert consultants for enhancing use of online library materials
- Hire full-time Director of Writing Center; expand Writing Center staff with graduate assistant; expand options offered at Writing Center (e.g., professional writing)
- Provide online tutoring in General Education and for EEO
- Hire master trainer for tutors
- Enhance support for GRE/MCAT training sessions, coordinating with NSF LSAMP and with the McNair Scholars program
- Acquire Bloomberg database
- Increase faculty and student travel monies to support research and professional development
- Create dedicated audio lab (coordinating with CVPA and CE speech pathology)
- Expand electronic resources in library
- Staff a dedicated position in library at Kean-Ocean

III. External Partnerships

- Provide job fairs and resume-building workshops at Kean-Ocean
- Increase advertising resources with particular focus on Enlow Hall
- Enhance video production unit including personnel, software, sets and props
- Upgrade Kean University conference scheduling system

IV. Attracting and Retaining Students

- Hire full-time Director of Writing Center; expand Writing Center staff with graduate assistant; expand options offered at Writing Center (e.g., professional writing)

- Hire expert consultants for guidance on enhancing use of online materials for teaching and learning
- Hire master trainer for tutors
- Purchase licensing for online tutoring for all students but particularly with EEO students
- Provide further support of lecturer positions in School of General Studies as well as in other programs/schools/colleges that offer GE courses
- Hire an Associate Director for Undergraduate Research
- Fund program for student research initiatives
- Publish undergraduate research journal
- Enhance ability to manage scholarship data – hire graduate assistant
- Enhance ability to manage social networking – hire graduate assistant
- Expand support offerings at Kean-Ocean, including Career Services, representative from Graduate Admissions, etc.
- Improve Student Disability Services (furnishings and equipment)
- Purchase Assessment Platform contract upgrade
- Enhance programming and other opportunities – Civility and Acceptance, National Hazing Prevention Week, Wellness Classes
- Increase advertising resources in general, and for specific markets such as the Kean University Center for History, Policy and Politics
- Enhance video production unit including personnel, software, sets and props
- Increase individual visits to high schools with large EOF-eligible populations to attract more qualified students
- Enhance support for GRE/MCAT training sessions, coordinating with NSF LSAMP and with the McNair Scholars program
- Increase funding for Kean-Ocean programs, provide student leadership training at Kean-Ocean, provide Kean-Ocean bus for regular student travel between campuses
- Expand training for enrollment services
- Increase hours of open access of athletic facilities

V. Attracting and Retaining Faculty-Scholars

- Increase number of full-time faculty
- Hire expert consultants to provide workshops and faculty/staff training opportunities including training in new technologies
- Create pedagogical team to develop faculty workshops
- Provide incentivized training for adjuncts to participate in assessment workshops
- Fund programs for student research initiatives
- Publish undergraduate research journal
- Provide electronic notebooks for faculty researchers
- Complete modifications to animal facility for research

- Provide funding for website development and marketing for Kean University Center for History and Public Policy
- Provide training to Human Resource staff to improve communication and information dissemination (e.g., social network sites)
- Maintain current facilities and plan housing for faculty.

VI. Commitment to Diversity

- Hire full-time Director of Writing Center; expand Writing Center staff with graduate assistant
- Provide online tutoring with particular focus on EEO students
- Hire master training for tutors
- Expand electronic communication capabilities
- Provide funding to Disability Services (furnishing and equipment)
- Provide support for dedicated audio lab (collaboration between CVPA and CE Speech Pathology)
- Provide funding for programming promoting issues (e.g., Civility and Acceptance Program, National Hazing Week)
- Increase visits to high schools with large EOF-eligible populations
- Provide faculty, staff and student guidance regarding changes to rules and regulations (i.e., discrimination)

VII. Financial Infrastructure

- Hire “prospect” researcher and engagement coordinator
- Hire advancement officers/fundraisers
- Provide assistance to gift officers in their communication with alumni
- Provide training to student accounting staff to become more adept at pursuing collection of receivables; realign current student accounting staff

VIII. Physical Infrastructure

- Complete modification to animal facility
- Provide furnishings and equipment to Disability Services
- Identify place for recreational wellness classes
- Provide additional study rooms in library
- Complete and implement Master Plan
- Continue maintenance of existing facilities

IX. Technological Infrastructure

- Hire Director of Online Instruction

- Hire external expert consultants for guidance for enhancing use of online materials for teaching and learning
- Purchase/license online tutoring software
- Purchase/license software to manage social networking, communication
- Provide faculty researchers with electronic notebooks
- Upgrade Assessment Platform Contract to enhance program quality and effectiveness
- Provide additional support for OCIS (including scanner, more integrated support)
- Upgrade KeanWISE to include GPA requirements for major
- Provide additional computer lab on East Campus
- Expand electronic resources in library
- Complete and implement Master Plan
- Provide increased technology training for faculty and staff

X. Adaptability and Responsivity

- Provide programming (e.g., National Hazing Prevention Week)
- Provide support for Disability Services (furnishings and equipment)

Appendix 7-3

Rating criteria for prioritizing resource requests.

Initial Report

Last Modified: 08/09/2012

1. How directly does the request impact students?

#	Answer	Response	%
1	Strong	0	0%
2	Moderate	0	0%
3	Weak	0	0%
	Total	0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

2. How well does the request address the goals (must address at least one) of the 2007-2012 strategic plan?

#	Answer	Response	%
1	Strong	0	0%
2	Moderate	0	0%
3	Weak	0	0%
4	Not at all	0	0%
	Total	0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

3. The resource request is appropriate and reasonable.

#	Answer	Response	%
1	Strong	0	0%
2	Moderate	0	0%
3	Weak	0	0%
	Total	0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

4. If funded, the action has the potential for evaluation and assessment.

#	Answer	Response	%
1	Strong	0	0%
2	Moderate	0	0%
3	Weak	0	0%
	Total	0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

5. Primary strengths and significant components of the request

Text Response

Statistic	Value
Total Responses	0

6. Potential weaknesses or problems of the request

Text Response

Statistic	Value
Total Responses	0

7. Other comments about the request

Text Response

Statistic	Value
Total Responses	0

8. Recommendation:

#	Answer	Response	%
1	Strong Recommendation for funding	0	0%
2	Moderate Recommendation for funding	0	0%
3	Weak Recommendation for funding	0	0%
4	Do Not Recommend for funding	0	0%
	Total	0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

Appendix 7-4

UPC second report to the President
including his decisions for funded
requests.

		UPC Ratings					
Division	Department	Reference to Orig Sum	Strong 4	Mod 3	Weak 2	Not Rec 1	Priority = Avg Rating
1	Academic Affairs	AA24	100				4.00
2	Academic Affairs	AA1	94	6			3.94
3	Academic Affairs	AA23	87	13			3.87
4	Student Affairs	SA2	87	13			3.87
5	Student Affairs	SA3	87	13			3.87
6	University Relations	UR2	87	13			3.87
7	University Relations	UR3	87	13			3.87
8	Academic Affairs	AA7	82	18			3.82
9	Academic Affairs	AA2	76	24			3.76
10	Academic Affairs	AA21	88	6		6	3.76
11	University Relations	UR6	87		13		3.74
12	University Relations	UR5	88		6	6	3.70
13	Academic Affairs	AA19	69	31			3.69
14	University Relations	UR1	81	13		6	3.69
15	University Relations	UR8	75	19	6		3.69

	Description of budget request	Budget Request	Amount Approved	President
1	Director of Online Instruction	70,000	70,000	Approved
2	Writing Center Director or ENG Faculty Director Coordinator	70,000	70,000	Approved
3	NTA Association certification/training consultant	3,600	3,600	Approved
4	Improve Student Disability Services (furnishings and equipment) \$9,819	9,900	9,900	Approved
5	Enhance and promote multicultural program offerings to freshman student groups and resident students. \$3,500 for honorarium, educational materials and refreshments	3,500	3,500	Approved
6	2) a. Recommend a 50% increase in Center resources for FY13, <u>or a \$25,000 increase</u>	25,000	12,000	Approved at 12K
7	2) b. Recommend a \$20,000 expenditure to support the design, creation and launch of center website, database and marketing materials.	20,000	20,000	Approved
8	Hire 1 additional faculty member for January 2013 reduce CACREP reduce stu/fac ration <i>Estimate \$50,000 - \$70,000</i>	70,000		
9	Assessment training for adjunct faculty \$50,000 - \$75,000	75,000	75,000	Requires negotiation
10	Assessment Coordinators throughout year	50,000	50,000	Approved
11	Recommend funding of \$130,000 for new, university-wide software scheduling package that will be utilized by division, registrar, athletics, etc.- all scheduling entities-to create a centralized scheduling system Annual maintenance?	130,000	130,000	Approved
12	Increase budget line items, a total of \$48,000, to provide for the purchase of physical sets, props and new software programs for the video production unit	48,000	24,000	Approved at 50%
13	Database for assessment results	25,000	25,000	Approved
14	1) Recommend a 20% increase in advertising resources for FY13, <u>or a \$200,000 increase</u>	200,000	200,000	Approved
15	5) a. Create a dedicated advertising budget for Enlow Hall in FY2013; budget \$65,000	65,000	65,000	Include in KU budget

16	Student Affairs	Student Affairs	SA1	80	7	13	13	3.67
17	University Relations	Theatre & Programming	UR10	81	6	6	6	3.64
18	Academic Affairs	College of Education	AA13	75	13	13	13	3.61
19	University Relations	Media & Publications	UR4	80	7	7	7	3.58
20	University Relations	Theatre & Programming	UR9	80	7	7	7	3.58
21	President's Office	Institutional Research	P1	75	13	13	13	3.49
22	Academic Affairs	College of Education	AA15	60	33	7	7	3.46
23	University Relations	Conferencing & Events	UR7	75	6	6	13	3.43
24	Institutional Advance/Research	Research & Sponsored Programs	IAR8	67	13	13	7	3.40
25	Academic Affairs	College of Education	AA16	60	27	13	13	3.34
26	Academic Affairs	Educational Opportunities Center	AA22	53	33	7	7	3.32
27	Academic Affairs	College of Education	AA14	50	38	13	13	3.24
28	Student Affairs	Health Services	SA4	53	27	7	13	3.20
29	Institutional Advance/Research	Research & Sponsored Programs	IAR10	53	27	7	13	3.20
30	Academic Affairs	NJCSTM	AA3	41	41	12	6	3.17
31	Institutional Advance/Research	Research & Sponsored Programs	IAR11	47	33	7	13	3.14

16	Expand Campus Lab assessment management system throughout division - additional \$9,700 annually	9,700	9,700	Approved
17	6) Request for two new lines/theatre technicians for TMPO program starting at @ \$45,000 annually plus benefits	90,000		Request for FY 2014
18	CAEP Travel monies \$7000 (\$1000 each for 7 to travel)	7,000		
19	Recommend funding for two new full-time personnel lines in media center to expand video marketing/editing efforts in FY13.	106,000	53,000	One in 2013, one in 2014
20	5) b. Request for new line/administrative support for Enlow Hall manager to allow for inhouse support while manager does external marketing; \$40,000 annually plus benefits	40,000		Request in 2014
21	Academic Support Specialist and Graduate Assistant to augment IR staff \$35000	35,000		
22	Adjunct rubric training per academic year = \$4000	4,000	4,000	Approved
23	Recommend funding for one additional full-time employee, @ \$45,000 annually plus benefits, in conferencing and services to meet established revenue and rental goals.	45,000		Request in 2014
24	Consultant to conduct faculty development workshops on proposal design, writing, support \$10,000	10,000	10,000	Approved
25	\$2000 to pursue Recreation Therapy accreditation for consultant	2,000	2,000	Approved
26	Online tutoring capability software	112,000		Need more backup data
27	Field supervisor training per academic year = \$5000	5,000	5,000	Approved
28	Facilities, furniture, & equipment needed on Union Campus for Fit to Be Kean exercise space - \$23,000	23,500		Need more backup data
29	Publish Journal of Undergraduate Research \$5,000	5,000	5,000	Approved
30	Consultant and Rubrics for assessing poster presentations	5,000	5,000	Approved
31	Provide electronic notebooks for faculty using large datasets. Estimated cost: \$6,000 Annual depreciation?	6,000	6,000	Approved

32	Institutional Advance/Research	Professional Development	IAR13	56	19	6	19	3.12
33	Institutional Advance/Research	Research & Sponsored Programs	IAR2	40	40	7	13	3.07
34	Institutional Advance/Research	Alumni Relations	IAR1	43	29	14	14	3.01
35	Academic Affairs	College of Business and Public Management	AA5	24	53	18	6	2.94
36	Institutional Advance/Research	Research & Sponsored Programs	IAR9	47	20	13	20	2.94
37	Institutional Advance/Research	Kean University Foundation	IAR3	33	47		20	2.93
38	Academic Affairs	College of Visual and Performing Arts	AA10	24	41	24	12	2.76
39	Academic Affairs	Nathan Weiss Graduate College	AA6	24	29	41	6	2.71
40	Academic Affairs	College of Visual and Performing Arts	AA9	18	47	24	12	2.70
41	Institutional Advance/Research	Research & Sponsored Programs	IAR12	33	27	13	27	2.66
42	Academic Affairs	College of Natural Applied and Health Sciences	AA4	19	19	56	6	2.51
43	Academic Affairs	College of Visual and Performing Arts	AA12	0	63	13	25	2.38
44	Academic Affairs	Library	AA20	20	27	20	33	2.34
45	Academic Affairs	College of Visual and Performing Arts	AA11	18	12	18	53	1.95
46	Academic Affairs	Nathan Weiss Graduate College	AA8	6	18	29	47	1.83

32	Create a Pedagogical team of faculty (in collaboration with the Office of Assessment and Accreditation to develop ongoing workshops, including outside experts in the field. Estimated cost: \$5,000	5,000	5,000	Approved
33	Create Center for Undergraduate Research and hire Associate Director \$90,000	90,000		
34	Part-time alumni/prospect researcher	25,000		
35	ENG 3090, COMM 3590 not in this college: Two instructors to teach these 12 sections. Estimate \$140,000 plus benefits.	140,000	140,000	Approved; already in budget
36	Fund competitive program allowing students to apply to research support. Estimated cost: \$20,000	20,000	20,000	Approved
37	Additional two advancement officers for fundraising	190,000	95,000	Approved (one for FY 2013)
38	GE Major coordination - 10 faculty assignments @ 1 course adjunct rate - \$36,000	36,000		Need more backup data
39	Increase faculty and student travel to support research professional development. <i>Estimate \$10,000</i>	10,000	10,000	Approved; already in budget
40	GE Major coordination - coordinator \$3,600	3,600	3,600	Approved; need description
41	Complete required modifications to the animal facility. Estimated cost: \$60,000	60,000	60,000	Approved; already in budget
42	Year-round Assessment Coordinators. <i>Estimate \$10,000 for 5 coordinators @ 2 TCH each</i>	10,000		
43	3 voice capture/processing studios: Software \$1,800, Computers 3 \$6,000, Microphones 3 \$2,400	10,200		
44	Branch campus training adjunct or staff position \$50,000	50,000		
45	GE Major coordination - Marketing materials - \$6,000	6,000		
46	Additional computer lab on East Campus – <i>Estimate \$36,000 for 24 computers Annual depreciation?</i>	36,000	36,000	Approved; in budget

Total \$ Requested 2,062,000 1,227,300 Total \$ Approved (60%)

Total # Requested 46 31 Total # Approved (67%)

The following 4 requests were removed from the group because there is an alternative mechanism for requesting support.

Institutional Advance/Research	Scholarship Services	IAR4	13	47	27	13	2.60
Institutional Advance/Research	Scholarship Services	IAR5	13	47	27	13	2.60
Institutional Advance/Research	Scholarship Services	IAR6	13	47	27	13	2.60
Institutional Advance/Research	Scholarship Services	IAR7	13	47	27	13	2.60

	Grad assistant for data management \$15,000	15,000	15,000	Follow KU procedures for req.
	Grad assistant iModules, website, social media \$15,00	15,000	15,000	Follow KU procedures for req.
	Grad assistant ensure all media up-to-date \$15,000	15,000	15,000	Follow KU procedures for req.
	Grad assistant communicate with alumni scholars \$15,000	15,000	15,000	Follow KU procedures for req.

Appendix 7-5

2007-2012 Strategic Plan with draft
evaluation.

Evaluation of Strategic Plan 2007-2012 August, 2012

The following narrative and charts summarize the objectives of the 2007-2012 strategic plan and provide an overview of the implementation and explanation of each goal. The objectives of the strategic plan have been aligned with the institution-wide Student Learning Outcomes as defined in our mission, thus assuring that Kean students achieve the outcomes as reflected in the mission during their years of study. Kean students should be able to:

- (KU 1) Think critically, creatively and globally;*
- (KU 2) Adapt to changing social, economic, and technological environments;*
- (KU 3) Serve as active and contributing members of their communities;*
- (KU 4) Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.*

I Accountability and Assessment

Goal: To implement a university-wide and comprehensive outcomes assessment plan to evaluate student learning, program quality, and institutional effectiveness, as well as address a longstanding and critical need for consistency in university-wide assessment.

Objective:

- **Implement a campus-wide “Assessment Plan.” Ensure that a coordinator of the “Plan” has a strong assessment background, experience in academic areas, and leadership qualities.**

In conjunction with the Middle States Commission of Higher Education (MSCHE) self-study process, an Office of Accreditation and Assessment has been established, together with a newly-created position of Director of Assessment (AY2010). In addition, a new Faculty Senate standing committee – the Faculty Senate Assessment Committee – was formed (AY2011)

In 2011, Kean University developed a three year plan of implementation for institutional and student learning outcomes assessment plans. As of AY 2011-2012, these processes are in place, and all campus units are now trained and fully engaged in the assessment process. The capstone course component of all undergraduate programs provides an excellent medium for collecting student learning outcomes data on a programmatic and general nature; these courses have been the focus of university-wide assessment

Historically, Kean University has engaged in assessment activities. Prior to the establishment of the three year assessment plan, 44 percent of academic programs underwent discipline-based assessment. In a survey conducted during the Middle States Self-Study, 91 percent of academic programs and 81 percent of non-academic units engaged in assessment activities. These long-standing assessment activities remain important, but Kean University is dedicated to a consistent and sustainable system that echoes the university mission, the learning outcomes of the academic programs, and the vision and goals of all units.

The Kean University Office of Accreditation and Assessment developed and assisted with the key mechanisms for moving forward with a universal assessment plan. Assessment workshops and conferences organized by the Office of Accreditation and Assessment have been conducted on the development of unit missions and measurable goals, on assessing learning outcomes, and ways to incorporate the capstone course into the overall assessment model. As a consequence, all programs have been phased into the assessment model.

The current staff of the Office of Accreditation and Assessment now consists of the director, two associate directors, and a secretarial assistant. In addition, the person who has been serving as the acting director is the NCATE coordinator for the College of Education, Dr. Jo Hoffman, will remain with the office through the end of this calendar year in the capacity of Academic Affairs Assessment Coordinator. She and her colleagues have achieved national recognition from NCATE for the quality of their programs and she brings her expertise to assessing student learning for the entire university through her work with the Office of Accreditation and Assessment.

The University has added substantially to its organizational capacity to support and sustain institutional assessment. A new Director, hired for the office of Accreditation and Assessment in June, holds a Ph.D. in Sociology with a specialization in research design and advanced statistical analysis. Dr. Edward Barboni brings thirty years of experience working with college and university senior management in the area of evidence-based decision making. He recently completed a three-year, online professional development project for faculty at sixty teacher preparation programs in the use of electronic portfolios for the assessment of student learning and the use of multimedia records of teacher practice to enhance teaching. One of the office's Associate Directors, Mr. Ian Klein, holds a Master's degree in Public Administration and a wealth of experience in both the office of Accreditation and Assessment and in the president's office. He was responsible for collecting, analyzing and creating presentations of performance indicators for the president and his presentations to the Board of Trustees. A second Associate Director, Ms. Wenjun Chi was added in July and holds a Master's degree in Education in Educational Research, Measurement and Evaluation. She has formal training in assessment and evaluation, and a wealth of experience applying that training to evaluating programs and assessing student learning.

In addition to expanding the capacity of the Office of Accreditation and Assessment, the Office of the Vice President for Academic Affairs recently hired a new Associate Vice President whose duties are substantially devoted to academic assessment and collaborates closely with the Accreditation and Assessment staff. In her previous capacity as associate dean and dean at two other institutions, Dr. Katerina Andriotis-Baitinger brings a wealth of experience to Academic Affairs at the University and to the assessment team in the office of Accreditation and Assessment.

The Kean University System for Institutional Assessment now ensures that 100% of all academic and administrative units on campus are assessed on an annual basis.

Objective:

- **Coordinate consistent periodic evaluations of current curricular offerings and outcomes to reflect changing academic standards and codes.**

The assessment system established an annual cycle of review for improvements. The process now ensures that the annual cycle of feedback into student learning outcomes and recommendations for budgetary expenditures are contained in the next year’s allocation of the discretionary funds available to the University.

There have been multiple modifications to programs and courses based on assessment data collected. For example, the table provided below illustrates several examples of how actions were taken to improve teaching and learning based on assessment data:

College/Program & SLO Assessed	Assessment Results				Actions to Improve Teaching and Learning
<p>College of Humanities and Social Sciences: English (BA)</p> <p>SLO 3: Students use two or more methodologies from English Studies to develop original research or creative products</p>	Comparison of percent proficient				<p>Students' weakest area remains the development of synthetic conclusions.</p> <p>Measures to strengthen analytic practice and the articulation of synthetic conclusions will be added to the process analysis assignment in ENG 2020.</p> <p>For ENG 3029, the final research project will be broken down into a series of short assignments to break their data into parts and identify significant patterns, each of which will receive feedback. In particular, students will submit an outline of analytic findings along with raw data. These documents will be the basis both of peer workshops and one-on-one conferences with the instructor.</p>
		Fall 2011	Spring 2012	% change	
	a-1. Articulates research questions	71.4%	100%	+28.6%	
	a-2. Can gather data to answer a research question using at least one primary and one secondary research method	NA	100%	NA	
	a-3. Identifies and explains relationships within data	71.4%	88.9%	+17.5%	
	a-4. Creates original, synthetic conclusions based on relationships within data	50%	66.6%	+16.6%	
	a-5. Presents conclusions in a format appropriate to their discipline	57.1%	88.9%	+31.8%	
	a-6. Applies knowledge of ethical concerns in all phases of the research process	NA	100%	NA	

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
	<p>See growth in all categories where we have two semesters of data</p> <ul style="list-style-type: none"> • Largest percent increase is in a-5 (Presents conclusions in a format appropriate to their discipline) • Least growth is in a-4 (Creates original, synthetic conclusions based on relationships within data) and a-3 (Identifies and explains relationships within data) (questions a-2 and a-6 only included in SP12) 	
<p>College of Natural and Applied Health Science: School of Natural Sciences/Biology Program</p> <p>SLO1: Acquire Knowledge of fundamental principles (diversity of living organisms/biological fundamentals/evolutionary biology) (KU 1, 2, 4) (GE K1, S5, V1)</p>	<p>Students scored lowest in Sub-score 3, <i>Organismal Biology</i> with a range score of 41 and 48% scored below the mean of the student sample.</p> <p>In Sub-score 1, <i>Cell Biology</i>, students scored in the range of 38 with 43% of the scoring below the mean of the student sample.</p> <p>In Sub-score 4, <i>Population Biology, Evolution and Ecology</i>, students scored in the range of 37 with 43% of the scoring below the mean of the student sample.</p> <p>Students scored best in Sub-score 2, <i>Molecular Biology & Genetics</i>, students scored in the range of 38 with 38% of the scoring below the mean of the student sample.</p>	<p>A. Since students scored low in Sub-score 4, <i>Population Biology, Evolution and Ecology</i>, new content in SLO #1 has been added for acquiring knowledge of fundamental concepts and principles of evolutionary biology in all core courses. (6/2012 - See expanded SLO#1)</p> <p>B. Identified sources of knowledge, developed, and implemented online pre-test/final for core courses using <i>Qualtrics</i> (9/2012)</p>
<p>College of Business and Public Management: Criminal Justice (BA)</p> <p>SLO4: Knowledge of research design & implementation: Students will design and conduct an original research study on a topic related to the study of</p>	<p><u>Direct measure #1:</u> As per the final written paper rubrics, 73 percent of Seminar students produced final papers that met or exceeded the professors' expectations. 89 percent of students (83 out of 93) performed their chosen method nearly or completely correctly. Seventy-one (71.4) percent of students performed their data collection fully correctly, and 68.4 percent sampled correctly. However, 33% of the total (n=138) Seminar students did not update their research design section from how it was written as a proposal, and therefore the professors could not determine</p>	<p>We will make the <u>2 capstone courses, CJ-3675/Research Methods to CJ-4600/Seminar, more independent</u>. This primarily involves resetting student expectations to design a second, more focused <i>implementable</i> research study in CJ- 4600. We will also <u>provide examples of completed final papers</u> that</p>

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
<p>CJ. (KU 2, KU3, KU4, GE-K2, GE-S3, GE-S4, GE-S5, GE-V5))</p>	<p>whether the method was fully carried out correctly. <u>Direct measure #2:</u> 79 percent of the students answered 3 or more of the Research Methods questions correctly.</p>	<p>have an updated (i.e., past verb tense) method section (including sampling and data collection), in the hopes that students' final papers will be better synthesized, reflecting what they actually did in conducting their study. Finally, we will also <u>explore alternative ways to emphasize what dependent and independent variables are</u>. This remains a point of confusion for many Seminar students, even post-final paper submission.</p> <p>The online knowledge exam will be administered again during the fall of 2012, to as many as 75 students enrolled in CJ-4600.</p> <p>Papers submitted during the fall 2012 semester will be similarly assessed using the rubric.</p>
<p>College of Education: School of Communication Disorders and Deafness(Graduate Program in Speech- Language Pathology)</p> <p>SLO1: demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and</p>	<p>Recent analyses of the learning markers revealed weakness in knowledge base in neuroscience</p>	<p>Added required course in Neuroscience for the SLP to basic human communication processes coursework which revealed a slight improvement in student performance in CDD 5231 Aphasia, CDD 5238 Motor Speech Disorders, and CDD 5269 Dysphagia. This conclusion was based on professors' judgments, but will now be quantified and analyzed when we have collected two years of data (grades) for CDD 5231: Aphasia (50 students per</p>

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
linguistic and cultural bases (KU 4)		year), CDD 5239: Motor Speech (25 students per year), and CDD 5269: Dysphagia (50 students per year) to compare with the two years of data prior to the introduction of the required Neuro for SLP course .
College of Education: School for Global Education and Innovation SLO1: Compare and contrast varying approaches to literary study and relate specific aspects of a literary subject to the Hispanic literary tradition. (KU1; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)	7 Students (FA11) and 11 Students (SP12): Median for FA11 (Written—Research) is 28/30 and Mean is 28.2/30. Median for FA11 (Oral Presentation) is 45/50 and Mean is 46.1/50. Median for SP12 (Written—Research) is 29/30 and Mean is 26.97/30. Median for SP12 (Oral Presentation) is 48/50 and Mean is 44.31/50. Weaknesses perceived in students’ analytical and research skills.	Revise Capstone course to address professional as well as academic skills. Revise entire Spanish program with particular emphasis on foundations courses to “frontload” analytical and research skills development in earlier courses in major sequence. Continue collecting data using existing rubrics established for Capstone course to measure outcomes.
College of Visual and Performing Arts: Robert Busch School of Design Graphic Design(BFA), Industrial Design (BID), Interior Design (BFA) SLO 1: Recognize, apply, and use underlying concepts governing design and the visual arts, and to provide the opportunity to develop basic design skills through in-depth explorations of a variety of two-dimensional media and fundamental experience with three-	Discussion among faculty revealed deficiencies in foundation areas (noted also from assessments in prior years). Approximately 89% met expectations, with deficiencies shown in technical skills and drawing. 11% exceeded expectations, with some deficiencies. <u>Interior Design:</u> of 21 students 57.9% /Exceeded expectations 42.1% Met expectations 0%/ Did not meet expectations. Faculty noted some weaknesses in drawing and two-dimensional design as it relates to Design. <u>Interior Design:</u> of 24 students	Implemented new courses, required by all majors, specifically for Design foundation to provide better access and opportunity to develop basic design skills through in-depth explorations that are specific to Design disciplines (course outlines were developed and written in A/Y 2010-11); DSN 1101 – Visual Form I DSN 1102 – Visual Form II DSN 1103 – Visual Techniques I DSN 1101 – Visual Techniques II Met and created one, uniform evaluation rubric for

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
<p>dimensional media (thus preparing the student for more advanced study). (KU 1, KU 2, KU 3) (GE K 4, S 2, S 4, S 5) (D 1, D 2)</p>	<p>52.1%/Exceeded expectations 43.4 %/Met expectations 5.4 %/Did not meet expectations</p> <p><u>Graphic Design:</u> of 28 students 76.9 %/Exceeded expectations 20.1 % /Met expectations 2.9 %/Did not meet expectations</p> <p><u>Industrial Design:</u> of 12 students 50.3 % /Exceeded expectations 24.4 % /Met expectations 25.3 %/ Did not meet expectations</p> <p><u>School of Design</u> Average of three programs; of 64 students 59.5 % /Exceeded expectations 29.4 %/Met expectations 11.2%/ Did not meet expectations</p> <p>Revealed in both individual project solutions and portfolio of work in 2012 and Dec. 2011 (and prior) portfolio reviews, it was determined that the traditional Fine Arts foundation courses (required in Design but with FA content, taught by artists) did not adequately provide in-depth explorations in two-dimensional and three-dimensional design principles that made connections with applications in the Design disciplines and therefore did not fully prepare students for advanced study in the disciplines of Design.</p>	<p>entry portfolio review to be used by all RBSD faculty.</p> <p>Streamlined evaluation processes and use of rubric across School of Design disciplines for clarity in interpretation of statistical data.</p> <p>Created and filled the position of Foundation Coordinator to lead and organize faculty and instructors in a committee to monitor success of the Design foundation courses.</p> <p>Met with faculty and instructors on June 28, 2012. Reviewed success of course content.</p> <p>Designed and distributed a model rubric for use in Foundation courses for Fall 2012.</p> <p>Developed a comprehensive, cross-disciplinary glossary of design terms for use in the Foundation courses in order that students use this vocabulary to better verbally explain their work in the course as well as retain for intermediate and advanced courses.</p> <p>Future Actions: Implement the use of the uniform, formal entry portfolio review rubric for</p>

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
		<p>systematic tabulation across RBSD.</p> <p>Implement the use of a formal continuation portfolio review and rubric across all programs; Continuation reviews will occur in the following courses: IND 2308 Industrial Design Studio I and GD 3020 Graphic Design Fundamentals I (in Fall 2012).</p>
<p>Nathan Weiss Graduate College: Department of Advanced Studies in Psychology; Doctor of Psychology in Combined and Integrated School and Clinical Psychology</p> <p>SLO 3: The preparation of practitioners of school and clinical psychology who demonstrate understanding of and competency in professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on professional practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Competencies as defined by NCSPP</p>	<p>Assessment Competency Exam: mean score on Cultural Diversity = 4.2 (in average range); mean score on Ethics = 4.73 (in average range); Intervention Competency Exam: mean score on Cultural Diversity = 3.29 (below the average range, which begins at 4), mean score on Ethics = 4.65 (in average range); 17/17 students received average or above ratings on ethics and diversity from School/Clinical practicum supervisors</p>	<p>Because of low (below average) mean score on Cultural Diversity ratings on the Intervention Competency Exam (taken Spring 2012), faculty have revisited teaching of Diversity seminar and integration of cultural considerations in clinical supervision (changes to begin Fall 2012; see box below, for SLO #3 Measure #3, for specifics). Individualized remediation plans were developed and are being implemented for each student who failed any of the exams (Spring and Summer 2012). Discussed at yearly faculty retreat on June 25, 2012. Although ratings are satisfactory, overall efforts are being made to increase students' competence with regard to incorporating cultural considerations into their applied work. Please see box just below (for SLO #3 Measure #3) for specifics.</p>

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
guidelines: • Diversity in Clinical Practice • Professional Ethics (KU 1-5; S 1-5)		
NJ Center for Science Technology and Mathematics: B.S./M.S. Sci & Tech: Mol Bio/Biotech option SLO5: (Communication) Graduates will be able to verbally express themselves and communicate scientific comprehension and knowledge in both formal oral presentations and in written format clearly, concisely and accurately. (KU 1, KU 3) (GE S1, S2, S3, S4, S5, V4)	<p>Average score 4.0/5.0 or above on all measures except for “grammar/mechanical” (3.5/5).</p> <p>NJCSTM data shows 4.2, 4.2, and 4.0/5 averages on graphics, organization, and presentation respectively.</p> <p>Average scores of 4.11, 3.83, 3.89, and 3.76/5 on organization, delivery, visuals, and documentation questions on rubric respectively.</p> <p>Average score of 4.1/5 overall for communication topics. 3.8/5 lowest subtopic score in Body Movement.</p> <p>(* scores are for all NJCSTM program options)</p>	<p>1. We will implement the e-rate function of Turnitin.com to specifically address issues of grammar that we have seen in our sections of GE 2024. Based on analysis, prior assessment report indicated a weakness in speaker enthusiasm during presentations, and a close the loop activity of increasing emphasis on skill building in presentation was enacted. Enthusiasm and confidence during presentations in GE 2024 show improved performance.</p> <p>2. No current action required. Based on analysis, prior assessment report indicated a weakness in use of graphics in presentations, and a close-the-loop activity of increasing emphasis on scientific illustration and presentation skills in STME 3610 was enacted. Use of scientific illustration and presentation in STME 3610 show improved performance.</p> <p>3. Increased feedback will be given to draft presentations by students on the need for documentation of all data in slides when giving talks. Students in 4610 will be paired up for peer-reviewed practice sessions, and results of peer-review will be added</p>

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
		to assessment data. 4. No current action required.

The examples, taken from the assessment reports of AY 2011-2012, illustrate only a few of the modifications made to improve the ability for students to learn. The annual review of these assessment data ensure that there is a consistent evaluation of curricular offerings and that the outcomes of student learning are assessed to guarantee that a Kean University student, upon graduation, will have achieved the student learning outcomes of the academic program from which he or she earned a degree. 100% of all academic programs engage in these assessment activities.

In addition to the yearly assessment review system, a recently revised program review process has been established that is more robust than the yearly assessment review. AY 2011-2012 was the pilot year for the most recent program review process. Nine different programs, one from each college, underwent the process, as well as five administrative departments from the University. Program review provides all key stakeholders with a three-year review that includes: enrollment data, assessment data, faculty achievements, program revisions and improvements. It uses data to inform decisions about resources needed for program improvement and to better support student learning and institutional goals. The data from these program reviews are collected and analyzed for areas where programmatic improvements may be made.

Objective:

- **Utilize outcome data in program development efforts, accreditation reports, planning activities, accountability, and continuous improvement. (KU 1, 4)**

All assessment data collected are utilized to provide information for curricular improvements, University-wide strategic planning, and non-academic improvement.

The institutional assessment process, as explained above, is utilized at the program level to identify areas for curricular improvements. The next step in the annual assessment of institutional effectiveness takes place when the University Planning Council (UPC), which represents a broad range of constituencies on campus, reviews the vice presidents' Assessment Results and Recommendations Reports. As part of its newly articulated role in the assessment process, the UPC reviewed the vice presidents' summary reports this year. The Council formed several smaller working groups to discuss the reports and align resource and budget requests with the goals of the 2007-2012 strategic plan. The UPC then forwarded its synthesis to the President, who then presented his recommendations based upon the report to the Board of Trustees at their June 25 meeting. At that meeting the Board authorized the President to allocate up to two million dollars to support the needs identified in the assessment process.

The assessment results were linked to areas of the University's 2007-2012 Strategic Plan prior to the UPC review to ensure that all budgetary and resource allocation requests were made in accordance with the goals of the University.

These assessment data have also been crucial to the University's ability to report to its regional accrediting body, the Middle States Commission on Higher Education (MSCHE). The Kean University System for Institutional Assessment ensures that this requirement is met as 100% of all academic and non-academic programs engage in assessment activities as required by the MSCHE.

II Academic Initiatives

Goal: To enhance Kean's overall competitiveness and reach for excellence by building on existing institutional strengths while simultaneously developing new academic initiatives that are responsive to the region's needs.

Objective

- **Offer challenging and intellectually stimulating undergraduate and graduate courses and programs that build on best practices in their respective disciplines and are responsive to the needs of community, government, educational, business, and arts/entertainment constituencies. (KU 1, 4)**

Academic curriculum at Kean University continues to grow. A multitude of new academic programs have been created across the university. The creation of new major and minor programs, along with new program options, is vital to the university's student-centered mission.

Academic Year	Number of new major and minor programs along with new options within a program
2005	13 New major and minor options as well as new options within a program
2006	3 New major and minor options as well as new options within a program
2007	1 New program option
2008	7 New major and minor options as well as new options within a program
2009	3 New major and minor options as well as new options within a program
2010	10 New major and minor options as well as new options within a program

Source: University Senate Office

In addition to adding new curriculum, existing programs are constantly undergoing improvement, updates, and revisions.

Academic Year	Number of new program options, guide sheet modifications & revisions of programs
2005	54 Revisions of programs, Guide Sheet modifications, New Program options
2006	33 Revisions of programs, Guide Sheet modifications, New Program options
2007	9 Revisions of programs, Guide Sheet modifications, New Program options
2008	37 Revisions of programs, Guide Sheet modifications, New Program options
2009	28 Revisions of programs, Guide Sheet modifications, New Program options
2010	52 Revisions of programs, Guide Sheet modifications, New Program options

Source: Kean University Faculty Senate Office

Consistent with the assessment plan, all programs are now required to incorporate student learning outcomes in the curriculum and map how each course reflects the learning outcomes dictated by the university mission and by the specific program.

The University of the 21st century must be responsive to the needs of technologically savvy students, faculty, and the communities it serves by developing programs reflecting national and global trends. The creation of a program in Sustainability was created in 2009 – the first such program in the state – and it now has an enrollment of more than 40 students. Similarly, the Biomedicine program was created in 2010 to respond to the academic demands of the large pharmaceutical industries housed in New Jersey.

Objective:

- **Attain, where appropriate, the highest and most comprehensive certifications of excellence (i.e., accreditation) at the departmental level, college or school level, and university level. (KU 4)**

The table below provides a detailed list of all programs which are accredited by external agencies.

College	Program Accredited	Accreditation Agency	Agency Full Name	Accreditation Cycle
BPA	MPA in Public Admin. CIP 440401	NASPAA	<u>National Association of Schools of Public Affairs and Administration</u>	(2009-2016)
EDU	All Programs in the Dept of Special Edu	CEC (NCATE)	<u>Council for Exceptional Children</u>	(2010-2017)
EDU	BA in Elementary Edu CIP 131202	ACEI (NCATE)	<u>Association for Childhood Education International</u>	(2010-2017)
EDU	BA in Physical Edu CIP 131314	NASPE (NCATE)	<u>National Association for Sport & Physical Education</u>	(2010-2017)

EDU	BA, UCT in Early Childhood Edu. CIP 131209	NAEYC (NCATE)	<u>National Association for the Education of Young Children</u>	(2010-2017)
EDU	BA,UCT Spanish-Tchr Educ Major 46299	ACTFL (NCATE)	<u>American Council on the Teaching of Foreign Languages</u>	(2010-2017)
EDU	BS in Athletic Training CIP 510913	CAATE	<u>Commission on Accreditation of Athletic Training Education</u>	(2009-2019)
EDU	College of EDU	NCATE	<u>National Council for Accreditation of Teacher Education</u>	(2010-2017)
EDU	GND Pm-Lic Prof Counseling Major 26669	NJPCEC	<u>New Jersey Professional Counselor Examiners Committee</u>	(2012-2020 – pending)
EDU	MA in Early Childhood Edu. CIP 131209	NAEYC (NCATE)	<u>National Association for the Education of Young Children</u>	(2010-2017)
EDU	MA in Reading Spec. CIP 131315	IRA (NCATE)	<u>International Reading Association</u>	(2010-2017)
EDU	MA in Speech Lang. Pathology CIP 131012	ASHA (NCATE)	<u>American Speech-Language-Hearing Association, Council of Academic Accreditation</u>	(2006-2014)
EDU	MA Inst Curr/Clsrm Inst Major 24865	NSTA (NCATE)	<u>National Science Teachers Association</u>	(2010-2017)
EDU	MA Inst Curr/Clsrm Inst Major 24865	ACEI (NCATE)	<u>Association for Childhood Education International</u>	(2010-2017)
EDU	MA Inst Curr/Clsrm Inst Major 24865	NCTM (NCATE)	<u>National Council of Teachers of Mathematics</u>	(2010-2017)
EDU	MA Inst Curr/Earth Sci Major 24866	NSTA (NCATE)	<u>National Science Teachers Association</u>	(2010-2017)
EDU	MA Instr Curr/World Lang Option Major 24870	ACTFL (NCATE)	<u>American Council on the Teaching of Foreign Languages</u>	(2010-2017)
NJCSTM	MA Instruction & Curriculum / Science & Technology Option (tracks in science or math education)	NSTA NCTM (NCATE)	<u>National Science Teachers Association National Council of Teachers of Mathematics</u>	(2010-2017)
HSS	BA English/Tchr Educ Major 42199	NCTE (NCATE)	<u>National Council of Teachers of English</u>	(2010-2017)
HSS	BA,UCT Economics/Tchr Ed Major 40199 (See History, Teacher Ed)	NCSS (NCATE)	<u>National Council for the Social Studies</u>	(2010-2017)
HSS	BA,UCT History/Tchr Educ Major 48199	NCSS (NCATE)	<u>National Council for the Social Studies</u>	(2010-2017)
HSS	BA,UCT Poli Sci-Tchr Educ Major 54199	NCSS (NCATE)	<u>National Council for the Social Studies</u>	(2010-2017)
HSS	DPL in School Psychology CIP 421701	NASP (NCATE)	<u>National Association of School Psychologists</u>	(2010-2017)
NAHS	BA Biology Tchr Stu Dis K-12 Major 70198	CEC (NCATE)	<u>Council for Exceptional Children</u>	(2010-2017)
NAHS	BA Biology/Tchr Educ Major 70199	NSTA (NCATE)	<u>National Science Teachers Association</u>	(2010-2017)
NAHS	BA Chemistry-Teach Ed Major 72199	NSTA (NCATE)	<u>National Science Teachers Association</u>	(2010-2017)
NAHS	BA Earth Sci/Tchr Ed Major 76199	NSTA (NCATE)	<u>National Science Teachers Association</u>	(2010-2017)
NAHS	BA Math Sci/Tchr Ed Major 78299	NCTM (NCATE)	<u>National Council of Teachers of Mathematics</u>	(2010-2017)
NAHS	BS Chemistry/Expanded Major 72102	ACS	<u>American Chemical Society</u>	(2010-2017)
NAHS	BS Earth Sci Tchr Stu Dis K-12 Major 76298	CEC (NCATE)	<u>Council for Exceptional Children</u>	(2010-2017)
NAHS	BS in HIM CIP 510706	CAHIIM	<u>Commission on Accreditation for Health Information</u>	UMDNJ
NAHS	BS Mathematics Tchr Stu Dis K-12 Major 78298	CEC (NCATE)	<u>Council for Exceptional Children</u>	(2010-2017)
NAHS	BSN in Nursing CIP 511608	NLN	<u>National League for Nursing Accrediting Commission</u>	(2009-2017)
NAHS	BSN in Nursing CIP 511608	NJSBN	<u>New Jersey State Board of Nursing</u>	(2009-2017)

NAHS	MSN in Nursing CIP 511608	NLN	<u>National League for Nursing Accrediting Commission</u>	(2009-2017)
NAHS	MSN in Nursing CIP 511608	NJSBN	<u>New Jersey State Board of Nursing</u>	(2009-2017)
NAHS	MSN/MPA in M.S.N./M.P.A. in Nursing CIP 511602	NLN	<u>National League for Nursing Accrediting Commission</u>	(2009-2017)
NAHS	MSN/MPA in M.S.N./M.P.A. in Nursing CIP 511602	NJSBN	<u>New Jersey State Board of Nursing</u>	(2009-2017)
NWGC	MA in Edu Admin. CIP 130401	ELCC (NCATE)	<u>Educational Leadership Constituent Council</u>	(2010-2017)
NWGC	MS in Occupational Therapy CIP 512306	AOTA	<u>American Occupational Therapy Association. Accreditation Council for Occupational Therapy</u>	(2003-2013)
NWGC	MSW in Social Work CIP 440701	CSWE	<u>Council on Social Work Education</u>	(2011-2019)
NWGC	PSYD SCHOOL PSYCHOLOGY Major 33950	NASP (NCATE)	<u>National Association of School Psychologists</u>	(2010-2017)
NWGC	Global Masters of Business Administration (GMBA)	EPAS	<u>European Foundation of Management Development Program Accreditation System</u>	(2012-2015)
NWGC	MA in Counseling CIP 131101 Clinical Mental Health and School Counseling	CACREP (NCATE)	<u>Council for Accreditation of Counseling and Related Educational Programs</u>	(2012-2014)
VPA	All Programs in the Dept of Design	NASAD (NCATE)	<u>National Association of Schools of Art and Design</u>	(2002-2013)
VPA	All Programs in the Dept of Fine Arts	NASAD (NCATE)	<u>National Association of Schools of Art and Design</u>	(2002-2013)
VPA	All Programs in the Dept of Music	NASM (NCATE)	<u>National Association of Schools of Music</u>	(2010-2020)
VPA	All Programs in the Dept of Theatre	NAST (NCATE)	<u>National Association of Schools of Theatre</u>	(2006-2016)
VPA	BA,UCT Fine Arts - Art Educ Major 44399	NASAD (NCATE)	<u>National Association of Schools of Art and Design</u>	(2002-2013)
VPA	BA,UCT in Music Edu. CIP 131312	NASM (NCATE)	<u>National Association of Schools of Music</u>	(2010-2020)
VPA	BA,UCT Speech & Theatre Tchr Educ Major 41399	NAST (NCATE)	<u>National Association of Schools of Theatre</u>	(2006-2016)
VPA	BFA in Interior Design CIP 500408	CIDA	<u>Council for Interior Design Accreditation</u>	(2012-2018)
VPA	MA in Fine Arts Edu CIP 131302	NASAD (NCATE)	<u>National Association of Schools of Art and Design</u>	(2002-2013)
Univ	Kean University	MS	<u>Middle States Association of Colleges and Schools</u>	(2001-2011)
Univ	Kean University	NJCHE	<u>New Jersey Commission on Higher Education</u>	

Source: Office of Accreditation and Assessment

Objective:

- **Promote Kean’s strengths such as small class size, access to faculty-scholars, and strong support programs.**

Kean University class size has remained small over the past five years:

TERM	AVERAGE CLASS SIZE
Fall 2007	19
Fall 2008	20
Fall 2009	21
Fall 2010	21
Fall 2011	21

Source: Office of Institutional Research

Students are assigned an academic advisor when they declare a major or second major. Students meet with their academic advisors each semester to review their coursework and discuss projected sequences of courses required to graduate and projected course selections for the upcoming semester. Students who are undecided regarding their major course of study are assigned an academic advisor in the School of General Studies. All academic advisors are full-time faculty members.

The Center for Academic Success is the student service hub for the university and houses the Office of General Education, free academic tutoring in all subject areas, academic advising for undeclared majors, the first-year seminar, the Office of Career Planning and Placement, Veterans Affairs, transfer admissions. Selected registration and financial aid functions are available to students six days a week on an extended schedule.

Located on the first floor of the Center for Academic Success, the Kean University Writing Center peer coaches provide non-judgmental, one-to-one support for all writers. The Writing Center works with writers at all stages of the writing process – whether brainstorming ideas, or working on final stylistic changes. The Writing Center’s mission is to: support diverse writers who make up our student body, faculty, and staff; to energize the teaching of writing across the disciplines; and to serve as a center for writing research.

Objective:

- **Become a leading educational resource for international business, commerce, education, government, and industry.**

In 2007, Kean finalized a partnership with Liberty Hall Museum and it has become an integral part of Kean University. Liberty Hall houses a multitude of archival and research opportunities of national scope, and provides students, faculty and community with a wealth of historical documents and cultural artifacts relevant across a wide array of disciplines.

The Human Rights Institute was established and assumed a physical presence in 2010 with the opening of dedicated space in the Nancy Thompson Library. In addition to the extensive programming opportunities offered by the Human Rights Institute, Kean University boasts

significant educational outreach to the community by hosting continuing education opportunities, speaker series, conferences, etc.

Special funding for projects that establish Kean University as an educational resource is provided, in part, through the annual Quality-First Initiatives. Some funded projects enhanced Kean University's aspiration to become a leading educational resource in the form of conferences, lectures, summer programs, traveling exhibits, institutes and symposia. (See Quality-First Initiatives, p. 53.)

III External Partnerships

Goal: To initiate and maintain academic and cultural partnerships at the local, state, national, and international levels.

Objective:

- **Establish a full-service Kean University branch campus adjacent to the Ocean County College campus in Toms River, Ocean County, to offer seamless educational opportunities from the associate degree level through the master's degree level with the same curricular, academic oversight, program quality, and academic accreditation that apply to academic programs and services at the main campus in Union.**

Chief among the university's services to the region are its educational offerings. Recognizing the unmet needs of the state's rapidly growing regions to the south in Ocean and Monmouth counties and to the west in Somerset and Hunterdon counties, the university has established partnerships with Ocean County College (OCC) and Raritan Valley Community College (RVCC). The University now offers affordable and accessible higher education previously unavailable to these regions, allowing Kean to provide baccalaureate-completion and graduate programs utilizing the facilities of its partner institutions at modest cost.

Kean Ocean offers 25 undergraduate and six graduate programs with student enrollment over 1600 at sites staffed and governed by home academic units at the Union campus. Ten full-time faculty members are permanently assigned to the sites to provide instruction, supplemented by a number of full-time faculty from Union and adjunct faculty. Four full-time members of the professional staff provide essential administrative services for admissions, enrollment, and financial aid. One part-time academic specialist for student life supplements these services.

Construction of the first building of the Kean Ocean campus, delineated in a master plan for facilities, is nearing completion. Growing enrollments at Kean Ocean demonstrate the University's ability to create new educational opportunities to meet the needs of New Jersey residents from economic and geographic communities traditionally underserved by higher education.

Objective:

- **Offer additional courses and programs using distance learning, especially at the graduate level. (KU 2)**

Evaluation in progress.

Objective:

- **Pursue international academic opportunities that are consistent with Kean's mission, vision, and quality. (KU 1)**

Kean University has remained consistent in its mission to be an interactive university, providing educational opportunities to students in national and international arenas. The Center for International Studies has been created at Kean University, and articulation agreements have been established with universities in Asia and Europe as well as the Americas.

Study Abroad is a program offering students a credit-bearing opportunity to spend a semester, summer, and/or academic year in international schools participating in the New Jersey State Consortium for International Studies. On average, Kean has sent 20 students per year among approximately 38 countries through NJSCIS affiliate schools and programs.

A Travelearn program also is available to students wishing to participate in Kean courses that include short-term travel. In the 2009-2010 AY more than 100 students participated in Travelearn programs including: graduate studies in Brazil, Chile and Peru; Media and Film study in Barcelona; Theatre study in London; Geology/Meteorology study in the Cayman Islands; Biological Sciences studies in the Bahamas; Design study in Rome, Venice and Florence; Education study in Australia, and African Studies in Egypt.

The University also offers the "J program," which is designated by the U.S. Department of State to host Exchange Visitors (EVs) and to promote mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges.

Kean University has also established global partnerships. The municipal government of Hangzhou, China, and Kean University recently established partnerships within the Masters in Graphic Communication and Digital Media and Masters in Public Administration programs. The University has also established student exchange programs with Hangzhou Normal School, the Zhejiang Media and Communication University, and the Renmin University of China. Kean also has a presence in Europe, having developed a partnership with the EFMD consortium in France.

Objective:

- **Continue efforts toward establishing a full-scale, American-style campus in Wenzhou, Zhejiang Province, China. (KU 1, 2)**

Kean established a business plan in 2005 with the city of Wenzhou, China, with the ultimate goal of constructing a University in their city. The exploratory meetings have proved productive, and

work on construction of the campus has garnered Chinese Educational Authority approval. The Chinese Ministry of Education has approved preparatory operations for the opening of a branch campus of Kean in Wenzhou, China, in 2013. The municipal government of Hangzhou, China, and Kean University recently established partnerships within the Masters in Graphic Communication and Digital Media and the Masters in Public Administration programs. The Wenzhou campus will act as an off-site location for the University until the status of branch campus is approved by MSCHE. There are currently 200 students that have enrolled in this program for the 2012-2013 AY.

Objective:

- **Provide a variety of cultural arts programming to enliven, entertain, educate, and inform the campus and surrounding communities. (KU 3)**

In addition to the University's commitment to adapting programs to meet students' needs, it is committed to serving the needs of the surrounding community which is one of the most-diverse areas in one of the most-diverse states in the United States. University programming now attracts over 120,000 members of the public to campus, ranging from school visits, to theatre and musical presentations, public lectures, human rights conferences, and more.

Creation of the Enlow Recital Hall as a premier musical venue on the East Campus, along with increases in overall theatre and musical programming and expanding audiences, demonstrates that Kean University is a local center for the performing arts.

In addition, the Office of Professional and Continuing Education, the Bureau of Educational Services, and the Center for Innovative Education have made the university a regional source of continuing and professional education.

To meet the community's needs and its desire for enrichment, Kean University holds several non-academic events during the year to provide resources for students, scholars, and the general community. For example, the University recently inaugurated an annual series of lectures and public programs designed for the campus community as well as the general public. Branded as the "Issues" series, these events have allowed Kean University to host a broad range of speakers from the fields of literature, performing arts, business, politics, and math and sciences. Nobel laureates, political activists, Pulitzer Prize-winners, poets, Academy Award-winners, and other writers, artists, intellectuals and business leaders come to Kean University each year to discuss current events as well as to promote critical thinking.

The University has a long history and an impressive record in New Jersey and the region for promoting tolerance and reducing prejudice and hatred through its Holocaust Resource Center. In fact, Kean University was a pioneer among educational institutions in the United States when it created the Holocaust Resource Center in 1982. The Center has more than 300 videotaped interviews with 250 Holocaust survivors, along with 3,000 books among its vast resources available for research and study.

The University's Human Rights Institute (HRI) pursues its mission to educate the campus community and public about the importance of human rights locally, nationally, and globally. The Institute's initiatives have included workshops, curricular offerings, training, exhibits, and the development of major symposia and conferences on peace and human rights.

One of the HRI's signature events is an annual international conference on human rights. *Darfur: the First Genocide of the 21st Century* was the topic of the inaugural conference in 2008. Nicholas Kristof, two-time Pulitzer Prize-winner and columnist with *The New York Times*, and former Sudanese slave Simon Deng examined the ongoing atrocities in Darfur through eyewitness accounts.

In 2009, the Human Rights Institute turned its attention to the complicated and controversial issue of *Slavery in the 21st Century*. With more than 27 million people enslaved worldwide today, Kean brought together experts who exposed the prevalence and the horrors of this issue, and educated the audience on steps that can be taken to combat slavery.

The conference featured presentations from Dr. Kevin Bales, international founder of an organization called Free the Slaves, as well as Ishmael Beah, a former child soldier and author of the critically-acclaimed autobiographical novel *A Long Way Gone: Memoirs of a Child Soldier*. In 2010, *Combating Hatred* examined the issue and effect of hate speech with Morris Dees, founder and chief trial counsel for the Southern Poverty Law Center.

In 2011, *Immigration: A Melting Pot No More?* focused on the changing nature and divisive issue of immigration in modern America. The conference featured a panel of immigration experts including former U.S. Ambassador John Bolton and *New York Times* editorial writer Lawrence Downes, who shared different perspectives on the subject.

Kean will continue to host such events and continue to collaborate with business, labor, government, and the arts, as well as educational and community organizations, providing the region with cultural events and opportunities for continuous learning. Equally important is the University's intention to provide its students and faculty with opportunities to engage with experts in the regional, national, and international issues that confront all people in the 21st Century.

Objective:

- **Enhance opportunities to develop students' employment skills (e.g., interview skills, job search skills, C.V./résumé-writing skills) and job preparation skills (e.g., work ethic, attitude, commitment, communication, and interpersonal skills). (KU 1, 4)**

The Center for Leadership and Service, coordinated through the Division of Student Affairs, has established training and development for all student employees within their department. These employee training programs include: effective oral communication and presentation skills, researching and gathering information from various sources, problem solving and decision making, teamwork and collaboration, time management, respecting and appreciating diversity, developing professionalism, utilizing technology as well as leadership ability. The results of

these trainings are assessed shortly after completion of the program. Areas identified for improvement based on the collected data were effective written communication skills, utilization of technology and leadership ability.

The Career Development department, located within the Center for Academic Success in the Division of Academic Affairs, is committed to improving how students and recent alumni develop job strategies. To meet this goal, the Career Development department offers workshops for effective resume writing. There was an increase of 28% from 2010-2011 AY to 2011-2012 AY of students that utilized the services of Career Development to produce an effective cover letter and resume. The Career Development department also provides job recruitment events on campus. From 2010-2011 AY to 2011-2012 AY, there was an increase of 24% of employers attending career fair events, to ensure that this increase of employer options was utilized by students, the Career Development office extended the job fair hours to accommodate evening students.

Objective:

- **Develop partnerships with local, state and federal agencies, hospitals, school districts, businesses, international organizations, and nonprofit agencies in order to increase students' opportunities for internships, networking, and field placements as well as provide resources for recruiting seasoned adjunct instructors. (KU 3)**

The New Jersey Center for Science, Technology and Mathematics (NJCSTME) offers a combined five-years bachelor/masters degree with five options, three for preparation of secondary science and mathematics teachers and two leading to research careers in science and technology. An articulation agreement with Raritan Valley Community College has been established which allows candidates for an associate's degree in biotechnology can apply to transition with junior status into the NJCSTM five-year bachelor/master degree scientist-research track. NJCSTM also offers a four-year bachelor's degree program option in biomedicine for students intending to go onto to graduate training in medicine, physical therapy, or related fields. Within this biomedicine option is a 4+4 dual admission linkage program with Drexel University College of Medicine and St. Peter's University Hospital. Since this program's inception, six students have utilized this option and recruitment has already begun for the 2012-13 Academic Year.

Kean's nursing program's agreements with five county colleges have channeled hundreds of nursing students into the University's undergraduate and graduate programs. The articulation programs in nursing at Raritan Valley Community College, Bergen Community College, Essex County College, Middlesex County College and Union County College provide a seamless transition for students from the associate's degree level to the Bachelor of Science in Nursing program at Kean.

Kean University also established an initiative with the New Jersey Institute of Technology which gives Kean students a new opportunity to pursue engineering degree programs at NJIT. The accelerated BS/Masters Degree Program in engineering is in the first year of its implementation and results of the program are pending evaluation.

Kean University also provides opportunities in the arts. The Kean University – Union County Academy for Performing Arts partnership was established between the university and the Union County Vo-Tech High School in 2009 to enable qualified students to pursue a program that permits transition to Kean University in the senior year of high school. This program provides students the opportunity to begin college a year earlier than their peers, and offers Kean University with a pool of excellent performing art students for the Kean Performing Arts program. The partnership creates logical connections in Theatre Education certification programs, allowing for college junior and senior field placements at the Performing Arts Academy.

Objective:

- **Develop partnerships with businesses, organizations, and government agencies to promote Kean’s available talents, facilities, and resources. (KU 1, 3, 4)**

Evaluation in progress.

IV Attracting and Retaining Students

Goal: To position Kean as a university of first choice for qualified prospective students

Objective:

- **Promote Kean’s strengths by aggressively and systematically advertising to a diverse group of qualified students. (KU 1)**

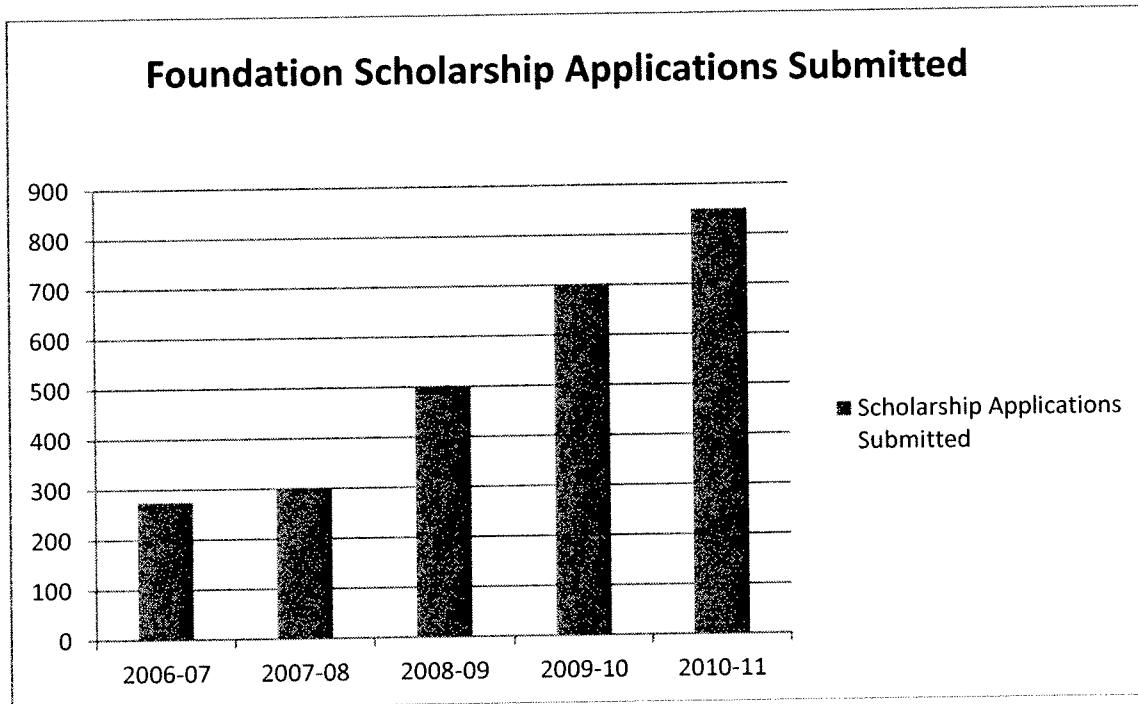
Kean University has become a university of first-choice for qualified prospective students. Applications and admissions data confirm this: in 2011, Kean University enrolled its largest freshman class – 1,823 students. The Office of Undergraduate Admissions and Center for Academic Success processed 7,835 freshman and transfer applications in 2007, and enrolled 2,756 freshman and transfer students. In 2011, they processed 8,889 freshman and transfer applications and enrolled 3,528 freshman and transfer students. While applications and enrollments have increased, our student demographic profiles remain stable demonstrating our commitment to diversity

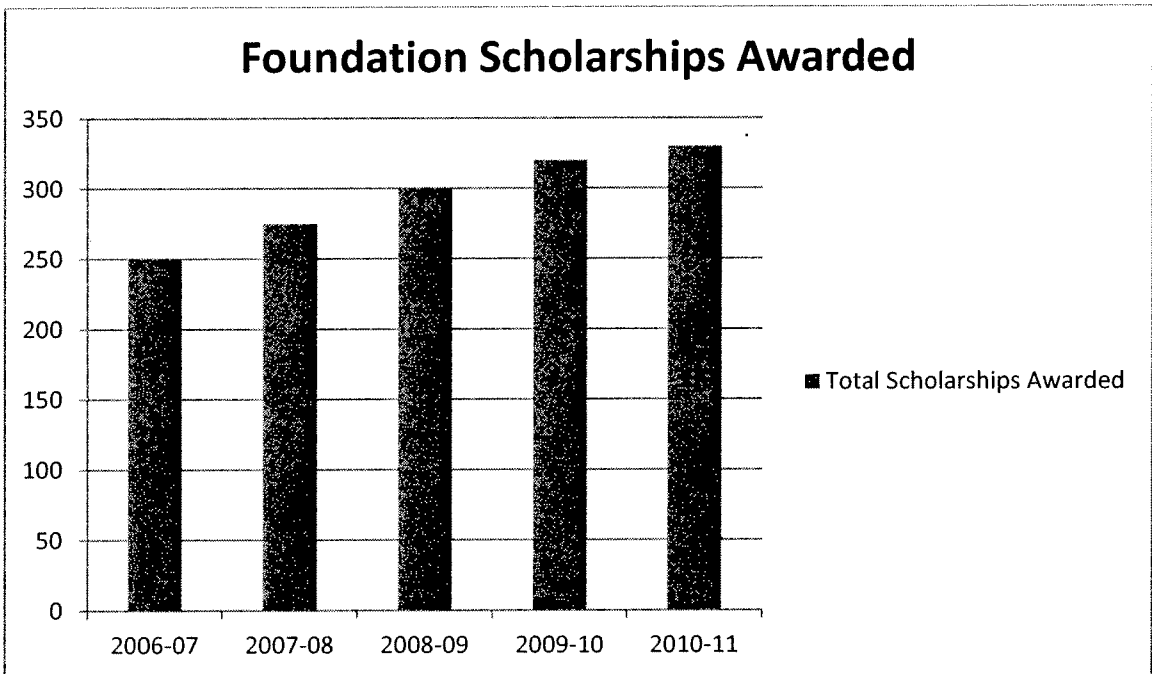
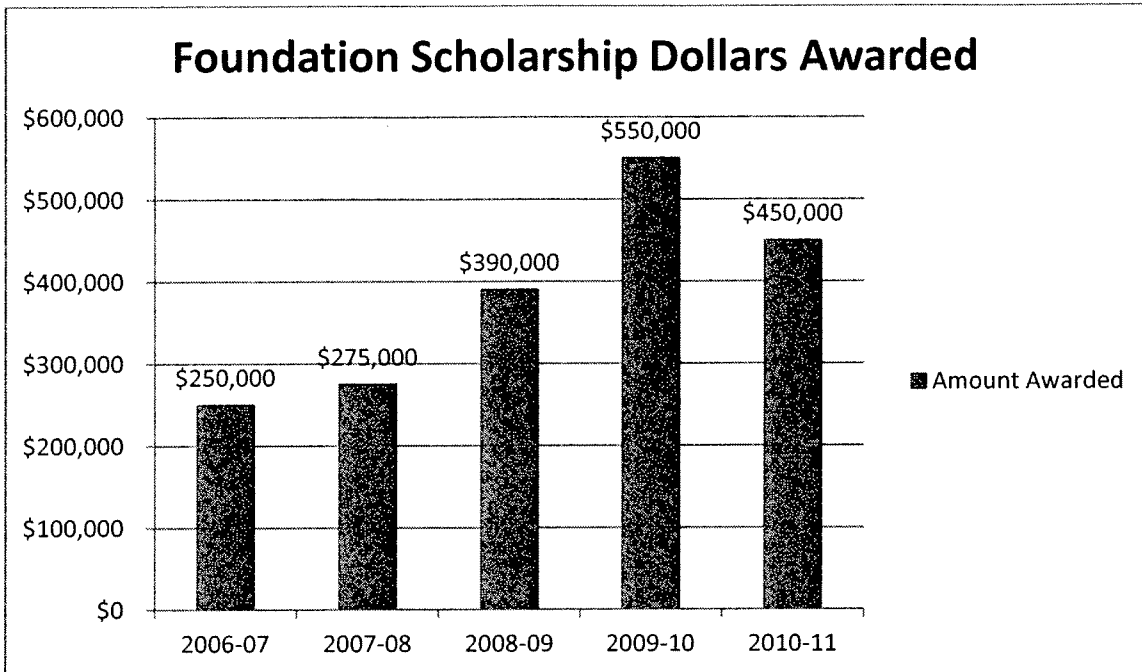
Recruitment outreach has broadened geographically, aligning with the University’s mission and meeting goals to cultivate new service areas. The university has enhanced its relationships with high schools. Summer programs, such as the EEO program (a pre-college experience), the McNair program, and Students Partnering with Faculty (SPF) programs have been created to aid in attracting, supporting, and advancing students by providing the opportunity to take courses designed to strengthen the necessary skills and knowledge and engage in student-faculty research opportunities.

Objective:

- **Increase the amount and quality of scholarship offerings.**

The Kean University Foundation and its Office of Scholarship Services supports prospective and current Kean students through philanthropic funding. The Foundation is dedicated to providing financial access to a world-class education, as well as upholding ethical standards of scholarship dissemination with a goal to strategically grow the pool of available scholarships. The Foundation offers a variety of merit and needs-based scholarships. As the Foundation's overall portfolio grows, the funding for scholarships grows. There has been a steady increase in scholarship need, and an increase in awarded scholarship funding.





Objective:

- **Continue to increase the quality and quantity of library services. (KU 2, 4)**

The role of the Kean University library within the campus community has changed over the past five years, transforming its function into a study center for students, and as an intellectual and cultural center by increasing the number of programs it sponsors. The recent library renovation

provides inviting spaces for students to sit and study individually or in a group; the remodeling also includes a new Starbucks café. Expanded library hours are supplemented by online access to a 24-hour librarian. Librarians and professional staff teach classes in the library's information literacy/instruction program.

The Office of Computer and Information Services (OCIS) also has improved the University's technology mainframe in the Nancy Thompson Library. Through the efforts of OCIS, all areas of the Library can connect to the wireless network. OCIS has also extended wireless access to areas outside the Library: in the front of the building and by the Starbucks patio with exterior access available to students in 2011. In 2007, the library upgraded to a new version of its automated library system and completely redesigned its online catalog interface as well as completely redesigning its website, making it more user-friendly.

During the past five years, the library has increased the number of electronic books it makes available to its patrons. It was one of the first libraries to participate in Ebook Library's short-term loan program. This program gives library patrons access to over 190,000 electronic books. The library pays a fee when a patron uses a book. The library also provides access to electronic books via other collections, including the American Council of Learned Societies' Humanities Ebook project, the American Psychological Association's PsycBooks database, and electronic books from aggregators such as ebrary and netLibrary. The library now provides access to more than 200 electronic resources and more than 37,000 journals, newspapers and magazines

The library provides access to EndNoteWeb, an online bibliographic management tool that makes it easy to export citations to documents found in the Library's electronic resources. These citations can be easily formatted to a particular citation style and imported into a research paper.

Several databases support mobile device access, and the library is working on developing a site to support patrons who wish to access these resources through their cell phones and other mobile devices. The project should be completed in 2012.

The library loads bibliographic records of electronic books available to Kean patrons into its online catalog. This allows a patron to click a link in the catalog record to go to the full text of the item. It regularly loads records for U.S. government documents that are freely available on the Internet. As part of its Ebook Library (EBL) short-term loan program, it regularly loads records of e-books now available from this source as well as other sources. In the 2010 fiscal year, it loaded over 38,000 such records into its catalog, and added 48,167 records in FY 2011, two thirds of which were for Ebook Library.

The library has created several online tutorials and web guides. In addition, the library began using the LibAnswer software to provide a searchable database of frequently asked questions. If a student asks question for which an answer is not found in the KnowledgeBase, the question is automatically referred to a Kean University librarian. The question can be answered by email or via SMS text to a patron's cell phone or mobile device.

The library is creating research guides (<http://libguides.kean.edu/>) designed to show students resources, in print and electronic format, available from the Library, whether those resources are

via a library purchase or subscription or freely available on the Internet. As of July 5, 2011, 83 research guides have been created. The librarians began creating research guides in summer 2009. From that period to July 2011, the homepage of these guides has been visited over 16,000 times and the individual guides viewed over 25,000 times.

In fiscal year 2010, the library created a repository for its digital collections. So far, it has created collections of Guillermo Thorn photographs, Institutional Profile Reports, and a finding aide for the papers of former U.S. Representative Florence Dwyer. It continues to add to these collections. The Library also has created a New Jersey Public Policy Collection, consisting of documents created by advocacy organizations about public policy issues; a guide to the Archives collection; a collection of minutes from meetings of the University's Board of Trustees; oral histories of Holocaust survivors in Holocaust Resource Center collection; and a collection of Estelle Ritchie materials

The library uses several Web 2.0 tools to reach its audiences, including Facebook, a Library blog and Twitter. The library has photocopiers that support the scanning of a document and the sending of the scanned object via email. Beginning in 2012, the library will begin lending laptops to students through the Student Technology Lab.

The library is working with OCIS to offer patrons the opportunity to print to the photocopiers in the Library, allowing patrons to print articles found in Library databases, such as JSTOR, that do not support emailing or downloading of an article. This will also permit students the ability to print documents needed for course assignments, alleviating the wait to use a workstation in the Student Technology Lab. This work should be complete in 2012.

Objective:

- **Promote campus activities and residence life programming to provide an enhanced quality of life for the students. (KU 3)**

Student recruitment and retention is affected by the look and feel of the campus, by the residential facilities offered, by recreation and entertainment options available to students, and by specific programs that are designed to provide academic support.

As an educational partner in the academic enterprise, Student Affairs promotes student success by facilitating range of opportunities that promote personal and group leadership effectiveness, and an appreciation and respect for civic engagement and social responsibility. In collaboration with Academic Affairs, the Division of Student Affairs assumes a major responsibility for helping to create a positive campus environment that enhances and supports learning and development.

The Division of Student Affairs provides administrative leadership for nine student service areas, including six departments: comprising the Office of Residential Student Services, which provides a living-learning environment for the more than 2,000 students that call the Kean campus home; the University Center Administration and the Center for Leadership and Service - two departments that provide co-curricular learning opportunities through social and educational

programming at the campus and within the broader community; as well as the Kean Counseling Center, Health Services, Disability Services and the Office of Community Standards and Student Conduct- all of which contribute to the overall well-being of the University student body, as a means of promoting student retention and success.

The Office of Residential Student Services, comprised of both professional staff and student staff, oversees the residential community. The ORL is organized to advance student learning through residence hall government, resident assistant (RA) education, special lifestyle housing, living and learning programs, and similar educational interventions designed to structure the peer environment in the residence halls. For both resident and nonresident students, cutting-edge healthcare services are in place.

Analysis of student utilization data for Health Services resulted in the restructuring of student appointment processes to improve student access to medical care. Documented student demand for mental health support resulted in improved staffing and a new peer educator outreach initiative.

Satisfaction and national benchmark surveys have produced data used to modify programs and services within most units. Modifications include changes in student event schedules, frequency of student employee training events and an increase in the range of co-curricular activities for student group development. Web-based communication platforms now provide on-line tutorials, student news publications and student-group managed event promotions. Student notification processes have been expanded to improve information delivery throughout the University including the residence halls and the University Center. Community service opportunities have been modified to increase academic collaboration, as well as student awareness and participation.

Objective:

- **Continue attention to advisement activities, providing a strong connection between the faculty and students, which is likely to promote retention.**

A university of first-choice provides extraordinary student support. Increased faculty advisement training and expanded faculty office hours enhance the academic advisement of students. As previously noted, students are assigned an academic advisor when they declare a major. Each semester, students meet with their academic advisors to review their coursework and discuss their projected sequences of courses required to graduate and their projected course selections for the upcoming semester. Students who are undecided about their major course of study are assigned an academic advisor in the School of General Studies. All academic advisors are full-time faculty members.

Kean University is committed to retaining students to graduation. Significant steady improvements in student retention have been documented.

Retention Rate			
Cohort Year	Continued to Second Year	Continued to Third Year	Continued to Fourth Year
2003	74.9%	62.6%	54.5%
2004	76.6%	59.1%	56.2%
2005	74.9%	63.8%	60%
2006	77.3%	64.7%	59.5%
2007	77.6%	64.3%	58.8%
2008	81%	66.6%	61.1%
2009	80.8%	67.5%	-----
2010	80.1%	-----	-----

Source: Kean University Office of Institutional Research

Objective:

- **Complete the proposed two residence halls, which will contribute to making Kean a competitive option for students seeking a residential campus experience.**

Living on campus opens opportunities for students to experience different social, linguistic, and cultural backgrounds. Students may choose from one of the six mid-rise self-contained apartment complexes or two traditionally-styled residence halls. With the recent completion (July 2009) of two new self-contained apartment complexes, the University has increased the resident student population to 2,000. The university has nearly doubled its residential capacity since 2009, and there are still waiting lists for undergraduate campus housing.

Objective:

- **Provide cross-training and promote collaboration among office staff members to promote efficient and professional service delivery and student-centered customer service.**

The Center for Academic Success offers is the student service hub for the university and houses the Office of General Education, free academic tutoring in all subject areas, academic advising for undeclared majors, the first-year seminar, the Office of Career Planning and Placement, Veterans Affairs, transfer admissions, as well as selected registration and financial aid functions are available to students six days a week on an extended schedule. These academic support

services which are housed in the Center for Academic Success provide an opportunity for constant collaboration among office staff members.

The Office of Financial Aid reaches out to prospective students and their parents, and utilizes technology to schedule financial aid appointments. In addition, the website for the Office of Financial Aid is widely used.

Objective:

- **Ensure that all academic support services are offered at a consistent level of excellence.**

All academic support service offices participated in the implementation of the University's Institutional Assessment System during 2011-2012. Each unit created a mission statement and established goals and objectives for the year, the measurements that will be used to assess progress toward them, and a timeline for activities during the year, all of which are reported in an annual Assessment Plan. At the end of the year, an annual Assessment Report is produced that is used to report results of the assessments, actions taken based upon the assessments, and to identify needs uncovered by the assessments. The results of the analysis of yearly assessments are then used to inform the unit's Assessment Plan for the following academic year. For administrative units, the reports are submitted to the appropriate division head/vice president for review, synthesis and determination of the implications for resource allocation. The vice presidents' Annual Assessment Results and Recommendations Reports provide brief summaries of their departments' and programs' needs based on the results of their assessments and the implications for resources needed which are aligned with the goals of the University's current Strategic Plan.

Objective:

- **Ensure that full-time faculty and adjunct instructors have sufficient resources, facilities, supplies, office space, and classrooms to teach effectively.**

Evaluation in process.

Objective:

- **Explore housing options for international and graduate students.**

Efforts to recruit and retain graduate students are of high priority. The Office of Graduate Admission reports that beginning with the 2007-2008 academic year, the number of students who have applied to the Nathan Weiss Graduate College has increased steadily, from 1,500 applications in 2007-2008 to 1,932 applications in 2011-2012. Over the past five years, admissions into the Nathan Weiss Graduate College has been proportionally consistent, with between 375 and 440 students enrolling each spring semester and approximately 750 students enrolling in each fall semester. Enrollment data, however, indicate a reduction in overall enrollment in the Nathan Weiss Graduate College over the last five years.

Total Enrollment Numbers – Graduate College	
2007	3,060
2008	2,953
2009	2,963
2010	2,979
2011	2,887
Total Percentage Change in Enrollment	-5.7%

Source: NJASCU Sourcebook, 2007 through 2011

Data indicate that graduate education is geography-based, and the majority of students enrolled in the Nathan Weiss Graduate College come from Union and Middlesex counties where the overall population is declining. It is clear that the continued exploration of housing options for graduate students is warranted.

V Attracting and Retaining Faculty Scholars

Goal: *To continue to attract and retain faculty with subject mastery who demonstrate a student-centered approach to teaching and advisement, who instill critical thinking, who are technologically competent, and who have strong backgrounds in scholarship or creative works.*

Objective:

- **Expand the full-time faculty base from the current level of about 375 to reach over 450 by 2020.**

The University has hired a total of 120 faculty from 2007-2008 AY to 2011-2012 AY as indicated in the table below:

Academic Year	# of Applicants	# of New Hires
AY 2007-2008	705 Applicants	41 New Hires
AY 2008-2009	203 Applicants	19 New Hires
AY 2009-2010	490 Applicants	17 New Hires
AY 2010-2011	107 Applicants	14 New Hires
AY 2011-2012	313 Applicants	29 New Hires

Source: Kean University's Office of Affirmative Action

The current total number of full-time faculty totals 341 for the 2011-2012 AY. The number of full-time faculty has dropped in recent years as indicated in the chart below:

Academic Year	# of Full-Time Faculty
AY 2007-2008	375
AY 2008-2009	368
AY 2009-2010	352
AY 2010-2011	343
AY 2011-2012	341

Source: Kean University's Office of Institutional Research

These figures represent a 9% decrease in the total number of full-time faculty from AY 2007-2008 to AY 2011-2012.

Objective:

- **Ensure that increasing the full-time faculty base is an institutional priority.**

Evaluation in process.

Objective:

- **Build or purchase faculty housing to attract resident faculty-scholars willing to relocate to the expensive New York-New Jersey metropolitan area.**

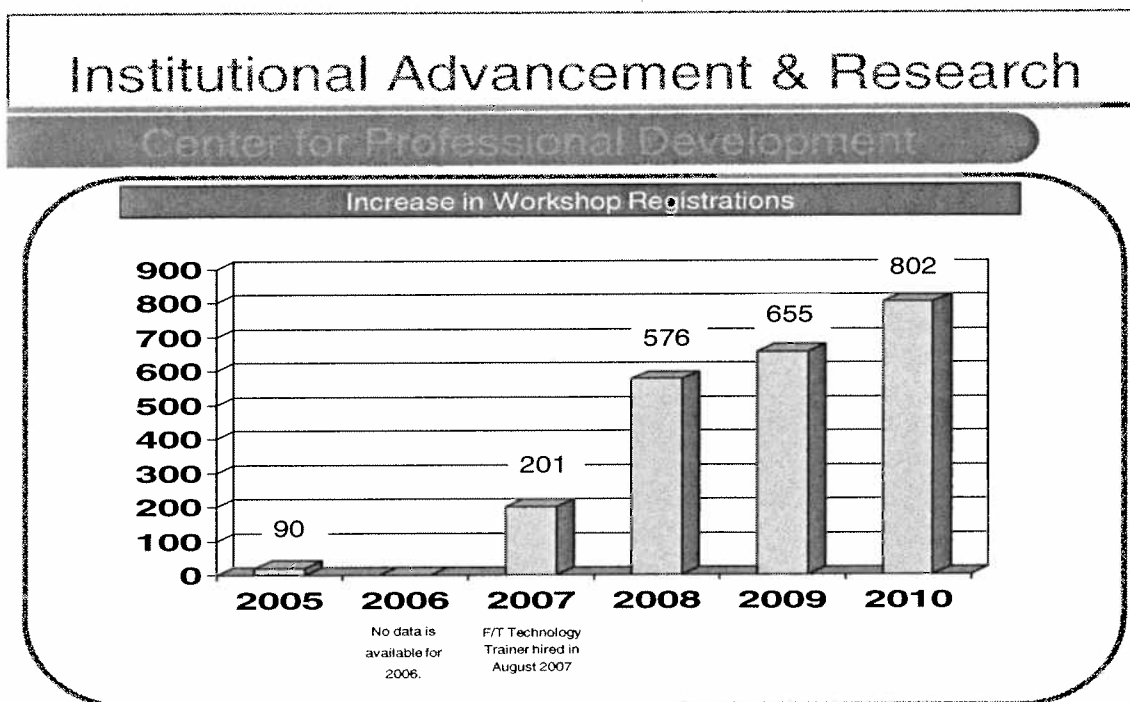
An examination of available data in 2007 indicated that the cost of housing near the University's campus in central New Jersey was an obstacle to attracting and retaining highly qualified faculty. The following year, the University began offering rental subsidies to all new faculty from out of state. The program, however, had little impact on recruitment efforts — less than a dozen

potential faculty took advantage of this opportunity in 2008, '09, and '10. A re-assessment of the program led the University to change course in late 2010, when it decided to build faculty housing rather than subsidize rentals. The Board of Trustees authorized the construction of fifteen units of faculty housing; construction is scheduled to be completed in 2013.

Objective:

- **Expand regular and frequent professional development sessions in technology and pedagogy.**

An ongoing objective of the Center for Professional Development (CPD) is to provide weekly workshops in the areas of research, grant-funding opportunities and strategies, scholarly writing, pedagogy and overall support for faculty. Such workshops also provide a working environment where faculty can meet face-to-face and collaborate on projects with the goal of enhancing their teaching, scholarship and service as well as have access to CPD staff support for their technology needs or work independently on software. The figure below indicates a growth in CPD workshop attendance in the past five years.



The CPD develops and conducts faculty/staff surveys several times a year. New faculty members receive a survey at the conclusion of their week of orientation to determine the effectiveness of each workshop. Surveys are reviewed by lead faculty, CPD staff and the Vice President of Institutional Advancement and Research at orientation feedback meetings. Adjustments are made to the program based on the survey feedback. Similar surveys are conducted following CPD programs such as the Writers' Group and general surveys for all faculty regarding technology needs for research and teaching.

Objective:

- **Promote interdisciplinary and collaborative research and academic offerings.**

Evaluation in process.

Objective:

- **Continue to recruit seasoned adjunct instructors.**

Evaluation in process.

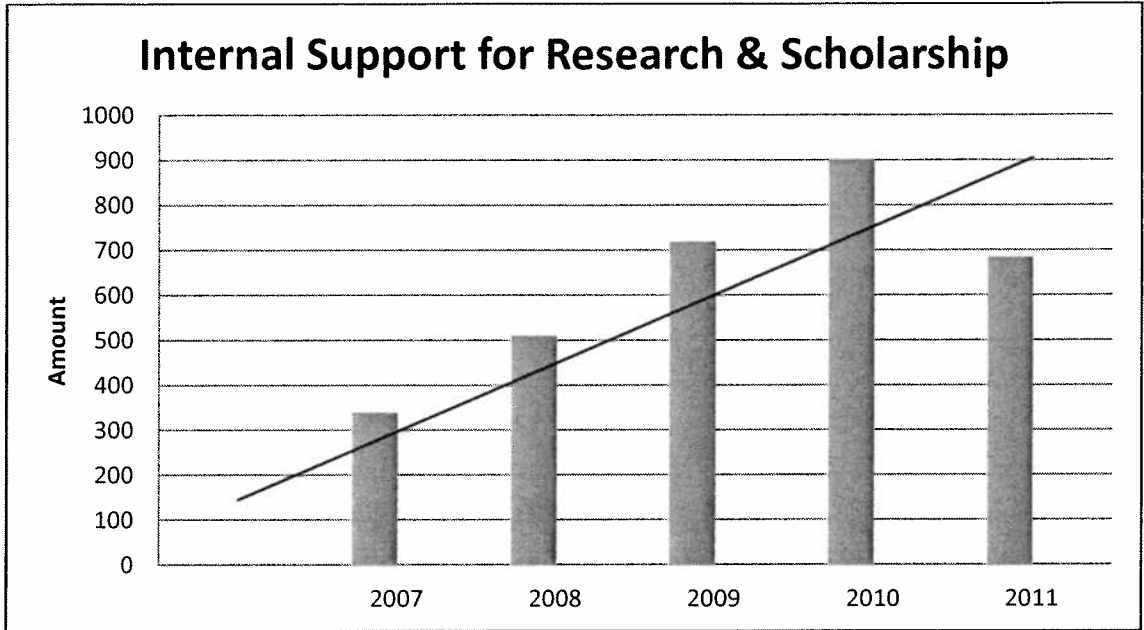
Objective:

- **Increase resources and support for research and creative works.**

Beginning in 2005, Kean University created a comprehensive orientation program that starts a full week before the beginning of the fall semester during which new faculty members receive training in university policies and procedures, learn about available university resources, and are made aware of the expectations in the areas of student outcomes, teaching excellence, scholarship, professional development, and service to students and the university. Each new faculty member is provided with a new laptop computer to be used for educational and research purposes.

There are a myriad of support services provided for new tenure-track faculty via the Tenure Track Faculty Network (TTFN). The Center for Professional Development provides all faculty with training opportunities and a range of services to support their professional activities. Workshops include sessions on technology, research software, grant writing, course assessment, student retention, English language learners, academic integrity, advisement, international students' needs, critical thinking, and more. It should be noted that current faculty are also provided professional development opportunities so that they can remain active professionals in their respective fields.

Faculty retention is affected by the availability of research support for those engaged in cutting-edge applied research. Kean University has created multiple new program opportunities to support faculty research. In 2005, the University provided \$353,200 in direct research support; in 2010, the funding increased to \$901,900.



Source: Office of Institutional Advancement

In addition to providing direct internal support, Kean University supports faculty who seek to bring in state and federal grants. An evaluation of the 2009 awards indicated that some faculty members were capable of becoming nationally competitive in receiving federal grants. In 2009, 2010, and 2011, Kean University faculty received three major grants from the National Science Foundation, considered to be among the most competitive funding agencies.

To increase success in garnering major federal grants, a more significant commitment needed to be made for faculty members with the expertise to be competitive for such funding opportunities. New programs were created, including the Presidential Research Initiative and the Presidential Scholars Challenge. The Presidential Research Initiative was created in 2009 and provided funding of \$240,000 for 18 faculty members. In 2010, \$566,300 was allocated to 24 faculty members to pursue the Presidential Scholars Challenge; in 2011, 13 faculty members received \$407,400. Funds dedicated to these programs shows Kean University's commitment to investing in faculty success in research and scholarship.

Other areas which impact faculty retention include the improvement of research facilities and the revitalization of library holdings, office space and laboratories.

VI Commitment to Diversity

Goal: To reaffirm Kean's commitment to diversity to ensure that all students, faculty, staff prospective students, and visitors feel welcome.

Objective:

- **Continue to promote a campus climate of respect and equality for all. Encourage meaningful interaction among and between students, student groups, faculty, staff, and administration, regardless of race, ethnicity, lifestyle, religion, or gender. (KU 1, 3)**

The central mission of Kean University is a commitment to access and diversity. Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure that our socially, linguistically, and culturally diverse students have the means to reach their full potential. This includes students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

According to DiversityInc (2008), Kean University is one of the five most diverse institutions in the nation. Nearly half of Kean’s student body and 58% of the Fall 2010 first-time full-time entering class were minority students. Kean University also boasts a substantial number of full and part-time non-traditional students

Five-Year Report on Student Enrollment Headcount by Race/Ethnicity

Ethnicity		Fall 06	Fall 07	Fall 08	Fall 09	Fall 10
Black	#	2525	2570	2745	2804	2989
	%	19.3%	19.2%	19.3%	18.6%	18.8%
Hispanic	#	2271	2405	2634	2909	3344
	%	17.4%	18%	18.5%	19.3%	21%
Asian	#	810	809	901	1083	1114
AI/AN/PI	%	6.2%	6%	6.3%	7.2%	7%
White	#	6866	6985	7232	7511	7907
	%	52.6%	52.2%	50.9%	49.9%	49.6%
MultiRace	#	0	0	0	0	122
	%	0%	0%	0%	0%	0.8%
Not Reported	#	578	625	691	744	463
	%	4.4%	4.7%	4.9%	4.9%	2.9%
Total		13050	13394	14203	15051	15939

Source: Kean University Office of Institutional Research

In addition, Kean University seeks to maintain a demographically diverse representation of faculty, professional staff and administrators.

Race/Ethnicity		06/Fall	07/Fall	08/Fall	09/Fall	10/Fall
Hispanic	Faculty	31	30	29	26	25
Asian		28	38	40	39	39
Black		41	40	38	34	33
White		268	265	260	252	245
Not Available		2	2	1	1	1
Total		370	375	368	352	343
Hispanic	Staff	182	176	183	181	170
Am. Indian/Alaskan		2	2	2	1	1
Asian		37	42	44	42	43
Black		203	201	198	203	191
White		358	357	365	363	340
Multi-Race					2	5
Not Available		3	1	3	3	2
Total		785	779	795	195	752
Hispanic	All	213	206	212	207	195
Am. Indian/Alaskan		2	2	2	1	1
Asian		65	80	84	81	82
Black		244	241	236	137	224
White		626	622	625	615	585
Multi-Race					2	5

Not Available		5	3	4	4	3
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Source: Kean University Office of Institutional Research

The Office of Affirmative Action ensures that all academic and administrative searches follow equal opportunity and Affirmative Action guidelines. The Office of the Vice-President for Student Affairs and the College of Education have collaborated on presenting separate programs dealing with civility and acceptance regarding sexual orientation, sensitivity to physical challenges, and responsible use of social media.

The Human Rights Institute sponsors annual international conferences on issues related to human rights and diversity that are open to the entire Kean University community. In 2008, *Darfur: the First Genocide of the 21st Century* was the topic of the inaugural conference. In 2009, the Human Rights Institute turned its attention to the complicated and controversial issue of *Slavery in the 21st Century*. In 2010, *Combating Hatred* examined the issue and effect of hate speech. In 2011, *Immigration: A Melting Pot No More?* focused on the changing nature and divisive issue of immigration in modern America. The 2012 conference focused on women's rights in the March conference, *Creating Opportunity through Education: empowering women in the developing world to combat oppression*. Although the annual international conferences are the signature events for the Human Rights Institute, numerous additional events are hosted and exhibits are showcased in the Human Rights Institute Gallery each year.

Objective:

- **Ensure that services, furnishings, accommodations, and equipment support students with various mobility, visual, auditory, and learning challenges. (KU 2)**

The Counseling Center, the Office of Disability Services, Project Excel (for students with documented learning disabilities), and the Office of International Student Services provide services to diverse student sectors.

The Kean University Library provides several assistive technologies to students:

- JAWS (Job Access with Speech), produced by Freedom Scientific, is a screen-reading software program for blind and low-vision users.
- ZoomText consists of a screen magnifier that provides 2x to 16x magnification -- designed specifically for the low-vision computer user.
- The Merlin LCD is a full-color, auto-focus video magnifier system that allows low vision individuals to read, write, and view photos.
- Kurzweil 3000 is a comprehensive reading, writing and learning software solution for struggling readers, including individuals with learning difficulties, or those who are English-as-a-second-language (ESL) students.

The Office of Campus Planning works closely with the Office of Disability Services to ensure the appropriate furnishings are available for students, faculty and staff who require special accommodations.

Objective:

- **Continue to promote a campus community inclusive of all learners, be they full-time, part-time, residential, commuters, adult learners, or students of traditional age. (KU 2)**

In addition to providing services to diverse student groups, the Counseling Center, the Office of Disability Services, Project Excel (for students with documented learning disabilities), and the Office of International Student Services support our mission and Kean's ongoing commitment to diversity.

VII Financial Infrastructure

Goal: To ensure innovation, creativity, and the entrepreneurial spirit in establishing a revenue flow that is sufficient, dependable, and consistent to support complex financial obligations.

Objective:

- **Encourage transparent budget and planning processes to enhance the general understanding of these operations.**

Budget information is provided annually to the Faculty Senate, Faculty Senate Executive Committee, University Planning Council, and Leadership Forum. There is a Senate *Ad Hoc* Budget Committee that receives fiscal updates by the Vice President of Operations. Complete budget information is available upon request through the Office of the Vice President of Operations.

By all accounts, Kean University has one of the most stable financial outlooks among its peer institutions. Annual assessment is conducted by an external auditor, subject to generally accepted principles and the Federal Government Office of Management and Budget circulars, as well as the Sarbanes-Oxley guidelines. The external auditor annually presents a management letter to the University Board of Trustees identifying areas in which improvements should be made. The University responds to those management letters and assesses the veracity of each recommendation. The internal auditing of the University then identifies additional areas needing improvement; This process is repeated annually.

The table below indicates the decrease in state appropriation funding – totaling roughly 18 percent – over the past decade.

Academic Year	State Appropriations	Percentage Increase/Decrease
2002-2003	\$40,206,000.00	-
2003-2004	\$38,450,000.00	-4.4%
2004-2005	\$36,990,000.00	-3.8%
2005-2006	\$40,803,000.00	+10.3%
2006-2007	\$39,643,000.00	-2.8%
2007-2008	\$41,234,000.00	+4.0%
2008-2009	\$38,100,000.00	-7.6%
2009-2010	\$37,400,000.00	-1.8%
2010-2011	\$32,800,000.00	-12.3%
2011-2012	\$32,800,000.00	0%

Source: Kean University Budget Department

Despite the decrease in state appropriations, review of annual audits and the accompanying management letters showed that cost reductions were possible in several areas. The University's internal audit unit was tasked with assessing major expense units and develop efficiency measures. Since 2007, these measures have decreased relative costs from 3.1 percent to 2.3 percent. The assessment also showed that the new class schedule better utilized Fridays and weekends, generating 5 to 7 percent more in tuition revenue; these changes were implemented in 2008 and the revenue increase was on target.

In addition, the Kean University System for Institutional Assessment ensures that all budget and resource allocation decisions are reviewed by the departmental/program level Directors, the respective unit Vice Presidents and Deans, senior administration, and the University Planning Council.

Objective:

- **Maintain an active presence with state legislators that ensure an awareness of the financial needs and unique circumstances of higher education.**

Evaluation in process.

Objective:

- **Continuously update a comprehensive and aggressive fundraising plan in order to tap new or previously underutilized sources of revenue.**

Significant advances have been made in the institution's ability to identify and pursue untapped fund raising resources. The Office of Institutional Advancement recognizes the increased need for private financial support, and fund raising efforts, raising more than \$30 million from private philanthropic sources and \$350 million in government grants towards a campus-wide initiative, *Transforming Lives: the Campaign for Kean University*, focused on raising funds for four distinct sectors of university life: Centers for Excellence, Student Empowerment, Educator Investment, and Capital Resources. As a result, the University's endowment has grown to \$11 million, and approximately 300 scholarship awards were awarded for about \$500,000. Additional outcomes of the capital campaign included \$800,000 for library improvements.

A new program, the Presidential Research Initiative, was created in 2009 and funded for \$240,000 for 18 faculty members. In 2009, 2010 and 2011 several Kean faculty received three major grants from the National Science Foundation that are considered to be among the most competitive. The evaluation of the 2009 awards indicated that some faculty members were capable of becoming nationally competitive in federal grant applications, so in 2010 the Presidential Scholars Challenge allocated \$566,300 for 13 faculty members. The chart below indicates the level of internal support for research and scholarship, and creative activity from 2005 through the 2011 academic year:

Program	AY 2005		AY 2006		AY 2007		AY 2008		AY 2009		AY 2010		AY 2011	
	#	\$	#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
UFRI (Untenured Faculty)	8	67,600	7	59,200	14	118,300	17	143,700	26	219,700	6	50,700	2	16,900
RTR	18	152,100	14	118,300	10	84,500	13	109,900	9	76,100	7	59,200	6	50,700
SpF – Faculty	9	49,500	10	55,000	9	49,500	16	88,000	11	60,500	12	66,000	13	71,500
SpF – Students	24	84,000	25	87,500	22	77,000	41	143,500	28	98,000	30	105,000	32	112,000
FRA (Foundation)					2	10,000	5	25,000	5	25,000	5	25,000	5	25,000
PRI (Research Initiatives)									18	240,000	5	29,700		
PSC (Scholars Challenge)											13	556,300	8	407,400
Total awards to faculty	35	353,200	31	320,000	35	339,300	51	510,100	69	719,300	43	901,900	34	683,500

Source: Kean University Office of Research and Sponsored Programs

Objective:

- **Substantially and incrementally increase the amount of private giving through increased donations from alumni, friends of the university, corporations, and private foundations.**

Raiser's Edge, an SQL server database utilized by the Foundation, houses individual records (alumni, friend, parent, student), and organizational records (organization, corporate and foundation) allowing tracking of most information needed for effective fundraising. It also retains current and past donor and alumni information such as education, activities related to the education (clubs, sports honor societies), addresses, gifts, and engagement with the University for fundraising purposes. A user can track any activities related to Kean associated with an individual by accessing categories.

Raiser's Edge also tracks individuals and organizations and houses all gift information since 1998 when it was implemented, and contains all education-related information that the University has on record since 1855. Information in this database can be sorted to generate lists for events, fundraising reports, accountability and actions of solicitors, mailings for appeals and printed material for mailings. Raiser's Edge links with Financial Edge, an accounting software system for nonprofits that processes all transactions related to investments and payments by the University.

Raiser's Edge is used for monthly, quarterly and annual assessment reports including:

- Two monthly comparison reports for the last two fiscal years by month to a complete fiscal year: a "Revenue Received Report" including pledges, cash and stock or property, and a "Receivables Report"
- A monthly report on the number of records in the database
- A detailed summary for the current month
- A monthly pledge status report
- A monthly pledge aging report
- A quarterly report on assignment activities for solicitor officers indicating funds raised based on the activities of the solicitor and counts the number of actions they had with the individual
- Ongoing event reports, which include funds raised
- Quarterly analysis on the assignment of the solicitors and performance
- Yearly analysis/report of the annual fund

These data are available upon request from the University Foundation office.

Objective:

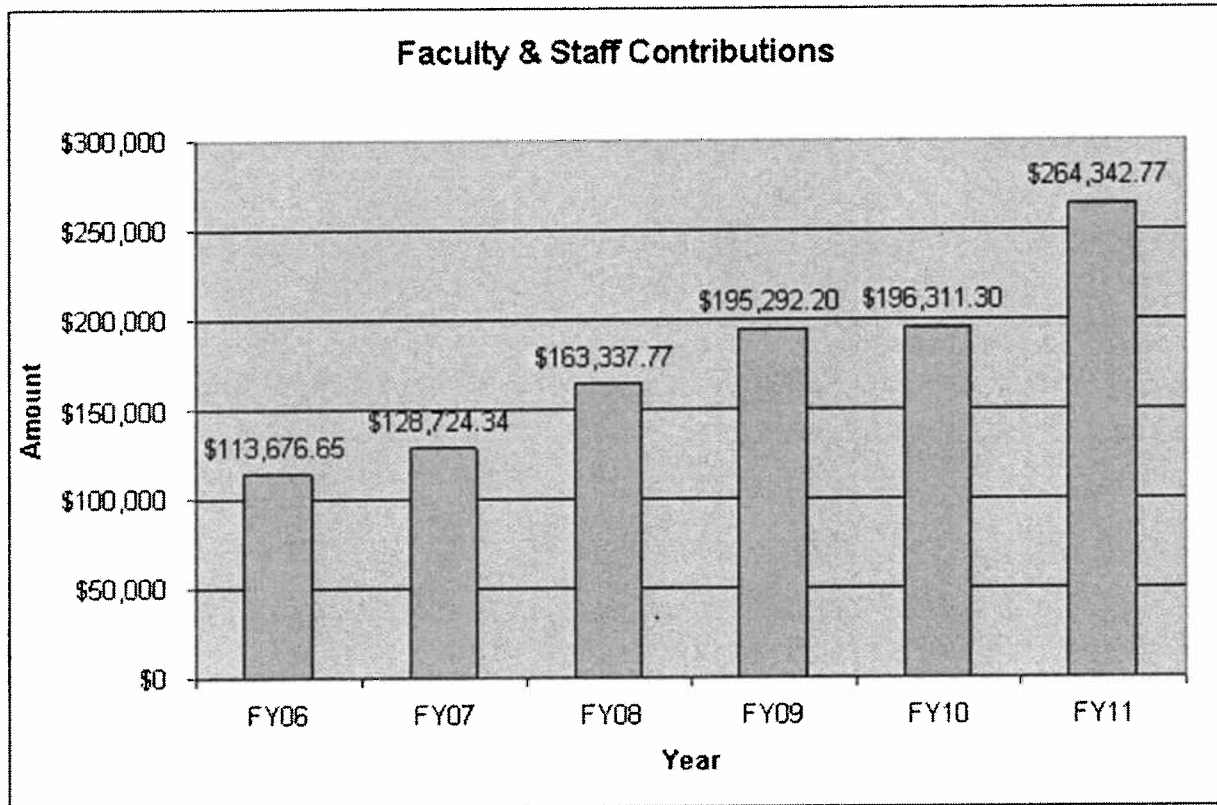
- **Increase revenue through external grant funding sources.**

The Office of Research and Sponsored Programs (ORSP) provides leadership and assistance in all areas of external grant funding to the Kean University community. Proposals for funding submitted through ORSP has averaged over 100 annually since 2005 and resulted in an annual average of \$9 million in external funding. Federally financed research funding to Kean has steadily increased for the past five years, from \$233,387 in AY 2006 to \$1,034,190 in AY 2010. For the 2009-2010 academic year, ORSP worked with faculty on 137 proposals equaling more than \$33 million to external funders. \$2.9 million was awarded for new projects, and this represents an increase of \$1.5 million over the 2008-2009 academic year.

Objective:

- **Establish gift giving as the norm for faculty and staff.**

Faculty and staff contributions more than doubled since 2006 as indicated in the chart below:



Source: Office of Institutional Advancement

To ensure that faculty and staff gift giving remains the norm for the yearly gala held on campus or at an off-campus location.

Objective:

- **Implement a renewable energy program to reduce energy costs.**

Kean University has implemented a “sustainable” energy program that includes all aspects of solar, geothermal and wind energy programs. There are three geothermal sites on the Kean University Union campus: Kean Hall, Harwood Arena and the Science Technology and Mathematics (STEM) building. In 2008, the Center for Academic Success became LEED Certified, and the STEM building completed in June, 2010, which includes a Green Roof and a 320-well geothermal field is a candidate for LEED Silver Certification.

A unique sustainability initiative at Kean is its on-site food scraps composting project initiated in late 2009 using a custom-designed, state-of-the-art aerobic in-vessel digester designed by a Kean

University staff member. To date, including a one-year shut down for construction of a greenhouse in which the composting system is housed, nearly 100,000 pounds of food scraps have been processed into compost in 5 to 7 days. The compost is used in various landscaping projects on campus as well as on the 4-acre farm where various crops are grown and used in meal preparation at several campus dining facilities, including the new farm-to-table restaurant, Ursino.

In 2011, the Office of Facilities and Campus Planning began investigating additional sources of green energy and installed solar panels on the Union campus and upgrades to the existing cogeneration facility. Work is currently being conducted to include Kean University in the Sustainability Tracking Assessment and Rating System (STARS), a program coordinated by the Association for the Advancement of Sustainability in Higher Education (AASHE). This association of colleges and universities in the U.S. and Canada works to create a sustainable future in higher education, and provides rankings for Kean University among its peers in higher education as well as identify areas of improvement from a sustainability perspective. Finally, the Office of Facilities and Campus Planning will conduct a facility performance study assessing infrastructure and asset conditions, allowing the university to identify areas for improvement within the physical plant for cost and energy savings

VIII Physical Infrastructure

Goal: To continue physical renovations and additions to reflect Kean's academic quality and aesthetic features.

Objective:

- **Complete current or planned renovations, functional improvements, and upgrades as projected in the current “Facilities Master Plan.”**

Campus beautification and site improvement efforts have been extensive, altering the visible image of the University. Kean modernized its physical plant with various restorations, additions, and routine maintenance and has expanded the campus footprint by adding additional property. These improvements and capital expansion have taken place without the benefit of state funding. Physically,

The construction of Hennings Hall, followed by the Center for Academic Success was the starting point for the transformation of the campus. The Maxine and Jack Lane Center for Academic Success is the academic hub on the main campus, bringing multiple academic support services under a single roof. The physical transformation of the campus continued with renovations of the D’Angola Gymnasium and the construction of the adjoining Harwood Arena. More recent is the renovation of the East Campus, which has transitioned into the home of the Nathan Weiss Graduate College, the expansion of the Nancy Thompson Library, the construction of the Human Rights Institute, two new residence halls, the state-of-the-art venue for musical performances – Enlow Hall, and the opening of a new building housing the New Jersey Center for Science, Technology and Mathematics (STEM). The STEM building serves as the training ground for the next generation of scientists, researchers, and science teachers. The acquisition of

the Liberty Hall campus with the adjoining grounds adds to the physical beauty of the entire campus, and provides a vital contiguous geographic link between the Main Campus and East Campus.

Data indicate that facilities for dining and social interaction are among the most desirable assets of a university. In 2009, Kean constructed a new dining facility called Cougar's Den, which serves only unprocessed food (food that has not undergone a process to preserve or purify it), currently serving over 500 meals a day Monday through Friday. The new facility, in addition to the other three existing dining service facilities, provides students with a wide range of dining options.

Creating quiet and convenient study spaces for students is essential for student success. The most obvious place to provide suitable study space is the Nancy Thompson Library. In 2010, the entire first floor of the library was converted to social study areas – conducive to the work of study groups – and computer laboratories. A full-service Starbucks, complete with interior and exterior seating, is adjacent to the new social study areas near the library's main entrance. Initially, projections indicated that Starbucks may sell about 20,000 cups a month. In 2011, the number increased to 52,000 per month and the number of library visits increased to almost 4,200 per day. Students don't just buy coffee in the library; the data show that half the students spend more than one hour in the library, utilizing many of the learning opportunities available.

Objective:

- **Develop a new “Facilities Master Plan” to review and address physical plant needs and additions on all Kean campuses, including Liberty Hall Museum, an American treasure.**

A Campus Master Plan was developed in 2011 as a living document to be used by the University as it plans new facilities and addresses space needs. As a result, each year the plan is reviewed and recommended changes are documented based on current conditions and trends.

Objective:

- **Implement a regular review of the status of the classrooms, residence halls, studios, laboratory spaces, equipment, library, offices, and lavatories, to ensure that furnishings, accommodations, and facilities are clean and meet the needs of students, faculty, staff, and visitors.**

Once the initial building inventory and assessment are completed and the areas rated (Very Good, Fair, Poor, etc.), allowing Facilities and Campus Planning to prioritize and track renovation work more closely.

Objective:

- **Ensure compliance with Americans with Disabilities Act (ADA) requirements in all facility renovations and new construction.**

All renovations and existing buildings have been provided with accessible operators and ADA-compliant ramps. All new construction has been designed and constructed according to current ADA / Accessibility codes. All work must comply with ADA requirements in order to receive a final Certificate of Occupancy from the NJ DCA inspector. In addition, the Office of Campus Planning works closely with the Office of Disability Services to ensure the appropriate furnishings are available for students, faculty and staff who require special accommodations

IX. Technological Infrastructure

Goal: To ensure that technological enhancements anticipate and exceed current standards in meeting academic, research, instructional and administrative needs.

Objective:

- **Establish an integrated, comprehensive, centralized, and campus-wide Technology Plan for training, technical support, needs assessment, maintenance/upgrade of equipment, and acquisitions. Ensure that a coordinator of the Plan has a strong technical background and leadership qualities.**

Evaluation in process.

Objective:

- **Upgrade all academic classrooms, studios, and laboratories to “smart” rooms and upgrade all open and specialized computer labs with advanced applications. (KU 2)**

In 2007 the University allocated \$2,351,262 to add smart classroom technology throughout the university. This process was completed in 2010 (although new allocations are needed to upgrade some of the existing equipment). The University’s data transmission infrastructure had to be upgraded to a fiber optic system throughout the University. This objective was reached in 2008, but an assessment of the project indicated that University’s connection to the national grid was of inferior quality. As a result, Kean University became the first public university in New Jersey to use a gigabit, dark-fiber system to connect to the national grid.

Over the past five years there have been many major changes to the technology landscape at Kean University. In addition to installing over 80 smart classrooms in multiple buildings across campus, a 2,000-square-foot data center to support the university’s growing technology requirements has been created.

Objective:

- **Continue to make the campus a wireless community. (KU 1, 2)**

Wireless demand by the students and faculty required that the University heavily invest in creating a completely wireless campus by the end of 2010. This objective was achieved in March of 2011 when Kean University deployed the most complete wireless data network of any university in the country. The Kean University wireless network is accessible in all campus buildings as well as across the entire campus grounds. The network has been profiled in a Juniper networks case study as well as a *Network World* article. As soon as this task was completed, a new information technology plan required Kean to move from a server-based computing technology to that of cloud computing. This process already has begun.

Student demand for access to the University network through smart phone and other smart devices has led to innovations in mobile computing. These innovations have been recognized at a national level as some of the most advanced in the country.

Objective:

- **Establish a plan to maintain and upgrade office and laboratory computers, audiovisual equipment, instructional technology, and adaptive technology for students with disabilities. (KU 2)**

The Kean University Library provides several assistive technologies to students:

- JAWS (Job Access with Speech), produced by Freedom Scientific, is a screen-reading software program for blind and low-vision users.
- ZoomText consists of a screen magnifier that provides 2x to 16x magnification -- designed specifically for the low-vision computer user.
- The Merlin LCD is a full-color, auto-focus video magnifier system that allows low vision individuals to read, write, and view photos.
- Kurzweil 3000 is a comprehensive reading, writing and learning software solution for struggling readers, including individuals with learning difficulties, or those who are English-as-a-second-language (ESL) students.

Objective:

- **Introduce or enhance technological innovations that support teaching and learning in both traditional and online formats. (KU 1, 2)**

The University launched *KeanGoogle* in the fall of 2010. The University recognized the need for a world-class collaboration system and became one of the first universities in New Jersey to transition to Google Apps for Education. This system provides access to email, calendaring, contacts, and almost the entire suite of Google-hosted applications from the computing device of choice. The system is utilized by faculty members, professional staff, and as students at Kean.

Kean Mobile app for smart technologies has been launched. *Kean Mobile* allows access to a vast array of University information from mobile devices. A campus directory, course information, email, library databases, campus events, and more can be accessed utilizing the *Kean Mobile* app.

A webcasting program has been created to allow for viewing of nearly all major University sporting and cultural events.

A dedicated audio-visual group responsible for classroom technology, conference, and event space has been created to provide support to members of the university community utilizing technology.

In addition, Kean University has centralized all print/copy management combined with the use of electronic forms, yielding significant cost savings and aiding the effort to become a "Green Campus." The University has also created a copy/fax/document finishing service called *KEANKOS*. Students can now electronically submit their work and have printing/finishing services provided similar to Staples® or Kinkos® without leaving campus.

Objective:

- **Enhance technological applications in academic services to support all facets of academic affairs, advisement, and registration.**

The University has initiated an E-Commerce-enabled University Enterprise Resource Planning (ERP) system which integrates internal and external management of information across the entire university. In addition, the University has instituted document imaging to improve business efficiency. A central data processing unit has been created to streamline applications and other business processes. A campus-wide tutoring and advisement reservation system has been installed along with the installation of a new student judicial management software system.

Objective:

- **Offer regular and frequent software/application training and technical support for faculty and staff.**

With the creation of a fully wireless campus, ongoing faculty and staff training is required and frequently offered by OCIS and the Center for Professional Development. Faculty and staff can remain knowledgeable about the latest technological advances in hardware and software platforms (Datatel, KeanWISE, PowerPoint, Blackboard, Google Site development, Google Calendar, Qualtrics survey development, etc.).

X Adaptability and Responsivity

Goal: To comply with all legislation, academic standards, academic codes, or workplace requirements that may impact the provision of services, improve campus safety, or affect the workplace environment.

Objectives:

- **Implement and systematically review all campus health and safety plans and guides in collaboration with local, state, and federal agencies. Ensure that they meet or exceed minimum requirements. Ensure the dissemination and awareness of all plans and guides in order to improve the communication flow of information to students, faculty, and staff.**
- **Systematically review emergency procedures for students with disabilities as new facilities are constructed and extant buildings are renovated.**

The University has established plans and disseminated materials including the Emergency Management Plan (created in 2009 and updated in 2012) which can be viewed online at www.kean.edu/CAMPUS-POLICE; The Guide: A Look at Campus Life and Public Safety; the Campus Safety Alert System; the Fire Safety Program; and the Kean University Behavioral Intervention Team.

Objective:

- **Enhance support for the Offices of International Students and Human Resources, as they interface with local, state and federal Offices of Homeland Security.**

The Offices of International Students has since changed names to the Center for International Studies. Kean University also interfaces with Homeland Security as a result of the Visiting Professors & Scholars Program where Kean University has authorization to extend visa sponsorship to foreign professors, researchers, and short-term scholars.

Objective:

- **Implement all newly legislated academic and work place regulations such as the New Jersey “Comprehensive State-Wide Transfer Agreement,” the “Campus-Wide Information Literacy Plan,” and the New Jersey “Uniform Ethics Code.”**

Efforts have been made regarding the Campus-Wide Information Literacy Plan (a plan which proposes that students should be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information). Students are brought into the partnership in the Transition to Kean library component, General Education’s Research & Technology library module, research guides, etc.

Kean has a dedicated Ethics Office and Ethics Officer. As mandated by Executive Order No.1 (Corzine, 2006) every State department, board, commission, authority, agency and instrumentality, including the State colleges and universities, shall appoint an individual to serve as an Ethics Liaison Officer (ELO). The primary function of the ELO at Kean University is to insure that the University’s employees are aware of and comply with State ethics laws, regulations and executive orders. The ELO serves as the direct contact between the University and the State Ethics Commission (Commission). The ELO is responsible for administering an agency based ethics compliance program. The ELO ensures that employees receive required documents, complete necessary filings, attend mandatory training, and avoid violations of ethics laws and regulations. If such violations occur, the ELO initiates the appropriate disciplinary action and/or assists the Commission’s investigators with gathering documents and information.

As required by New Jersey law and regulation, Kean University distributes the Uniform Ethics Code and Plain Language Guide to New Jersey's Executive Branch Ethics Standards to all University trustees, officers and employees. Annual training is provided to all full-time campus constituencies, and personal attention also is provided for situations requiring additional review and guidance. Adjunct faculty members receive and review a copy of the brochure entitled, "Ethics Standards in Brief – College and University Adjunct Faculty." Kean has a designated web page for its Ethics Office at www.kean.edu/KU/Ethics-Office, where the following ethics policy guides and brochures can be found:

- [Uniform Ethics Code](#)
- [Plain Language Guide](#)
- [Uniform Ethics Code Receipt](#)
- [Outside Activity Questionnaire \(OAO\) Form](#)
- [Ethic Standards in Brief—College and University Adjunct Faculty](#)

The Ethics Office also is responsible for the annual review, improvement and enforcement of ethics matters. Other specific duties for the ELO include: attending quarterly training sessions; distribution and collection of all mandated ethics policies, codes and forms; evaluation of University travel forms and employee conflicts of interest that may arise; enforcement of the State's gift prohibition and the handling of all matters when University employees receive gifts from vendors; advising all employees of post-employment restrictions upon leaving the employ of the University; informing and assisting employees who file the annual Financial Disclosure Forms; informing and assisting Board of Trustee members in filing the Executive Order No. 64 (Christie) [formerly Executive Order No. 14 (Corzine)] Conflict of Interest Disclosure forms; overseeing and implementing the mandatory training requirements for the University's employees; participating in a mandatory compliance review process with the Compliance Officer from the Commission; investigating matters involving ethics violations and reporting such violations to the Commission; and maintaining a webpage (<http://www.kean.edu/KU/Ethics-Office>) and e-mail address (ethics@kean.edu) for the University's Ethics Program.

Objective:

- **Implement a professional code of conduct relevant to the culture of higher education**

The Kean University *Student Handbook* 2011-2012 (www.kean.edu/KU/Student-Handbook) provides relevant information regarding expectations for student conduct, academic and nonacademic services available to students, and academic-related policies, including *Problem Solving Procedures* to support students in areas such as instruction, the curriculum, grades, and grade grievances. The *Handbook* also contains the University's *Academic Integrity Policy*, www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf, which speaks to the maintenance of high academic standards of integrity by establishing standards for "ensuring and maintaining excellence in the quality of its academic instructional programs and facilitating the intellectual development of its students." The policy, which reflects a close collaboration involving the Board of Trustees, Faculty Senate, Vice President for Academic Affairs, the Kean Federation of Teachers ("KFT"), and the Council of Deans, sets forth four elements fundamental

to the integrity of the academic process: (1) mastery of material, (2) representation of sources, (3) truthful submission of work, and (4) access and use of resources.

Expectations for academic excellence are accompanied by clear explanations of unacceptable conduct and the penalties that flow there from. The categories of academic dishonesty fall into four areas: (1) cheating, (2) plagiarism, (3) fabrication, and (4) other academic misconduct. Violations range in levels of seriousness from Level One (academic issues rather than disciplinary offenses among first-year students) to Level Four (most serious violations of academic integrity that could result in possible legal action). Except for Level One, all violations must be reported to the Office of the Vice President of Academic Affairs through the submission of an Academic Integrity Violations Report (AIVR). Depending on the level of the violation, AIVRs are reviewed by the appropriate Executive Director or Department Chairperson, the Office of the Dean, and the Office of the Vice President of Academic Affairs. Each level of review provides an opportunity to evaluate the equitable and consistent application of the policy, and appeals may be taken to the University Board of Appeals, which is a body elected by the Faculty Senate.

The most recent review and update of the University's *Academic Integrity Policy* was completed June 25, 2012. The Board directed the University's Office of Academic Affairs to work with the Faculty Senate to engage in a thorough review of the *Academic Integrity Policy*. Together, the Office of Academic Affairs and the Faculty Senate worked diligently to craft the language and concepts needed to make the University's *Academic Integrity Policy* a model for all parties. The draft language was unanimously approved by the Faculty Senate on June 19, 2012 (<https://sites.google.com/a/kean.edu/faculty-senate/minutes>) and forwarded to the VPAA, the President and the full Board of Trustees for approval at its June 25, 2012 public meeting.

The University *Employee Handbook*, www.kean.edu/admin/uploads/pdf/hr/EmployeeHandbook.pdf, maintained by the Office of Human Resources, describes the policies and requirements relative to recruitment, promotion, retention, performance evaluation, and job termination for all academic and non-academic personnel. All employees, without exception, must adhere to the New Jersey state *Uniform Ethics Code*, (www.nj.gov/ethics/docs/ethics/uniformcode.pdf), and are protected under the University's Affirmative Action policy (www.kean.edu/KU/Affirmative-Action), which guards against discriminatory practices. The *Employee Handbook* prescribes specific disciplinary action for violations of University policies, including but not limited to the *Uniform Ethics Code*. The *Employee Handbook* is reviewed and updated bi-annually; the latest version (2012-2013) will be available for distribution on or about November 1, 2012. University policies are posted on the University's website at www.kean.edu/KU/Policies.

Kean's *Employee and Student Handbooks* include clearly articulated codes of conduct to foster respect among students, faculty, staff and administration regarding various aspects of campus life. The University's Affirmative Action policy reinforces and codifies the fundamental importance of the "equity of conditions for employment and education to all employees, students and applicants." The Office of Community Standards and Student Conduct reinforces the value of "providing a campus environment where students can grow intellectually and develop as a people." These principles are dependent on the explicit and implicit expression of shared values

that are intended to promote and foster Integrity, Fairness, Community, Respect, and Responsibility

Quality-First Initiatives

As budget permitted, President Dawood Farahi charged the University Planning Council (UPC) with recommending University projects and programs for special funding. These Quality-First Initiatives were required to reflect one or more goals of the 2007-2012 Strategic Plan. The particular goals to receive priority were identified annually by President Farahi.

All divisions, departments, offices, and student organizations were invited to participate. Collaboration within and among units was encouraged, as was conceptual creativity. Initiatives recommended for funding by the UPC had strong potential to demonstrate tangible, effective, specific, and measurable results.

Funded projects include conferences, lectures, performances, summer programs/camps, traveling exhibits, institutes, and symposia. Funded Projects also include special programs designed to address issues of student and faculty retention, high-risk special admission students, students with disabilities, and expanding the curriculum in the Transition to Kean course.

PROGRAMS TO ADDRESS UNIVERSITY CHALLENGES:

A Multi-faceted Professional Development Program for Examining and Addressing Issues of Retention (2011-2012)

ACT to Keep Undergraduate Students at Kean (2011-2012)

Oasis Project is a program to increase direct services to Kean University's high-risk special admission groups and students with learning disabilities (2011-2012)

Research Experiences for Undergraduates at Kean: Assessment of Impact on Graduation Rates and Student-Faculty Retention (2011-2012)

Studio Classes for Transition to Kean (2011-2012)

KUnow! Early College Opportunity @ Kean; an outreach program designed to attract and bring prospective high-school students to Kean's main campus (2009-2010)

Collaborative Information Literacy Outreach through the Kean University Library (2008-2009)

CONFERENCES:

Educating the Creative Mind was an international conference that took place March 4 to 6, 2010 to increase the awareness of the significance of the arts in children's lives and education. A keynote speech was delivered by Dr. Howard Gardner, Hobbs Professor of Cognition and Education at Harvard University, with presentations by national and international scholars from across the US and 12 other countries from five continents to 500 participants.

Living with Aphasia was a conference for persons with aphasia, their families, and the professionals who serve them, hosted by the Kean University Institute for Adults Living with Communication Disabilities. The April 4, 2009 conference welcomed 86 persons with aphasia and their families, practicing professionals as well as Kean graduate students who acted as aides.

Symposium Series and Conference for the Kean InterDisciplinary Services (KIDS) Initiative for Autism (2008-2009)

The Ukraine Famine-Genocide of 1932-1933 Educational Conference (2008-2009)

IN-SERVICE WORKSHOPS:

Hidden History: Introducing the Liberty Hall Manuscript Collection was a one-day teachers' institute held on October 15, 2010, on the grounds of the Liberty Hall campus to introduce New Jersey high school and middle school teachers to the Liberty Hall manuscript collection.

Be Compelling! was an in-service day at Kean University for K-12 teachers which took place on Friday, October 16, 2009. Teachers participated in three faculty-led workshops and presentations and earned four professional development credits.

PERFORMANCES:

Premier Stages Human Rights Initiative featured a debut professional production of Tammy Ryan's *Lost Boy Found in Whole Foods*, a new play that explored the relationship between a young Sudanese refugee and a privileged white woman in suburban America. Box office sales broke all records for Premiere Stages productions. (2010)

Project Reach: The KU Concert Series for the Deaf brought varied musical experiences, emphasizing auditory, tactile, kinesthetic, and visual modalities, to children with hearing loss and other special populations in New Jersey. The project included two concerts during the spring of 2011.

SUMMER CAMPS AND PROGRAMS:

Thinking Creatively Design Camp provided high school juniors and seniors with challenging and experimental college-level studio exercises in creativity and design applications. The camp also introduced students to professional designers and to the professional field in order to guide them in a career path. (Summer 2011)

Summer Musical Theatre Institute for Grades 8 – 11 was designed for students in Grades 8 to 11 to provide a training ground for aspiring theatre artists featuring classes in voice, movement, acting, improvisation and Alexander Technique through the participation of Affiliate Artist faculty and alumni. (Summer 2010 and 2011)

SuperComputing at Kean: Computational Thinking Summer Camp introduced high school students and their teachers to the field of computational applied mathematics (CAM) as well as to careers in CAM and computer science. The camp allowed student teams, paired with a teacher-mentor, to learn computational applied mathematics techniques and apply them on modern computational hardware and software, including Kean University's TeraFlop computer cluster. (Summer 2011)

OTHER PROGRAMS, TALKS AND SYMPOSIA:

Headline News: The Traveling Exhibit targeted audiences in high schools, middle schools, public libraries and senior citizen centers throughout New Jersey. This exhibit was a traveling version of the exhibit, "Headline News: The Life and Transformation of the Great American Newspaper, originally presented in the Karl and Helen Burger Gallery and closed in October of 2009.

Historical Perspectives and Public Policy: Are History Lessons Useful?

Kean University and the Union County Academy of Performing Arts: Working towards Retention of High School Theatre and Dance Students.

Kean University Business Forum.

Capturing the Botanical Nature of Kean University for the Community.

Poetry Reading Contest.

KU Symposia: Weather and Environmental Hazards – The Challenges of Awareness, Research, and Education in New Jersey (KU: WE CARE about NJ)

Appendix 7-6

Draft of 2013-2020 Strategic Plans Goals
and Objectives.

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DRAFT STRATEGIC PLAN 2013-2020

ENVISIONING THE FUTURE ...

IN ACADEMICS

1. **Expanding and strengthening academic initiatives** (old goal 2): To enhance Kean's overall competitiveness and reach for excellence by building on existing institutional strengths while simultaneously developing new academic initiatives that are responsive to the region's needs.
 - 1.1 To offer challenging and intellectually stimulating undergraduate, graduate, and doctoral courses and programs that build on best practices in their respective disciplines and are responsive to the needs of community, government, educational, business, and arts/entertainment constituencies
 - 1.2 To attain, where appropriate, the highest and most comprehensive certifications of excellence (i.e. accreditation) at the departmental level, college of school level, and university level.
 - 1.3 To further develop General Education to ensure that students have strong foundational skills
 - 1.4 To become a leading educational resource for international business, commerce, education, government and industry.
 - 1.5 To further develop online courses and programs
2. **Attracting and retaining students** (old goal 4): To position Kean as a university of first choice for qualified prospective students.
 - 2.1 To increase the amount and quality of scholarship offerings.
 - 2.2 To promote campus activities and residence life programming to provide an enhanced quality of life for the students.
 - 2.3 To research and apply best practices in student advisement.
 - 2.4 To ensure that all student services and academic support services are fully staffed and fitted to students needs
3. **Attracting and retaining faculty scholars** (old goal 5): To continue to attract and retain faculty with subject mastery who demonstrate a student-centered approach to

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teaching and advisement, who instill critical thinking, who are technologically competent, and who have strong backgrounds in scholarship or creative works.

- 3.1 To expand full-time faculty commensurate with the growth of student enrollment, that is a student-to-full-time-faculty ratio of 35 to 1 by 2020.
- 3.2 To build or purchase faculty housing to attract resident faculty-scholars willing to relocate to the expensive New York-New Jersey metropolitan area.
- 3.3 To expand regular and frequent faculty planned and directed professional development sessions in technology and pedagogy.
- 3.4 To support experienced adjunct instructors through consistent professional development opportunities.

IN LOCAL AND GLOBAL CONTEXTS

4. **Continuing our commitment to diversity** (old goal 6): To reaffirm Kean University's commitment to diversity to ensure that equal opportunity is provided for all students, faculty, and staff.
 - 4.1 To maintain a diverse Kean community (students, faculty, and staff) as demonstrated by University demographic data.
 - 4.2 To provide programs and services for students with physical or academic challenges (e.g. English as second language, students with accommodation plans).
5. **Cultivating partnerships** (old goal 3): To initiate and maintain academic and cultural partnerships at the local, state, national, and international levels.
 - 5.1 To further develop and expand Kean Ocean to offer seamless educational opportunities from the associate degree level through the master's degree level with the same curricular, academic oversight, program quality, and academic accreditation that apply to academic programs and services at the main campus in Union
 - 5.2 To continue to pursue and further develop academic opportunities that are consistent with Kean's mission (e.g., Academy for Performing Arts which represents a partnership with Union County Vocational and Technical Schools; Engineer Science Scholars Program representing a partnership between Kean and the College of Engineering at NJIT; 4 + 4 BS/MD Scholars Program which partners Kean's NJCSTM with Drexel University College of Medicine and Saint Peter's University Hospital.)

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- 5.3 To continue efforts toward establishing a full-scale, American-style campus in Wenzhou, Zhejiang Province, China.
- 5.4 To continue to provide and expand a variety of cultural arts programming to enliven, entertain, educate, and inform the campus and surrounding communities.
- 5.5 To enhance opportunities to develop students' employment skills (e.g., interview skills, job search skills, C.V./résumé-writing skills) and job preparation skills (values, ethics, diversity).
- 5.6 To further develop partnerships with local, state and federal agencies, hospitals, school districts, businesses, international organizations, and nonprofit agencies in order to increase students' opportunities for internships, networking, and field placements.
- 5.7 To develop partnerships with businesses, organizations, and government agencies to promote Kean's available talents, facilities, and resources (e.g., contracting athletic fields for external events)

FROM A STRONG FOUNDATION

- 6. **Strengthening our financial infrastructure** (old goal 7): To establish a revenue flow that is sufficient, dependable, and consistent to support Kean University's financial obligations.
 - 6.1 To increase the amount of financial contributions provided by foundations, corporations, alumni, faculty, staff, and other donors by XXXX.
 - 6.2 To diversify and increase revenue (Federal, state, and other external grant funding opportunities).
 - 6.3 To reduce University's energy consumption through the use of alternative energy sources, (recycling, composting, and the use of renewable products).
- 7. **Strengthening our physical infrastructure** (old goal 8): To continue renovations which enhance the student learning environments and support Kean's academic mission.
 - 7.1 To adopt and execute a new Campus Master Plan to review and address physical plant needs and additions on all Kean campuses.
 - 7.2 To review the status of the classrooms, studios, laboratory spaces, equipment, library, offices, and lavatories, to ensure that furnishings, accommodations, and facilities are clean and meet the needs of students, faculty, staff, and visitors.

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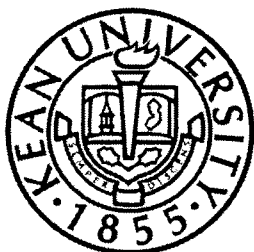
- 7.3 To ensure compliance with Americans with Disabilities Act (ADA) requirements in all facility renovations and new construction.
- 7.4 To plan and create additional on and off campus housing opportunities for the campus community
8. **Strengthening our technological infrastructure** (old goal 9): To ensure that technological enhancements anticipate and exceed current standards in meeting academic, research, instructional, and administrative needs.
- 8.1 To update and maintain the campus-wide Technology Plan for training, technical support, needs assessment, maintenance/upgrade of equipment, and acquisitions.
- 8.2 To upgrade all academic classrooms, studios, and laboratories to enhanced rooms.
- 8.3 To establish a plan to maintain and upgrade audiovisual equipment, instructional technology, and adaptive technology for students with disabilities.
- 8.4 To offer regular and frequent software/application training and technical support for faculty and staff.
- 8.5 To introduce or enhance technological innovations that support teaching and learning in both traditional and online formats as well as support all facets of academic affairs, advisement and registration.
9. **Strengthening our security** (old goal 10): To become a regional leader in emergency management, campus safety, and public health through the implementation of best practices and the creation of a systematic, collaborative framework involving faculty, staff, and students.
- 9.1 To enhance a Safety Committee to include outside consultants and designated staff to review the Emergency Management Plan (EMP) written in 2009 to account for new tactics and strategies in emergency management and disaster planning.
- Conduct an annual review of emergency procedures in each building;
 - Designation of a public safety coordinator to track changes in emergency regulations at the local, state, and federal level
- 9.2 To improve communication between the University Safety Committee and the UPC in order to improve awareness of the Safety Committee initiatives and provide high-level support as needed.

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- 9.3 To enhance current faculty (resident as well as adjunct) and staff knowledge of emergency procedures through the implementation of an annual university-wide refresher training course.
- 9.4 To create a culture of awareness of public safety and health issues among students. With special attention paid to students participating in off-campus activities such as the Study Abroad program.
- 9.5 To design and implement a system to measure and increase awareness of emergency preparedness procedures amongst students.
- Including a requirement that all faculty include preparedness instructions in their syllabus for each class.
 - Familiarize each incoming student (freshmen and transfer) with the university's emergency preparedness plan through the Transition to Kean class and similar programs for transfer students. Faculty teaching these classes will be required to incorporate a power point presentation about preparedness, safety and health issues into their syllabus.

Appendix 7-7

Faculty Senate Program Review Task Force Report.



Executive Summary

Senate Review of Program Review Guidelines

TO: Full Senate

DATE: April 23, 2012

FROM: Senate Task Force charged with Review of Guidelines
Members: E. Hyde, J. Valentine, J. April, L. Sadeghi, J. Sanchez, D. Shebitz, L. Lorentzen (chair), B. Mascari (ex-officio)

Charge and Rationale

Since December 2011, this Task Force has gathered feedback and reviewed the program review guidelines set forth by the Kean University Board of Trustees in Fall 2011. Task Force members are all sitting Senators. The following strategy was undertaken for this work:

- Junior faculty member (E. Hyde) and senior faculty member (J. Valentine) independently reviewed the guidelines for academic program review and provided their impressions.
- Staff member (J. April) and junior faculty member (L. Sadeghi) interviewed faculty members (B. Mascari/Counselor Education and F. Stavola Daly/Recreation Administration) who are in present academic year in the midst of their academic program review.
- Office of Assessment & Accreditation (J. Hoffmann) provided her revisions to both the academic and nonacademic program review guidelines.

Summative Findings

- 1) There are procedural items related to semantics and the University's reorganization that are addressed and evident in the track changes/footnotes in the attached original copies of both program review guidelines.

- 2) The Senate recommends that the Senate Assessment Committee and Senate Chair collaborate with the University Planning Council (UPC) to define the role of the Senate in Program Review. Allocation of budgetary resources must take into account the relationship of both academic and non-academic units within their reporting structures, and to the larger structures of which they are a part. These organizational considerations must be included in the revised Program Review document. This recommendation speaks to the goal of deliberate and thorough considerations, including budgetary items in the spirit of shared governance.
- 3) The present guidelines have a timeline in which completed reviews are submitted in June yearly. This timeline precludes active input in recommendations by the Senate that may not convene in summer. We propose the timeline be reevaluated and shifted. For example, initiate program review in January of year 2013 and work on program review that Spring 2013 and Fall 2013 with a deadline of submitting the program review document January 2014.
- 4) Create a template that identifies core components for reporting program review information taken from programs that are accredited by external organizations to reduce duplicative reporting of the same materials gathered in external accreditation program reviews.
- 5) The guidelines require collection of data components over a number of different time frames, including 3-, 4-, 5- and 10-year cycles (e.g. in Section C.B.2 "Scope of the Document" on page 3 of the guidelines, list courses offered in the last 3 years, meanwhile Section C.B.5 "Statistical Data" collect data for the previous 4 year and in Section C.B.7 "Roster of Faculty" show courses taught in the last 3 years, while collecting resumes for adjuncts teaching longer than 10 years). Consistency ensures more efficient and effective data collection and leads to better preparation for the next Middle States self-study.
- 6) Consistent with Kean's culture of assessment and based on recent Middle States review and in collaboration with the Office of Accreditation and Assessment, the 3-year cycle should be extended to a 5-year cycle for ALL entities.



University Senate Full Meeting
UC 337
April 24, 2012

Senators Present: Judy April, Linda Bradbury, Gilda Del Risco, Dave Farrokh, Connie Hassett-Walker (Vice Chair), Lily Chen-Hafteck, Elizabeth Hyde, Richard Katz, Laura Lorentzen, Barry Mascari (Chair), Josh Palgi, Joy Prescott, Jose Sanchez, Jack Sargent, Daniela Shebitz, Martin Shulman, Fran Stavola Daly, John Valentine, Veysel Yucetepe

Senators Absent: Chris Bellitto, John Dobosiewicz (Secretary), Melanie Flores, Barbara Glazewski, Charles Kelly (sabbatical), Thomas Lateano, Laurie Knis-Matthews, Muriel Singer, Diane Tracey, Evros Vassiliou, Ken Wolpin

Staff: Kelly Nemeth

Guests: None

Minutes from April 17, 2012- Due to time, were not approved. Will approve at next meeting.

A. Announcements/Chair Comments- None

B. Unfinished Business:

a) Report from the Program Review Ad Hoc Committee- Laura Lorentzen

- Members of the Program Review Task Force, Laura Lorentzen, Elizabeth Hyde, John Valentine, Judy April, Leila Sadeghi, Jose Sanchez, Daniela Shebitz, and Barry Mascari (Ex-officio) met to finalize its recommendations on the Program Review process.
- The University Senate members, read through the findings (Executive summary) and edited the findings and feedback that was gathered, and added two additional findings, totaling six findings that read:

1. There are procedural items related to semantics and the University's reorganization that are addressed and evident in the track changes/footnotes in the attached original copies of both program review guidelines.
2. The Senate recommends that the Senate Assessment Committee and Senate Chair collaborate with the University Planning Council (UPC) to define the role of the Senate in Program Review. Allocation of budgetary resources must take into account the relationship of both academic and non-academic units within their reporting structures, and to the larger structures of which they are a part. These organizational considerations must be included in the revised Program Review document. This recommendation speaks to the goal of deliberate and thorough considerations, including budgetary items in the spirit of shared governance.
3. The present guidelines have a timeline in which completed reviews are submitted in June yearly. This timeline precludes active input in recommendations by the Senate that may not convene in summer. We propose the timeline be reevaluated and shifted. For example, initiate program review in January of year 2013 and work on program review that Spring 2013 and Fall 2013 with a deadline of submitting the program review document January 2014.
4. Create a template that identifies core components for reporting program review information taken from programs that are accredited by external organizations to reduce duplicative reporting of the same materials gathered in external accreditation program reviews.
5. The guidelines require collection of data components over a number of different time frames, including 3-, 4-, 5- and 10-year cycles (e.g. in Section C.B.2 "Scope of the Document" on page 3 of the guidelines, list courses offered in the last 3 years, meanwhile Section C.B.5 "Statistical Data" collect data for the previous 4 year and in Section C.B.7 "Roster of Faculty" show courses taught in the last 3 years, while collecting resumes for adjuncts teaching longer than 10 years). Consistency ensures more efficient and effective data collection and leads to better preparation for the next Middle States self-study.
6. Consistent with Kean's culture of assessment and based on recent Middle States review and in collaboration with the Office of Accreditation and Assessment, the 3-year cycle should be extended to a 5-year cycle for ALL entities

Motion: To put forth Program Review findings and accompanying documents to the Board of Trustees.

Motion Approved Unanimously.

Adjournment: 4:30 pm

Respectfully submitted,
Kelly Nemeth

Reviewed by,
Barry Mascari

Appendix 7-8

Material distributed at May Assessment
Day.



**2012 Assessment Plan & Report Guide Sheet
Non-Academic Units**

Description of Responses	Definition/Criteria
<p align="center">Elements needed for a complete & useful assessment report</p>	<ul style="list-style-type: none"> • There is a strong link between the mission of the unit and Kean’s mission (<i>see page 3 for KU Mission</i>) • There is a vision statement which clearly articulates what the unit aspires to accomplish • Each goal listed cannot be achieved without measureable objectives • Objectives have been established that are: <ul style="list-style-type: none"> ○ Clearly written ○ Quantifiably measurable ○ Focused on a single skill or knowledge set ○ Focused on unit improvement ○ Tied to Kean’s Student Learning Outcomes where appropriate (<i>see page 2</i>) • Clear connection of unit goals and objectives to MSCHE Characteristics of Excellence (<i>see page 2</i>) • Effective choice and clear description of the tools that will be used to measure a unit’s objective • Plan provides a clear description of the timeline for evaluation of each objective, with an evaluative end point included • Results directly relate to the measurement of assessment and utilize data in their review • Feedback loop includes active discussion of data, with inclusion of <u>internal (intraoffice)</u> and <u>external</u> constituencies that will be affected by any actions taken • Intentional and well-developed plan to use data for continuous improvement and to evaluate the effectiveness of future action steps • Explanation of how the unit utilizes feedback from the Unit VP (<i>if applicable</i>)
<p align="center">Reports in need of more work</p>	<ul style="list-style-type: none"> • Areas or items left blank (<i>does not include N/A responses</i>) • No mission statement included • No vision statement included • Goals are measureable without objectives • Objectives included are: <ul style="list-style-type: none"> ○ Not quantifiably measurable ○ Not tied to unit improvement ○ Not tied to KU SLOs (<i>see page 2</i>) • Timeline leaves ambiguous end points of review • Results portion does not directly relate to the measurement of assessment • No plans for sharing information with other external constituencies • Action Taken (Closing the Loop) column does not directly relate to the results column

2012 Assessment Plan & Report Guide Sheet

Kean University Student Learning Outcomes:

(KU 1) Think critically, creatively and globally

(KU 2) Adapt to changing social, economic, and technological environments.

(KU 3) Serve as active and contributing members of their communities.

(KU 4) Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

MSCHE Institutional Assessment Requirements:

1. Institutional and program-level goals are clear to the public, students, faculty, and staff.
2. Institutional programs and resources are organized and coordinated to achieve institutional and program-level goals.
3. The institution is indeed achieving its mission and goals.
4. The institution is using assessment results to improve student learning and otherwise advance the institution.

Whatever the approach, effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systemic, and sustained.

2012 Assessment Plan & Report Guide Sheet

Kean University Mission

Kean University is a public cosmopolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. In particular, the University prepares students to think critically, creatively and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

Kean is steadfast in its dedication to maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean is a teaching university, and Kean faculty dedicate themselves to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. Kean is committed to providing global educational opportunities for students and faculty.

Kean is an interactive university, and the University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.

Appendix 7-9

Senate Assessment Committee Charge.

Kean University
The Senate Assessment Committee

The domain of this committee involves matters related to student-learning outcomes and program (institutional) effectiveness. The goal of this committee is to monitor protocols for informing the University community about the assessment process and feedback, and linking recommendations from the program review cycle and the Office of Accreditation and Assessment to policies and procedures at the departmental level.

Standing Charges:

1. To serve as a communication liaison between the Office of the Accreditation and Assessment and academic and non-academic departments and as a communication liaison between the Office of Accreditation and Assessment and the Senate. As a communication liaison, the Assessment Committee will help disseminate data related to student learning outcomes and program/institutional effectiveness.
2. To serve as a communication liaison between the Senate and the University Planning Council regarding program review for both academic and non-academic programs.
3. To collaborate with the Senate and its standing committees to incorporate data regarding student learning outcomes and program/institutional effectiveness into policies, procedures, and reports.
4. To monitor and review formats for annual reports, accreditation updates and other documents which include the reporting and collecting of assessment data relevant to student learning outcomes and program/institutional effectiveness.
5. To collaborate with the Office of Accreditation and Assessment in planning, implementing, and evaluating professional development workshops/seminars focusing on student learning outcomes and/or program/institutional effectiveness and collaborate with this Office in recommending resources for faculty and staff regarding these topics.
6. To fulfill any specific or special charges from the Senate.
7. To report mid-year progress to the Faculty Senate, and issue a final report to the Senate at the conclusion of the academic year.

Membership (Suggested):

Two representatives from each School; undergraduate and graduate student representatives; 2 representatives from non-academic programs in the University; representative from the KFT and the Director of Assessment (non voting).