



KEAN
UNIVERSITY

**Periodic Review Report
June 1, 2017**

Presented by:	Kean University, Union NJ
Chief Executive Officer:	Dr. Dawood Farahi, President
Most Recent Decennial Evaluation Team's Visit:	September 13 – 14, 2012
Last Reaffirmed:	November 15, 2012

Table of Contents

Certification Statement.....	1
1. Executive Summary.....	2
Overview of Kean University.....	2
Kean University’s Approach to the Preparation of the PRR	3
Major Institutional Changes and Developments	4
Highlights	6
2. Institution’s Response to Recommendations from the Previous Evaluation	7
3. Major Opportunities and Challenges.....	10
Opportunities:.....	10
Wenzhou-Kean University (WKU).....	10
Highlands Region of New Jersey	11
Challenges:.....	11
4. Enrollment and Finance Trends and Projections.....	13
Required Documents	13
Enrollment Trends and Projections	14
Financial Trends and Projections.....	23
5. Organized and Sustained Processes to Assess Institutional Effectiveness & Student Learning.....	25
Assessment of Institutional Effectiveness (Standard 7)	26
Overview	26
The Kean University Institutional Assessment Process	27
Increased Use of Direct Measures for Non-academic Units.....	28
The Strategic Plan’s Role in Institutional Assessment	31
University Scorecard	31
Assessment of Student Learning (Standard 14).....	32
Student Learning Outcomes	32
Assessment Process for Student Learning	32
Support and Collaboration of Faculty and Administration.....	35
Periodic Evaluation of Student Learning Assessment Processes.....	36
Sharing and Use of Assessment Results.....	38
Assessment of Online Learning (Distance Education)	40
6. Linked Institutional Planning and Budgeting Process.....	41
Kean University’s Mission	41
Kean University’s 2013-2020 Strategic Plan	42
Alignment of University Goals to Planning, Assessment, and Resource Allocation	44
7. Conclusions	48



Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*

Effective August 1, 2015

Kean University

(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

Dr. Dawood Farahi, President
(Chief Executive Officer)

5/17/17

(Date)

Ms. Ada Morell, Chair, Board of Trustees
(Chair, Board of Trustees or Directors)

5/18/17

(Date)

1. Executive Summary

Overview of Kean University

Kean University, located in Union, New Jersey, was founded in 1855 as a Normal School for the public school system of the City of Newark, New Jersey. Kean University was among the first institutions of public higher education in the state's history, and it is currently one of eight institutions that comprise the State Colleges and Universities overseen by the New Jersey Office of the Secretary of Higher Education. Kean has maintained accreditation status from the Middle States Commission on Higher Education since 1960, and formally received university status on September 26, 1997. Kean University is a public, cosmopolitan institution serving highly diverse 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 the approximately 15,000 students enrolled. Of this number, approximately 2,300 are graduate students, the majority of whom attend on a part-time basis. Additionally, over half of the students currently at Kean will be the first in their families to obtain a college degree.

Kean University takes seriously its mission¹ to provide access to quality education for academic success and upward social and economic mobility to its widely diverse population. As a comprehensive institution, Kean seeks to prepare students to live within and contribute to a 21st century global environment marked by diversity, change, and expanded opportunities for learning and growth. This is reflected in the institution's mission to ensure that operations are student centered, that student learning reflects a global perspective, and that creative and critical thinking are incorporated into learning objectives across disciplines. The student learning outcomes of each academic program and the goals and objectives of administrative units and programs that support student learning are aligned with the outcomes defined in the University's mission, thus assuring that students achieve the targeted outcomes during their years of study at Kean and beyond.

Kean University has its campus in Union, NJ and two additional locations: Kean Ocean in Toms River, NJ; and Wenzhou-Kean University located in Wenzhou, China. Additionally, during the 2015-2016 and 2016-2017 academic years, Kean University had the following instructional sites:

- Bayonne School District, Bayonne, NJ
- Bergen Community College, Paramus, NJ
- Central State Medical Center, Freehold Twp., NJ
- Clark Twp. School District, Clark, NJ
- Edison Township School District, Edison, NJ
- Harmony Education & Life Partners, Irvington, NJ
- Hazlet School District, Hazlet, NJ
- Jersey Shore Medical Center, Neptune, NJ
- Kean University-Highlands Site, Oak Ridge, NJ
- Lakeview School District, Edison, NJ
- Linden School District, Linden, NJ
- Livingston Twp. School District, Livingston, NJ
- Matawan-Aberdeen Regional School District, NJ
- The Michael Graves Architecture & Design Center at Princeton, Princeton, NJ
- Middlesex County College, Edison, NJ
- Monmouth Regional HS District, Tinton Falls, NJ
- Montclair School District, Montclair, NJ
- Morristown Memorial Hospital, Morristown, NJ
- Mountain Lakes School District, Mountain Lakes, NJ
- North Brunswick Twp. School District, North Brunswick, NJ
- Ocean Township School District, Oakhurst, NJ
- Oldbridge Twp. School District, Matawan, NJ
- Passaic Valley Regional HS District, Little Falls, NJ
- Perth Amboy School District, Perth Amboy, NJ
- Plainfield School District, Plainfield, NJ
- Raritan Valley Community College, Twp. of Branchburg, NJ
- Rutgers University - Scotch Plains Campus, Scotch Plains, NJ
- Rutgers/NJ Medical School, Newark, NJ
- Scotch Plains-Fanwood School District, Scotch Plains, NJ
- South Plainfield School District, South Plainfield, NJ
- Summit Speech School, New Providence, NJ
- The Gramon School, Fairfield, NJ
- The Valley Hospital, Ridgewood, NJ
- Watchung Hills Regional HS District, Warren, NJ
- West New York School District, West New York, NJ

The University has no related entities as defined by Middle States Commission on Higher Education's "Related Entities" policy² that can affect decisions related to accreditation.

¹ Kean University's Mission: <http://www.kean.edu/about/our-mission>

² Middle States Commission on Higher Education's "Related Entities" Policy: <http://msche.org/documents/P3.5-RelatedEntities.doc>

Kean University's Approach to the Preparation of the PRR

In December of 2015, the Office of the Provost and Vice President of Academic Affairs established the Periodic Review Report (PRR) Committee, which included diverse representatives from all major academic divisions and operational units of the University. The Provost selected the Associate Vice President of Learning Support and Director of the Office of Accreditation and Assessment, and a Psychology faculty member as the PRR co-chairs. The Associate V.P. for Learning Support had direct managerial responsibility for the Office of Accreditation and Assessment (OAA) and the School of General Studies that oversees general education. The Psychology faculty member serves in the Department of Advanced Studies in Psychology in the Nathan Weiss Graduate College and also serves as chair of the University Senate's General Education Committee. In total, the PRR Committee included 27 representatives comprising faculty and administrative staff at the University's New Jersey (Union and Ocean) and Wenzhou, China instructional sites.

The PRR Committee co-chairs introduced the Committee and its role to the University community during Kean's bi-annual Professional Development Days in early January 2016. The full Committee met for the first time on January 27, 2016 and established five subcommittees to address specific components of the Periodic Review Report: (a) Enrollment and Financial Information; (b) Assessment of Institutional Effectiveness (Standard 7); (c) Assessment of Student Learning (Standard 14); (d) Institutional Planning and Budgeting (Standard 2); and (e) Verification of Compliance. Each subcommittee was also assigned a representative from the University's Office of Accreditation and Assessment to assist with guidance and the coordination of activities.

Please see:

- Appendix 1.1 PRR Committee Membership

Following the first full meeting, each subcommittee held a minimum of two working group meetings during February and March of 2016 with the goal of developing an action plan for information gathering and documentation. The full Committee met again on April 13, 2016 to review and refine the subcommittee action plans and discuss strategies for sharing and distributing information.

Subcommittees began implementation of the action plans, and the full Committee met for review of progress reports on June 13, 2016 as part of the University's bi-annual Professional Development Days. At this meeting, the Committee finalized a schedule for delivery of subcommittee findings with a goal of sharing findings with the larger University community at the next bi-annual Professional Development Days in January of 2017.

Please see:

- Appendix 1.2 PRR Committee Timeline

The subcommittees continued their specific efforts in coordination with the PRR Committee co-chairs and representatives of the Office of Accreditation and Assessment. In preparation for the Committee report to the entire University community, the full Committee met next on November 28, 2016 to report on subcommittee progress and discuss dissemination of Committee findings. At this meeting, members of the various subcommittees indicated their interest in obtaining comments and additional information from the community. The full Committee met for the final time on December 12, 2016 to present the final subcommittee summary reports and plan for a 75-minute information and feedback session, which was held during the University's Professional Development Days on January 10, 2017 and attended by 248 constituents. At the University-wide presentation, the Committee elected to deliver summary presentations of each subcommittee's findings while also allowing ample time for dialogue with faculty, staff, and administration.

All University faculty and staff were encouraged to attend this information session and encouraged to share comments and questions for the Committee as a whole or specific subcommittee chairs. The Committee co-chairs provided information regarding the Committee's charter and progress, followed by a presentation of findings by PRR Subcommittees. Presentations from the information and feedback session regarding Standard 2, Standard 7, Standard 14, and Enrollment and Financial Trends were posted on the Office of Accreditation and Assessment website for review.³ The bi-annual Professional Development Days, spanning four days, also provided opportunities for University faculty and staff to interact with members of the Committee and discuss specific aspects of the presentations.

The Committee co-chairs noted the comments and feedback from the University community and incorporated these perspectives into the final report. For example, the co-chairs received feedback from Kean Ocean requesting that all additional locations be discussed in greater detail in the final report. The use of this feedback is evident in the final report.

Please see:

- Appendix 1.3 PRR Committee Presentation to University (January, 2017)

It should be noted that in December 2016, the Associate Vice-President of Learning Support who had co-chaired the PRR Committee accepted a Presidential Appointment at another institution. The vacated co-chair role was immediately filled by the Director of the Office of Accreditation and Assessment, who had been serving as advisor to her predecessor and several of the subcommittees.

The timeline for internal review and dissemination of the Periodic Review Report was discussed at both the University Planning Council meeting on March 1, 2017 and the University Senate meetings on March 21, 2017. After discussions, adjustments were made to ensure effective access to report materials and sufficient time for community review and feedback. A draft of the Periodic Review Report was prepared for internal review by the Provost and Vice President for Academic Affairs and the University President. After initial approval, the draft was published in early April of 2017 to the University website for institution-wide review and comment. The draft was also disseminated to all faculty, staff, and students via email. Community input was recorded during a ten-day public comment period using the Qualtrics platform; respondents could choose to self-identify, identify their constituency, or remain anonymous. Following integration of suggestions from the community, the President presented the final report to the University Board of Trustees on May 8, 2017.

Major Institutional Changes and Developments

There have been several institutional changes since the last decennial evaluation in 2011.

- **Wenzhou-Kean University (WKU)** was approved by the Middle States Commission on Higher Education (MSCHE) in the 2013-2014 academic year. Since then, enrollment for that additional location has grown as projected with the Fall 2016 enrollment rising to 1,464 students. The first graduation was held in May 2016 and was comprised of 184 graduates with 169 degrees conferred in May, 2016 and 15 Degrees Conferred in August, 2016.⁴ Seven of Kean's degrees are currently offered at WKU (Finance, Accounting, Business in Global Settings, Graphic Design, Marketing, Computer Science, and English). New degree programs to be introduced in the

³ Office of Accreditation and Assessment website location: <http://www.kean.edu/offices/accreditation-and-assessment/accreditation-and-assessment-resources>

⁴ Wenzhou-Kean Inaugural Commencement Ceremony 2016: <http://www.wku.edu.cn/2016/05/wkus-historic-inaugural-commencement-the-first-american-commencement-held-in-china/>

2017-2018 academic year are Applied Mathematics in Data Analytics; Psychology; Management (options in Supply Chain and Information Management and Entrepreneurship); Architecture; and Graphic Design (Interactive Advertising). Kean currently employs 90 full time faculty at WKU. Detailed information on how Wenzhou-Kean is fulfilling the Commission's standards can be found in each section of this report with respect to overall institutional requirements.

Please see:

- Appendix 1.4 Wenzhou-Kean Instructional Location and Strategic Plan Assessment
- The **Doctor of Physical Therapy degree (DPT) program** was approved by MSCHE in August, 2015 and officially began in the Summer of 2016. Currently, there are 25 students enrolled in the Class of 2019, and 27 incoming students planned for the Class of 2020. Six core program faculty, four adjunct faculty, and a full time Executive Director have been hired since 2015. The first expected cohort to complete the program (Class of 2019) will graduate in Spring 2019. Assessments of delivered courses were conducted in Summer 2016 and Fall 2016, and will continue at the end of each semester. Full (capstone) program assessment will occur in Spring 2019. The program was granted Candidacy status for accreditation by The Commission on Accreditation in Physical Therapist Education (CAPTE) in May 2016. Final accreditation is anticipated for April 2019.
- Through two substantive change requests (the first in August 2015, and the second in January 2016), Kean University's status for **Distance Education** was "fully approved".⁵ To date, the following has occurred:
 - **R.N. to B.S.N. Nursing (Degree completion):** The RN to BSN Online Program has enrolled 15 students in the Fall 2016 semester. Online course developments are currently underway which will complete all of the required first year curriculum. The first cohort to complete the program is expected in Summer 2018.
 - **M.A. Education Administration:** The M.A. in Educational Administration Online Program has enrolled 32 students in the Fall 2016 Semester. All courses for this program have been fully developed and implemented. The first students in the online program to fulfill all requirements is anticipated for the Summer of 2017.
 - **M.A. Hindi/ Urdu Language Pedagogy:** Kean University initiated a Master's degree hybrid program in Hindi/Urdu Language Pedagogy in the Summer of 2016 with the first online courses offered during the Fall 2016 semester. This program has enrolled nine students and approximately half of the courses have been fully developed and implemented.
 - **B.A. Criminal Justice (Degree completion):** Kean University initiated a Bachelor's degree completion program in Criminal Justice during the Spring 2016 semester. This program has enrolled 20 students in the Fall 2016 semester and 70% of the courses have been fully developed and implemented.
 - **B.S. Business Management (Degree completion):** Kean University initiated a Bachelor's degree completion program in Management during the Spring 2016 semester. This

⁵ MSCHE Statement of Accreditation Status for Kean University:
<http://www.msche.org/Documents/SAS/220/Statement%20of%20Accreditation%20Status.htm>

program has enrolled 50 students in the Fall 2016 semester and all courses have been fully developed and implemented.

- **M.S. Computer Information Systems:** The M.S. in Computer Information Systems Online Program, approved by MSCHE in January, 2016, began recruitment in Fall 2016 and will enroll its first cohort of students for Fall 2017. Online courses have been developed for this program.

Faculty who teach in these programs have successfully completed a required training program that focuses on the Quality Matters (QM)⁶ best practices in teaching as well as acquiring the skills necessary for successful online delivery. Assessments of learning are incorporated into the courses and reports are available directly from the Learning Management System (Blackboard).

Please see:

- Appendix 1.5 Syllabus for Kean Online Faculty Training

Detailed student learning outcomes assessment reports for online programs and courses have been completed in the 2016-2017 annual assessment cycle and are discussed in Section 5 (Assessment of Institutional Effectiveness and Student Learning) of this report.

Highlights

Kean distinguishes itself through excellence in academics, strategic investments in both research and cultural facilities and initiatives, and a commitment to the success of every student. Dedicated to preparing students for rewarding careers, lifelong learning, and fulfilling lives, Kean offers a broad range of disciplines, the expertise of a diverse and world-savvy faculty, and a student-centered learning environment and campus community.⁷ Since its decennial evaluation and subsequent monitoring reports, concluding in mid-2014, Kean University has worked diligently to successfully meet all requirements of the Middle States Commission on Higher Education. Communication among the University constituencies occurs continuously as a cornerstone of shared governance. Although overall enrollment has remained relatively flat and state funding continues to decline or remain unchanged, the University remains stable and has planned accordingly to sustain its mission.⁸ Opportunities for growth in both regional and international markets will augment existing academic program offerings to prepare students for professional practice in high-demand occupations.

The assessment of institutional effectiveness and student learning continues to be systematic, sustained, and periodically evaluated for the improvement of processes and products. Institutional planning and budgeting are closely linked through the sharing and use of assessment results. The University Planning Council (UPC), a University-wide representative body, centralizes and coordinates planning and budget recommendations based upon established institutional priorities stemming from the University's mission and strategic plan.⁹ All locations reflect an integrated approach to meeting the requirements of the Middle States Commission on Higher Education, and the ability to demonstrate evidence of compliance has further strengthened.

⁶ Quality Matters website: <https://www.qualitymatters.org/why-quality-matters>

⁷ Source: <http://www.kean.edu/about>

⁸ Kean University's Mission: <http://www.kean.edu/about/our-mission>

⁹ Kean University's 2013-2020 Strategic Plan: <http://www.kean.edu/sites/default/files/u14/Strategic%20Plan%20Final%2012.07.13.pdf>

2. Institution's Response to Recommendations from the Previous Evaluation

As stated in the Handbook for Periodic Review Reports (2011)¹⁰,

“The description of institutional responses to recommendations need not include: ... Substantive discussion of recommendations that have already been addressed in progress reports or monitoring reports to the Commission. Instead, the content of the previous report(s) should be briefly summarized” (p. 4).

As the recommendations from the previous decennial evaluation have already been addressed in subsequent monitoring reports, summaries are provided.

Please see:

- Appendix 2.1 Institutional Responses to Recommendations Made by MSCHE
- Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in Previous Decennial Evaluation

Additionally, three recommendations were made by the Visiting Team from our final Monitoring Report site visit in April, 2014¹¹. Kean University's responses are provided below.

Please see:

- Appendix 2.3 MSCHE Visiting Team Report (Campus Visit April 14-15, 2014)

Standard 6 Recommendation:

“Kean University had achieved much over the last two years, and has opened fruitful channels of communication within the institution. We encourage the institution to continue to enhance communications among all its constituent groups” (p. 4).

The **University Planning Council** (UPC) continues its commitment to a membership that represents all university constituencies and locations.¹² Monthly general meetings of the governing body ensure regular and ongoing communication among the diverse groups, and the University President meets with the membership at least once a year.

The **Leadership Council** consists of key University leaders who meet monthly. The mission of the Leadership Council is as follows:

The Leadership Council is, essentially, a collaborative, information sharing, advisory board that represents various administrative, academic and collective bargaining unit constituencies throughout the university. The Council provides the context for the free exchange of ideas and

10 Handbook for Periodic Review Reports (12th Edition, 2011): <http://msche.org/publications/PRR-Handbook-2011-FINAL.pdf>

¹¹ MSCHE Visiting Team Report April, 2014:

<http://www.kean.edu/sites/default/files/u7/Visiting%20Team%20Report%20%28Campus%20Visit%20April%2014-15%2C%202014%29.pdf>

¹² University Planning Council website: <http://www.kean.edu/about/leadership-governance/university-planning-council>

concerns through mutual respect ultimately enabling all represented parties to work collaboratively towards the fulfillment of the University mission.

Membership is comprised of the President's Cabinet, Heads of the University Senate, University Planning Council, each Bargaining Unit or their designees, the Director of Public Safety, and student representatives.

Please see:

- Appendix 2.4 Leadership Council Attendance Lists (2012-2017)

The **University Senate**¹³ has been a critical platform for community discussion with an emphasis on curriculum and course development for much of the history of this institution. Senate membership is elected, and includes faculty, professional staff, and managers from all locations. The University Senate has bi-weekly general meetings that are open to the entire University community, and the President meets annually with the Senate membership for an open discussion. A goal of the Senate is to enhance ongoing efforts to improve and broaden communication; the Senate engages the larger university community and Senators contribute to other university constituencies as part of the shared governance structure of the University.

A **Council of Deans** is convened regularly by the Provost and Vice President of Academic Affairs guaranteeing ongoing dialog between academic and administrative units.

The **President's Cabinet**, comprised of all major division heads, meets weekly to discuss emergent issues and ongoing initiatives, with these meetings being periodically led by the University President.

The **President's Task Force on Scheduling** is a cross-disciplinary team that includes senior administration, faculty, and student leadership who discuss and take actionable steps on scheduling, academic fees, and registration communications for returning students.

The **Board of Trustees** is actively involved with the Kean University community: individual members frequently attend meetings of the University Senate and the Leadership Council. This regular engagement creates a conduit for information exchange and opportunities for establishing a shared institutional vision.

Additional opportunities for communication among constituencies include events such as the annual "Meet the Deans Dinner" where officers and members of the Board of the Kean University Alumni Association meet with the academic leadership; as well as state-wide and regional meetings that Kean hosts for school counselor associations to meet with Kean leadership and admissions representatives.

Standard 7 Recommendation:

"There has been progress made recently in the development and implementation of non-academic units of assessment related to unit and university strategic plans. There is evidence of assessment occurring in many departments, yet more needs to be done. Clear expectations for direct measures need to be standardized across all non-academic units and should be implemented by the next assessment cycle" (p. 6).

Direct measures for the assessment of non-academic units have been established and are consistent with MSCHE's requirements for Standard 7. All annual non-academic assessment reports documenting

¹³ Kean University Senate website: <https://sites.google.com/a/kean.edu/faculty-senate/>

the use of direct measures for continuous improvement are stored electronically in a centrally-located University-wide repository through the use of Google Docs (a document storage system accessible by all members of the University community). The shared, cloud-based Google drive contains all University assessments on file from 2011 to present and is organized into three distinct categories: Academic, Administrative, and University-wide. This drive is then hyperlinked to the Office of Accreditation and Assessment website where the results can be easily viewed and shared across the institution. The use of direct measures for non-academic units is more fully addressed in Section 5 (Assessment of Institutional Effectiveness) of this report.

Please see:

- Kean University Assessment Products (Digital Repository of Assessment Reports): <http://www.kean.edu/offices/accreditation-and-assessment/kean-university-assessment-products>
- Appendix 2.5 Summary of Direct Measures used for Non-academic Unit Assessment

Standard 12 Recommendation:

“The campus currently is working with 14 student learning outcomes. On the one hand, this level of discrimination is laudable. Unfortunately, it creates an assessment environment which is sufficiently complex as to possibly frustrate progress. The campus should seriously consider folding several of the learning outcomes together to create a slightly more streamlined assessment program in which they can use direct and indirect methods of assessment” (p.8).

Following the recommendation to reduce the complexity of the assessment in General Education (GE), we initiated a University-wide discussion to reduce the number of General Education Student Learning Outcomes (SLOs). During a weekend retreat in May 2014, the University Senate Standing GE committee (GE committee) convened where Kean University members focused on developing more concise student learning outcomes to create a more streamlined assessment process in which they can use direct and indirect methods of assessment.

This discussion process resulted in eight new SLOs. These new SLOs are comprised of three areas: knowledge, skills, and values. Responsibility for assessing these SLO's includes the foundation and distribution courses comprising the General Education program. Recommendations were presented to the GE Committee on September 18, 2014 and were affirmed at the committee-level.

After the initial recommendations of the SLOs by the GE Committee in September 2014, a path for transitioning from the original 14 SLOs to the eight new SLOs was presented at the January 2015 Professional Development Days. Participants of this session worked in small groups to determine methods for aligning the general education curriculum to the revised general education student learning outcomes.

Please see:

- Appendix 5.16 Professional Development Days (January 2015)

After participants provided feedback on the articulation of the SLOs at that session, modifications were made. The new SLOs were discussed again in the University Senate Standing General Education committee and were recommended on April 27, 2015 and were submitted to the University Senate for consideration. The University Senate discussed and recommended them on June 17, 2015. After the decision was made to modify the student learning outcomes, the new student learning outcomes were mapped onto the prior ones and committees were formed to discuss the rubrics to be used for each new student learning outcome. The rubrics were discussed in open workshops during Professional

Development Days in January and June 2015. Thus, a streamlined assessment system for General Education SLOs has been established that also lays the framework for longitudinal assessment.

Please see:

- Appendix 5.16 Professional Development Days (January 2015)
- Appendix 5.17 Professional Development Days (May 2015)

Assessment of the SLOs in the GE program is coordinated by the assessment coordinator in the School of General Studies. The assessment coordinator receives data (based on student works using direct measures) from the foundation, distribution, and capstone courses. The SLOs and rubrics are publicly available on the University website for instructors and students.¹⁴

Please see:

- Appendix 2.6 General Education Student Learning Outcomes
- Appendix 2.7 2015-2016 General Education Annual Assessment Report

3. Major Opportunities and Challenges

Opportunities:

Wenzhou-Kean University (WKU)

Wenzhou-Kean University (WKU) witnessed several positive outcomes from the first graduating class of 2016. The WKU cohort's four-year graduation rate was 89.8% with 16 of these graduates subsequently coming to Kean USA to pursue graduate programs.¹⁵ This additional location now sees the establishment of three additional schools and the development of additional program offerings as a significant opportunity to expand its access to a greater number of students and to better meet regional and international needs. The timeline for these additions are as follows:

Establishment of New Schools:

2017: Architecture and Design

2020: Liberal Arts; Science and Technology

Introduction of New Undergraduate programs:

2017: Graphic Design, Interactive Advertising; Architecture; Psychology; Mathematical Sciences: Data Analytics Option; Management: Supply Chain and Information Management Option and Entrepreneurship Option;

2018: Biology; Environmental/Sustainability Sciences

2019: Interior Design and Industrial Design; Communications; Chemistry

2020: Earth Science; Science and Technology; Speech-Language Hearing Sciences

Introduction of Master's programs:

In 2018: Masters of TEFL/TESL

In 2019: MBA in Global Management and MPA in Public Administration

In 2020: Masters in Accounting

¹⁴ General Education Student Learning Outcomes and Rubrics: <https://sites.google.com/a/kean.edu/sgsassess/>

¹⁵ Source: Kean University's Office of Institutional Research (March 10, 2017)

Highlands Region of New Jersey

An opportunity for experiential learning in the Environmental and Sustainability Science disciplines exists with a plan to develop an instructional site, and later, as an additional location in the Highlands region of Jefferson, New Jersey.¹⁶ This “living laboratory” spans approximately 40 acres of pristine forest, providing real-world research and educational opportunities for Kean University’s sustainability science, education, architecture and design students. Kean’s plans for the Highlands site will transform an underutilized natural resource in the state into a vibrant space for academic and community programming that will introduce sustainability sciences to the next generation of New Jersey’s leaders, while continuing vital environmental protection of the site.

This physical site was initially accessed by means of an exclusive Special Use Permit to Kean University. Acquisition of the 40-acre site, referred to as the Kean Highlands, was realized through a twenty-year lease from the New Jersey Department of Environmental Protection commencing in October, 2014. Supported by grant funds, this emerging academic site is currently under construction.¹⁷

The Kean Highlands facilities will meet all requirements for the designation of an instructional site where the University can offer credit-bearing courses (but not 50% or more of a program’s curriculum).

Early piloting of field visits for Union, NJ-based courses and summer pre-college programs through the School of Environmental and Sustainability Sciences (SESS) were assessed using pre- and post-visit surveys. The data revealed a significant increase in students’ interest in pursuing a college degree at Kean and the SESS program, and an increase in the students’ knowledge and interest in Kean generally. Kean also conducted market research of students attending Sussex County Community College, Passaic County Community College, and Morris County College which provided insight into the courses that could potentially be offered at this facility.

Please see:

- Appendix 3.1: Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

In addition to offering new opportunities for educational experiences for students interested in relevant scientific disciplines, Kean Highlands may also afford other opportunities such as writers’ and artists’ retreats. Early discussions are underway.

To ensure compliance with Standard 13: Related Educational Activities (Instructional Locations), the University plans to submit a substantive change application in the Spring of 2018 for the required approval to offer more than 50% of the curriculum for academic programs at this location.

Challenges:

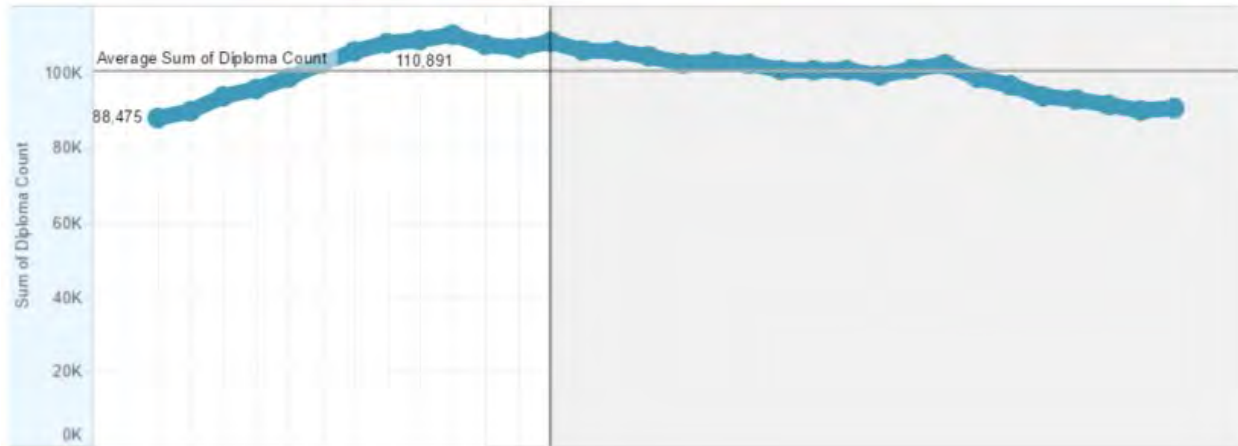
High school graduates in New Jersey are declining and are expected to continue to decline through 2031 by 12%; during the period of 2017 through 2031, there are two years, specifically 2024 and 2025, with slight increases of about 1,500 more diplomas state-wide each year. The decline, coupled by the number of colleges in direct competition with Kean, is a challenge for enrollment as the number of prospective

¹⁶ New Jersey Herald Article: <http://www.njherald.com/20170111/kean-building-satellite-campus-in-jefferson#>

¹⁷ New Jersey Association of State Colleges & Universities. NJ Higher Education Facilities Bond Projects: <http://www.njascu.org/facilities-projects.html>

students from New Jersey’s high schools diminishes. The University has initiated new and innovative recruitment strategies and has devoted resources to the Division of Enrollment Management. These new efforts reflect the University’s commitment to continue to address the demographic reality of declining numbers of high school graduates.

New Jersey High School Graduations by Academic Year¹⁸



Change in Diploma Count from Previous Year*



Additionally, the State of New Jersey has continued to decrease funding to state colleges and universities from 2008 to 2016 by as much as 23% and has provided flat funding for 2017.¹⁹ Therefore, Kean University cannot rely on this funding to the extent that it did a decade ago. This lack of state funding continues to be a challenge for all public institutions of higher education in the State of New Jersey. As the University works to maintain its affordability for students, only modest tuition increases (at or below 3%) have occurred since fiscal year 2014, with Kean remaining the most affordable comprehensive university in the state. As the institution plans for the future, there will be an every-increasing need to look for external funding to support research, creative work, and new initiatives.

¹⁸ Source: Western Interstate Commission on Higher Education (WICHE) <http://knocking.wiche.edu/state-profiles/>

¹⁹ Source: NJ.COM (retrieved 02/21/2017): http://www.nj.com/education/2016/05/njs_funding_for_colleges_christie.html

4. Enrollment and Finance Trends and Projections

This section provides analyses of the enrollment and finance trends for the last three years and projections for the next three years. These trends and projections are based on the assumptions made from data provided below. Based on the information provided by S&P Global and Moody's, Kean University is financially stable. Kean University exhibits stable enrollment, and trends are consistent with the mission.

Please see:

- Appendix 4.14 S&P Global Report: Kean University (01-11-2017)
- Appendix 4.15 Moody's Report: Kean University (06-09-2015)

Required Documents

The required documents for this section are provided in the appendices of this report.

PRR Requirement	Companion Documents (Appendices)
<ul style="list-style-type: none"> • The institutional financial plan for the period covered by the institution's strategic plan, but not less than the current year and three future years 	<ul style="list-style-type: none"> • Appendix 4.1 Kean University Strategic Plan (2013-2020) • Appendix 4.2 Kean University Financial Plan
<ul style="list-style-type: none"> • The audited financial statements and management letters or their equivalents covering the three previous years²⁰ 	<ul style="list-style-type: none"> • Appendix 4.3 Audited Financial Statement (10-31-2014) • Appendix 4.4 Audited Financial Statement (12-18-2015) • Appendix 4.5 Audited Financial Statement (10-31-2016) <p><i>Note: Audited Financial Statements are uploaded separately on the MSCHE secure web portal.²⁰</i></p>
<ul style="list-style-type: none"> • The financial information submitted to IPEDS for the three previous years 	<ul style="list-style-type: none"> • Appendix 4.6 IPEDS Financial Data (2014-2015) • Appendix 4.7 IPEDS Financial Data (2015-2016) • Appendix 4.8 IPEDS Financial Data (2016-2017)
<ul style="list-style-type: none"> • Actual enrollment for the current year and the three previous years 	<ul style="list-style-type: none"> • Appendix 4.9 IPEDS Enrollment Data 2013-2014 • Appendix 4.10 IPEDS Enrollment Data 2014-2015 • Appendix 4.11 IPEDS Enrollment Data 2015-2016 • Appendix 4.12 IPEDS Enrollment Data Fall 2016
<ul style="list-style-type: none"> • Projected enrollment for the period covered by the institution's financial plan, but not less than three future years. 	<ul style="list-style-type: none"> • Appendix 4.13 Three-year Enrollment Projections
<ul style="list-style-type: none"> • Financial indicators or ratios (e.g. Moody's, etc.) 	<ul style="list-style-type: none"> • Appendix 4.14 S&P Global Report: Kean University (01-11-2017) • Appendix 4.15 Moody's Report: Kean University (06-09-2015)

²⁰ The audited financial statements have been uploaded separately on the MSCHE secure web portal as per the communication received from the [MSCHE Director for Accreditation Services, Erin Mattson](#), as follows: "The prior three years of audited financial statements can be uploaded separately" (email received May 8, 2017).

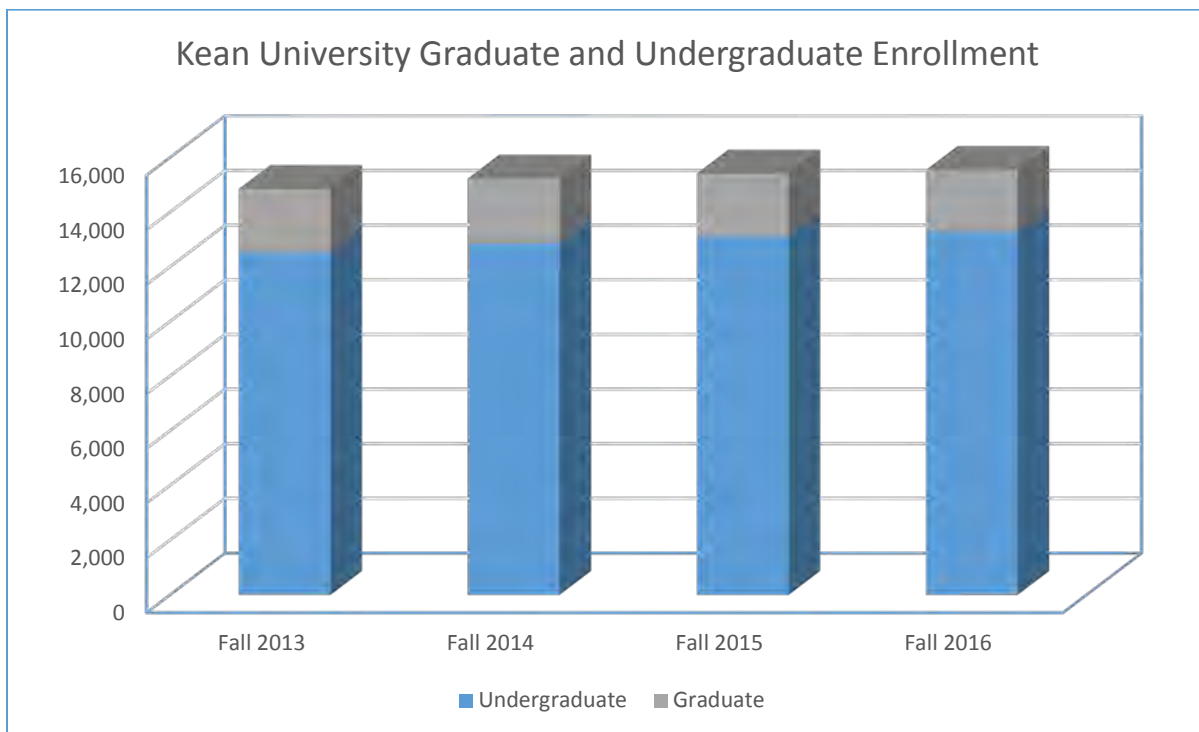
Enrollment Trends and Projections

Enrollment Trends

Full time equivalent (FTE) enrollment at Kean has been relatively stable in the last three years, hovering around 11,000 at its New Jersey locations. Kean Ocean, the University's additional location at Ocean County College, enrolled 1414 students in Fall 2016 up from 1392 in Fall 2015. Kean's additional location in China, Wenzhou-Kean enrolled 1464 students, and an additional 119 students came to the US to study at the Union campus in Fall 2016. Kean's new online division received accreditation in Spring 2016, and enrolled over 100 students in Fall 2016.

In recent years, Kean University has focused on maintaining a steady student body enrollment. With over 82% of the university budget coming from student tuition and fees²¹, steady and predictable enrollment is crucial for Kean's financial plan.

In Fall 2016, Kean University's enrolled a total of 15,534 students (headcount), including 13,276 undergraduates and 2,258 graduates. As indicated by the table and figure below, Kean's enrollment has remained stable. Fluctuations in the past four years have remained below 700 students, 4% of Kean University's current enrollment.

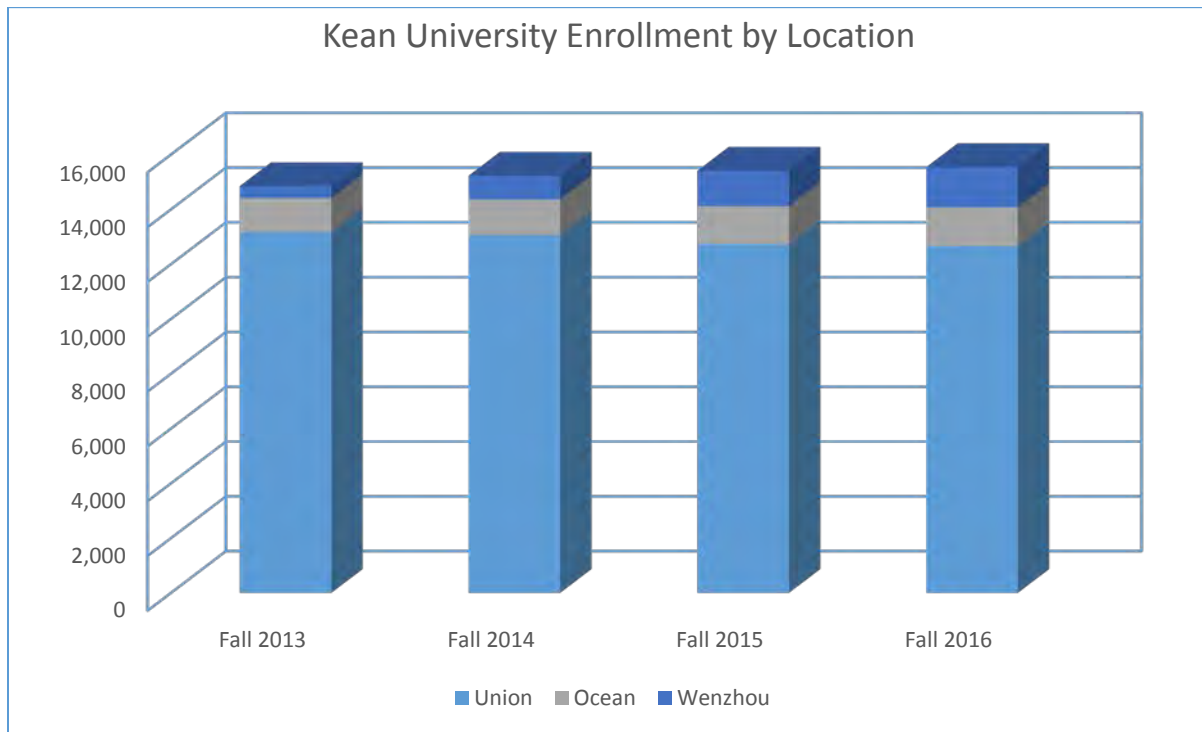


²¹ FY2017 Estimated Budget: Total revenue: \$191,368,000. Tuition and Fees: \$156,133,000 (82% of the University budget)

Kean University Undergraduate and Graduate Enrollment (Student Headcount)

	Undergraduate	Graduate	Total
Fall 2013	12,516	2,326	14,842
Fall 2014	12,849	2,372	15,221
Fall 2015	13,108	2,298	15,406
Fall 2016	13,276	2,258	15,534

Some variation has occurred across locations, as presented in the table and figure below. Wenzhou-Kean University has grown by 234% in the past four years, adding 1,026 students to enrollment in Wenzhou, China. However, total University enrollment has remained stable across all three locations.



Kean University Enrollment by Instructional Location

Semester	Union, NJ	Ocean, NJ	Wenzhou	University Total
Fall 2013	13,158	1,246	438	14,842
Fall 2014	13,056	1,303	862	15,221
Fall 2015	12,720	1,392	1,294	15,406
Fall 2016	12,656	1,414	1,464	15,534

Current Enrollment

The following table provides information on all new academic programs introduced since Fall 2012.

Semester	New Academic Programs (Degrees, Options, Minors, and Certificates)
Fall 2012	<ul style="list-style-type: none"> Minor: American Sign Language
Spring 2013	<ul style="list-style-type: none"> Option: B.S. in Clinical Laboratory Science/Joint Program with UMDNJ Medical Laboratory Science (MLS) Option: B.S. in Clinical Laboratory Science/Joint Program with UMDNJ Cytotechnology Option: M.A. Counseling: School Counseling and LPC Option Program: Ph.D. Nursing Educational Leadership (completed internal review process Spring 2011, Approved by NJPC March 2013)
Fall 2013	<ul style="list-style-type: none"> Minor: Accounting Minor: Finance Option: M.A. in Educational Administration: Principals, Supervisors & School Business Administrators Post Master's Certification for Principals, Supervisors & School Business Administrators
Spring 2014	<ul style="list-style-type: none"> Option: B.S. in Earth Science (Environmental Science Option) Option: B.A. in English: Teaching English in Global Settings Option [Changed to: English in Global Settings Option (Spring 2016).]
Fall 2014	<ul style="list-style-type: none"> Option: B.S. in Management- Supply Chain and Information Management Option
Spring 2015	<ul style="list-style-type: none"> Option: B.A. Communication: Media & Film Option: B.S. Biology Health Professions (Pre-PT, PA, OT) Program: B.A. in Architectural Studies
Fall 2015	<ul style="list-style-type: none"> Minor: Social Media Option: B.S. in Management- Entrepreneurship Option Post Masters Certificate Program in Applied Behavior Analysis: Autism and Developmental Disabilities Program: Doctorate of Physical Therapy Program: Master of Hindi and Urdu Language Pedagogy
Spring 2016	<ul style="list-style-type: none"> Minor: Asian Studies Option: B.A. Mathematical Sciences (Data Analytics Option) Program: Master of Architecture Program: M.A. Forensic Psychology
Fall 2016	<ul style="list-style-type: none"> Minor: Sustainability Science Options B.A. History: <ul style="list-style-type: none"> Honors Second Major Middle School Certification Honors Teacher Certification P-12 Option Honors Teacher of Students with Disabilities K-12 Option Program: Doctor of Speech-Language Pathology
Spring 2017 (<i>in progress</i>)	<ul style="list-style-type: none"> Program: Counselor Education Doctorate Program: Occupational Therapy Doctorate New: Post Master's Certificate in Digital Leadership

Note 1. Semesters and years indicate completion of internal review process unless otherwise noted.

Note 2. Joint programs with the University of Medicine and Dentistry of New Jersey (UMDNJ) were merged into the Rutgers School of Biomedical and Health Sciences on July 1, 2013.

A more detailed look at Fall 2016 enrollments is provided below, revealing that full-time undergraduate and graduate students comprise Kean’s largest enrollment populations.

	Kean USA		Wenzhou		University Total
	UG	GR	UG	GR	
Total credit hours of all part-time students	17,412	6,097	76	0	23,585
Minimum credit load to be considered a full time student per semester	12	9	12	0	--
Full-Time Head Count	9,239	922	1,456	0	11,617
Part-Time Head Count	2,573	1,336	8	0	3,917
Total Head Count	11,812	2,258	1,464	0	15,534
	UG	GR	UG	GR	
Number of Students matriculated, enrolled in degree/certificate programs (UG + GR)	11,656	2,105	1,464	0	15,225
Number of Students not matriculated, enrolled in credit-bearing courses	156	153	0	0	309

* Note. Kean USA Total represents Undergraduate and Graduate Enrollment Combined.

Please see:

- Appendix 4.16 MSCHE Institutional Profile for Kean University (Section D) (2015-2016)

The table below summarizes the number of applications and offers of admission.

Applications and Admissions: Fall 2016²²

LN	Type of Applicant	Number of Complete Applications for Admissions Received as of the End of the Fall 2016 Add-Drop Period	Number of Offers of Admissions to the College Made As Of the End of the Fall 2016 Add-Drop Period	Of the Students to whom Offers of Admissions were Made, Number of Students who Subsequently Enrolled, Fall 2016
	PRE-BACCALAUREATE			
1	First-Time Student	8,785	6,536	1,526
2	New Transfer	2,786	2,610	1,442
3	Readmitted Student	381	365	201
4	TOTAL, Pre-Baccalaureate	11,952	9,511	3,169
	POST-BACCALAUREATE			
5	First-Time Graduate Student	2,087	1,067	697
6	First-Time Doctoral-Professional Practice Student	210	38	25
7	TOTAL, Post-Baccalaureate	2,297	1,105	722

A continual increase in the first-time, full-time regular freshman enrollment is seen in the table below.

²² Source: Kean University Applications and Admissions Report to the New Jersey State Department of Higher Education (Fall 2016): <http://ir.kean.edu/irhome/PDF/Application.pdf>

**First-Time Full-Time Degree-Seeking
Undergraduate Student Enrollment Headcount
By Admissions Status, for Fall Semester²³**

Admission Status		Fall 2014	Fall 2015	Fall 2016
Regular	#	1201	1273	1299
	%	62.6%	64.7%	65.9%
Special	#	597	582	542
	%	31.1%	29.6%	27.5%
E.O.F.	#	119	112	129
	%	6.2%	5.7%	6.5%
Total		1917	1967	1970

While Kean’s enrollment has been stable, the above chart shows an increase in the number of first-time, full-time freshmen who meet the mean GPA requirement of 3.0 and average SAT/rSAT of 1,000. The increase is attributed to Kean’s expanded digital marketing and Kean’s participation in The Common Application since Fall 2014. In addition, Kean developed and implemented a technology-driven communication strategy to engage and connect with prospective students both interpersonally and through its Customer Relationship Management (CRM) software which was initiated in January 2015.

Kean expanded the use of technology into its enrollment management operations. The University contracted with Naviance™ by Hobsons, a portal that helps students and parents find colleges using personalized searching algorithms.²⁴ The software is used in 98% of New Jersey’s high schools, making it an effective and efficient way to connect with students who are a strong fit for Kean.

Please see:

- Appendix 4.17 Naviance™ Market Share (February 2017)

After a year of using its Recruiter/CRM, Kean integrated the use of Slideroom²⁵, an electronic portfolio and video module to the Recruiter/CRM, so that applicants can upload a digital portfolio or video audition for faculty review and consideration. The degree programs that require a portfolio review saw an increase in applications from 332 in Fall 2015 to 363 in Fall 2016.

It is important to note that in Fall 2015, the Michael Graves College was created and houses its School of Public Architecture and the Robert Busch School of Design. Additionally, Architecture received state approval to offer the graduate degree required for professional practice on April 1, 2016.²⁶

While freshman recruitment has been a top priority, the University also focused its attention on transfer student recruitment. Along with 63 institutions nationwide, Kean was named to Phi Theta Kappa’s 2017

²³ Source: Kean University Office of Institutional Research

²⁴ Naviance™ Higher Education website: <https://www.naviance.com/solutions/higher-education>

²⁵ Slideroom website: <http://www.slideroom.com/>

²⁶ Minutes from the April 1, 2016 Academic Issues Committee (AIC) meeting: http://njpc.org/aic-minutes/april-1-2016-minutes/at_download/file

Transfer Honor Roll²⁷ for the second consecutive time. The designation by the international junior college honor society demonstrated Kean’s partnership with New Jersey’s community colleges, particularly Ocean County College through the Kean Ocean partnership. Kean University continues to expand efforts directed at transfer students through developing dual admission agreements. Over the past three years, Kean announced partnerships with Union County College and Essex County College, and is currently finalizing agreements with four other county colleges.²⁸

According to the New Jersey Commission on Higher Education enrollment statistics, the State’s county colleges reported a 15% decline in enrollment since 2013. During the same period, Kean saw an overall decrease of 8.8% in full-time transfer recruitment, and a 21.9% increase in part-time transfer students.

Please see:

- Appendix 4.18 New Jersey Commission on Higher Education Enrollment Statistics (2013-2016)

**New Transfer Student Enrollment Headcount
By Full-Time/Part-Time Status, for Fall Semester²⁹**

Attendance Status		Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time	#	1013	1148	1026	924
Part-Time	#	425	482	499	518

Retention of first-time, full-time first-year students through the academic year, Fall 2015 to Fall 2016, indicates a 73% second-year retention rate. In addition to recruitment initiatives, the University took steps to transition from a reactive intervention approach to a proactive retention approach in 2016 by hiring a new retention manager and creating the Office of Student Success and Retention. Kean revised its faculty-driven advisement model to include advisement by the School of General Education for the first two semesters for incoming freshmen. Additionally, Kean created a schedule for Advisement Week activities for March 2017 to promote the importance of advisement as a pathway to graduation.

Please see:

- Appendix 4.19 Fall 2016 Kean University Profile (Office of Institutional Research Fact Book)

The new Office of Student Success and Retention along with the Center for Academic Success has created a cross-disciplinary team comprised of both administrative and academic team members that reviews and develops action plans to improve Kean’s retention and graduation rates. Its first project is to re-energize activities preceding registration for the Fall 2017 semester; the project included programming, an academic expo fair, and other events designed to encourage students to seek faculty advisement and register early for Fall classes.

Please see:

- Appendix 4.20 Retention Committee Membership
- Appendix 4.21 Kean University Advisement Weeks Agenda

²⁷ Phi Theta Kappa’s Honor Roll Recipients: <https://www.ptk.org/Scholarships/TransferHonorRoll.aspx>

²⁸ Kean University Transfer Agreements: <http://www.kean.edu/admissions/transfer-admissions/agreements>

²⁹ Source: Kean University’s Office of Institutional Research

At the undergraduate level, the following programs have continued to grow in enrollment every year for the past five years:

Program	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5-Year Change
Accounting (WKU)	50	119	272	437	495	890%
Finance (WKU)	48	116	253	375	429	794%
Computer Science (WKU)	27	56	99	135	140	419%
Information Technology	90	92	121	153	167	86%
Computer Science	210	235	265	284	314	50%
Marketing	299	303	305	316	327	9%

An area in undergraduate enrollment that continues to pose a challenge is in education and teacher degree and certification programs, based on external factors related to changes at the state and local level, the number of new teachers being hired annually as well as the declining number of students graduating from New Jersey high schools. To ensure that these programs meet student demand, Kean is developing new marketing and outreach strategies for these programs.

While graduate enrollment also has been relatively steady over the past four years, there has been a significant increase in the number of full-time graduate students (see the table below). This increase was a consequence of a strategic decision by the University to offer qualitatively superior degree programs that meet current and projected market demands. The Doctorate in Physical Therapy admitted its first class in May 2016. This program requires full-time enrollment status; and has 27 admitted students for their first cohort.

**Graduate Student Enrollment Headcount
By Full-Time/Part-Time Status, for Fall Semester**

Attendance Status		Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full-Time	#	830	859	853	922
	%	35.7%	36.2%	37.1%	40.8%
Part-Time	#	1496	1513	1445	1336
	%	64.3%	63.8%	62.9%	59.2%

Please see:

- Appendix 4.19 Fall 2016 Kean University Profile (Office of Institutional Research Fact Book)

At the graduate level, the MBA in Global Management (47%) and Occupational Therapy (19%) programs have continued to grow in enrollment every year for the past five years. An area in graduate enrollment that continues to pose challenges exists in education. This is due to environmental factors (i.e. decline in financial support from public school systems for teachers to pursue graduate studies). Kean continues to review enrollment data and market trends so it can appropriately consider strategies for improving marketing and outreach.

Please see:

- Appendix 4.19 Fall 2016 Kean University Profile (Office of Institutional Research Fact Book)
- Appendix 4.22 Kean University Program Enrollment Highlights (Fall 2016)

Enrollment Projections

Three year budget enrollment projections are based on the incremental growth in recruitment of first-time, full-time freshmen that Kean has realized over the past two years.

First-Time Full-Time Degree-Seeking Undergraduate Student Enrollment Headcount

Admission Status		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Regular	#	1030	1060	1201	1273	1299
	%	64.9%	61.3%	62.6%	64.7%	65.9%

As affirmed by both S&P Global and Moody's,³⁰ Kean University exhibits stable enrollment. While the New Jersey market for high school graduates is declining, Kean plans to continue to develop its digital marketing strategies and expand its reach beyond New Jersey by developing an out-of-state recruitment plan. As a result, Kean is projecting an overall 2% enrollment growth over the next three years.

Kean University Enrollment Projections				
Fall Semester	2016	2017	2018	2019
Full-Time				
Freshmen	2,416	2,430	2,444	2,458
Sophomores	2,015	2,068	2,123	2,180
Juniors	2,571	2,669	2,772	2,878
Seniors	2,164	2,233	2,304	2,378
Other Undergraduate	73	86	102	120
Graduate	922	967	1,014	1,063
Total	10,161	10,454	10,759	11,078
Part-Time				
Freshmen	154	149	144	139
Sophomores	682	702	722	743
Juniors	812	825	837	850
Seniors	803	794	785	775
Other Undergraduate	122	119	117	114
Graduate	1,336	1,296	1,257	1,220
Total	3,909	3,884	3,862	3,842
Total Headcount				
Freshmen	2,570	2,579	2,588	2,597
Sophomores	2,697	2,770	2,846	2,923
Juniors	3,383	3,494	3,609	3,728
Seniors	2,967	3,027	3,089	3,153
Other Undergraduate	195	206	219	235
Graduate	2,258	2,263	2,271	2,283
Total	14,070	14,339	14,622	14,920
	Annual % Change	1.9%	2.0%	2.0%
	Annual Change	269	283	298

³⁰ Please see Appendix 4.14 S&P Global Report: Kean University (01-11-2017) and Appendix 4.15 Moody's Report: Kean University (06-09-2015)

Wenzhou-Kean University Enrollment Projections³¹

	Fall 2013 (Actual)	Fall 2014 (Actual)	Fall 2015 (Actual)	Fall 2016 (Actual)	Fall 2017 (Estimate)	Fall 2018 (Estimate)	Fall 2019 (Estimate)
Total Students (FTE) ³²	430	880	1,355	1,549	2,133	2,450	2,900
% change from prior year	108.7%	104.7%	54.0%	14.3%	37.7%	14.9%	18.4%
U.S. Program	0	0	33	119	128	147	174
% change from prior year	260.6%	7.6%	14.8%	18.4%

Wenzhou-Kean University enrollment projections are based upon the timeline for the implementation of two additional schools and additional program offerings as discussed in Section 3 (Opportunities) of this report.

Kean Ocean Enrollment Projections³³

	Fall 2013 (Actual)	Fall 2014 (Actual)	Fall 2015 (Actual)	Fall 2016 (Actual)	Fall 2017 (Estimate)	Fall 2018 (Estimate)	Fall 2019 (Estimate)
Total Students (Headcount)	1246	1303	1,392	1,414	1441	1470	1499
% change from prior year	-4.15%	4.57%	6.83%	1.58%	1.9%	2.0%	2.0%

While there is a decline in enrollment at Ocean County College (OCC), Kean has been working with OCC to expand the market reach to promote Kean Ocean further into Southern New Jersey, including Atlantic and Cape May Counties.

Please see:

- Appendix 4.18 New Jersey Commission on Higher Education Enrollment Statistics (2013-2016)

Kean Ocean is also looking to add additional degree completion programs, consistent with the facilities and resources available that will attract additional students to the location. Consequently the Recreation Administration program options were added beginning Spring 2017. The B.S. Biology-Health Professions option will be initiated in Fall 2017, and in the next 3-5 years consideration will be given to initiating degree completion programs in: Spanish, Theatre, Music and Early Childhood, as well as expanding on the Management options offered.

³¹ Source: Kean University Admissions Office & Office of Institutional Research

³² Wenzhou-Kean University (WKU) enrollment projections are calculated by full-time equivalent (FTE) rather than headcount due to the majority of WKU students who opt for an overload schedule of > 16 credits per semester.

³³ Source: Kean University Admissions Office & Office of Institutional Research

Financial Trends and Projections

Standard and Poors (S&P Global) confirmed their A- stable rating on the Kean University debt in January of 2017. This rating was based on the following strengths: “Kean University’s history of strong full-accrual operating surplus that remains solid through fiscal 2016 and use of dedicated fees to support debt service on outstanding bonds that can be increased, if necessary” (S&P Global, p. 2). Moody’s assigned an “A2 Stable” rating to Kean University in 2015 and cite “consistently very strong operating performance with a three-year average operating cash flow margin of over 20%”. Further, Moody’s report indicates that the University has been “adept at managing expenses in line with revenue growth” (Moody’s, p. 1).

Please see:

- Appendix 4.14 S&P Global Report: Kean University (01-11-2017)
- Appendix 4.15 Moody’s Report: Kean University (06-09-2015)

FY2017 Estimated Budget

Kean University’s estimated budget is based on level appropriations from the State of New Jersey and a conservative 10,200 FTE enrollment.

Revenue	FY2017 ESTIMATE
State Appropriations	\$30,469,000
Tuition-Kean	107,020,000
Fees-Kean (Credit)	47,523,000
Fees-Kean (Non-Credit)	1,590,000
Kean-Ocean Revenue	12,604,000
All Other Revenue	4,766,000
TOTAL REVENUE (STATE & UNIVERSITY)	\$203,972,000

Expenditures & Transfers	FY2017 ESTIMATE
Total Expenditures (Union)	\$173,254,854
Total Expenditures (Ocean)	5,700,000
Total Debt Service	\$25,017,146
TOTAL EXPENDITURES & TRANSFERS	\$203,972,000

Kean University’s detailed fiscal analysis utilizes metrics and performance measurements to determine internal institutional financial resources, debt, and financial performance. Utilized metrics include the following financial ratios: the primary reserve ratio, viability ratio, return on net assets, and net operating revenue as suggested by the **National Association of College and University Business Officers**³⁴ and the **Strategic Financial Analysis for Higher Education Series**,³⁵ an acknowledged publication on Higher Education financial health. These ratios are ultimately used to calculate a composite financial index.

³⁴ NACUBO (National Association of College and University Business Officers). “Do you know the financial health of your institution?” (Laurie Stickelmaier, 2013)

³⁵ Lou Mezzina, Ron Salluzzo, Fred Prager, Chris Cowen and Phil Tahey. *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks*. (Lou Mezzina, 2010)

Primary Reserve Ratio

Effective in the fiscal year ending June 30, 2015, the University implemented Governmental Accounting Standards Board (GASB) Statement No. 68³⁶, *Accounting and Financial Reporting for Pensions* and GASB Statement No. 71³⁷, *Pension Transition for Contributions Made Subsequent to the Measurement Date – An Amendment to GASB Statement No. 68*. The implementation of GASB 68 required a restatement of prior year net position such that the July 1, 2014, beginning net position of \$252,691 was adjusted by \$134,851 in recognition of net pension liability and yielded a restated net position of \$117,840. The impact of the recognition of pension liability between 2014 and 2015 will be relevant to the primary reserve ratio, viability ratio, return on net assets, and, as a consequence, the composite financial index.

The Primary Reserve Ratio is the ratio of expendable net assets to total expenses, measuring the number of periods of expenses that could be covered using expendable resources without relying on additional net assets provided by operations. As noted above, the implementation of GASB 68 resulted in Kean recognizing pension liability on its financial statements that continue to be actual liabilities of the State of New Jersey. As a result, S&P Global credits the pension liability back to Kean in the calculation of its ratios. Excluding the impact of GASB 68, Kean's primary reserve ratio would be 0.624 and 0.695 for 2015 and 2016, respectively.

(in thousands)	2013	2014	2015	2016
Expendable Net Asset	117,919	125,181	-8,254	-182
Total Expenses	211,080	220,559	217,708	214,732
Primary reserve ratio (GASB 68)	n/a	n/a	-0.038	-0.001
Primary reserve ratio (adjusted)	0.559	0.568	0.624	0.695

Viability Ratio

The Viability Ratio is an index indicating effective management of debt to advance the mission of the University. It is the ratio of expendable net assets to long-term debt and measures the availability of net assets to cover long-term obligations. Kean's viability ratio is in line with other NJ Public Institutions.

Kean University continues to reduce long-term debt as the result of payments in the normal course, without the incurrence of additional debt, as well as a refunding of several series of outstanding bonds for savings. The University currently has no plans for the issuance of additional long-term debt.

³⁶ Summary of GASB Statement No. 68: GASB) Statement No. 68:

http://www.gasb.org/jsp/GASB/Pronouncement_C/GASBSummaryPage&cid=1176160219492

³⁷ Summary of GASB Statement No. 71:

http://gasb.org/cs/ContentServer?c=Pronouncement_C&pagename=GASB%2FPronouncement_C%2FGASBSummaryPage&cid=1176163785801

(in thousands)	2013	2014	2015	2016
Expendable Net Assets	117,919	125,181	-8,254	-182
Long-term Debt	367,883	360,770	349,706	339,084
Viability ratio (GASB 68)	n/a	n/a	-0.024	-0.001
Viability ratio (adjusted)	0.321	0.347	0.378	0.430

Return on Net Asset Ratio

Return on Net Assets Ratio measures the University asset performance and management. The significant decrease in 2015 is a result of the impact of GASB 68. Excluding the impact of GASB 68, Kean's Return on Net Asset Ratio would be 16.43 and 16.84 for 2015 and 2016, respectively.

(in thousands)	2013	2014	2015	2016
Change in net asset	10,484	23,755	-99,088	20,615
Total beginning of year net asset	218,452	228,936	252,691	153,603
Return on Net Asset (GASB 68)	n/a	n/a	-39.21	13.42
Return on Net Asset (adjusted)	4.80	10.38	16.43	16.84

Net Operating Revenue

The Net Operating Revenue is an index of whether the University operates within available resources. Federal and state grant revenue was reclassified out of Operating Revenue and into Non-Operating Revenue starting in 2015. Excluding the impact of GASB 68, Kean's Net Operating Revenue Ratio would be 7.3% and 9.1% for 2015 and 2016, respectively.

(in thousands)	2013	2014	2015	2016
Operating Income	-37,804	-46,801	-74,731	-68,628
Net Non-Operating Revenue	51,330	58,859	87,055	86,045
Operating Revenue	173,276	173,758	142,977	146,104
Non-Operating Revenues	68,348	76,254	105,214	104,394
Net Operating Revenue Ratio (GASB 68)	n/a	n/a	4.97	6.95
Net Operating Revenue Ratio (adjusted)	5.60	4.80	7.29	9.05

5. Organized and Sustained Processes to Assess Institutional Effectiveness & Student Learning

Assessment of Institutional Effectiveness (Standard 7)

Overview

Having built “a systematic and potentially sustainable process for institutional assessment” (MSCHE Visiting Team Report, September 2012)³⁸, Kean University has worked to ensure sustainability through monitoring, through skills-building across the institution including required bi-annual professional development sessions, through repetition of the cycle, and through review/correction where necessary. The result is a sustainable cycle of continuous improvement through assessment.

The University Planning Council (UPC) and the Office of Accreditation and Assessment (OAA) oversee the cycle of assessing institutional effectiveness. The work of the UPC creates linkages between assessment and resource allocations that serves as a foundation for establishing an integrated, community-based planning process. The University Planning Council ensures that all major plans, decisions and initiatives are consistent with the mission of the University and the current strategic plan. The Council is responsible for writing, implementing and assessing the strategic plan by establishing measurable goals, objectives and indicators of institutional effectiveness. The ongoing assessment of the strategic plan sharpens the focus of the university assessment process.

Because of its vital role in planning, assessment, and resource allocation, UPC membership is a large governing body and is representative of the many constituencies of the large and diverse university community. The membership of the UPC is as follows:

- Eight members appointed by the President (including the UPC Chair and Vice-Chair)
- Seven members appointed by the University Senate (one from each college and the School of Fine and Performing Arts)
- The University Senate Chairperson or designee
- Three student representatives (one undergraduate, one graduate, one part-time student)
- Five bargaining unit representatives, one each from the Kean Federation of Teachers (KFT), the Kean University Adjunct Faculty Federation (KUAFF), the Communication Workers of America (CWA), the International Federation of Professional and Technical Engineers (IFPTE), and the New Jersey State Policeman's Benevolent Association (NJSPBA)
- 14 members representing the major University divisions: the VP (or designee) and one member from Academic Affairs, University Planning/Facilities, Enrollment Management, Institutional Advancement, Operations, Student Affairs, and University Relations. This segment of the Council's membership includes representation from Kean Ocean and Wenzhou-Kean, as well as representation of staff from different levels in Kean's organizational structure.
- Ex Officio members (Director of Accreditation and Assessment, Director of Institutional Research)

³⁸ MSCHE Visiting Team Report, September 2012:

<http://www.kean.edu/sites/default/files/u7/Visiting%20Team%20Report%20%28Campus%20Visit%20September%2013-14%2C%202012%29.pdf>

The Kean University Institutional Assessment Process

The Kean University Institutional Assessment Process is presented in Appendix 5.1. From the planning to the reporting stages, supporting resources developed by the OAA are available to assessment coordinators identified in all academic and non-academic (administrative) units. The Director and Associate Director of the Office of Accreditation and Assessment presented this process at the 2015 MSCHE Annual Conference on December 3, 2015.³⁹

The annual assessment cycle begins with the formation of an assessment plan for each academic and non-academic unit. Academic programs identify Student Learning Outcomes to be assessed in the assessment cycle, whereas administrative units identify Kean University Strategic Plan goals to be assessed. At the end of the assessment cycle, coinciding with the end of the academic year, each unit conducts a review and analysis of the data collected used to prepare an annual assessment report.

Please see:

- Appendix 5.1 Kean University Assessment System with Timelines
- Appendix 5.2 Annual Academic Student Learning Outcomes Assessment Template
- Appendix 5.3 Administrative Unit Assessment Plan Template
- Appendix 5.4 Administrative Unit Assessment Report Template

Operating in parallel to the annual assessment process, there is a program review process for all academic and administrative units, ensuring that units have a longer-term view alongside their one-year assessment plans. Resources have been developed and are available on the OAA website⁴⁰ for academic and administrative program review.

Please see:

- Appendix 5.5 Academic Program Review Guidelines
- Appendix 5.6 Non-Academic Program Review Guidelines
- Appendix 5.7 Non-Academic Program Review Template
- Appendix 5.8 Non-Academic Program Review PowerPoint
- Appendix 5.9 Academic Program Review Calendar
- Appendix 5.10 Non-Academic Program Review Calendar

At the end of the academic year, each administrative division leader reviews all annual assessment reports and the subset of program review reports, synthesizes the findings, and creates an overall division report identifying financial and resource needs as well as challenges. For academic programs, annual assessment reports and program review reports are reviewed at the college level for analysis and synthesis. The Office of the Provost and Vice President of Academic Affairs then integrates all college reports and prioritizes resource requests in the Annual Assessment Results and Recommendations Report for the Division of Academic Affairs.

Please see:

- Appendix 5.11 Administrative Division Assessment Report Template
- Appendix 5.12 College-level Assessment Report Template

³⁹ 2015 MSCHE Annual Conference Agenda: <http://www.msche.org/Documents/2015%20AC%20PP.pdf> .
Presentation Materials: <http://www.msche.org/documents/LetYourEvidenceDotheTalking.pdf>

⁴⁰ Office of Accreditation and Assessment Resources website: <http://www.kean.edu/offices/accreditation-and-assessment/accreditation-and-assessment-resources>

The UPC then reviews division reports. UPC members evaluate the additional resource requests of each division and then create a prioritized list of resource needs⁴¹ for the institution using anonymous online voting. This priority list is submitted to the President, who utilizes the UPC’s report to inform his recommendations for submission to the Board of Trustees for their consideration in the next fiscal year’s budget.

Please see:

- Appendix 5.13 Prioritized Division Request Summary (November 2016)
- Appendix 5.14 President's Decisions on Division Requests in UPC Priority Order

The timing of the institutional assessment cycle is synchronized with budgeting and planning for the coming year and permits sufficient time for successful completion at each stage of the assessment process.

Please see:

- Appendix 5.1 Kean University Assessment System with Timelines

Kean University has completed five cycles of assessment. Over the five cycles, there has been an evolution in the sophistication of the assessment planning and reporting processes. In Section 6 of this document, examples are provided detailing how the process of program review has resulted in new initiatives and enhancements in teaching and learning. Bi-annual professional development workshops sharpen the assessment-related skills of all units at the institution. The University supports the work that is required by this process, and compensates academic assessment coordinators 1 TCH per semester. These actions reflect Kean University’s continued commitment to the annual assessment process.

Increased Use of Direct Measures for Non-academic Units

In an effort to strengthen the use of appropriate direct measures for non-academic units, the Office of Accreditation and Assessment has held several workshops during the bi-annual Professional Development Days for all University Administrators. Session information is provided below.

Session Date	Session Title
June 23, 2014	Direct Assessment Tools for Administrative Units
January 5, 2015	Identifying & Utilizing Direct Measures for your Unit-level Assessments
May 25, 2015 (WKU)	Administrative Assessment (2 sessions)
May 26, 2015	Administrative Assessment Track: Enrollment Management & the Division of the President
May 26, 2015	Administrative Assessment Track: Academic Affairs Assessment
May 26, 2015	Administrative Assessment Track: Student Affairs Assessment
May 26, 2015	Administrative Assessment Track: Operations Assessment
May 26, 2015	Administrative Assessment Track: University Relations & Institutional Advancement Assessment

⁴¹ University Planning Council Meeting Minutes:

<http://www.kean.edu/about/leadership-governance/university-planning-council/meeting-minutes>

Session Date	Session Title
January 7, 2016	Evidence-based Documentation for Middle States Reporting, Program Review, and New Program Development
January 7, 2016	A University Planning Council Perspective on Annual Assessment Reports and Resource Requests
January 7, 2016	Strategic Plan 2013-2020 Implementation Review
June 13, 2016	Writing your Assessment Report/ Program Review
October 7, 2016 (WKU)	Assessment Session for Learning Support Staff
January 10, 2017	Administrative Assessment Updates

Please see:

- Appendix 5.15 Professional Development Days (June 2014)
- Appendix 5.16 Professional Development Days (January 2015)
- Appendix 5.17 Professional Development Days (May 2015)
- Appendix 5.18 Professional Development Days (January 2016)
- Appendix 5.19 WKU Professional Development Days (May 2016)
- Appendix 5.20 Professional Development Days (June 2016)
- Appendix 5.21 WKU Professional Development Days (October 2016)
- Appendix 5.22 Professional Development Days (January 2017)

The following table provides a representative sample of direct measures employed by non-academic units from each Division of the University. A detailed summary of all non-academic assessments is provided in Appendix 2.5. Complete non-academic assessment plans and reports are centrally located in a shared Google drive that is linked to the Office of Accreditation and Assessment website.

Please see:

- Appendix 2.5 Summary of Direct Measures used for Non-academic Unit Assessment
- Kean University Assessment Products (Digital Repository of Assessment Reports): <http://www.kean.edu/offices/accreditation-and-assessment/kean-university-assessment-products>

Division	Program	Direct Measures
Administration and Finance	Athletics	2014-2015: <ul style="list-style-type: none"> • The in-conference and overall wins/loss records are monitored for improvements with each year. • The number of credits earned and GPA received by student athletes are measured each semester to assess academic progress. • Board of Certification (BOC) test results for athletic trainers are analyzed to ensure staff is certified.
Administration and Finance	Computer and Information Services (OCIS)	2015-2016: <ul style="list-style-type: none"> • Report is prepared using the help-desk software application Track-it!™ system to determine the types of issues users have with classroom technologies.

Division	Program	Direct Measures
Division Of Academic Affairs	Passport Program- EOC	2015-2016: <ul style="list-style-type: none"> • An Academic Advising Rubric is used to assess outcomes after each student advising session where both advisors and students are held accountable. • Qualitative study using open-ended questions and focus groups allowing students to express their experience.
Division Of Academic Affairs	Spanish Speaking Program-EOC	2015-2016: <ul style="list-style-type: none"> • A qualitative study using a "needs assessment" instrument is used to collect data and assess results. • A rubric written in Spanish is used to measure open-ended responses. • Student GPAs are monitored to provide data on student success.
Division Of Academic Affairs	University Writing Center	2015-2016: <ul style="list-style-type: none"> • A diagnostic pre-course and post-course instrument is used to evaluate the level of student writing skills. • A writing skills rubric, writing process rubric, and a metacognition rubric are used to determine student learning, growth, and critical self-reflection.
Division of the President	Holocaust Resource Center/ Diversity Council	2015-2016: <ul style="list-style-type: none"> • Educator feedback is collected to analyze the effectiveness of programs. • A summative program evaluation is administered to measure the usefulness and quality of programs. 2016-2017: <ul style="list-style-type: none"> • Narrative evaluation questions will be given to educators. Responses will be scored on a rubric and evaluated for effectiveness.
Division of the President	Human Rights Institute	2016-2017: <ul style="list-style-type: none"> • A narrative objective assessment will be given to participants and assessed according to a rubric.
Division of the President	Office of Affirmative Action Programs	2015-2016: <ul style="list-style-type: none"> • Demographic information of applicants is monitored and categorized. • Test results and scores from online State-developed training on anti-discrimination and anti-harassment will be analyzed to determine areas that need improvement.
Enrollment Management	Graduate Enrollment Management	2015-2016: <ul style="list-style-type: none"> • Enrollment data is analyzed to determine increases of international applicants.
Enrollment Management	Transfer & Readmit Services	2015-2016: <ul style="list-style-type: none"> • A report is generated using Datatel (student information system) to measure Kean's acceptance-to-enrollment conversion rate.

Division	Program	Direct Measures
Institutional Advancement	Foundation	2014-2015: <ul style="list-style-type: none"> The “Raiser’s Edge”⁴² database is used to measure and monitor progress toward goals; Vice President assesses yearly achievements based on pre-established targets. The database is used to establish benchmark planned gift levels and to track and monitor progress toward objectives.
Student Affairs	Center for Leadership & Service	2015-2016: <ul style="list-style-type: none"> Co-curricular transcripts are analyzed to assess student engagement.
Student Affairs	Counseling & Disability Services	2015-2016: <ul style="list-style-type: none"> A pre-test/ post-test national instrument with direct & indirect questions is used to measure material and attitudinal shifts.
Student Affairs	Student Government	2015-2016: <ul style="list-style-type: none"> The Meyers-Briggs assessment instrument, self-, and peer-evaluations of student government officers is used to measure leadership development skills.

The Strategic Plan’s Role in Institutional Assessment

Since its adoption in December 2013 by the Board of Trustees, the Kean University Strategic Plan has become a reference point for the assessment cycle. All annual assessment reports and resource requests identify supporting goal(s) of the Strategic Plan.

In addition to the 2013-2020 Kean University Strategic Plan, additional sites at Kean Ocean and Wenzhou-Kean have developed individual site-specific strategic plans. Recognizing that the three strategic plans require separate review, the University Planning Council established three review committees in the 2016-2017 academic year: the Kean University Strategic Plan Review Standing Committee, the Kean Ocean Strategic Plan Review Standing Committee, and the Wenzhou-Kean Strategic Plan Review Standing Committee. Each committee will establish cycles to identify accomplishments, and revise goals, objectives and timelines as needed. The new standing committees have been established and are beginning their work utilizing the methodologies and reporting formats as described for the general strategic plan.

Please see:

- Appendix 5.23 2013-2020 Strategic Plan Status Report (Fall 2016)

University Scorecard

The University Planning Council established a University Scorecard to present essential information about the University on a prescribed set of dimensions to highlight a profile of the institution that can be easily monitored.

Please see:

- Appendix 5.24 Kean University Scorecard

⁴² Raiser's Edge NXT Nonprofit Fundraising Software: <https://www.blackbaud.com/fundraising-and-relationship-management/raisers-edge-nxt>

Assessment of Student Learning (Standard 14)

Student Learning Outcomes

At Kean University, there are clearly articulated student learning outcomes (SLOs) at the institutional, programmatic and course levels. At the University level, all students (undergraduate and graduate) must be able to:

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

At the undergraduate level, and in accordance with Standard 12: General Education, all students must demonstrate General Education SLOs. In March of 2014, the University made a self-recommendation (and affirmed by the last Middle States Visiting Team in April, 2014) to reduce and revise these student learning outcomes. Through shared governance, this resulted in a new integrated general education model of eight SLOs, compared to fourteen SLOs used previously. This model was formally adopted and implemented in Fall, 2015 and can be viewed from the Kean University General Education website.⁴³ A full description of this process and resulting assessments of student learning are articulated in Section 2 (Response to Recommendations) of this report.

At the program level, each program has clearly articulated student learning outcomes (SLOs) specific to the skills and abilities program graduates are expected to acquire. These SLOs are documented annually in each program's assessment plan (submitted each October 31st) and program assessment report (submitted each June 30th). Additionally, as part of the comprehensive program review process that occurs every three to five years, SLOs are evaluated and revised if needed to ensure relevance and currency. Curriculum maps are then updated as part of this review process to reflect any modifications to the outcomes themselves as well as any curricular revisions that have taken place as result of programmatic assessment. This process serves as the mechanism for curricular alignment of institutional, programmatic and course level student learning outcomes.

Assessment Process for Student Learning

Kean University's assessment process for student learning occurs at two levels: annual assessments and comprehensive academic program reviews (occurring every three to five years). This process is communicated to faculty and staff on the Office of Accreditation and Assessment (OAA) website⁴⁴, in the form of a Kean University Annual Student Learning Outcomes Assessment Plan Brochure,⁴⁵ and during bi-annual Professional Development Days.

⁴³ Kean University and General Education Student Learning Outcomes: <http://www.kean.edu/academics/college-liberal-arts/school-general-studies/general-studies-mission-and-slos>

⁴⁴ Office of Accreditation and Assessment (OAA) website: <http://www.kean.edu/offices/accreditation-and-assessment>

⁴⁵ Kean University Annual Student Learning Outcomes Assessment Plan Brochure: http://www.kean.edu/sites/default/files/u7/2016-2017%20x11%20SLO%20Plan%20Brochure_0.pdf

Please see:

- Appendix 5.25 2014-2015 Student Learning Outcomes Assessment Plan Brochure
- Appendix 5.26 2015-2016 Student Learning Outcomes Assessment Plan Brochure
- Appendix 5.27 2016-2017 Student Learning Outcomes Assessment Plan Brochure

- Appendix 5.15 Professional Development Days (June 2014)
- Appendix 5.16 Professional Development Days (January 2015)
- Appendix 5.17 Professional Development Days (May 2015)
- Appendix 5.18 Professional Development Days (January 2016)
- Appendix 5.19 WKU Professional Development Days (May 2016)
- Appendix 5.20 Professional Development Days (June 2016)
- Appendix 5.21 WKU Professional Development Days (October 2016)
- Appendix 5.22 Professional Development Days (January 2017)

Annual Assessment of Program-level Student Learning Outcomes

Program-level student learning outcomes are assessed annually each Fall semester by faculty, with support from the Office of Accreditation and Assessment (OAA). To promote sustainability of the annual reporting process, each program's faculty are requested to select one to two student learning outcomes per year, with a multi-year goal to have all outcomes assessed by the next comprehensive program review (occurring every three to five years).

These annual academic program assessment plans are submitted to OAA by October 31st of each year. Once submitted, OAA staff sends a confirmation email, logs the receipt of the plan in the annual program assessment inventory, and provides feedback and support to faculty in congruence with the following Middle States Commission on Higher Education (2011) criteria for Standard 14 (Assessment of Student Learning):⁴⁶

- systematic, sustained, and through use of multiple qualitative and/or quantitative measures that:
 - maximize the use of existing data and information;
 - clearly and purposefully relate to the goals they are assessing;
 - are of sufficient quality that results can be used with confidence to inform decision;
 - include direct evidence of student learning (p. 66)

Using direct measures for student learning outcomes assessment, program faculty collect data in the Fall and/or Spring semesters (depending on when courses, designated for program-level data collection are scheduled). Towards the close of each academic year, program faculty aggregate and analyze the data, determine their findings, and make recommendations for programmatic improvement of student learning. Each program's faculty then submit their annual assessment report documenting their use of results by June 30th of each year. These assessments are then utilized and shared at the Institutional level. Please refer to the beginning of Section 5 (Assessment of Institutional Effectiveness (Standard 7) for detailed information about this phase of the process.

Please see:

- Appendix 5.2 Annual Academic Student Learning Outcomes Assessment Template

⁴⁶ Middle States Commission on Higher Education (2011). Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation. Philadelphia, PA: Middle States Commission on Higher Education. p. 66

Comprehensive Academic Program Reviews (Occurring Every Five Years)

The second component of Kean University's Assessment of Student Learning process occurs through comprehensive academic program reviews. To establish a culture of comprehensive program review, Kean University initially created a three-year program review cycle in 2011-2012. The cycle has since been changed to a five-year program review calendar as of March, 2017.⁴⁷ This change was a result of the Assessment Committee of the University Senate's review of assessment procedures to increase the sustainability of assessment practices as well as to provide a more thorough review of trended and aggregated data. The schedule for review is developed by the Provost and Vice President of Academic Affairs in consultation with the Deans.

These program reviews differ from the annual assessment of student learning process in the following ways:

- All student learning outcomes assessments (direct measures and collected data) from the previous three to five years are reviewed, analyzed, and discussed as a holistic analysis of student learning.
- Student learning outcome statements (SLOs) for each program are critically analyzed by program faculty to determine if any changes to SLOs or the aligned curriculum need to be modified.
- Gaps in assessment are addressed and planned for in the next multi-year assessment cycle.
- Existing direct measures for assessing student learning are modified as appropriate and new direct measures are developed as needed.
- All course outlines and syllabi are examined for the alignment of course-level SLOs to Program-level SLOs, course-level assessments, and course content that supports the acquisition of student learning outcomes.
- Student success measures are utilized to determine programmatic effectiveness (i.e. enrollment, retention, graduation, etc.)
- Programmatic resources are analyzed to determine if resources (i.e. faculty, facilities, technology, library materials, etc.) are sufficient.
- Program-level recommendations for curriculum and resources are made to support programmatic effectiveness.

These academic program reviews are then utilized and shared at the Institutional level through the same mechanism as annual academic program assessment reports. Please refer to the beginning of Section 5 (Assessment of Institutional Effectiveness (Standard 7)) for detailed information about this phase of the process.

Please see:

- Appendix 5.5 Academic Program Review Guidelines

⁴⁷ Agenda from the March 6, 2017 Meeting of Kean University's Board of Trustees:
<http://www.kean.edu/sites/default/files/0306%2017public%20-1-.pdf>

Support and Collaboration of Faculty and Administration

Administrative and Financial Support

Both institutional and student learning assessment for all locations and delivery modalities are supported through Kean University's Office of Accreditation and Assessment (OAA)⁴⁸ physically located on the Union, NJ campus. OAA's mission is as follows:

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

The Office is supported by appropriate investment of institutional resources and has its own dedicated budget for office supplies, printing, technology, travel, and assessment tools (e.g. NSSE surveys, ETS SIR II teaching evaluations, the Project SAILS Information Literacy Instrument, etc.).

Please see:

- Appendix 5.28 Office of Accreditation and Assessment Budget (AY2016-2017)

Reporting to the Provost and Vice President of Academic Affairs, the Union, NJ-based office is staffed by the Director and Associate Director of Accreditation and Assessment to support the Kean USA locations and online learning. The Wenzhou-Kean additional location in China is also supported by a Director of OAA to support administrative and student learning assessment directly on site.

Please see:

- Appendix 5.29 Director of OAA (Kean USA) Job Description
- Appendix 5.30 Associate Director of OAA (Kean USA) Job Description
- Appendix 5.31 Director of OAA (Wenzhou-Kean, China) Job Description

Assessment-related Professional Development

The Directors of OAA (Kean USA and Wenzhou-Kean) each contribute to the planning and delivery of multiple assessment-related training sessions during bi-annual Professional Development Days at each location.

Please see:

- Appendix 5.15 Professional Development Days (June 2014)
- Appendix 5.16 Professional Development Days (January 2015)
- Appendix 5.17 Professional Development Days (May 2015)
- Appendix 5.18 Professional Development Days (January 2016)
- Appendix 5.19 WKU Professional Development Days (May 2016)
- Appendix 5.20 Professional Development Days (June 2016)
- Appendix 5.21 WKU Professional Development Days (October 2016)
- Appendix 5.22 Professional Development Days (January 2017)

⁴⁸ Office of Accreditation and Assessment (OAA) website: <http://www.kean.edu/offices/accreditation-and-assessment>

Program Assessment Coordinators

Kean University supports faculty efforts to assess student learning through the establishment of Program Assessment Coordinators (PACs). A PAC is a teaching faculty member who receives financial compensation in the equivalent of one teaching credit hour per semester for the assessment of one or more related academic programs. The responsibilities for this role were developed by the University Senate Assessment Committee and were formally adopted in July, 2014.⁴⁹

Please see:

- Appendix 5.32 Program Assessment Coordinator Roles and Responsibilities

Technical Support for Assessment

Kean University's Office of Computer and Information Services (OCIS)⁵⁰ provides the technical support for the assessment of student learning and institutional effectiveness through providing the University with the hardware, software (e.g. Campus Labs, Chalk and Wire, etc.), and network-based functionality needed to conduct, document, and communicate assessment processes and results. This technical support includes, but is not limited to, the following resources:

- Desktop and/or laptop computers
- Local and Wi-Fi internet connectivity
- Network copiers, scanners, and printers
- Ellucian Student Information System (formerly Datatel)
- Microsoft Office™
- Google Application Suite (KeanGoogle)
- Web page development tools
- Classroom/ instructional technology design and support
- OCIS Helpdesk Support
- Training and end-user Documentation

Periodic Evaluation of Student Learning Assessment Processes

The University Senate's Assessment Committee⁵¹ is the primary vehicle for the periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment policies and processes. This committee is comprised of faculty (voting members) from across the University and its locations, including representation from the Wenzhou-Kean additional location. The committee also includes faculty and administrators serving in an ex-officio (non-voting) capacity including the Director of the Office of Accreditation and Assessment (OAA), a faculty representative from the Collective Bargaining Unit for Faculty, and an administrative representative from student support services.

⁴⁹ Program Assessment Coordinator Roles and Responsibilities:

<http://www.kean.edu/sites/default/files/accreditation-assessment/5.X%20Program%20Assessment%20Coordinator%20Roles%20and%20Responsibilities.pdf>

⁵⁰ Office of Computer and Information Services (OCIS) website: <http://www.kean.edu/offices/computer-and-information-services>

⁵¹ Kean University Senate's Assessment Committee:

https://drive.google.com/file/d/0B5jSFEfdqI_vOXVnQnNyck13WW8/view

Since the last MSCHE site visit in April of 2014, the University Senate Assessment Committee has accomplished the following:⁵²

Accomplishment	Outcomes	Year
Co-Developed the first annual Student Learning Outcomes Brochure	Articulated purposes, timelines, expectations, and support for assessment	2013-2014 <ul style="list-style-type: none"> • <i>Implemented in Fall 2014</i>
Evaluated the Program Assessment Coordinator's Roles and Responsibilities	Articulated clear, reasonable expectations for Program Assessment Coordinators	2014-2015 <ul style="list-style-type: none"> • <i>Recommended by Full University Senate in December 2015</i>
Evaluated the Academic Program Review Guidelines and made recommendations for revision	Conducted research on peer institutions and established priorities for revision based on MSCHE requirements and University Strategic Plan 2013-2020 goals	2014-2016 (two-year charge) <ul style="list-style-type: none"> • <i>Recommended by Full University Senate in Spring 2016</i> • <i>Approved by the University's Board of Trustees in March 2017</i>
Evaluated assessment-related communications to and from the Wenzhou-Kean additional location	Conducted conversations with Wenzhou Faculty on their needs and satisfaction with current communication vehicles to determine recommendations for improvement as appropriate	2016-2017
Evaluates Bi-annual Professional Development Days	Makes recommendations for future assessment-related training content and delivery	bi-annual and ongoing

Please see:

- Appendix 5.33 University Senate Assessment Committee Membership and Charges (2016-2017)

⁵² Evidence of Kean University Senate's Assessment Committee's Accomplishments:
<https://sites.google.com/a/kean.edu/faculty-senate/reports/assessment-committee>

Sharing and Use of Assessment Results

The assessment results of student learning outcomes for each program are documented annually for each program in the Academic Program Assessment Reports that are submitted each June and are then summarized and reflected upon every three to five years as part of the academic program review process. The Office of Accreditation and Assessment (OAA) reviews all reports to determine if the results provide “sufficient, convincing evidence that students are achieving key institutional and program learning outcomes” in congruence with the Middle States Commission on Higher Education (2011) criteria for Standard 14: Assessment of Student Learning.⁵³

OAA provides feedback to faculty on their reports and provides suggestions for improvement. OAA also considers patterns across programs where assessment results could be improved institutionally. For example, after the OAA review of assessment reports for the 2013-2014 academic year, a pattern emerged where although assessment reports documented evidence of student learning, the discussions of findings were not sufficient due to the use of a “grid-style” template in a table format that by design, had limited the author’s ability to expand on the assessment. Please see:

- Appendix 5.34 2013-2014 Assessment Issues

Figure 1. Grid-style Template Used Prior to Fall 2014

Academic Assessment Report - AY 20__-20__				
College, School/Department, Name of Program:				
Program SLOs: <i>(List Program SLOs. Align each Program SLO with their appropriate Kean University SLO as well as General Education SLO)</i>				
Program Level Student Learning Outcomes <i>(Add rows for additional SLOs)</i>	Assessment Measure(s) <i>(Add rows if necessary)</i>	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report – Specific to the results of assessment)</i>
SLO #1	Direct:			
	Indirect:			
SLO #2	Direct:			
	Indirect:			
SLO #3	Direct:			
	Indirect:			

⁵³ Middle States Commission on Higher Education (2011). Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation. Philadelphia, PA: Middle States Commission on Higher Education. p. 67.

OAA then revised the Academic Assessment Report Template to foster a more thorough and detailed analysis of the assessment methodology and analysis of findings through employing a design that was more narrative in style. After a year's transition of conversion from the former template to the new template, OAA was able to see a substantial improvement in the quality of evidence that was provided on student learning.

Figure 2. Narrative-style Template Implemented in Fall 2014

Academic Program Assessment Report

INSTRUCTIONS: Page 1 of this document serves as the program's annual assessment plan. Please complete page 1 by October 31, 2015. Pages 2-5 serve as the program's annual assessment report. Please complete pages 2-3 by June 30, 2015.

COLLEGE:

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

ACADEMIC YEAR: 2015-2016

REPORT AUTHOR:

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

SLO1: Click here to enter text.

SLO2: Click here to enter text.

SLO3: Click here to enter text.

SLO4: Click here to enter text.

SLO5: Click here to enter text.

SLO6: Click here to enter text.

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

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

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

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

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

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

DATA COLLECTION AND RESULTS:

Semester(s): e.g. Fall 2015, Spring 2016, etc.

Number of students: _____

Number of sections: _____

Mean scores overall:

Category/Criterion	Mean

Distribution of Scores:
COPY AND PASTE DISTRIBUTION BAR CHART FROM EXCEL (OPTIONAL).

Example:

Distribution of Scores:
COPY AND PASTE DISTRIBUTION TABLE FROM EXCEL. OR ATTACH THE EXCEL SPREADSHEET WHEN SUBMITTING THIS REPORT VIA EMAIL.

Example:

	analysis of topic	supporting material	organization	style	engagement	body movement	voice quality	fluency	content	overall impact
1	7	23	7	6	7	14	3	19	28	29
2	63	76	32	32	46	53	38	69	48	54
3	145	140	195	227	195	201	177	179	220	213
4	129	121	121	74	94	83	111	79	73	71
5	84	68	73	69	86	77	97	82	69	61
total	428	428	428	428	428	428	428	428	428	428

Discussion of Findings:
USE THIS SECTION TO DISCUSS THE RESULTS.

Curricular Action/Closing the Loop:
USE THIS SECTION TO DISCUSS AREAS TO BE FOCUSED ON AND SPECIFIC CHANGES TO BE MADE TO CURRICULUM/TEACHING (NOT CHANGES TO ASSESSMENT).

Supporting Evidence (data):
PLEASE ATTACH DETAILED EVIDENCE (DATA) TO SUPPORT YOUR FINDINGS TO THIS REPORT.

Please check this box to indicate:
 Supporting Evidence (Data) is attached.

Please see:

- Appendix 5.2 Annual Academic Student Learning Outcomes Assessment Template

All annual assessment reports documenting a discussion of findings and use of results are stored electronically in a centrally-located University-wide repository through the use of Google Docs (a document storage system that all members of the University have access to). The shared, cloud-based Google drive contains all University assessments on file from 2011 to present and is organized into three distinct categories: Academic; Administrative, and University-wide. This drive is then hyperlinked to the Office of Accreditation website where the results can be easily viewed and shared across the institution.

Please see:

Kean University Assessment Products (Digital Repository of Assessment Reports):
<http://www.kean.edu/offices/accreditation-and-assessment/kean-university-assessment-products>

For the purpose of this periodic review, the last two years of annual academic assessments have been summarized in a spreadsheet to provide a succinct and analytical account of the University's collected evidence on student learning and the use of results to improve outcomes.

Please see:

- Appendix 5.35 2014-2015 Assessment Summary
- Appendix 5.36 2015-2016 Assessment Summary

Assessment of Online Learning (Distance Education)

As discussed in Section 1 (Major Institutional Changes), programs offered in the online modality were newly implemented in the 2015-2016 academic year. In the 2016-2017 academic year, all but one program which has not yet been launched, have completed their first annual cycle of assessment and have documented evidence of student learning and the use of results for continued improvement. These assessments are reported in the same way as other academic program assessment reports, but focus on the student learning in the online modality with a discussion on how findings compare to the traditional face-to-face cohort of students.

Online Program	Evidence of Student Learning Outcomes Assessment
R.N. to B.S.N. Nursing (Degree completion)	Appendix 5.37: 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
M.A. Educational Administration	Appendix 5.38: 2016-2017 Assessment Report M.A. Educational Administration (F2F and Online)
M.A. Hindi/ Urdu Language Pedagogy	Appendix 5.39: 2016-2017 Assessment Report M.A. Hindi/ Urdu Language Pedagogy (Online) ⁵⁴
B.A. Criminal Justice (Degree completion)	Appendix 5.40: 2016-2017 Assessment Report B.A. Criminal Justice (F2F and Online)
B.S. Business Management (Degree completion)	Appendix 5.41: 2016-2017 Assessment Report B.S. Management (Online)
M.S. Computer Information Systems	Program launching in Fall 2017

⁵⁴ The M.A. Hindi/ Urdu Language Pedagogy program is only offered in the online modality.

6. Linked Institutional Planning and Budgeting Process

Kean University's Mission

The mission⁵⁵ of Kean University was revised and adopted in 2007, published on the University's website and in both the Undergraduate⁵⁶ and Graduate⁵⁷ Catalogs, is provided below to provide a context for the next section that discusses the alignment of the mission to the University's Strategic Plan:

"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."

⁵⁵ Kean University's Mission: <http://www.kean.edu/about/our-mission>

⁵⁶ Kean University Undergraduate Catalog: <http://www.kean.edu/academics/undergraduate-catalog>

⁵⁷ Kean University Graduate Catalog: <http://grad.kean.edu/graduate-catalog>

Kean University's 2013-2020 Strategic Plan

Kean University's 2013-2020 Strategic Plan⁵⁸ was approved by the University's Board of Trustees on December 7, 2013. It is publically available on the University website and articulates the goals, objectives, and actions for the University that are derived from the University's Mission.

The following table provides an abbreviated summary of the University's ten strategic goals.

	2013-2020 Strategic Plan Goal	Alignment to the University Mission
Goal 1:	[To offer] undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/ professions.	"Kean University is a public cosmopolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions" (¶1).
Goal 2:	To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.	"Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its ... students the means to reach their full potential" (¶2).
Goal 3:	To retain and further attract world class faculty and non-teaching staff.	"The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff" (¶1).
Goal 4:	[To build] a campus environment that reflects our institutional commitment to equity, inclusivity and social justice.	"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" (¶3).
Goal 5:	To provide world-class external opportunities... by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international.	"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" (¶5).

⁵⁸ Kean University's 2013-2020 Strategic Plan:
<http://www.kean.edu/sites/default/files/u14/Strategic%20Plan%20Final%202012.07.13.pdf>

	2013-2020 Strategic Plan Goal	Alignment to the University Mission
Goal 6:	To become a globalized university: uniquely global, uniquely Kean.	<p>“Kean is committed to providing global educational opportunities for students and faculty” (¶14).</p> <p>“Kean is also committed to providing students and faculty educational opportunities in national and international arenas.” (¶15).</p>
Goal 7:	To establish a revenue flow, and financial planning and resource allocation processes that are sufficient, dependable, and consistent to support Kean University’s ongoing financial obligations and future ambitions, in light of ongoing reductions in public funding.	<i>This goal supports Kean University’s mission in its entirety.</i>
Goal 8:	To enhance and build facilities that will support the growth of Kean as a multi-campus, increasingly residential and partner-oriented institution...	<p>“The University seeks to combine excellence with equity in providing opportunities for all students” (¶13).</p> <p>“Kean is committed to providing global educational opportunities for students and faculty” (¶14).</p>
Goal 9:	To ensure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean’s fast changing and increasingly complex instructional, research and administrative needs.	“The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology” (¶14).
Goal 10:	To develop, operationalize, and sustain a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc.), and reaching out to every aspect of Kean University life (personal, educational, and institutional)	“The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff” (¶11).

Please see:

- Appendix 4.1 Kean University 2013-2020 Strategic Plan

Kean University’s 2013-2020 Strategic Plan outlines the goals, objectives, and actions for the university at large. Additionally, Kean Ocean and Wenzhou-Kean have created their own strategic plans, personalized to their respective locations. Standing committees on the University Planning Council (UPC) are responsible for identifying and tracking the progress on each of these strategic plans.

In preparation for this report, and working with the UPC, the Periodic Review Standard 2 subcommittee examined the Kean University 2013-2020 Strategic Plan over the past year to identify and track progress of each of the University's ten goals.

Please see:

- Appendix 4.1 Kean University 2013-2020 Strategic Plan
- Appendix 5.23 2013-2020 Strategic Plan Status Report (Fall 2016)
- Appendix 6.1 Kean Ocean 2013-2016 Strategic Plan
- Appendix 6.2 Wenzhou-Kean 2015-2020 Strategic Plan
- Appendix 6.3 Periodic Review Standard 2 Subcommittee Presentation

The work in monitoring the progress of the strategic plans will be carried forward by the three UPC standing committees, utilizing a common format.

Alignment of University Goals to Planning, Assessment, and Resource Allocation

As previously detailed in Section 5, at the start of each academic year, administrative units and academic programs develop annual assessment plans that are linked to University strategic goals and/or University student learning outcomes. In addition, administrative units have clearly articulated goals specific to their unit that are aligned to the University's goals and supporting objectives.

At the close of each academic year, administrative units and academic programs complete assessment reports showing how data was collected, analyzed, and are used to make recommendations for continuous improvement and resource allocation. These data-driven recommendations are then evaluated using the "Closing of the Loop" annual budget recommendation process at the institutional level to determine resource needs. For example, request for faculty positions are granted based on how well the position contributes to the overall mission and strategic plan of the program and University.

Administrative units⁵⁹ and academic programs⁶⁰ evaluate their individual missions and goals every three to five years as part of the comprehensive program review process established by the University.

Please see:

- Appendix 4.1 Kean University 2013-2020 Strategic Plan
- Appendix 5.5 Academic Program Review Guidelines
- Appendix 5.6 Administrative Program Review Guidelines

The annual assessment process and the cycle of program review work in parallel to ensure that short-range and long-range improvements are ongoing. These local processes also guarantee that all members of the Kean University community are engaged in planning and participate in the improvements identified by assessment and program review results.

⁵⁹ Administrative Program Review Guidelines: http://www.kean.edu/sites/default/files/accreditation-assessment/Administrative%20Program%20Review%20Guidelines_0.docx

⁶⁰ Academic Program Review Guidelines: <http://www.kean.edu/sites/default/files/u7/Academic%20Program%20Review%20Guidelines.pdf>

Institutional assessment and program review activities engage all levels of university leadership – for administrative units, managers and division heads collaborate in the annual assessment reporting; for academic units, program coordinators, chairpersons, executive directors and deans work in tandem in the annual assessment report process.

As previously described, the University Planning Council ensures that all major plans, decisions and initiatives are consistent with the mission of the University and the current strategic plan. The UPC is representative of the many constituencies of the large and diverse university community and provides an additional forum in which all constituencies – academic, administrative, collective bargaining units, students – are provided with information about initiatives affecting the entire university and a voice in making recommendations for resource allocations.

Because the UPC is responsible for the writing and monitoring of the progress of the Kean University Strategic Plan and the Strategic Plans of Kean Ocean and Wenzhou-Kean University, the UPC is in a strong position to prioritize resource needs as identified in annual assessment reports, and make recommendations to the President and the Kean University Board of Trustees.

As the governing body of the University, the Kean Board of Trustees⁶¹ provides oversight and sets policy for the University. The Board of Trustees appoints the President of the University, who is responsible for the leadership and management of the University in achieving its missions and objectives. The Executive Committee as well as several Standing Committees, within the Kean Board of Trustees, regularly reviews and approves University initiatives.

Concurrent with the work of the UPC, the University Senate⁶² communicates recommendations to the President on issues of faculty, academic programming, and curriculum matters. The University Senate meetings are open to the entire university to attend. All scheduled meeting times, documents, and minutes are published on their public website. Standing elected committees, standing appointed committees, and ad-hoc committees of the University Senate are charged with and responsible for a wide range of tasks. Nominations and elections are held and are announced via email. Many of the committees represent individual academic units. For example, there are curriculum committees at the school, college, and university levels that shepherd course and program changes.

Individual offices and departments are responsible for different tasks that, in concert, ensure the University is moving towards its goals within the Strategic Plan. The Provost and Vice President of Academic Affairs⁶³ oversees all academic operations and office functions. Associate Vice Presidents each report to the Provost and are responsible for areas of Academic Affairs, and our Ocean and Wenzhou additional locations. Academic decisions that are made through the Vice President of Academic Affairs/Provost office are communicated through the Council of Deans' regular meetings for dissemination through leadership meetings held by each College.

The Dean of each College oversees all academic and administrative functions within that college. The Deans report to the Provost and Vice President for Academic Affairs and meet regularly to share topics of interest. College Deans have the assistance of Associate or Assistant Deans, Executive Directors, and Program Coordinators.

⁶¹ Kean Board of Trustees' By-Laws: <http://www.kean.edu/about/leadership-governance/board-trustees/bylaws>

⁶² University Senate website: <https://sites.google.com/a/kean.edu/faculty-senate/>

⁶³ Academic Affairs: <http://www.kean.edu/offices/academic-affairs>

Recent Examples of the Outcomes of Linking Planning, Assessment and Budgeting

Kean's planning and assessment system which includes both annual assessment and periodic program review has yielded new initiatives and enhancements of teaching and learning. Long-established academic programs have frequently benefited from the opportunity for regular intensive self-study over the years, but Kean's current comprehensive approach to program review has produced new academic initiatives. Specifically, Kean University has historically offered interdisciplinary academic minors in Africana Studies, Asian Studies, Chinese Studies, Jewish Studies, Latin American Studies and Women's Studies. These programs underwent program review collectively for the first time in 2015, and what emerged from that process was the creation of common SLOs for the interdisciplinary programs and the identification of a need for greater coordination of efforts by the Dean of the College of Humanities and Social Sciences. In September of 2016, the President and Board of Trustees established a Center for Interdisciplinary Studies and a full-time director was hired. New interdisciplinary programs are being explored, and university-wide discussion about how Kean defines interdisciplinarity is taking place.

From the administrative side of the house, annual assessment and program review activities undertaken by the Office of Research and Sponsored Programs (ORSP) has shown that the University has enhanced student engagement in research, showing more than 250% growth since 2012, with a total of 405 students showcasing projects through oral presentations and posters at our annual Research Days in 2015. Other data gathered during the assessment and program review processes has prompted ORSP to add to its core mission of providing leadership and support to assist faculty and staff to compete successfully for external funding to conduct research and scholarship.

ORSP has proposed to establish the Kean Center for Undergraduate Research and Fellowships (CURF). The Center is currently under development. The mission of the Center will be to provide leadership, centralized resources and support for students to engage in faculty-led research projects and to provide services for highly motivated students interested in fellowships and post-baccalaureate study. The Center will increase the visibility of research opportunities on campus and provide a mechanism for connecting students and faculty, thereby increasing the number of students who get involved in research outside the classroom. Similarly, a centralized and visible center of support for highly motivated students will increase the number of students who apply for national fellowships and post-baccalaureate opportunities. The Center will be a resource for current students and a recruiting factor for prospective students.

Establishing a centralized undergraduate research and fellowship center on the Kean USA campus will allow us to connect Kean USA students with Wenzhou-Kean students through research and scholarly activities. We will be able encourage faculty and students to collaborate on research projects, summer research programs, exchange research programs and fellowship opportunities. This form of cross-cultural joint research collaboration will provide a unique experience to our students as well as faculty.

Periodic Assessment of the Effectiveness of Planning, Resource Allocation, and Institutional Renewal Process

The Office of Accreditation and Assessment manages and maintains the University's Assessment documents. These documents are stored in a shared digital location. Included for each academic program is an assessment plan, curriculum map, and assessment report. Administrative division reports, along with records for outside accrediting bodies for programs throughout the University are also included.

In its capacity as a clearinghouse for all plans and reports, the Office of Accreditation and Assessment is constantly improving the resources that it provides. As a consequence, there has been a continual evolution of the resources, forms, guidelines, and documents which attend the process. In addition, modifications and improvements are made in response to feedback received from all participants.

Alignment of Wenzhou-Kean University's Goals to Planning, Assessment, and Resource Allocation

Wenzhou-Kean University's (WKU) Office of Publication and Institutional Research (P&IR) has embarked on a process of monitoring and recording implementation of the WKU strategic plan, requesting all administrative departments to submit updates and evidence of actions and objectives achieved. Outcomes that are not achieved are immediately addressed in the following year's strategic plans.

Planning, whether it is academic, financial, or facilities, is overseen by the Executive Vice Chancellor and Associate Vice President for Academic Affairs, who report to the Kean USA President and Kean USA Provost respectively. Their planning work is also presented to the WKU Board of Directors at the semi-annual meeting. Issues of responsibility, accountability and improvement are discussed at the monthly leadership committee meeting which includes the Chair of the Board and Vice Chancellors.

A record of institutional and unit improvement efforts and their results are measured through the WKU Office of Planning & Institutional Research.

Please see:

- Appendix 6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report
- Appendix 6.5 2015 WKU New Faculty Orientation Agenda
- Appendix 6.6 2016 WKU New Faculty Orientation Agenda
- Appendix 6.7 WKU New Faculty Orientation Survey and Responses (2015, 2016)

Alignment of Kean Ocean's Goals to Planning, Assessment, and Resource Allocation

Kean Ocean's goals are embedded within Kean University's Goals and Strategic Plan. The Kean Ocean Administrative unit has a defined strategic planning process that looks at the operational needs and effectiveness. Kean Ocean administrative unit improvements are captured in the annual report on the strategic plan. Furthermore, Kean Ocean is in the second cycle of a three-year strategic plan, with annual assessment reports.

Please see:

- Appendix 4.1 Kean University 2013-2020 Strategic Plan
- Appendix 6.1 Kean Ocean 2013-2016 Strategic Plan
- Appendix 6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)

7. Conclusions

Kean University continues to ensure it successfully meets all requirements of the Middle States Commission on Higher Education. Communication among the University constituencies has remained consistent and utilizes shared governance as a vehicle for institutional planning and decision-making. While Kean's current enrollment and financial condition remains stable, the institution also recognizes that a relatively flat enrollment trend and declining state funding pose challenges. These challenges are addressed through institutional planning and an active exploration of new opportunities, such as regional and international outreach and partnerships, to complement existing academic programs.

Institutional and student learning outcomes assessment remain systematic, sustained, and periodically evaluated for their effectiveness in measuring the University's mission, strategic plan,⁶⁴ and student learning. Through the University Planning Council (UPC), institutional planning and resource allocation are aligned through a centralized, cohesive system where assessment results are used to inform institutional priorities and resource allocation.

Kean University's additional locations play an increasingly large role in strengthening the University's regional and global presence to provide a socially and culturally diverse student learning environment to provide our students with a world-class education that they deserve.

⁶⁴ Kean University's 2013-2020 Strategic Plan:
<http://www.kean.edu/sites/default/files/u14/Strategic%20Plan%20Final%202012.07.13.pdf>

Appendix 1.1. Periodic Review Report Committee Membership

PRR Committee Co-Chairs	
Sophia Howlett, Associate Vice President of Academic Affairs (until 12/2016) Susan DeMatteo, Director, Office of Accreditation and Assessment (beginning 12/2016) Donald Marks, Assistant Professor, Advanced Studies in Psychology	
Subcommittees	Subcommittee Chairs and Personnel
Institutional Planning and Budgeting Processes (Standard 2)	<ul style="list-style-type: none"> • Philip Connelly (Co-Chair), Executive Vice President, Operations • Jane Webber (Co-Chair), Lecturer, Counselor Education, Nathan Weiss Graduate College • Joseph Amorino, Associate Professor, Fine Arts, College of Visual and Performing Arts • Kristina Junkroft, Assistant Professor, Robert Busch School of Design, Michael Graves College • Cao Jiang, Associate Dean, College of Business and Public Administration, Wenzhou Kean
Assessment of Institutional Effectiveness (Standard 7)	<ul style="list-style-type: none"> • Audrey Kelly (Co-Chair), Executive Director, Board of Trustees • Suzanne Bousquet (Co-Chair), Dean, College of Humanities and Social Sciences, College of Visual and Performing Arts • Xurong Kong, Director, Chinese and Asian Studies, College of Humanities and Social Sciences • David Joiner, Associate Professor, Computational Mathematics and Physics, New Jersey Center for Science, Technology and Mathematics • Shiji Shen, Director, Office of Institutional Research
Assessment of Student Learning (Standard 14)	<ul style="list-style-type: none"> • Jessica Adams (Co-Chair), Executive Director, School of Physical Education, Recreation, and Health, College of Education • Brian Teasdale (Co-Chair), Executive Director, School of Natural Sciences, Associate Dean, College of Natural, Applied and Health Sciences • Karin Beck, Executive Director, School of General Studies • Vinita Gaikwad, Assistant Professor, School of English Studies, College of Humanities and Social Sciences, Wenzhou Kean • Donald Marks, Assistant Professor, Advanced Studies in Psychology, Nathan Weiss Graduate College • Susan DeMatteo, Director, Office of Accreditation and Assessment
Enrollment and Financial Information	<ul style="list-style-type: none"> • Yoshi Manale (Chair), Director, Operations and Governmental Affairs • Jennifer Kanellis, Director, Admissions • Benito Sanchez, Assistant Professor, Finance, College of Business and Public Management • Paul Dinero, Associate Registrar

Verification of Compliance	<ul style="list-style-type: none">• Janice Murray-Laury (Co-Chair), Vice President for Student Affairs• Geri Benedetto (Co-Chair), Associate Vice President, Chief University Counsel• Steven Kubow, Associate Vice President, Kean Ocean• Sherrell Watson-Hall, Director, Office of Financial Aid• Scott Snowden, Director, Center for Leadership and Service• Joy Moskowitz, Associate Vice President, Academic Affairs
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Appendix 1.2 Periodic Review Report Committee Timeline

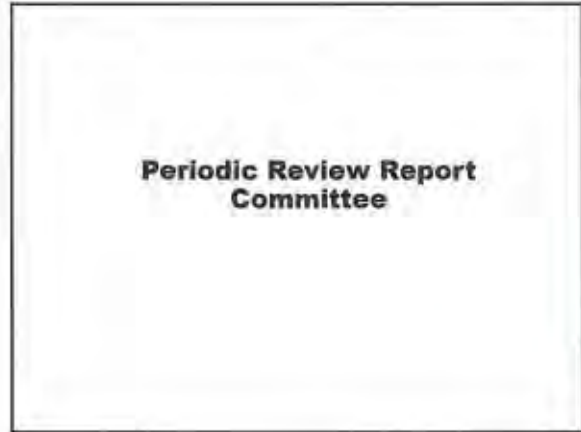
December 2015	<ul style="list-style-type: none"> • Jeffrey Toney, Vice President of Academic Affairs, called for formation of Committee, naming Sophia Howlett, Associate Vice President of Academic Affairs, and Donald Marks, Assistant Professor, Advanced Studies in Psychology, as co-chairs.
January 2016	<ul style="list-style-type: none"> • Committee co-chairs identified and invited potential members to join the committee. • Full Committee met for the first time and identified chairs and members for 5 subcommittees.
February – March 2016	<ul style="list-style-type: none"> • Subcommittees held individual meetings to develop action plans for their components of the PRR effort.
April 2016	<ul style="list-style-type: none"> • Full Committee met to review subcommittee progress and refine action plans.
May 2016	<ul style="list-style-type: none"> • Subcommittees met individually to finalize action plans and initiate information gathering efforts.
June 2016	<ul style="list-style-type: none"> • Full Committee met to review subcommittee progress, share preliminary findings, and provide guidance for subcommittees as needed.
July-October 2016	<ul style="list-style-type: none"> • Subcommittees met individually to complete their information gathering and reporting efforts with guidance from PRR Committee co-chairs and Office of Accreditation and Assessment as needed.
November 2016	<ul style="list-style-type: none"> • Full Committee met to review subcommittee findings and determine format for sharing results with and eliciting comments from University community as a whole.
December 2016	<ul style="list-style-type: none"> • Full Committee met to review presentations of subcommittee chairs in advance of public forum on Committee findings.
January 2017	<ul style="list-style-type: none"> • Presentation and discussion of Committee findings with University community during semi-annual Professional Development Days. • Posting of subcommittee presentations on Office of Accreditation and Assessment website for review of University community.¹
February 2017	<ul style="list-style-type: none"> • Draft of PRR Report submitted to the Provost and VP of Academic Affairs for review
March 2017	<ul style="list-style-type: none"> • Draft of PRR Report submitted to the University President for review
April 2017	<ul style="list-style-type: none"> • Posting and distribution of Periodic Review Report draft for review and comment from University community. • Incorporation of comments and completion of final report.
May 2017	<ul style="list-style-type: none"> • Periodic Review Report is distributed to the University Board of Trustees for review.
June 2017	<ul style="list-style-type: none"> • Submission of final report to the Middle States Commission on Higher Education

¹ Office of Accreditation and Assessment website location: <http://www.kean.edu/offices/accreditation-and-assessment/accreditation-and-assessment-resources>

1.3 PRR Committee Presentation to University (January, 2017)

For easier viewing, a complete Powerpoint presentation is available at:

http://www.kean.edu/sites/default/files/accreditation-assessment/PRR%20Complete%20Slide%20Set_1-6-17.pdf



Committee Chairs
Don Marks; Susan DeMatteo

Subcommittee Chairs

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

Subcommittee Report Presentations

Standard 2 – Planning, Resource Allocation, and Institutional Renewal
Presenters: Jane Webber, Kristina Junkroft, Joe Amorino

Standard 7 – Processes to Assess Institutional Effectiveness
Presenter: Sue Bousquet

Standard 14 – Processes to Assess Student Learning
Presenters: Brian Teasdale, Jessica Adams

Enrollment and Financial Trends
Presenter: Yoshi Manale, Jennifer Kanellis, Benito Sanchez

**Standard 2
Planning, Resource Allocation, and Institutional Renewal**

Committee Chairs:
Jane Webber; Phil Connolly

Committee Members:

Joe Amorino
Kristina Junkroft
Marsha McCarthy
Cao Jiang (WKU)

Standard 2 Expectations

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

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

Required Elements

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

Steps for Review

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

	Completed
	On the Way-In Progress
	In conversation-In Discussion
	To be Rescheduled or Rethought

Strategic Plan Interviews

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

Evidence: Institutional Planning and Budgeting

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

Strategic Plan Review: Cross-Cutting Themes

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

Goal 1 Programs/Excellence

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

Goal 1 is Wenzhou Kean University's first goal, part of ongoing and comprehensive educational engagement for all by offering undergraduate and graduate including doctoral programs that are responsive to local and national needs while building upon our strengths and utilizing best practices in the education/programs.

Goal 2 Attract and Retain Students

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

Goal 2: Attract and retain more students, first-time undergraduate students, transfer students and graduate students

Goal 3 Attract Faculty and Staff

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

Goal 3: Attract and further develop faculty and staff diversity and quality

Goal 4 Diversity and Social Justice

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

Goal 4: Reorganize our historical structures to allow diversity to exist further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice

Goal 5 External Opportunities

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

Goal 5: To provide varied placement opportunities to students of the State, University community, thereby widening our community beyond the physical campus. By substantially supporting our academic, cultural, economic and community activities at three distinct levels: the local, regional and national.

Goal 6 Globalized University

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

Goal 6: To become a globalized university, actively global campus life

Goal 7 Resource Allocation

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

Goal 7: To establish a process for and financial strategy and resource allocation to ensure that we sufficient, adequate, and consistent to support West Kentucky's specific financial obligations and future activities in light of existing reductions in public funding

Goal 8 Multi-campus Facilities

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

Goal 8: To preserve and build facilities that support the growth of Kean as a multi-campus, increasingly innovative and purpose-oriented institution situated in multiple and diverse communities.

Goal 9 Technology Resources

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

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

Goal 10 Health and Safety

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

Goal 10: To provide, appropriate, and sustainable forward thinking culture of public health and safety, continuously revised in accordance to all national and international standards (FEMA, CDC, etc.), and reaching out to every aspect of Kean University (personal, educational, and institutional).

Standard 7 Processes to Assess Institutional Effectiveness

Committee Chairs:
Audrey Kelly; Suzanne Bouquet

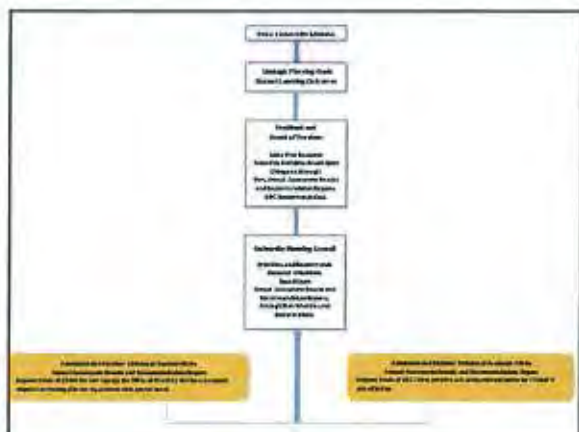
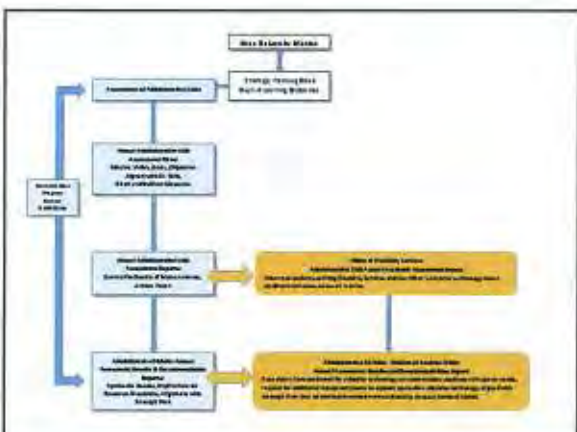
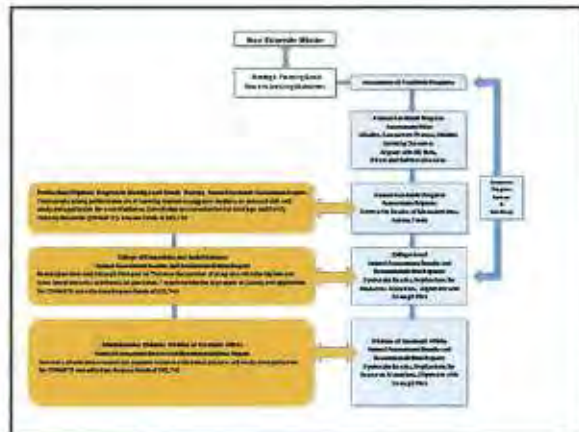
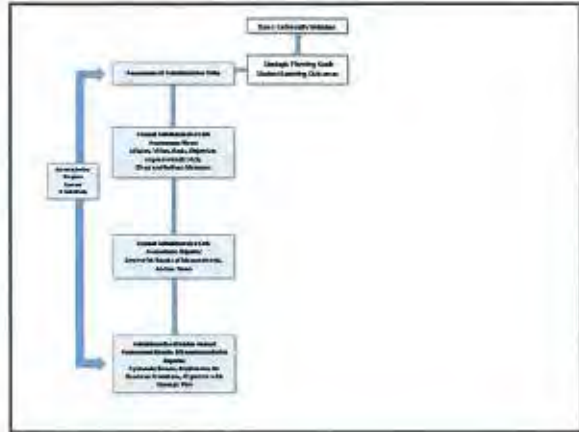
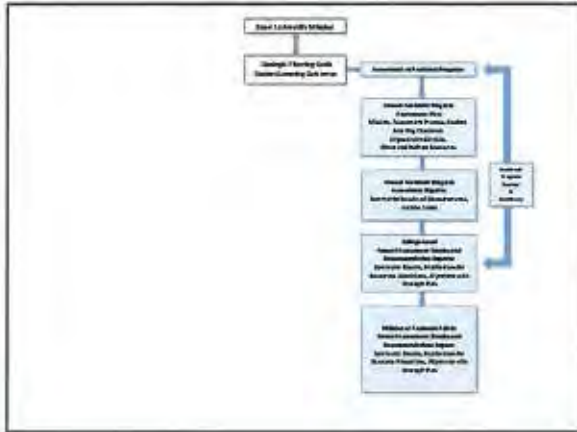
Committee Members:
David Jainer
Xarong Kong
Shiji Shen

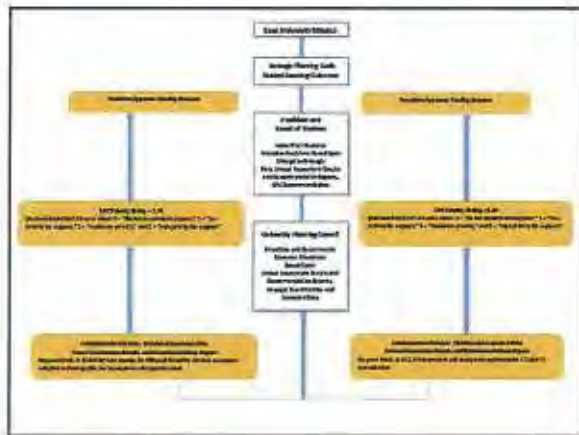
Standard 7 Subcommittee

Action:
Describe Organized and Sustained Process to Assess Institutional Effectiveness



1.3 PRR Committee Presentation to University (January, 2017)





Standard 7 Subcommittee

Annual Academic Assessment Plan and Report Template

Academic Program Assessment Report

(The following text is a placeholder for the content of the report template, which includes sections for Introduction, Objectives, Methods, Results, and Recommendations.)

Standard 7 Subcommittee

Academic Program Review Guidelines

(The following text is a placeholder for the content of the review guidelines, which outlines the process and criteria for evaluating academic programs.)

Standard 7 Subcommittee

Academic Program Review Calendar

Activity	Start Date	End Date	Responsible Party
Review of Academic Program Review Guidelines	1/15/17	1/31/17	Standard 7 Subcommittee
Academic Program Review	2/1/17	2/28/17	Standard 7 Subcommittee
Reporting to the University	3/1/17	3/31/17	Standard 7 Subcommittee

Standard 7 Subcommittee

Annual Academic Assessment College Report Template

(The following text is a placeholder for the content of the college report template, which includes sections for Introduction, Objectives, Methods, Results, and Recommendations.)

Standard 7 Subcommittee

Academic Affairs Division Annual Assessment Results and Recommendation Report Template

(The following text is a placeholder for the content of the annual assessment results and recommendation report template, which includes sections for Introduction, Objectives, Methods, Results, and Recommendations.)

Standard 7 Subcommittee

Annual Administrative Unit Assessment Plan and Report Template

This slide shows a form titled "Annual Administrative Unit Assessment Plan and Report Template". The form includes sections for "Administrative Unit", "Assessment Objectives", "Assessment Methods", "Assessment Schedule", and "Assessment Report". It provides a structured framework for planning and reporting on administrative unit assessments.

Standard 7 Subcommittee

Administrative Program Review Guidelines

This slide displays the "Administrative Program Review Guidelines". The document outlines the purpose, scope, and procedures for reviewing administrative programs. It includes sections for "Purpose", "Scope", "Review Process", and "Reporting".

Standard 7 Subcommittee

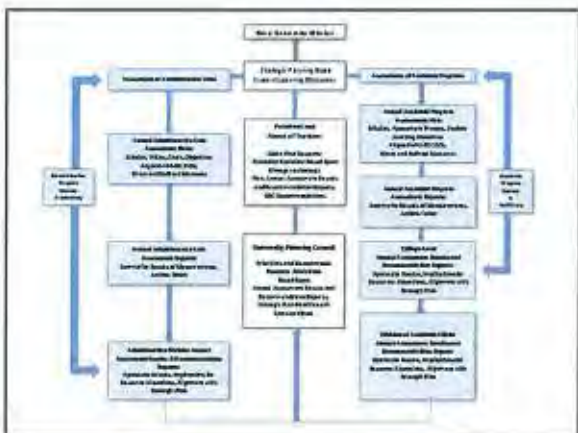
Administrative Unit Program Review Calendar

This slide shows a "Administrative Unit Program Review Calendar". It is a grid-based calendar that tracks the scheduled review dates for various administrative units throughout the year. The units listed include departments like Admissions, Financial Services, and Student Services.

Standard 7 Subcommittee

Administrative Divisions Annual Assessment Results and Recommendations Report Template

This slide presents a report template for "Administrative Divisions Annual Assessment Results and Recommendations". The template is organized into sections for "Executive Summary", "Assessment Objectives", "Findings", and "Recommendations". It is designed to provide a comprehensive overview of assessment results and proposed actions.



This slide displays the "KEAN Scorecard 1st and 2nd Quarters". The scorecard compares the university's performance against various benchmarks across different categories such as "Academic Quality", "Student Success", and "Operational Efficiency". It uses color-coded bars to indicate performance levels, with green for good, yellow for fair, and red for poor.

**Standard 14
Processes to Assess
Student Learning**

Committee Chairs:
Jessica Adams; Brian Toasdale

Committee Members:
Karin Beck
Don Marks
Susan DeMattedo
Vinita Galkwad (WKU)

**Step 1:
Review Previous Documents**

(as relevant to Standard 14)

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

**Step 2:
Review Standard 14
Requirements**

(The Fundamental Elements)

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

**Step 3:
Gather Evidence**

Fundamental Element 1:

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

**Step 3:
Gather Evidence**

(Fundamental Element 2)

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

**Step 3:
Gather Evidence**

(Fundamental Element 3)

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

Step 3: Gather Evidence

(Fundamental Element 4)

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

Example: Closing the Loop

College	Program	SLO Assessed	Direct Measure	Number of Students, Sections	Results/ Analysis	Contribute Actions
CHMC	S.S. Biology (Cell and Molecular Biology Option)	SLO 1: Apply the knowledge of fundamental concepts and principles which characterize living organisms and microbial activities	BSI 4370 used the Transdisciplinary report to assess student success in developing a grant proposal or research report. Students review and background sections were submitted to advisors	16,107 in 8 sections	Within the Transdisciplinary education introduction to Biology results in fall 2015, student scores ranged between 3.25 and 5.42. One year later, the range of scores is similar with an 8-point increase, integration of prior learning (3.25) still appears to be a problem, students are more successful with queries (3.5)	Faculty have taken the lead in introducing concepts of Transdisciplinary Biology results in fall 2015. Student scores ranged between 3.25 and 5.42. One year later, the range of scores is similar with an 8-point increase, integration of prior learning (3.25) still appears to be a problem, students are more successful with queries (3.5)

Example: Closing the Loop

College	Program	SLO Assessed	Direct Measure	Number of Students, Sections	Results/ Analysis	Contribute Actions
CDE	B.A. Political Administration	SLO #3: Demonstrate knowledge of issues and trends in supporting faculty, students and communities from a local and global perspective	Philosophy assessment in RED 2011 was scored with course-specific rubric, as well as GE writing rubric. Students were expected to submit first draft and revised drafts for assessment and designation of a final grade. A score of 67 represents a C on the table. A score of C or better is required.	Spring 2015 N = 31 (3 sections of such course) Fall 2015 N = 24 (2 sections of such course)	Grading indicated that, after revision, student papers were well organized and demonstrated understanding of the text. Areas needing improvement included: general writing skills (i.e., grammar and punctuation) and organization of information. Average score on the philosophy assessment is 6.0.	1. Revise course outline and include this step to provide reviewers to focus on writing assignments. 2. Engage Writing Center for workshops on successful academic writing. 3. Use Trends to assess the papers for plagiarism. 4. Create student writing groups. 5. Organize meeting with library personnel to support student research.

Step 3: Gather Evidence

(Fundamental Element 5)

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

Step 4: Explore Optional Analysis & Evidence

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

Finance & Enrollment Committee: Enrollment and Finance Trends

Committee Chair:
Yoshi Hanata,

Committee Members:
Jennifer Kavelitz, Director of Admissions
Benito Sanchez,
Adam Stone, University Registrar

Enrollment Trends

Headcount/FTE / Academic Level	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount					
Undergraduate	13,180	12,516	12,849	13,108	13,276
Graduate	2,496	2,326	2,572	2,298	2,254
Subtotal	15,676	14,842	15,421	15,406	15,530
FTE					
Undergraduate	10,470	10,096	10,543	10,892	11,219
Graduate	1,379	1,332	1,361	1,360	1,388
Subtotal	11,849	11,428	11,904	12,252	12,607

University Degrees Conferred

Academic Level	2012-13	2013-14	2014-15	2015-16	2016-17
Bachelors	2,611	2,699	2,611	2,786	2,522
	77.8%	80.8%	80.9%	80.3%	80.1%
Masters	775	661	606	647	699
	22.8%	19.8%	18.8%	19.1%	19.5%
Doctors	9	4	12	22	19
	0.2%	0.3%	0.4%	0.7%	0.4%
Total	3,395	3,364	3,229	3,455	3,240

Retention and Graduation Rates

Academic Year	Retention Rates				Graduation Rates			
	First-Year	Second-Year	Third-Year	Fourth-Year	First-Year	Second-Year	Third-Year	Fourth-Year
2012-13	87%	82%	78%	72%	68%	72%	78%	82%
2013-14	86%	81%	77%	71%	67%	71%	77%	81%
2014-15	85%	80%	76%	70%	66%	70%	76%	80%
2015-16	84%	79%	75%	69%	65%	69%	75%	79%
2016-17	83%	78%	74%	68%	64%	68%	74%	78%

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

2012-2016 New Admission Enrollment Trends

New Enrollment of Freshman Students

• **Freshman**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Freshman	6,015	4,952	5,719	7,024	6,793
• Common App	4,119	2,862	4,523	6,020	5,536
• Other (Common App, Common App, etc.)	1,896	2,090	1,196	1,004	1,257
• Transfer	1,100	1,100	1,100	1,100	1,100
• Admission (Common App, etc.)	2,996	2,090	1,196	1,004	1,257

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

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

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

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

Source: tr.kean.edu 12/13/2016

2012-2016 New Admission Enrollment Trends by Campus

Highlighting enrollment growth on the Wenzhou campus

Undergraduate Student Enrollment Headcount

By Campus, for Fall Semester

Camp	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Union	1,832	1,603	1,702	1,864	1,661
	38.3%	32.1%	33.0%	36.0%	34.4%
Oban	1,262	1,142	1,262	1,251	1,271
	26.9%	23.1%	24.4%	24.9%	24.6%
Wenzhou	206	450	367	1,094	1,609
	4.4%	9.0%	7.0%	22.1%	31.2%
Total	4,700	4,195	4,331	4,210	4,541

2012-2016 New Admission Enrollment Trends

New Enrollment of Transfer Students

• Transfer

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer					
• Completed Applications	1,075	1,441	1,179	1,463	1,336
• Offers	1,540	2,207	2,029	2,172	2,010
• New Enrollments (Total)	323	375	305	326	343
• Enrolled	1,165	1,436	1,373	1,512	1,443
• Accepted (Total)	205	476	376	329	376

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

The number of offers (admits) have also been sporadic since 2012, but most recently increased by 5.3% from 2015.

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

Source: i.kean.edu 12/13/2016

2012-2016 New Admission Enrollment Trends

New Enrollment of Re-Admit Students

• Re-admit

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Re-admit					
• Completed Applications	287	345	331	364	331
• Offers	262	279	313	338	366
• New Enrollments (Total)	17%	18%	12%	11%	19%
• Enrolled	104	213	223	231	231
• Accepted (Total)	12%	5%	13%	16%	11%

The number of re-admit applicants have steadily climbed by about 6% or higher each year since 2012.

The number of offers has remained consistent with a steady incline.

The number of enrolled readmit students has been fairly flat.

Source: i.kean.edu 12/13/2016

2012-2016 New Admission Enrollment Trends

New Enrollment of Graduate Students

• Graduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduate					
• Completed Applications	1,068	1,162	1,188	1,152	1,247
• Offers	1,296	1,126	1,201	1,177	1,165
• New Enrollments (Total)	385	428	425	365	449
• Enrolled	324	323	427	349	322
• Accepted (Total)	247	245	265	265	324

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

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

The number of graduate offers remained fairly flat from 2012 - 2015, but rose by almost 6% in 2016.

The number of newly enrolled Graduate students has also been on a steady decline since 2012, but increased by more than 6% in 2016.

Source: i.kean.edu 12/13/2016

2012-2016 New Admission Enrollment Trends

Overall New Admission Enrollment by Geographic Origin

- Data not yet available for 2016 enrollment.
- In 2015, 82% of our overall enrollment were New Jersey Residents, 2.3% were non-New Jersey Residents, and 1.5% of students were International (18.6% of total enrollment were from Wendell).
- In 2014, 90% of total enrollment were New Jersey Residents, 2.8% were non-New Jersey residents, and 1.3% were international (5.7% of total enrollment were from Wendell).
- In 2013, 81.7% of total enrollment were New Jersey residents, 2.0% were non-New Jersey residents, and 1.3% were international (4.0% of total enrollment were from Wendell).
- In 2012, 96.8% of our overall enrollment were New Jersey Residents, 1.7% were non-New Jersey residents, 1.5% were international (Wendell campus did not have enrollment).

Source: i.kean.edu 12/13/2016

2012-2016 New Admission Enrollment Trends

Overall New Admission Demographic Trends

- Gender: Male/female approximately 47% Male and 53% female
- Age: The average age of the University is 22.4, 24.1, and 25.0 for the 2012, 2013, and 2014 student body.
- In-State vs. Out of State: In-state enrollment has steadily declined from 65.8% to 66.1% while out of state enrollment has increased from 34.2% to 33.9% and the Wendell enrollment has grown from 1.2% to 0.4%.

Enrollment:

Admission Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total					
• In-State	3725	3777	3500	3541	3740
• Out-of-State	1290	1158	1126	898	944
• International	112	120	170	217	241
• Other	125	104	185	142	123
• Wendell	18	21	39	31	26
• Total (Enrolled)	5560	5021	5540	5007	5074
Total	11,288	12,442	12,211	12,428	13,553

Source: i.kean.edu 12/13/2016

PRR Measurements for Institutional Financial Objectives and Trends*

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

A Composite Financial Index is calculated from these ratios

* Sources: Lou Mazza, Ron Bellomo, Fred Fagan, Chris Cowan and Phil Tabery, Strategic Financial Analysis for Higher Education, Identifying, Measuring & Reporting Financial Risk; NACUBO (National Association of College and University Business Officers). Do you know the financial health of your institution?

Primary Reserve Ratio

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

Viability Ratio

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

Return on Net Assets Ratio

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

Net Operating Revenue

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

Composite Financial Index

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

Primary Reserve Ratio

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

	2013	2014	2015	2016
Expendable Net Asset	117,779	125,321	(8,254)	(176)
Total Expenses	211,080	329,959	217,708	214,732
Primary reserve ratio	0.558	0.588	-0.038	-0.001

Viability Ratio

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

117,779	125,321	(8,254)	(176)
257,584	348,992	338,586	326,921
0.329	0.358	-0.024	-0.001

Return on Net Assets

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

14,215	24,443	-93,139	13,941
617,966	618,970	650,396	677,714
2.30%	3.95%	-14.32%	2.06%

Net Operating Revenues Ratio

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

(27,804)	(46,801)	(74,731)	(74,731)
51,330	58,359	87,055	86,045
173,276	176,758	142,977	146,104
68,348	76,254	105,214	104,394
5.6%	4.6%	5.8%	4.5%

Composite Financial Index

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

Composite Financial Index

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

	weights	2013	2014	2015	2016
Primary reserve ratio	35%	4.20	4.27	-0.29	-0.01
Viability ratio	15%	0.78	0.66	-0.06	0.00
Net Operating Revenue Ratio	35%	4.31	3.67	3.82	3.47
Return on Net Asset Ratio	15%	1.15	1.97	-7.16	1.03
Composite Financial Index		3.27	3.20	0.15	1.37

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

Development of Financial Capacity

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

2015-2016 Additional Instructional Location Annual Assessment Results and Recommendations Report

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

Data from each individual program is to be addressed:

Additional Instructional Location: Wenzhou-Kean University

Associate Vice President for Academic Affairs (WKU): Holger Henke

Section 1: Summary of the State of the Additional Location

A. Enrollment and Graduation Rate Analysis

Analyze and discuss the current year's program data as compared to the previous years of collected data for each program at your location with respect to:

- **Program Enrollment and Retention rates**

In fall 2013, 409 full-time students enrolled.

Major	2013	2012
Finance	116	48
Accounting	119	50
International Business	0	0
Marketing	0	0
English	118	80
Computer Science	56	27
Visual Communications	0	0
Total	409	205

In fall 2014, 789 full-time students enrolled.

Major	2014	2013	2012
Finance	253	116	48
Accounting	272	119	50
International Business	0	0	0
Marketing	51	0	0
English	89	118	80
Computer Science	99	56	27
Visual Communications	25	0	0
Total	789	409	205

1.4 Wenzhou-Kean Instructional Location and Strategic Plan Assessment (2015-2016)

In fall 2015, 1,220 full-time students enrolled:

Major	2015	2014	2013	2012
Finance	375	253	116	48
Accounting	437	272	119	50
International Business	43	0	0	0
Marketing	67	51	0	0
English	113	89	118	80
Computer Science	135	99	56	27
Visual Communications	50	25	0	0
TOTAL	1220	789	409	205

In fall 2016, 1,451 full-time students enrolled:

Major	2016	2015	2014	2013
Finance	429	375	253	116
Accounting	495	437	272	119
International Business	122	43	0	0
Marketing	91	67	51	0
English	95	113	89	118
Computer Science	140	135	99	56
Visual Communications	79	50	25	0
TOTAL	1451	1220	789	409

Note: All students admitted in AY 2016-17 are Tier 1 Gaokao students, with some fluctuation in mean Gaokao score compared to 2015/16 (see attached spreadsheet).

Enrollment/retention 2013 – 2016

Year	Enrollments	Returning	Retention rate (in %)
2013/14	236	2014/15: 231	98
		2015/16: 228	97
		2016/17: 222	94
2014/15	433	2015/16: 431	99.5
		2016/17: 414	96

1.4 Wenzhou-Kean Instructional Location and Strategic Plan Assessment (2015-2016)

2015/16	478	2016/17: 474	99.2
2016/17	481	N/A	N/A

- **Graduation Rates (4-year)**

2015/16 represents the first year of graduations from WKU. **Numbers graduating: 184**

2012/2013: First enrollments to WKU: **2012/13 cohort: 204**

Reasons: 16 transfers; 4 to graduate 2016/17 **4 yr Graduation rate: 88%**

Major	
Computer Science	24
Accounting	47
Finance	65
English	48
TOTAL	184

B. Program Student Learning Outcome Assessment Data and Recommendations

For each individual program, summarize the current year's program assessment (from annual reports and program reviews) including:

- **Student learning outcomes (SLOs) data**

Seven program majors were assessed at WKU this year: Finance, Accounting, Graphic Design, Computer Science, Marketing, Global Business and English in Global Settings.

- A total of 26 SLOs were assessed;
- A total of 19 SLOs reached their target, while for seven SLOs (3 in Computer Science; 2 in English; 1 in Graphic Design and 1 in Global Business) show a need for improvement;
- Explanation of SLO achievements, and planned improvements, are shown in the summary reports, below.

The spreadsheets in Appendix 1 show the exact SLOs assessed within the programs, the number of criteria within an SLO, the required rubric score, the expected student achievement rate and an indication of criteria issues.

Please see visit the following link to view all 2015-2016 assessment reports by program:

<https://drive.google.com/drive/folders/OBzNho9zu2UFVb041Q3JuSkxmTmM?usp=sharing>

General Observations:

In general, most programs (Finance, Accounting, Graphic Design, Marketing, and Global Business) reached all or almost all the target expectations for their SLOs. Accounting, Finance and Marketing programs all achieved their targets. In Graphic Design and in Global Business, one SLO in each program (SLO 3 and SLO 7, respectively) showed a need for improvement. Of the seven program majors assessed, performance improvements are suggested for two programs: in Computer Science, including three SLOs (SLO 1, 2, and

4)¹ and in English, where SLOs exceeded expectation while in two cases (SLOs 4 and 5)² no actionable targets were established. Leadership of the program deemed it appropriate at this time to gain a better impression first for how students at WKU were performing and then subsequently set a benchmark based on those measurements.

Three SLOs in Computer Science showed a need for improvement. It is noteworthy that all 24 students in the first graduating class of the Computer Science program graduated in four years.³ In “recommendations on findings” (below) suggestions for further improvements have been indicated.

In the English in Global Settings program, notable opportunities for improvement present themselves, in particular with regard to the development of rubrics, and the implementation. In subsequent assessment cycles, the program will be able to use established benchmarks to set appropriate targets. Going forward, faculty development focusing on rubric usage and norming will be used.

B.S. Accounting: All assessed SLOs (SLO 1, 2, and 4)⁴ and criteria achieved expectation. There were no outstanding issues and only one recommendation of “more emphasis on real-world problem solving” as part of closing the loop.

B.S. Computer Science: Three SLOs showed a need for improvement (SLO 1, 2, and 4).⁵ The WKU Computer Science faculty have high expectations, which are now being more broadly met by their students, as evidenced by graduate program acceptances at prestigious institutions such as Northwestern University and undergraduate research outcomes (this includes growing participation in the Student Research Day, participation in faculty/student research projects, and co-authorship in several selected cases). Two state of the art computer laboratories have been established since 2014 and more than fourteen students have participated in undergraduate research; among them, ten students have published and presented their work in international conferences.

- Please see Appendix 13 for 2015-2016 Post-graduation Outcomes

¹ B.S. Computer Science: (SLO 1) Apply advanced knowledge of computing and mathematics appropriate to the discipline, (SLO2) Analyze a problem and identify and define the computing requirements appropriate to its solution, (SLO 4) Use current techniques, skills and tools necessary for computing practice.

² B.A English in Global Setting: (SLO 4) Students will demonstrate ability to give a compelling presentation, (SLO 5) Students will connect ideas from classroom assignments to contemporary issues in class discussions and presentations.

³ Several students were able to get into very reputable universities – e.g., University of Sydney, University of Adelaide, University of Southern California, Northwestern University, University of Edinburgh, University of Toronto, to mention only a few.

⁴ B.S. Accounting: (SLO 1) Communicate effectively, (SLO 2) Utilize business technologies to access, analyze and communicate business information, (SLO 4) Know the key concepts in all major business disciplines.

⁵ For details, please see 2015-16 Annual Assessment Report for WKU Computer Science.

B.A English in Global Setting: SLOs 1, 3, 4 and 5 were assessed.⁶ SLOs 1, 3, and 4 showed that students achieved expectations. For SLOs 2 and 5, the program did not yet set targets, in part in order to gain a better sense of students' actual performance, so that subsequently appropriate targets could be developed. However, in terms of their performance in SLO 5, we note that students exceeded the rubric criteria (score of 2 or above) clearly.⁷

The program will continue to use Professional Development Days and program retreats to develop and implement common rubrics, widely accepted descriptors and course content, as well as normed grading patterns, which will all facilitate the establishment and future measurement of firm and well-calibrated SLO targets.

In conversation with the Executive Director at Kean USA, the Associate Dean and (new) assessment coordinator will be charged with leading and/or framing conversations and faculty workshop meetings to achieve greater awareness, buy-in, and participation in the use of rubrics and norming exercises that were begun in Spring 2016. Assessment and norming exercises will be scheduled as part of the June and October 2017 Professional Development Days, and the participation of experienced faculty and/or staff from Kean USA will be part of this training.

B.S. Finance: The expected success rates (targets) for all assessed SLOs (SLO 1 and 2)⁸ were achieved. Most notable is the assessment criterion of "organization" within SLO 1. Of the 46 students assessed, 17 needed improvement. Within SLO 2, the criteria of "neatness" and "explanation of concepts" resulted in identifying 12 and 13 students respectively in need of improvement. As a consequence, the program will begin to address the criterion of "organization" by emphasizing its requirement, along with examples and group discussions, when explaining assignment requirements in future. Similar group discussion will be conducted to help with the criterion of "explanation" while formatted spreadsheets will be used to help with the assessment criterion of "neatness."

B.S. Global Business: Three SLOs (SLO 2, 3, and 5) were assessed.⁹ SLOs 2 and 5 achieved the target rate, while SLO 3 showed a need for improvement. With all SLOs specifying a rubric score of 4, seven students (out of 27) showed a need for improvement. Although SLO 2 achieved the overall specified target, a small group of students underperformed in the areas of "accuracy of formula," "efficient use of Excel tools," and "explanation of concepts." SLO 5, while achieving its overall

⁶ B.A. English in Global Settings: (SLO 1) Students will produce essays through a series of drafts that include exploratory writing or talk, as well as revisions that include addition, deletion, substitution and rearrangement, (SLO 3) Students will use two or more methodologies from English Studies to develop original research or creative products, (SLO 4) Students will demonstrate ability to give a compelling presentation, (SLO 5) Students will connect ideas from classroom assignments to contemporary issues in class discussions and presentations.

⁷ For more detail, please see 2015-2016 Annual Assessment Report WKU English major.

⁸ B.S. Finance: (SLO 1) Communicate effectively, (SLO 2) Utilize business technologies to access, analyze and communicate business information.

⁹ B.S. Global Business: (SLO 2) Utilize business technologies to access, analyze and communicate business information, (SLO 3) Integrate strategic and critical thinking from multiple disciplines in order to evaluate and solve global business problems, (SLO 5) Consider, compare and contrast the role of global environment in a political, economic, and social and business context and identify the challenges and opportunities of operating in international settings.

target, while four students (out of 34) showed a need for improvement.

As a consequence, SLO 3 issues will be addressed through greater teaching emphasis on international and foreign environments, as well as encouraging students to preview class content more thoroughly, and by more intentional exercise of critical thinking skills. SLO 2 issues will be addressed through allocating more teaching time to business concepts and through use of more practical examples; further improvement of SLO 5 will include more classroom activities and experiential field-trips and by encouraging students to study in the US.

B.F.A. Graphic Design: All 8 SLOs were assessed within this program.¹⁰ Of the eight, only one SLO (SLO 7)¹¹ showed a need for improvement. While the target scores were reached, there may be areas for focus in future, such as assessment criteria “originality”; “effort/craftsmanship”; “creativity”; “concept” and “consistency.”

Forthcoming Professional Development Days in June and October 2017 will provide platforms for discussion between faculty and the Executive Director (ED) on how to improve these aspects, including closer alignment with the implementation of rubrics used at Kean USA. The forthcoming search and expected hiring of either an Associate Dean or Program Director for Graphic Design and Architecture at WKU will provide more administrative support and guidance, including opportunities for training and supervision, as well as assessment of teaching and learning in this program.

B.S. Marketing: There were no perceivable difficulties with the achievement of assessed SLOs (SLO 3 and 7) in this discipline.¹² It is noted that students would benefit if faculty could incorporate Chinese companies and practice into their classroom teaching and that early emphasis on concepts and problem-solving does help students. The Associate Dean will use Professional Development Days in June and October 2017, as well as scheduled program retreats, to highlight and discuss these opportunities for improvement.

Recommendations based on findings

In several programs, where areas of improvement are indicated by the assessment data, solutions have already been proposed and are operative. For example, the Computer Science program has added personnel, equipment and courses have been instituted/added to strengthen targeted SLOs. This program will benefit from the oversight of a resident Associate Dean (also to oversee other natural science courses and faculty), and a search for a suitable candidate will be initiated in Spring 2017 with a projected start date in the next academic year.

¹⁰ Please see Appendix 1. Detailed Student Learning Outcomes Assessment Summary to view all 8 SLOs.

¹¹ B.F.A. Graphic Design: (SLO 7) Express an individual viewpoint—take a creative leap, synthesizing formal, technical, practical, and theoretical components into a personal aesthetic resulting in creative products (design solutions), (SLO 8) Synthesize the relationship among studies in the liberal arts, general visual arts, business, and design in the creation of a body of work and research project.

¹² B.S. Marketing: (SLO 3) Use concepts and techniques from business disciplines to evaluate and solve business problems, (SLO 7) Have in-depth knowledge of their discipline.

Programs such as Graphic Design will pursue greater consistency in the development and application of rubrics. As the program continues to grow and a new degree in architectural studies is scheduled to begin in Fall 2017, the hiring of an Associate Dean or Program Director is currently under way.

The English in Global Settings program will benefit from further development of its assessment parameters. There is a need for the program to become explicit in setting of targets, in its grading processes, and in the content and interrelationship of the courses. From an assessment perspective, it is necessary to have realistic targets for all SLOs (i.e., equivalent to the 60-80% range for other SLO targets in this major). The program will use forthcoming program retreats and Professional Development Days as opportunities to achieve this. The newly hired Director of the English Languages will strengthen support for this program.

Section 2: General Academic Planning

- *What does the Strategic Plan say we should open next?*

The WKU Strategic Plan pursues the development of the School of Business and Public Management, and School of Architecture and Design in Fall 2017, and roll-out of undergraduate programs for Management (Supply Chain Management and Entrepreneurship options), Graphic Design (Interactive Advertising), Architecture, Psychology and Applied Mathematics in 2017.

- *Should we make any changes to this strategy? Why?*
No proposal to change plans.
- *Should all present programs remain? If not, why not?*
Present majors should all remain.
- *What needs to be supported with:*

a. More faculty?

The English Language Center will require more instructional staff if it is to support required levels of English Language development (Strategic Plan Goal No.2, Objective 2.3), as will the development of the English Language Laboratory (Strategic Plan Goal 1.4). Based on current workload management of the ELC, the estimated needs are: four faculty/instructional staff (three to ELC and one to English Language Laboratory).

b. Other resources?

Administrative assistants are being provided for the assessment office and for the Office of Research and Sponsored Programs (ORSP). This will help strengthen the gathering and use of information as well as supporting the creation of a culture of research (Strategic Plan Goal No.4, Objective 4.2). As well, the use of appropriate software (e.g., Qualtrics Survey Tools) will be explored.

The ORSP personnel (currently one director and one administrative assistant) will provide support to pursue national, provincial, and municipal grant opportunities and the criteria for successful

1.4 Wenzhou-Kean Instructional Location and Strategic Plan Assessment (2015-2016)

applications. Staff members will explore philanthropic and foundational grant opportunities in the United States for which WKU and WKU faculty might be eligible.

- ***What actions will be taken to strengthen the programs?***

The Associate Deans will implement a local assessment schedule to include: a) conversations with program directors to discuss previous assessment results and to propose assessment goals and instruments; b) meetings with faculty to promulgate the integration of these instruments into the curriculum and lesson plans; and c) to have an agreed end-of-the-semester meeting or retreat to review and collate that information with the purpose of integrating it into the college-wide assessment report.

In order to identify students who may benefit from additional learning support during the freshmen year at WKU, an Early Alert system will be established to improve student retention. Tutoring and mentoring structures will be established to support such students. Since assessment criteria “neatness,” “explanations,” “concepts,” or “craftsmanship” were identified as areas in need of improvement and addressed through program-internal and/or college-wide mentoring programs.

- ***What actions will be taken to strengthen the Additional Location academically?***

With the arrival of a resident campus registrar from Kean USA in Fall 2016, academic policies and procedures, as well as maintenance and archiving of academic records are ensured to be consistent between both locations. . Tutoring and mentoring programs commonly provided by the Center for Academic Success at Kean USA will be implemented.

- ***Are there any other major changes indicated that should be made within the programs presently being offered?***

Assessment data indicates the need for clarification and faculty development in selected programs, including the need for ongoing curriculum development. In particular, Computer Science needs the establishment of a mentoring program to improve spoken English language skills, including oral presentations.

- ***Are there any additional concerns or data that we should consider?***

N/A

Section 3: College Resource Needs

A. Faculty and Staff Resource Needs

Discuss faculty and staff resource needs using supporting data and a rationale connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data. As new faculty will be hired in Spring and Fall 2017 to serve ca. 650 freshman students in Fall 2017, additional office space needs to be provided. Ongoing campus construction will address these needs.

Finally, provide an itemized list of faculty needs (with reference to the data and rationale)

College of Business

Spring 2017

- Accounting (3)
- Business Law (1)
- Finance (1)

Fall 2017

- Global Business (1)
- Marketing (1)
- Management (5)

Notes: All positions to be hired at tenure-track level. One Management faculty should be specialized in supply-chain management.

College of Natural, Applied, & Health Sciences

Spring 2017

- Computer Science (2)
- Biology (1)

Fall 2017

- Mathematics (1)
- Computer Science (1 or 2)

College of Humanities and Social Sciences

Spring 2017

- Communication (1)
- History (1)

Fall 2017

- Political Science or Psychology (1)
- Sociology (1)
- English and ESL faculty

Notes: As the new option is moving more towards TESOL with Applied Linguistics, one more tenure track position for someone with an Applied Linguistics + Rhetorics/Composition background is recommended.

Michael Graves College

- Graphic Design (2)

B. General Resource Needs

Discuss general resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data with respect to the following:

- **Office Supplies, Travel**

The continuation of support for travel is needed for faculty and staff to attend professional meetings and to present research.

- **Technology (e.g. administrative software, faculty computers, etc.)**

The English Language Laboratory was opened in Fall 2016 currently employs one software package (i.e., *Pronunciation Power*)¹³ and needs to be equipped now with additional ESL and English-language learning software packages in order to serve faculty curriculum and student learning needs, ELC tutoring purposes, and to attract students to explore and study English language independently (Strategic Plan 1.4.1.).

As suggested in the Strategic Plan, a classroom should be equipped with one extra-large and six large screen wall-mounted touchables in order to facilitate digital (group) projects for students, as well as advanced basic and applied research (Strategic Plan 1.4.4.). Once installed, faculty will receive professional development from the technology provider, in order to successfully utilize the technology.

- **Office Equipment**

Appropriate computer, printers, and other equipment for new faculty will be acquired based on student needs. A maintenance plan and routine for equipment will be implemented by the IT department.

- **Facilities (Office Spaces, etc.)**

Additional office space has been created, in administrative blocks to accommodate additional staff; 16 faculty offices have been constructed over the summer to accommodate additional faculty. Two small seminar/meeting rooms were built or are currently being completed.

- **Furniture, etc.**

Appropriate office furniture for new faculty offices will be purchased and installed.

- **Memberships, Accreditation Fees, etc.**

¹³ See <http://www.englishlearning.com/>.

C. Pedagogical/Curricular Needs

Discuss pedagogical/curricular resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual

- **Instructional Equipment (microscopes, etc.)**

The recently built Chemistry Laboratory will acquire necessary equipment, materials, protective gear, and reagents.¹⁴ The Computer Science department will acquire additional servers based on student need.

- **Professional Services (Practice exams for licensure preparation, etc.)**

In order to better support preparation of graduates in Computer Sciences, we will pursue systematic GRE and TOEFL training, preferably from the sophomore year onward to further enhance student success in graduate and professional program admission.

- **Library Resources (Databases, etc.)**

WKU students currently have access to the Kean USA electronic library resources. To provide Library resources for general research by students and faculty, increased accessibility to learning resources (in the form of foreign texts) was purchased for 410,000 RMB in 2016/17, with a further 1.3m RMB expenditure for electronic resources, including eBooks (supporting Strategic Plan Goal No.4, Objective 4.2.3.).¹⁵ This is also in support of Computer Science and other programs' need to foster student research.

- **Facilities (Classrooms, Labs, etc.)**

A Maker-Space laboratory has been identified and will be equipped with the necessary tools and equipment to enhance usage by students and faculty across different disciplines (Strategic Plan Goal No.4, Objective 4.1.2. and 4.1.3.). A local company in Wenzhou (Ohnert Group) has committed to assist with the purchases. The space will give allow students to experiment creatively with cutting edge technology more and more common in many 21st century production facilities.

Section 4: Professional Development Needs

A. General Faculty Development Issues

*Discuss faculty development needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data. (e.g. Advisor Training, specific assessment trainings, HR issues)*

¹⁴ For detail, please see the attached equipment purchases list.

¹⁵ The recent software acquisitions of the Library at WKU are detailed in its Spring 2017 Newsletter (Vol. 4 No.1) – see <http://libguides.kean.edu/wkulib/wkulnews>. Please note that the current exchange rate of Chinese renminbi stands at about 6.8:1 US\$.

1.4 Wenzhou-Kean Instructional Location and Strategic Plan Assessment (2015-2016)

Instruction on the effective use of BlackBoard, KeanWise (web-based student information system) as well as the Microsoft Office software suite, would be valuable additions to administrative capacity of faculty. Increased and regular training for faculty on how to effectively use BlackBoard will help to further diversify delivery of course content, tools for learning, and assessment of student learning. This kind of training has also been requested by faculty themselves.

Academic advisement training will be provided on an ongoing basis, including online learning modules developed for faculty professional development.

- Please see Appendix 14 for Professional Development Days agendas in which Kean USA staff (including Provost, Deans, etc.) presented at Wenzhou-Kean University.

B. Staff development issues

*Discuss staff development needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data where appropriate. (e.g. Assessment training, training in Datatel, learning about Careers Centers). BlackBoard training and certification will be considered for future development to strengthen campus expertise among faculty and staff to help with an online course management system, particularly as online course options are increasingly considered to be an option or even a necessity for WKU students.*

C. Pedagogical/Curricular Issues

*Discuss faculty development needs in pedagogy/ curricular issues **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data. (e.g. Blackboard training, support with other technology, norming, creating active classrooms)*

The Computer Science program will establish a student peer mentorship program by which stronger students in the program (and other programs) will support peers needing to strengthen their language and oral presentation skills. The WKU Office of Academic Affairs will request the Dean and Program Director at Kean USA to coordinate with faculty to discuss previous assessment results and to propose assessment goals and instruments and establish an end-of-the-semester meeting to review and collect data to develop a college-wide assessment report. Discussion of the assessment data of the English program reveals a need for improvement regarding theory and research, as well as for scheduled norming sessions (see English in Global Settings program assessment report). Thus, the English program will be asked by the Office of Academic Affairs to develop a regular schedule of norming and assessment meetings among faculty to support improvement assessment results and program consistency. .

The Graphic Design program will also benefit from collaboration between faculty at WKU and the program's leadership in Kean USA in order to achieve greater common focus on key criteria and clarification on the use of rubrics.

The establishment of a Curriculum Committee to coordinate with Kean USA, as outlined in WKU Strategic Plan Goal No.1, will also support areas in need of improvement in the English assessment report.

Kean Online Faculty Training Syllabus

Description

In this one week training, participants will acquire the necessary skills to become successful online instructors at Kean University. Topics such as effective facilitation of an online course, Blackboard skills and student policies will be covered. Participants will take an assessment to understand the skills necessary to become a successful online learner.

Learning Outcomes

Learning Outcome 1: Demonstrate an understanding of basic Blackboard tools needed to facilitate an online course. (LO1)

Learning Outcome 2: Compare and contrast the differences between teaching online and face to face. (LO2)

Learning Outcome 3: Evaluate the skills necessary to be a successful online student. (LO3)

Learning Outcome 4: Analyze the best practices in teaching an online course. (LO4)

Learning Outcome 5: Explain the Kean Online student policies. (LO5)

Schedule and Grading

Schedule:

Start Date: October 31, 2016		End Date: November 6, 2016
Date	Day	Learning Activities
October 31, 2016	1	Training Begins
November 1, 2016	2	First Responses to Graded Discussion Boards are Due
November 2, 2016	3	
November 3, 2016	4	
November 4, 2016	5	
November 5, 2016	6	
November 6, 2016	7	All Assignments and Assessments are Due Last Day for Graded Discussion Boards

Grading:

This training is based on 1000 points which are distributed in the following manner:

- Discussion Boards: 400 points
- Assignments: 600 points

1.5 Syllabus for Kean Online Faculty Training

In order to successfully complete this training, participants must complete all learning activities and earn a minimum of 850 points. Grades can be accessed the **My Grades** area on the main course menu and will be available two days after the training has concluded.

Lessons

Online Teaching at Kean University and Best Practices

Participants will examine best practices in online learning and necessary Blackboard tools to be utilized in their courses. Assignments will help identify the skills necessary for students to be successful online learners. Resources that are given to Kean Online students will be provided which will help participants to understand expected behaviors and support in the courses.

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

<p>Middle States Review of 2011 Self Study</p>		
<p>Standard 7: Institutional Assessment</p>	<p>Kean University should design and implement a University-wide Assessment process to generate tangible evidence indicating the extent to which the institution is meeting the aspirations of its mission statement. Clear guidelines and realistic timelines for implementing institution-wide assessment should be established.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Academic Program Review Cycle • Assessment data are gathered from all academic programs even during non-review years • On-going process to review program assessment efficiency and effectiveness within fall semester program meetings and yearly <p>Institutional Assessment Retreats (See Figure 1 for Academic Assessment Map and Appendix II for Institutional Assessment Communication Plan)</p> <ul style="list-style-type: none"> • Program Assessment Plan System http://www.kean.edu/KU/AcademicAssessmentInstitutional • Assessment Communication Plan, Appendix II
	<p>As part of the assessment process, the University should continue to establish relevant Key Performance Indicators with stated goals, specific benchmarks, and comprehensible scorecards that coincide with the mission statement aspirations.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • The Institutional Report Card provides insight into the internal indicators of effectiveness. • The Institutional Report Card is aligned to the University’s mission and the current strategic plan. • The University Planning Council now has five (5) standing committees designed to gather ongoing evidence in areas such as strategic planning,

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>environmental scanning, facility usage, enrollment management and the University's report card.</p> <ul style="list-style-type: none"> • The University Planning Council has a reporting process designed to publish findings in an ongoing basis. • All program reviews (non-academic and academic) are reviewed by the University Planning Council, therefore linking program review to a major, representative unit on campus for planning and resource allocation purposes.
	<p>Senior management should encourage and empower ownership of the University assessment process to appropriate offices, areas or personnel. Those entities should be provided with adequate resources and be hold responsible for tangible outcomes, which may include assigning an assessment liaison for every unit and providing campus-wise assessment training.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Implementation Committee for Standards 7 & 14 was formed in June 2011 with representation from all divisions and colleges. • College and program assessment work groups, summer and Fall 2011 • Assessment workshops and other professional development opportunities for faculty about assessment of student learning and related assessment practices • Required program assessment meetings 2x/week Sept. & Oct. 2011 (see Minutes from Dean's Council Meetings beginning Aug 2011) • Newly Formulated University Senate Assessment Committee to review and recommend additions and changes to the Program Review, insuring that courses have the required assessment built in, etc. • January, 2012 Assessment at Kean Conference
	<p>Kean University needs to establish, promote, foster, sustain and demonstrate a culture of evidence and assessment.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Board of Trustees Resolution mandating • Program Assessment (June 2011)

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<ul style="list-style-type: none"> • Academic Program Review • Non-Academic Program Review • President’s Leadership Cabinet (Unit VPs) and the VPAA Council of Deans (see minutes of Council of Deans) • Office of Assessment and Accreditation –Associate Director hired (Fall 2011) • Consulted with nine experts in higher education assessment; Faculty Development Network and Tenure Track Faculty Network workshops for improved teaching • SIR II data • Looking forward: Yearly Assessment Retreat planned (UPC, Admin., University Senate Assessment Committee –See Appendix II, Institutional Assessment Communication Plan) • Spring 2012 workshops based on data from post-Assessment at Kean Conference survey response item. • Program Assessment Plan System • http://www.kean.edu/KU/AcademicAssessment • Institutional Assessment Communication Plan, Appendix II
	<p>The University must utilize assessment outcomes for program improvement in order to “close-the-loop.”</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Within the Academic Program Review guidelines, there is a specific section designed for programs to identify their needs throughout the next budget cycle • Programs and work units meet during annual university assessment retreat (Jan 4-6, 2012), compiling and analyzing results of the year’s work, formulating recommendations for program and work unit improvement. (Beginning May, 2012, University assessment retreat will be held annually on the Friday following Undergraduate Commencement.)

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<ul style="list-style-type: none"> • For example, Lecturer lines were established as a result of data about student learning in GE courses. More F/T instructors needed to improve teaching and consistency across GE foundation courses (FA'11 implementation). 8 (see Figure 1 for Academic Assessment Map and Appendix II for Institutional Assessment Communication Plan) • Academic Program Review Cycle • Institutional Assessment Communication Plan (February 2012 Monitoring Report: Appendix II) • Assessment data are gathered from all academic programs even during non-review years • On-going process to review program assessment efficiency and effectiveness within fall semester program meetings and yearly Institutional Assessment Retreats <p>(See February 2012 Monitoring Report: Figure 1 for Academic Assessment Map and Appendix II</p>
<p>Standard 14: Assessment of Student Learning</p>	<p>Kean University needs to establish an institution-wide, systematic and integrated student learning outcomes assessment program.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Board of Trustees Resolution mandating • Program Assessment (June 2011) • Academic Program Review • Non-Academic Program Review • President's Leadership Cabinet (Unit VPs) and the VPAA Council of Deans (see minutes of Council of Deans) • Office of Assessment and Accreditation –Associate Director hired (Fall 2011) • Consulted with nine experts in higher education assessment; Faculty Development Network and Tenure

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>Track Faculty Network workshops for improved teaching</p> <ul style="list-style-type: none"> • SIR II data • Looking forward: Yearly Assessment Retreat planned (UPC, Admin., University Senate Assessment Committee –See February 2012 Monitoring Report: Appendix II, Institutional Assessment Communication Plan) • Spring 2012 workshops based on data from post-Assessment at Kean Conference survey response item. • Direct evidence includes: <ul style="list-style-type: none"> ○ GE rubrics to assess written and oral presentation competencies in the capstone courses ○ Institutional Data via standardized tests: CAAP, SAILS, MAPP ○ Program SLOs assessed in the capstone courses ○ Scores/pass rates on tests (i.e., Praxis I & II) • Indirect evidence includes: <ul style="list-style-type: none"> ○ SIR-II ○ NSSE ○ Graduating Student Survey ○ Course grades ○ Student participation in research ○ Honors, awards, scholarships
	<p>The University must utilize assessment outcomes for program improvement in order to “close-the-loop.”</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Within the Academic Program Review guidelines, there is a specific section designed for programs to identify their needs throughout the next budget cycle • Programs and work units meet during annual university assessment retreat (Jan 4-6, 2012), compiling and analyzing results of the year’s work, formulating recommendations for program and work unit

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>improvement. (Beginning May, 2012, University assessment retreat will be held annually on the Friday following Undergraduate Commencement.)</p> <ul style="list-style-type: none"> • For example, Lecturer lines were established as a result of data about student learning in GE courses. More F/T instructors needed to improve teaching and consistency across GE foundation courses (FA'11 implementation). 8 (see Figure 1 for Academic Assessment Map and Appendix II for Institutional Assessment Communication Plan) • Academic Program Review Cycle • Institutional Assessment Communication Plan (February 2012 Monitoring Report: Appendix II) • Assessment data are gathered from all academic programs even during non-review years • On-going process to review program assessment efficiency and effectiveness within fall semester program meetings and yearly Institutional Assessment Retreats <p>(See February 2012 Monitoring Report: Figure 1 for Academic Assessment Map and Appendix II for Institutional Assessment Communication Plan)</p>
<p>Visiting Team Report (April, 2012)</p>		
<p>Standard 7: Institutional Assessment</p>	<p>Revise the many assessment plans and reformulate them according to the outcomes of units' objectives. If necessary, recast objectives so that they are measurable</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 6-13)</u></p> <p>An academic or administrative unit examines the University's strategic plan for its implications for the unit's mission and vision. (September 2012 Monitoring Report: Table 7-1 provides an outline of the goals for the 2007-2012 Strategic Plan that provided the foundation for the first cycle of the assessment system.</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>(In the case of academic units, the plans are tied directly to program student learning outcomes – SLOs – aligned with university student learning outcomes as defined by its mission.)</p> <p>In short, the University completed its first cycle of its new Institutional Assessment System on August 3, 2012 with the completion of the collaborative decision-making process begun in 2011 among the UPC, the President, division vice presidents, college and school deans, department and unit directors and chairs, and their faculty and staff.</p> <p>http://www.kean.edu/KU/Strategic-Plan</p>
	<p>Create the means by which to measure those outcomes, so that the data may be used in planning.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 6-13)</u></p>
	<p>Clarify the role of the University Planning Council</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 14-15)</u></p> <p>The April 2012 Visiting Team report (http://www.kean.edu/admin/uploads/Team_Report%204.12.12.pdf) recommended that the role of the University Planning Council in the process of institutional assessment be clarified (p. 9). As should be clear from the above, the UPC played and plays the central institutional role in the University’s Institutional Assessment System. It has this role because of its responsibilities associated with strategic planning and the fact that it is representative of the University’s primary constituencies. The UPC is a</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>highly representative deliberative body for the University. Its membership is comprised of:</p> <ul style="list-style-type: none">• Eight members appointed by the President (including the UPC Chair and Vice-Chair)• Six members appointed by the University Senate (one from each college)• The University Senate Chairperson or designee• Three student representatives (one undergraduate, one graduate, one part-time student)• Five bargaining agent representatives, one each from KFT, KUAFF, CWA, IFPTE, and PBA• Twelve members representing the major university divisions: the VP (or designee) and one member from Academic Affairs, Operations, Campus Planning/Facilities, Institutional Advancement & Research, Student Affairs, and Media & Publications.• Ex Officio members (Middle States Coordinator, Director of Accreditation and Assessment, Director of Institutional Research) <p>UPC is responsible for writing, implementing and assessing the University's strategic plan by establishing measurable goals, objectives and indicators of institutional effectiveness. It treats the assessment of the strategic plan as an ongoing endeavor rather than a summative activity at the end of the planning cycle. The 2007-2012 Strategic Plan along with a draft of its evaluation, which is still ongoing, appears in September 2012 Monitoring Report: Appendix 7-5.</p> <p>The Council's primary function is to ensure that all major plans, decisions and initiatives are consistent with the mission of the University and the current strategic plan. As such, the Council has access to documents and reports generated by the greater Kean community. The work of</p>
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Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>the UPC creates linkages between assessment and resource allocations that serve as a foundation for establishing an integrated, community-based planning process. Hence it continues to play the central role in the University's Institutional Assessment Process.</p>
	<p>Complete the first cycle of institutional assessment and planning, document this with the data that were gathered and used, and articulate the linkage of this work to resource allocation</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 6-13;55)</u></p> <p>In short, the University completed its first cycle of its new Institutional Assessment System on August 3, 2012 with the completion of the collaborative decision-making process begun in 2011 among the UPC, the President, division vice presidents, college and school deans, department and unit directors and chairs, and their faculty and staff.</p> <p>September 2012 Monitoring Report: Figure 7-3 summarizes the results of the process with respect to resource allocation based upon UPC's rating and prioritizing of the requests it received derived from the assessment process. Figure 7-4 provides the same data organized by the amount of the requests. Of the 46 requests for funding based upon assessment reports, 31 (67%) were approved by the President. The total funds requested based upon the assessment process were \$2,062,000, and \$1,227,300 (60%) were approved. (September 2012 Monitoring Report: pg. 11)</p> <p>To that end, program assessment reporting requires that actions to improve teaching and learning based on data results are described; likewise, deans summarized these actions as part of their annual college assessment reports submitted to the VPAA. The examples of specific</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>academic year 2011-2012 data showcased in the following table are taken from the annual college assessment reports completed by the college deans, the NJCSTM director, and the GE director (see September 2012 Monitoring Report: Appendix 14-5 for all of the completed deans' and directors' yearly summary reports)</p>
<p>Standard 14: Assessment of Student Learning</p>	<p>Find a simple, direct, and accessible way to include the assessment activity in key courses – beyond the universally-used capstone -- within programs. Emphasize the improvements to the course or program to provide evidence that the loop is being closed.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 41-50;55)</u></p> <p>A. Includes direct measures that are clearly related to the goals they are assessing. B. Provides sufficient, convincing evidence that students are achieving key learning outcomes. C. Uses results to improve teaching and learning. D. Uses student learning assessment results as part of institutional assessment.</p> <p>Kean University's system for institutional assessment (see Figure 7-1) incorporates the required items a through d for assessing student learning and is organized across academic programs to measure articulated outcomes for student learning at the course, program, and institutional levels. The right side institutional assessment flowchart illustrates the system for assessment of student learning outcomes.</p> <p>September 2012 Monitoring Report: Table 14-1 Examples of direct measures to assess student learning outcomes</p> <p>To that end, program assessment reporting requires that actions to improve teaching and learning based on data results are described; likewise, deans summarized these actions as part of their annual college assessment reports</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>submitted to the VPAA. The examples of specific improvements made as a result of the analysis of the academic year 2011-2012 data showcased in the following table are taken from the annual college assessment reports completed by the college deans, the NJCSTM director, and the GE director (see the September 2012 Monitoring Report Appendix 14-5 for all of the completed deans' and directors' yearly summary reports) (pp. 55)</p>
	<p>Make full use of the Faculty Senate Assessment Committee. Determine its precise function and then utilize it with confidence.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 75-76)</u></p> <p>The University Senate's role involves such areas as the development, evaluation, and organization of academic programs -- it plays a key role in the formulation of educational policies. The Senate, both directly and through its committees, considers and makes recommendations to the President and the Board of Trustees. The University Senate has 11 regular committees: Academic Standards Committee, Academic Technology and Multimedia Committee, Admissions Committee, Assessment Committee, Campus Culture Committee, Election Committee, Graduate College Committee, Library Committee, Nominations Committee, Research Committee, and the Student Retention Committee. In addition, the University Curriculum Committee reviews and considers for approval the development, revision, and discontinuance of academic programs at Kean. Additional information about the University Senate, including the Senate's Constitution can be found at http://www.kean.edu/KU/Faculty-Senate.</p> <p>Importantly, the University Senate Assessment Committee has within its charge matters related to student-learning outcomes and program (institutional)</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>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. Membership is designed to consist primarily of faculty, with two representatives from each of the University's Colleges. The Committee also includes two representatives from non-academic programs in the University, a non-voting representative from the KFT, and the director of the Office of Accreditation and Assessment, who also is a non-voting member. In Spring 2012, the University Senate created a task force that was charged with reviewing the program review guidelines passed by the Board of Trustees in September 2011. The Board updated the program review guidelines in Fall 2011 in response to MSCHE requirements (Appendix 6-3). Specifically, the Board expanded the program review cycle to include both academic and non-academic units; reduced the cycle for review to three years from five years; and provided an explicit, critical role in program review for the University Planning Council.</p> <p>(September 2012 Monitoring Report: Appendix 12-2: University Senate Procedures Manual, pp. 51-59).</p>
	<p>During the 2011-2012 academic year, the following must be accomplished:</p> <ul style="list-style-type: none"> • Complete the assessment plan. Fill in all cells. • Make specific improvements as result of analysis of academic year 2011-12 data. Such improvements might be permanent or pilots. 	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 66)</u></p> <p>Assessment of student learning is essential to and deeply integrated with overall institutional assessment. Completing the first full year of the assessment cycle</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>illustrated in September 2012 Monitoring Report: Figure 7-1 has led deans, directors, and program faculty to reflect on the process and draw some conclusions about what they have learned from the process, informing improvements for the next academic year. It sounds simplistic, yet bears repeating: results from year one of the process for assessing student learning should be used to evaluate the overall assessment process itself. This has enabled the university to make modifications to improve the process and its effectiveness. For instance, the increased use of common rubrics to score signature assignments for programs to generate assessment data has led to an augmented understanding among faculty and program coordinators of the importance of providing for norming sessions with faculty and adjuncts in use and scoring of rubrics.</p> <p>Furthermore, the agenda for opening day, during which a calendar of assessment activities was distributed, included whole college meetings regarding the articulation of</p>
	<p>Either during the 2011-2012 academic year or before the commencement of instruction in the 2012-2013 year, the following must be accomplished:</p> <ul style="list-style-type: none"> • Determine which student learning outcomes will be focused on in 2012-13. • Select direct measures and create activities around those student learning outcomes. • Establish a schedule for the 2012-2013 assessment activities. • To the extent feasible, should a subsequent monitoring report be required during the 2012-2013 academic year, provide evidence that data are currently being collected or analyzed at the time of any monitoring report. Avoid being only in the planning stage. 	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 66)</u></p> <p>The Acting Dean of the College of Humanities and Social Sciences describes the college-wide shift in focusing discussions on assessing student learning, noting that faculty gather to discuss program objectives and the skills that they want their students to master, how to measure those outcomes, and how to scaffold the learning in the curriculum. She also describes that faculty have come together to create common syllabi, readings and assignments for courses and place greater value on the common components of courses in programs. As a result, faculty embrace the need to lead the initiative with</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>adjuncts who teach in the programs, and take responsibility for adjunct training. Overall, this illustrates how the Kean University assessment process trickles down to faculty and adjunct faculty at the course level and then data and outcomes trickle up to shape program and college-wide assessment.</p> <p>Within the College of Visual and Performing Arts, the current and previously serving dean described a deepening of the student learning conversation, broadening of activities and faculty participation, and the implementation of more meaningful changes to operations and curricula. They acknowledged that the two Visiting Teams provided suggestions and recommendations that have expanded the way assessment is considered, structured, and conducted. Within the CVPA during AY 2011-2012, each program's faculty has invested vigorous energy in a new direction, attending regular assessment meetings, devising new measurements, analyzing the data, recommending/implementing change, and planning for the next annual cycle. Prior to this year, the assessment activities tended to revolve around the cycle of accreditation (5, 6, or 10 years) rather than an annual review.</p>
	<p>Robustly follow through annually including during the 2012-2013 academic year. The cycle is continuous where a culture based on evidence exists.</p>	
<p>Standard 12</p>	<p>Come to a campus-wide consensus on which parties are responsible for general education in order to strengthen commitment to the general education learning outcomes. The ownership of general education learning objectives is frequently a source of tension at many institutions. While the role of service or core courses is</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 31-32)</u> A full-time Executive Director leads the GE efforts in the institution and, more specifically, in the School of General Studies (which was created in 2009 as part of a University-</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

	<p>usually clear enough, the responsibility of the discipline-based program areas or departments regarding general education learning objectives and their assessment is often less clearly defined. Too often, this results in a general education program that is an afterthought and in service departments and courses being seen as only ancillary</p>	<p>wide academic restructuring to strengthen scheduling, teaching, and student support operations of the GE program).</p> <p>Charging the faculty-led GE Committee to be custodians of the GE program and to support its mission, ensuring the highest quality educational experience for Kean University students.</p> <p>Hiring and maintaining eight full-time Lecturers and thirty GE Mentors who have been working together to develop and score assessment tools in GE courses.</p>
	<p>Clarify the use of rubrics and then implement using best practices.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 31-32)</u></p> <p>Establishing an on-going adjunct and full-time faculty training program in assessment and rubric norming.</p>
	<p>Train faculty, especially those in program areas, for careful application of rubrics. It is common that calibration and norming are part of the rubric application process. Such things require training.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 31-32)</u></p> <p>Establishing an on-going adjunct and full-time faculty training program in assessment and rubric norming.</p>
	<p>Consider the locus of cross-program communication and enforcement authority regarding general education learning outcomes.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 65)</u></p> <p>Assessment of student learning institution-wide is also informed by analyzing the actions taken to improve student learning across colleges and academic program assessment reports for trends and common themes. For example, in the academic year 2011-12, cross-program analysis of capstone and culminating course data revealed faculty determination about students' ability to apply</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>content knowledge that led to action taken to introduce application assignments at an earlier stage in the required course sequence. Overall, 55% of academic programs reported taking actions to support application of content knowledge. This is a significant finding in that it demonstrates engagement by faculty in ensuring the assessment process across the University. The table below shows those percentages broken down by college.</p>
	<p>Design a general education program of study that includes all required fundamental elements.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 31-32)</u> Reviewing course syllabi, SLOs, and assessment tools used to sustain and/or improve the GE curriculum and student learning.</p>
	<p>Design and implement a plan to assess all general education outcomes. Establish a schedule to move through all of the fundamental requirements. Pay particular attention to the incorporation of “study of values, ethics, and diverse perspectives.”</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp. 31-32)</u> Connecting the Office of Accreditation and Assessment and the School of General Studies to collaborate in assessment efforts of the GE SLOs</p> <p>Completing the work on the GE SLOs on the institutional level, as well as implementing and documenting a formal assessment cycle and planning (this includes the development of program specific SLOs that align with the GE program, assessing the aforementioned outcomes at the course level in all degree programs, documenting results of these assessments in all degree programs, and finally using data from assessments to demonstrate, sustain and/or improve student learning).</p>
<p>Additional Areas</p>	<p>The Board of Trustees resolution growing out of the Commission’s June 2011 action must be corrected as it is factually incorrect and misrepresents Kean University’s actual accreditation status. The Commission did not</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp.71)</u></p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

	<p>reaffirm the university's accreditation for a period of ten years.</p>	<p>Additionally, as previously reported to the Commission, the Board of Trustees acted in public session on May 21, 2012 to address the requirement of the April 2012 Visiting Team Report related to a Board resolution dated June 2011. The Board voted unanimously to correct the resolution and note such a correction in all relevant files. The amended resolution was forwarded directly to the University's Staff Liaison Dr. Debra Klinman on May 21, 2012. A copy of the resolution as well as the minutes of the public session recording the adoption of the corrected resolution can be viewed in the September 2012 Monitoring Report: Appendix 6-1.</p>
	<p>The university's web site reporting on its accreditation status must be revised to accurately reflect actual Commission actions. Excerpts which may be misleading may not be used.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education September, 2012 (pp.69)</u> The University Relations department also provides multiple mechanisms through which our community is able to keep abreast of developments relative to Kean's accreditation status, notably through the Kean University website, (www.kean.edu). Kean's website, a key component of campus communications, provides easy access to current information and documentation relative to Kean's accreditation and the Commission's inquiries, directions and public notifications at www.kean.edu/KU/Middle-States-Matters.</p> <p>Subsequent to the Commission's June 29, 2012 decision to place the University on probation, a dedicated call center was established to answer questions accurately and clearly, and a dedicated email address (FAQ@kean.edu) was established for members of the community to submit questions. Both of these communication vehicles will remain operational as long as they are needed to serve the interests of the Kean community. Likewise, the homepage of the Kean website</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>(www.kean.edu) was updated in July 2012 to feature a prominent message from the Chair of the Board of Trustees which linked to a page (http://www.kean.edu/KU/Media) providing general information on the University's probation status and directing visitors to both the MSCHE website and Kean's own sites for specific information on Commission actions and the University's status. A web analytics tracking tool indicates that these pages have been among the most visited in recent months.</p> <p>Consistent with this commitment to provide complete and ready access to current information, the University also established at www.kean.edu a web page entitled Middle States Information & Publications (www.kean.edu/KU/Middle-States-Matters) dedicated to MSCHE-related information. The page, which is maintained by the Kean Office of Accreditation and Assessment with the assistance of University Relations, is located prominently on the Leadership and Governance page of the "About Kean" section. To facilitate access, the page is easily found via the www.kean.edu website search engine by simply typing "Middle States" in the search bar. The web page provides the full text, not excerpts, of all Commission actions related to Kean since early 2011, including:</p> <ul style="list-style-type: none"> 2011 Kean Self-Study Report 2011 MSCHE Evaluation Team Report June 2011 MSCHE Action Letter and Public Disclosure Statement Feb. 23, 2012 Kean University Monitoring Report on Standards 7 & 14
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Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>March 1, 2012 MSCHE Action Letter and Public Disclosure Statement</p> <p>April 2012 MSCHE Visiting Team Report</p> <p>June 28, 2012 MSCHE Action Letter and Public Disclosure Statement</p> <p>July 19, 2012 MSCHE Action Letter and Public Disclosure Statement</p> <p>July 27, 2012 MSCHE Notice Letter</p> <p>July 31, 2012 MSCHE Action Letter and Public Disclosure Statement</p>
Visiting Team Report (September, 2012)		
Standard 6	<p>Even as the team recognizes the good effects of the Board’s engagement with the campus community at the present time, the team recommends that the board review regularly the balance among roles and relationships --- board, president, faculty, staff, students and the structures and processes through which they participate in governance.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2014 (pp. 1-22)</u></p> <p>The Board of Trustees as the legally empowered governing body of the institution takes its responsibility in hearing all feedback and concerns seriously. Yet it is cognizant of balancing its role in the context of leaving the management and implementation of policy in the hands of the executives it hires to operate the University and its educational delivery systems. By all accounts the Board has done so and will continue to do so. We are sure the readers are aware that Kean University is part of the State of New Jersey Public Higher Education system and subject to its laws, regulations and rules, including civil service and collective bargaining contracts, for both full-time and adjunct faculty. These contracts are negotiated by the Office of Employee Relations (OER) in the Office of the Governor in one master contract that affects all nine colleges and universities. The Board does not participate in the negotiation or enforcement of labor contracts.</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>These issues are relegated to OER and the Public Employees Relations Commission.</p> <p>This report documents that Kean University has a committed, engaged and well informed Board of Trustees diligently performing its duties while properly balancing its role among the many University constituencies, with priority one always being our students. It also shows that there are established organizations within the University that are part of our shared governance structures as well as many avenues through which input is provided and ideas are incorporated in our shared vision for the future.</p>
	<p>Kean’s president, board members, administrative and faculty leaders spoke eloquently about the students of Kean and the importance of institutional transformation in sustaining mission. The team recommends that the leaders of each constituency and among constituencies should find ways to articulate the shared vision about mission more frequently and broadly across the institution.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2014 (pp. 1-22)</u></p>
<p>Standard 7</p>	<p>The team recommends that administrative units develop and assess broader programmatic outcomes than a simple increase in participants, services provided/offered, and/or funding, and—in conjunction with the University Planning Council, the Office of Accreditation and Assessment, the leadership team, and faculty/staff—identify, assess, and analyze administrative unit outcomes using substantive and direct measures to assess the broader outcomes of these units in terms of impact, shared learning outcomes, and overarching goals related to mission and vision.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2014 (pp. 24-35)</u></p> <p>Introduced and formalized the use of SMART (Specific, Measurable, Attainable/Achievable, Relevant, Timely) objectives for administrative assessment plans. The Office of Accreditation and Assessment met with each non-academic unit leader and/or assessment coordinator from the conclusion of Academic Year 2012- 2013 and throughout Academic Year 2013-2014 to promote and explain SMART objective development. For the 2013-2014 Assessment Planning process, the OAA prepared a new planning form based on SMART objectives and the new</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		Institutional Strategic Plan. This Form was used for 2013-2014 Assessment Plans. The OAA is also drafting a set of more extensive guidelines for the future (see Appendix 7.3: Non Academic Unit Planning Form; and Appendix 7.4: SMART Objectives Information Sheet).
	The team recommends that the University Planning Council develop and implement a written procedure and set of guidelines structuring its review of assessment data to prioritize and allocate resources into a systematic and sustainable process embedded in the strategic plan of the institution.	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2014 (pp. 24-35)</u></p> <p>Kean’s University Planning Council has written procedures for the conduct of its annual Assessment Cycle. It has used the processes described within the procedures through two Assessment Cycles. One modification resulting from reviewing our assessment processes has been revision of the timeline after the first iteration of the cycle. Twice the UPC has collected, reviewed, synthesized, prioritized and then sent forward its recommendations for financial or resource allocation to the President (see February 2014 Monitoring Report: Appendix 7.18: UPC Closing the Loop Actions Grid 2011-2012; Appendix</p>
Standard 12	The visiting team recommends that Kean University place priority on the development of direct assessment measures for all of its General Education SLOs, and systematically align this assessment with the overall assessment of Student Learning Outcomes as addressed in the Standard 14 section of this report.	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2014 (pp. 46)</u></p> <p>Following up on the suggestion of the Visiting Team (September, 2012), the School of General Studies and the OAA decided to showcase their work and ideas in GE Assessment at the January 2014 Assessment Institute. The two day GE Track allowed General Studies to share GE Assessment results and Closing the Loop ideas with the wider Kean community (see Appendix 7.7: Training Days Schedule January 2014; all presentations are available online at https://google.com/a/kean.edu/training-days/home/2014-january-training-days-resources;</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>community attendance and feedback are in February 2014 Monitoring Report: Appendix 7.21: Data Review [Attendance and Assessment of Experience]: Assessment Institute January 2014). The GE Track comprised 13 sessions, with one additional session connected to GE on the use of the co-curricular transcript (an area that General Studies wishes to explore further in the coming year, see “Next Steps” below). GE Track sessions were divided into a variety of different types:</p> <ol style="list-style-type: none">1. General sessions, such as “Working with GE Rubrics” or “Designating and aligning your course with GE SLOs.” These were organized to inform and engage the community into general debates around GE.2. In cases where General Studies had considerable experience to share, we held sessions focused on training, such as “Teaching with the University Writing Rubric.” (We also have provided training support for the utilization of new rubrics outside of our Assessment Institutes. The University financed the training of adjuncts in the use of the Critical Thinking rubric in Fall 2013. The faculty of the School of General Studies also has met on a regular basis to discuss the issue of GE assessment and specific SLOs, as well as assessment innovations).3. Where we had only recently worked with a new rubric or directly assessed an SLO, we held exploratory sessions to discuss what General Studies did, what the results were, and engage the community in debate to improve assessment next time around.4. Working group sessions were held for areas where General Studies already had decided to explore making substantial change and wanted interested members of the community to engage in providing new solutions. Such working groups included “Transfer Transition to
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Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>transfer students, and “Values - How do we measure them?” (The latter group reflected on recent assessment experiments by General Studies and opened up new questions, for example, what assessment we should ask students to perform to assess the broader definition of Diversity).</p> <p>We will use the results of these activities alongside our assessment results as a part of our evaluation. We also intend to maintain the GE Track in future Assessment Institutes.</p>
<p>Standard 14</p>	<p>The visiting team suggests that Kean University develop and maintain an ongoing system for faculty development on key topics in assessment of student learning outcomes to support faculty work in this area and to more effectively build and sustain a culture of assessment across the campus.</p>	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2014 (pp. 11-12)</u></p> <p>Bi-annual Assessment Institute and Professional Development Days</p> <p>The Offices of Academic Affairs, Accreditation and Assessment, and Professional Development, in consultation with the Office of the President and the Executive Director to the Board of Trustees, implemented a Biannual Assessment Institute and a series of Professional Development Days (five contiguous days in total) for staff and faculty to further Kean’s mission and to implement several goals of the Strategic Plan. The biannual Assessment Institute, Professional Development Days and accompanying employee training sessions enhanced faculty development, elicited a sharing of internal best practices and ensured continuous improvement through a sustainable cycle of quality assessment practices. Over the course of the five days, 71 sessions were offered by Kean faculty and staff, with 421 overall Kean participants, and 126 Kean presenters. Topics</p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

		<p>ranged from assessment and strategic planning to technology and quality customer service training (see February 2014 Monitoring Report: Appendix 6.7 for the full Assessment Institute Schedule).</p> <p>All sessions supported one or more goals of Kean’s Strategic Plan. For example, UPC Strategic Plan goal number 3.2 seeks to “support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean.” Goal 9 strives “to ensure that all students, faculty, and administrators at all Kean sites are provided with the technological resources and innovative technological solutions required to meet Kean’s fast changing and increasingly complex instructional, research and administrative needs.” Goal number 2 is “to attract and retain more full-time, first-time undergraduate</p>
Visiting Team Report (September, 2012)		
Standard 6	<p>Kean University had achieved much over the last two years, and has opened fruitful channels of communication within the institution. We encourage the institution to continue to enhance communications among all its constituent groups.</p>	<p><u>Periodic Review Report</u> <u>Middle States Commission on Higher Education</u> <u>June, 2017 (pp. 7-10)</u></p>
Standard 7	<p>There has been progress made recently in the development and implementation of non-academic units of assessment related to unit and university strategic plans. There is evidence of assessment occurring in many departments, yet more needs to be done. Clear expectations for direct measures need to be standardized across all non-academic units and should be implemented by the next assessment cycle.</p>	<p><u>Periodic Review Report</u> <u>Middle States Commission on Higher Education</u> <u>June, 2017 (pp. 7-10)</u></p>
Standard 12	<p>The campus currently is working with 14 student learning outcomes. On the one hand, this level of discrimination is</p>	<p><u>Periodic Review Report</u> <u>Middle States Commission on Higher Education</u></p>

Appendix 2.1 Institutional Responses to Recommendations Made by the Middle States Commission on Higher Education (MSCHE)

	<p>laudable. Unfortunately, it creates an assessment environment which is sufficiently complex as to possibly frustrate progress. The campus should seriously consider folding several of the learning outcomes together to create a slightly more streamlined assessment program in which they can use direct and indirect methods of assessment.</p>	<p><u>June, 2017 (pp. 7-10)</u></p>
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Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
2011 Self Study	Appendix A	
Standard 1, Mission and Goals	Explicitly link budgeting processes with mission and university priorities.	See Kean University Assessment System (Appendix 5.1) and Sections 5 and 6 of this document for a full explanation of University priorities as captured in the Strategic Plan and University mission are linked to budget
	Designate clear responsibilities to committees, units or individuals regarding the promotion, implementation, and assessment of the University's mission and goals.	All Kean University employees – administrative and academic – participate in the annual assessment of units which are driven by University's mission statement, 2013-2020 Strategic Plan, and unit's mission statement and goals
	Specify outcomes and measurements when constructing and articulating planning goals/objectives.	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Alignment of Kean Student Learning Outcomes (as defined in the mission) with the SLOs in every program and mapped onto their core courses. • For Undergraduate programs: GE SLOs aligned with Program SLOs (See all Program Assessment Plans) • Academic Policies for Adjuncts include course level expectations for course objectives and program student learning outcomes.
	Mandate every unit/department to develop mission/goals in conjunction with those of the University	Every unit has developed a mission statement and goals that are aligned with the University mission and Strategic Plan
Standard 7, Institutional Assessment	Build strong leadership in assessment through collaboration among faculty, staff, and administration.	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • The University held a series of workshops throughout the summer 2011 for all non-academic and academic

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
		<p>programs to establish mission, goals, student learning outcomes and a framework for assessment.</p> <ul style="list-style-type: none"> • Throughout the fall semester, the academic departments have met to discuss and refine such plans. (Minutes of Dean’s Council) • The School of General Studies offered workshops on its university-wide rubrics throughout fall 2011. • The Office of Accreditation and Assessment continues to hold a series of workshops on various assessment topics each semester. • Spring 2012 workshops based on data from post Assessment at Kean Conference survey response item. • On-going, in-person and web-based support for collecting program assessment data provided by the Office of Accreditation and Assessment. • Ongoing training from various departments including the Center for Professional Development, Office of Research and Sponsored Programs, and others. • Specific training for units are available upon request, e.g., specific training has occurred in Human Resources, Student Affairs, CAS & SGS. • More than 300 faculty and staff have participated in assessment activities and training to date. • VPAA Blog: Kean’s Accreditation Activities and Assessment at Kean Conference Blog
	<p>Commit sufficient resources to assessment at all levels, including assigning an assessment liaison for every unit and providing campus-wide assessment training.</p>	<p>Unit/program assessment coordinators are identified every academic year. Assessment coordinators from academic programs are compensated 1 TCH per semester.</p>
	<p>Support implementation of the newly-hired Director of Assessment’s action plan to get comprehensive university-wide assessment underway.</p>	<p>Kean University provides support for the Office of Accreditation and Assessment and its leadership</p>

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Establish clear guidelines, realistic timetables, and explicit responsibilities for carrying out assessment institution-wide	<p><u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u></p> <ul style="list-style-type: none"> • Institutional Assessment Communication Plan created (Appendix II). • Office of Accreditation and Assessment established in Sept. 2009 and fully operational.
	Document work responsibilities and procedures for every position to assure continuation of policies and practices, especially in the areas of planning and assessment, during transition periods	Job responsibilities are formalized for every professional staff position and are used in performance evaluations
Standard 2, Planning, Resource Allocation and Institutional Renewal	Increase the role of academic units in the creation and implementation of strategic plans	All academic units were invited to participate in the university forums for drafting, revision, approval, and implementation of the 2013-2020 Strategic Plan; academic colleges have ongoing representation on the University Planning Council which is responsible for creation and monitoring of the Strategic Plan
	Develop a university-wide assessment plan.	This report documents the university-wide assessment process
	Develop a constituency-based current Facilities Master Plan.	Campus Master Plan is drafted with input of University Planning Council which represents all constituencies in university community
	Align budgetary planning more closely with the University's Mission Statement and Strategic Plan.	University Mission Statement and Strategic Plan drive the Kean University Assessment Process (see Appendix 5.1)
	Create a transparent allocation of resources process.	In the Kean University Assessment Process, Division requests for resources are shared on the Office of Accreditation and Assessment webpages and funding decisions are shared on the University Planning Council webpages
	Increase faculty-directed external funding and institutional partnerships.	Office of Research and Sponsored Programs alerts relevant faculty or administrative personnel of external funding opportunities

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Solicit and make community-wide input transparent regarding institutional renewal.	University wide input is solicited in strategic planning
	Continue to seek other revenue sources to support institutional improvements	Kean University Foundation and Office of Research and Sponsored Programs both work to identify other revenue sources
Standard 3, Institutional Resources	Continue efforts to attract more students to support burden of debt.	A newly-established division of Enrollment Management works closely with the leadership in each college to increase enrollments
	Review the University's investment portfolio to reduce exposure to risk.	This is accomplished through annual financial audits and external reports (e.g. Moody's, etc.)
	Create a centralized technology strategic plan, including a procedure for monitoring the completion of tasks mandated by the plan's objectives and goals	Goal 9 of the Kean University 2013-2020 Strategic Plan specifies objectives and actions which constitute the institution's technology plan; the University Planning council monitors the progress made on all Strategic Plan objectives and goals.
	Create central committee which will oversee the role of technology in the institution	The University Senate includes an Academic Technology and Multimedia standing appointed committee
	Equip classrooms with interactive white boards	The Office of Computer and Information Services has upgraded classroom technology on a rotating basis; new buildings contain newest classroom technology
	Update faculty, school, and department computers on a more frequent schedule.	Replacement of computers are prioritized by the Office of Computer and Information Services and funded by program/department/school budgets
Standard 4, Leadership and Governance	Develop better lines of communication from the Board of Trustees to the President, Vice-Presidents, Deans, and chairs/executive directors to faculty and staff.	See Section 2 of the PRR Narrative
	Establish a mechanism for bridging the gap between the administration and the KFT.	See Leadership Council description in Section 2 of this document
	Establish more effective formal communication channels within the University.	See Section 2 of the PRR Narrative
	Engage the Faculty Senate and its committees earlier in governance and administrative processes.	University Senate committee structures and charges are formally defined (see

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
		http://www.kean.edu/about/leadership-governance/university-senate)
	Clearly define the Faculty Senate’s role: is it a consultative or deliberative body?	University Senate mission clearly defined; see http://www.kean.edu/about/leadership-governance/university-senate
Standard 5, Administration	Establish more effective central communications systems to disseminate information, policy and procedures to the appropriate members of the institutional community.	Policies, procedures, faculty requirements are electronically disseminated to faculty on a regular basis
	Create handbooks and procedure manuals that will sustain policy and procedures during transitions.	Employee Handbook (see http://www.kean.edu/offices/human-resources/employment); New Faculty and Adjunct Academic Policy Manual (see http://www.kean.edu/offices/academic-affairs/faculty-forms)
	Increase diversity within the executive ranks at the University.	Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer
Standard 6, Integrity	Revise transfer credit analysis so that transfer and native students are treated equitably.	Transfer credit policies have been updated and are in compliance with the NJ State Lampitt Law.
	Make transfer policies more easily accessible, including NJTransfer.	Transfer policies are governed by articulation agreements accessible on www.NJTransfer.org
	Require all students to submit their transcripts for an early degree audit from the Registrar.	Student work is evaluated on an ongoing basis in the program evaluation function of KeanWISE; discrepancies between transcripts and coursework completed in the program evaluation are reconciled during academic advisement
	Place CAS prominently on the University’s web page.	The Center for Academic Success features prominently on www.kean.edu
	Establish specific, basic, written guidelines for tenure and promotion.	Criteria for faculty tenure, tenured faculty promotion, lecturer reappointment all available are negotiated with KFT and clearly articulated in all relevant application forms

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Disseminate information to the university community concerning students' responsibilities in the financial aid process and the role faculty can play to assist.	This information is located on the Financial Aid website: http://www.kean.edu/offices/financial-aid
	Train personnel in the offices of Financial Aid and Student Accounting in order to emphasize student-friendly customer service.	Assessment of administrative units including the Offices of Financial Aid and Student Accounting is conducted annually with specific goals including customer service
Standard 8, Student Admissions and Retention	Expand programmatic, departmental, and faculty involvement in GR and UG recruitment.	The Office of Admissions, and the newly-established Office of Enrollment Management, have initiated comprehensive plans for all university members to engage in recruitment activities
	Remedy information loss (e.g., application fee, transcripts) during the admissions process.	The Offices of Admissions and Enrollment Management have created new mechanisms to track all information throughout the admissions process
	Consolidate the different Admissions Offices on campus to reduce confusion and redundancy and to improve effectiveness.	The Offices of Admissions has streamlined its services to reduce confusion and improve effectiveness
	Solicit/analyze data to isolate the factors contributing to the low retention and graduation rates.	Ongoing efforts continue to identify and implement new measures to improve retention and graduation rates
	Assess and analyze all support services for students.	Annual assessment of all student services is ongoing leading to expansions and improvements of services
	Due to Office demands, expand/provide professional development for all Financial Aid personnel.	Professional Development is offered to all University personnel on a semi-annual basis.
Standard 9, Student Support Services	Coordinate and centralize information dissemination of all aspects of student support services, programs, and support.	All student support services – both academic and student life – are accessible on www.kean.edu
	Implement systematic assessment and data collection for all components of Student Services, including Residence Life, Campus Ministry, Health Services, and the related area of Athletics.	Annual and systematic assessment established for administrative units which include all elements of Student Services
	Coordinate the collection of pertinent data for the Offices of Recreation and Intramural Activities.	Annual and system assessment established

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
Standard 10, Faculty	Develop and implement a plan to reduce the adjunct faculty turnover rate that includes assessment of adjunct faculty opportunities to develop online delivery of existing courses.	Adjunct faculty are invited to complete online training and to teach online courses. Adjunct faculty are invited to develop online courses during semesters in which they are not teaching
	Provide additional orientation sessions each semester with representatives from offices other than Academic Affairs and the Kean University Adjunct Faculty Federation.	Annual orientation sessions are offered for new full-time faculty and professional staff and incorporate a broad range of offices at the university to inform new hires
	Negotiate a compensation system to encourage adjunct participation in professional development.	All adjunct faculty are invited to Professional Development Days; adjunct faculty who participate in mandatory are compensated consistent with MOA #7
	Articulate a strategy to recruit minority faculty in proportion to the student population.	Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer
	Improve grant administration support.	The Office of Research and Sponsored Programs provides administrative support for all grants
	UCC should immediately review accreditation requirements and other curricular implications of the academic reorganization plan.	Any impact of an academic reorganization on accreditation is reviewed locally by the accredited program and supported by the Office of Accreditation and Assessment
	Honor curriculum procedures established by the Senate for developing and revising programs and curricula by imposing a moratorium until procedures are clearly defined with respect to the academic reorganization structure.	Curriculum procedures are constantly reevaluated; a University Curriculum Committee manual is available at https://sites.google.com/a/kean.edu/faculty-senate/forms-and-documents/manuals
	Ensure that the revised curriculum procedures preserve the academic integrity of each discipline and the ability of students to transfer courses in and out of the University and do not cause confusion for students presenting their credentials for graduate studies in their disciplines.	The University Curriculum Committee Manual was revised and adopted in January, 2017.

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Improve and upgrade the technology used for advisement to include screening for prerequisites.	KeanWISE registration platform contains information about prerequisites and screens for successful completion of prerequisites
	Designate special advisors for resolving unusually complex problems.	Every College's Office of the Dean has staff who are trained to resolve unusually complex problems
	Develop and implement a plan for consistent advisement of students with regard to all aspects of their registration, retention, and graduation.	Every student has a FT faculty member assigned as an advisor and meets with that advisor every semester to discuss registration and academic planning
	Departments above a ratio of advisees/faculty should be given professional staff to deal with certain advising issues.	Kean University is committed to guarantee that academic advisement is provided by faculty; as numbers of advisees increase, academic leaders are provided opportunities for hiring FT lecturers who both teach and deliver advisement
	Design and publish a Strategic Technology Plan to ensure that the University keeps current with advances in technology. Part of the Strategic Technology Plan should be a formal replacement plan for faculty computers that includes regular upgrades of software and hardware (recommend every three years).	Goal 9 of the Kean University 2013-2020 Strategic Plan specifies objectives and actions which constitute the institution's technology plan; replacement for faculty computers occurs in an ongoing process that is initiated locally within each program/department/school
	Develop a central communication device to coordinate and plan training events to avoid duplication and improve faculty awareness of availability and training as well as encourage use of technology.	A semi-annual Professional Development event provides consistent and coordinated training sessions for assessment, Blackboard, new technologies, etc.
	Review the procedures for approving an online version of an approved course and examine the role of the Senate Distance Learning Committee to potentially assume an advisory role to OCIS and AT in developing a philosophy statement and technology plan.	Specific procedures have been developed for the approval of online course delivery. The University Senate Distance Learning Committee plays a major role in the initial approval of the candidacy of the course and a final approval for the online course's ability to meet all relevant Student Learning Outcomes.
	Expand role of the Senate Distance Learning Committee so that it assumes an advisory role to OCIS and AT and plays a key role in developing a philosophy statement and technology plan.	The University Senate Distance Learning Committee partners with Kean Online and provides training and support for faculty who deliver online courses

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Implement hardware, software, and procedural improvements that will lead to speed, consistency and effectiveness of the network and wireless systems.	Goal 9 of the Kean University 2013-2020 Strategic Plan specifies objectives and actions which constitute the institution’s technology plan and address technology improvements
Standard 11, Educational Offerings	Undertake the extensive research needed to address and improve graduation rates.	Kean University is committed to an ongoing effort to address and improve graduation rates
	Develop a sequencing sheet entitled “a pathway to graduation” to support student retention and graduation in the major.	All academic programs have developed four-year graduation plans (see http://www.kean.edu/offices/cas/guidesheets)
	Revise and enforce the Program Review process. The common data sets that the Office of Accreditation and Assessment will distribute annually to academic units as well as the year-end reporting procedures that are now in place will support this review process.	A schedule of academic program review has been established (see Appendix 5.9); the Office of Institutional Research provides data to programs undergoing review; program review guidelines and reporting has been regularized (see Appendix 5.5)
	Through the Office of Accreditation and Assessment, implement regular and consistent assessment mechanisms for the purpose of collecting and analyzing data to determine program needs.	The Office of Accreditation and Assessment oversees the annual assessment process, informing all of timelines, templates, etc. so that data are collected and analyzed to determine program needs.
	Complete an assessment of the academic advising process and its impact on student success and academic progress. Implement regular training to update faculty on new course requirements.	Faculty responsibility for, and training in, academic advising has been firmly established through the assignment of all students to faculty advisors and through advisement training during semiannual Professional Development Days
	Complete a review of the draft proposal for academic restructuring and study the impact on educational offerings. Develop a plan of communication to ensure that all levels of the community are aware of impending programmatic modifications and changes.	Academic restructuring is an ongoing endeavor that perpetually responds to the growth (or decline) of academic program enrollments
	Expand and develop the doctoral programs in all aspects, from faculty teaching and mentorship requirements inclusive of their curriculum and research experiences.	New doctoral programs have been established and administrative support has been provided for teaching, mentorship, curriculum development and research

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Strengthen marketing strategies, to include updating of the website, for providing information about available programs.	<u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u> : In online university catalogue and Office of Accreditation and Assessment website
	Continue enhancing the identity of the Nathan Weiss Graduate College so that graduate programs are distinct from undergraduate programs in content and faculty.	Graduate programs in the Nathan Weiss Graduate College have distinct faculty membership and course offerings
	Complete course assessments to ensure that students are engaged in higher-level studies.	All academic programs participate in annual assessment activities and periodic program review
	Implement and strictly enforce the program review process for the same reasons stated for undergraduate programs.	All academic programs participate in program review according to an established timetable (see Appendix 5.9)
	Through the Office of Accreditation and Assessment, implement regular and consistent assessment mechanisms for the purpose of collecting and analyzing data to determine program needs.	As previously described, regular and consistent assessment mechanisms are in place to identify program needs
	Develop a collaborative initiative with Kean University offices, such as the Admissions Office, to clearly define enrollment criteria for accurate enrollment reporting.	Enrollments are reported by the Office of Institutional Research; applications and admissions are reported by the Office of Admissions
	Develop a strategy to increase the number of Kean Ocean faculty to correspond with the growing number of programs and students at the location.	This was addressed in the 2011-2016 Kean Ocean Strategic Plan. Please see Appendix 6.1.
	Develop further the Kean Ocean dedicated administrative office to address students' needs on various levels.	A dedicated Associate VP and a completely staffed Administrative Office at Kean Ocean address Kean Ocean student needs
Standard 12, General Education	For all GE Foundation and Distribution courses;	
	Increase number of FT faculty teaching, particularly in GE 202X	Majority of GE 202X and GE 3000 taught by FT faculty
	Incorporate adjunct faculty office hours into policy and resource allocation	"A-Team" supplemental instruction is supported to complement full-time faculty instruction and availability during hours outside of class meetings

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Implement a policy on GE class cancelations and monitor faculty attendance	FT faculty attendance for all courses monitored using KRONOS time-keeping platform
	Ensure consistent grading policies, course goals, and modes of assessment	Training on the use of rubrics, norming, and universal syllabi ensure consistent grading policies, course goals, and assessment modes
	Use the GE Program as a central hub for assessment of GE learning outcomes from T2K through Capstone	General Studies is the central agency for assessing GE learning outcomes for all GE courses
	Study the effect of failing & repeating courses on four-year grad rates and on success in the major.	Kean University is committed to ongoing research on how to improve graduation rates
	Use the reorganization of Academic Affairs and the creation of SGS to codify the roles of GE course coordinators	Consistent expectations and compensation have been established for faculty coordination of ENG 1030, ENG 2403, HIST 1062; Coordination for MATH 1000, MATH 1016, GE1000, GE 3000, GE 202X is provided by the School of General Studies
	Improve the content and cycle of the GE Annual Report to improve the self-study and implementation process	General Studies courses are assessed and reports are generated consistent with the university assessment process
	<p>Write a job description that balances the needs of the GE Program with the compensation offered:</p> <ul style="list-style-type: none"> • --English Composition Coordinator • Mathematics Coordinator • T2K Coordinator • GE202X Coordinator • COMM 1402 Coordinator • HIST 1000/1062 Coordinator • ENG 2403 Coordinator 	Consistent expectations and compensation have been established for faculty coordination of ENG 1030, ENG 2403, HIST 1062; Coordination for MATH 1000, MATH 1016, GE1000, GE 3000, GE 202X is provided by the School of General Studies
	Take steps to find solutions to the failure rate in MATH 1000 – 04, with some recommended steps noted as:	“A-team” supplemental instruction provided for students in MATH 1000 to improve success rates
	Improve advisement of transfer students. For example, if a student completes half of a mathematics requirement at a community college, the student should complete the	Transfer advisement is accomplished by a partnership between Admissions and the Center for Academic Success; students are provided the information they need

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	second half there as well and transfer the completed requirement to Kean.	to make decisions about their work in completing their academic requirements
	Work towards better articulation with community colleges for mathematics requirements.	Articulation with communication colleges is ongoing and is accessible through the use of www.NJTransfer.org website
	Engage education faculty in developing pedagogy best practices that could assist MATH 1000 instructors. Piloting the Progressive Math Initiative (PMI) may be worth considering.	The School of General Studies hires faculty who have experience with pedagogy and best practices in math instruction and makes assignments to teach MATH 1000 and 1016 in accordance; Supplemental instruction in mathematics is provided by additional adjunct faculty who are dedicated to working individually with students
	Establish even distribution of FT faculty responsible for teaching GE Distribution courses across colleges (where appropriate), especially to increase FT faculty participation from the Colleges of Education and Business and Public Administration, perhaps in the teaching of GE 1000 and GE 202X.	FT faculty involvement in GE 1000 and GE 202X has been addressed by the hiring of faculty in the School of General Studies who have specific expertise in academic areas (e.g., Education, Science, etc. Some academic areas have taken ownership of GE courses (such as NJSTEM).
	<p>Prioritize the focus of the GE Advisory Committee on the Foundation, Distribution, and Capstone courses, with consideration of the following:</p> <ul style="list-style-type: none"> • professional development, • assessment systems, • course outline and syllabi revision, • consistency with GE mission, • strategic communication, and • data collection/reporting 	The University Senate General Education Committee has an established role in the overview of all GE courses
	Hold the Faculty Senate GE Committee accountable for review of the its efficacy in fulfilling duties once the charge has updated and redefined to link the School of General Studies and the Faculty Senate.	The Executive Director of the School of General Studies partners with the University Senate GE Committee to ensure coordination
	Provide resources needed to increase the frequency and the quality of retreats, workshops, regular meetings, and	Semiannual Professional Development Days includes workshops and meetings for GE stakeholders

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	professional development for GE stakeholders, Advisory Committee members, and the Faculty Senate GE Committee, particularly to monitor the effect of the Proposed Academic Restructuring on the GE Program.	
	Design mandatory professional development with compensation for all GE instructors, including Capstone and Distribution course instructors, to implement recommendations from the GE Advisory Committee.	Faculty who teach GE courses receive training (and adjunct faculty compensated for that training) in the development and use of rubrics, norming, etc
	Since GE is a university-level program, change its reporting structure as the School of General Studies with related programs to the Office of the VPAA.	The School of General Studies partners with the College of Liberal Arts but reports to the Provost and the Office of the Vice President of Academic Affairs
Standard 13, Additional Educational Offerings	Provide substantial support and oversight for basic skills courses and assessment of student performance in these courses as well as their performance in subsequent course work to ensure that the GE foundations curriculum is preparing students to succeed.	All curriculum that are part of the GE Foundation curriculum is assessed and reviewed in the annual assessment process; basic skill testing and pre- and post-course exit criteria are used in developmental courses
	Finalize, seek approval of, and implement the proposed University Honors Program.	Goal 1 of the 2013-2020 Kean University Strategic Plan includes specific actions and timelines (See 1.3.3)
	Apply the website design for CAS to other academic opportunities for students. In particular, information about Kean course offerings at “Additional Locations” and information about distance education and online course offerings should be centralized and made accessible through the Admissions website, registrar’s website, and KeanWise, and the Catalogue.	All courses at all university sites are listed on KeanWISE including Kean Ocean, Wenzhou Kean, and Kean Online
	Review the existing collaterals with the goal of reaching a decision about their viability and potential as minors or professional certificate programs with appropriate funding and administrative support.	Existing collateral programs have migrated to academic minor programs
	Hire an E-Learning Director to oversee the growing number of online courses, ensure that these conform with the academic standards of the University, establish	<u>Monitoring Report to the Middle States Commission on Higher Education February, 2012</u>

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	processes for assessing courses and student learning outcomes, coordinate faculty training and certification, and support development of new online courses and programs.	<ul style="list-style-type: none"> • In ALL programs (GR and UG) benchmark criteria established in the development of rubrics in capstone and culminating assessments to measure program SLOs • In UG programs, assessments and SLOs are aligned with GE learning outcomes for oral and written competencies that were developed using national benchmarks of college level rigor for measuring achievement of GE competencies
	Reconsider University-wide use of the terms “distance learning,” “off campus” learning, and “online learning” to provide a coherent use of nomenclature that is clear to the public.	Kean Online has established consistent language and criteria for online course delivery
	Create a one-stop website that provides comprehensive information to those seeking non-traditional access to Kean programs	Kean Online is featured prominently on the www.kean.edu web page
	Review the goals and objectives of the various memoranda of agreement for international programs to organize further the new Center for International Studies.	Center for International Students reviews all prospective and ongoing initiatives for programs including study abroad and TravelLearn experiences
Standard 14, Assessment of Student Learning	Resume the program review cycle.	Program review cycle has been established
	Ensure coordination of assessment at the college level.	College Deans are responsible for assessment activities within their colleges and report annually on assessment findings of the college
	Place teaching and learning as well as the assessment of learning at the center of Kean programming, training, and workshops.	Semiannual Professional Development Days include teaching, learning, and assessment activities
	Assess programs admissions, program graduation, and alumni.	Accomplished in program review and annual assessment activities

Appendix 2.2 Institutional Responses to Recommendations Made by Kean University in its Previous Decennial Evaluation

Source of Recommendation	Recommendation	Institutional Response
	Assess the first year at Kean for freshmen and transfers and ensure dissemination of information and follow up for campus-wide program improvement.	Accomplished in annual assessment
	Participate in standardized assessment of courses.	Standardized rubrics in GE courses provide standardized assessment of courses
	Establish rubrics to assess student performance in capstones	Rubrics have been developed and implemented to assess student performance in capstone courses
	Establish rubrics to assess student performance in master's theses and doctoral dissertations.	Rubrics have been developed and implemented to assess performance for thesis and dissertation work
	Conduct ongoing research on student engagement.	Ongoing research continues on student academic and student life engagement
	Continue to support and extend current assessment activities, especially in GE.	Ongoing support of assessment activities is provided
	Provide ongoing support for the Office of Accreditation and Assessment and efforts to centralize assessment to maintain transparency and communicate outcomes and changes.	Ongoing support to the Office of Accreditation and Assessment is provided; transparency in findings, reporting processes, and assessment strategies is ensured
	Use Blackboard to house reports, common data sets, training materials, and department initiatives.	This was accomplished through the University-wide adoption of Google Drive technology to increase the ability to maintain shared access among constituencies.
	Establish common data sets for academic programs and the General Education Program, to be primarily used for academic program review and external accreditation reports.	The Office of Institutional Research provides every academic program review a common data set at the initiation of the program review cycle.
	Support the efforts of individual departments to determine how they can improve the graduation rates of their majors by providing each department with data on their respective four-year graduation rates for discussion and action. The institution's global four-year graduation rate does not provide sufficient ownership for a department to develop an action plan	The Office of Institutional Research provides standardized data to individual academic units and will provide additional information to meet the unique needs of individual programs

Report to the Faculty, Administration, Trustees, and Students
of
Kean University
Union, NJ

By

A Team Representing the
Middle States Commission on Higher Education

Prepared After a Visit to
the Campus on
April 13-15, 2014

The Members of the Team:

Dr. Javier Cevallos, MSCHE Commissioner and President
Kutztown University of Pennsylvania
Kutztown, PA, Team Chair

Dr. John Anderson, President
Millersville University of Pennsylvania
Millersville, PA

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SUNY Albany
Albany, New York

Working with the Team:

Dr. Robert Schneider, Vice President, Middle States Commission on Higher Education
Greg Edwards, Office of the New Jersey Secretary of Higher Education

INTRODUCTION

The team offers its appreciation to Kean University for hosting this follow-up visit. The team also thanks all involved in the considerable effort necessary for the preparation of the monitoring report and in responding to Third Party Comments; we are also grateful for the warm reception from all members of the Kean community and for their commitment to the accreditation process.

REASONS FOR THE VISIT

Kean University underwent its self-study in 2010 - 2011. Peer evaluators visited the institution and submitted a report to Kean, and the institution prepared its institutional response. These materials were considered by the Committee on Evaluation Reports and by the Commission at their June 2011 meetings. Following the visit, the Commission asked for a Monitoring Report due March, 2012 and placed the institution on Warning. Following that report, on June 2012 the institution was put on Probation and a monitoring report was requested, due in September 2012. Following that report and a small team visit, in November 15, 2012 the institution was deemed to be in compliance, and asked to provide a further monitor report by March 1, 2014, as noted below:

“To accept the monitoring report and the institution's response to third party comment and to note the visit by the Commission's representatives. To note that the institution is now in compliance with Standard 6 (Integrity), Standard 7 (Institutional Assessment), Standard 12 (General Education), and Standard 14 (Assessment of Student Learning) and to reaffirm accreditation. To request a monitoring report due by March 1, 2014, documenting evidence of (1) steps taken by the Board to regularly review and balance the roles and relationships among multiple constituencies as well as the structures and processes through which they participate in governance, and (2) steps taken by the leadership of the various constituencies to regularly articulate a shared vision about the mission of the institution (Standard 6); (3) the development and implementation by all non-academic units of assessment processes that use substantive and direct measures to evaluate and improve outcomes related to unit as well as institutional mission and goals, and (4) the development and implementation by the University Planning Council of written procedures for the regular and systematic use of assessment results in planning, resource allocation, and institutional renewal (Standard 7); and (5) clearly articulated general education outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning, with assessment results that are utilized for curricular improvement (Standard 12). A visit will follow submission of the monitoring report. The Periodic Review Report is now due June 1, 2017.”

Our team visit was a follow-up to this last monitoring report. Our team focused on the three Standards requested by the Commission. During the visit we met with the President, his Senior Staff, Deans, members of the Board of Trustees, the University Planning Council, Student Leadership Council, Ombudsman, leaders of the Faculty Senate, leaders of the Faculty Unions, General Education subcommittee and General Education Faculty, Task Force on Scheduling and Advising, a member of the team visited the Office of Assessment, and the team also held an open meeting for the entire campus community.

Standard 6

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Kean University Continues to be in Compliance with this Standard

Kean University has gone through a significant process of self-assessment and evaluation since the last Middle States Visit. As stated above, there were two requests regarding this standard.

The first asks for “steps taken by the Board to regularly review and balance the roles and relationships among multiple constituencies as well as the structures and processes through which they participate in governance.”

The team met with the President, members of the Board, and the leadership of the Faculty Senate and faculty Unions and probed their understanding of the appropriate balance of Board involvement in campus life. During the last two years the Board has taken a very active role in observing campus activities. Members of the Board have been attending regularly meetings of the Senate, Student Leadership Council, and Leadership Forum. The Board also allows any interested individual to register to speak at the meetings of the board, and speakers have included faculty, students and staff. Board members have also been actively engaged in the cultural and academic life in the campus, attending and participating in numerous events.

A salient demonstration of the active role of the Board is its involvement in the development and adoption of the 2013-2020 Strategic Plan. The Board Chair tasked the Academic Policy and Programs Committee specifically with receiving updates from the University Planning Council on a regular basis. The Board Chair also reached to AGB to request materials and services to help with Board development. One of the results is the creation of the Board Governance Committee to continue enhancing the workings of the Board. The new committee will be responsible, among other issues, for new trustee mentorship, annual trustee assessment, retreats, bylaws review, and Board education.

The University also established last year the position of Ombudsman and appointed former Interim President, Dr. Frank Esposito, to the position. The Board approved the appointment in December 2013. The position, however, has not been widely announced to the campus and there was some confusion when team members asked about its role to representatives of the Faculty Unions.

The team concluded that the Board is active, involved, and committed to the success of the institution. Through their involvement in campus life they have open channels of communication that allow them to make better decisions. The Board also understands the difference between their role as policy makers and the day to day management of the university.

The second request dealt with “steps taken by the leadership of the various constituencies to regularly articulate a shared vision about the mission of the institution.”

The University Planning Council (UPC) has continued to bring together a wide representation from all sectors of the campus to share in the preparation, monitoring, and assessment of the Strategic Plan. The UPC this year restructured itself into three standing committees, Strategic Plan Committee; Committee to Coordinate the Annual Review of Assessment Results in Planning, Resource Allocation and Institutional Renewal; and Annual Scorecard Committee. The new structure will help in making the UPC a stronger voice in campus governance.

The University also began a biannual Assessment Institute and Professional Development Days, a series of five consecutive days that focus on faculty development, sharing internal best practices, and fosters continuous improvement for all involved. All sessions supported one or more goals of the Strategic Plan.

The President created a Task Force on Course Scheduling and Student Advisement, comprised of faculty, students and administrators, as well as the Chair of the Faculty Senate and a representative from the Faculty Union (KFT). The task force has met thirteen times and developed new scheduling guidelines. In addition, the President meets with numerous internal and external groups.

Significant Accomplishment:

The Visiting Team commends the University and the Board of Trustees for all that has been achieved since the last visit in 2012.

The team also commends the involvement of the Board in campus life while maintaining the appropriate balance between policy making and institutional management.

Recommendation:

Kean University had achieved much over the last two years, and has opened fruitful channels of communication within the institution. We encourage the institution to continue to enhance communications among all its constituent groups.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Kean University continues to be in compliance with this standard.

The University Planning Council (UPC) is the primary governance structure that oversees institutional planning and assessment at Kean University. The Council has a history of varied involvement in university planning. As an outcome from previous Middle State reviews, it has been revitalized with a keen focus on institutional effectiveness over the past three years. With a combination of experienced and new Council members, supported by a well-qualified and recently hired assessment staff, they have accomplished a great deal in creating a culture of planning and systematic assessment across the University, though there is still more to do. Three subcommittees have been established to work on assessment (strategic plan progress), strategic planning, and institutional wellbeing (scorecard). The subcommittees are populated by a cross section of energetic faculty and administrators who take their work seriously and with passion, all in the name of student success.

Significant accomplishments:

- The UPC has developed a university strategic plan by incorporating elements from the prior strategic plan and the President's Vision 2020 document. Input from a broad base of constituencies was synthesized into clearly articulated goals, strategies and actions at the institutional level that supports Vision 2020.
- Processes have been established and implemented that "close the loop" between assessment and improvement in many areas of the university.
- Documents indicate new initiatives that emanate from departments and requiring funding have to be linked to department plans. Proposals that are supported by the respective Vice Presidents are presented to the UPC for review and consideration. After the evaluation by UPC (via clicker votes to preserve anonymity), recommendations are forwarded to the administration for final consideration and funding.
- A robust schedule of assessment training, through the Assessment Institute, has been established and conducted during professional development time slots. Hundreds of faculty and staff have participated in this training and each session is assessed to make improvements.

- Combined with the dedication to student success by the faculty and staff on the UPC the division of work through the three subcommittees will assure that the culture of planning, institutional renewal and resource allocation tied to planning will continue.

Suggestion:

There are many elements throughout the Kean University strategic plan that infer a commitment to institutional values such as diversity and student success without labeling as such. Often, through the strategic planning process, universities take the opportunity to conduct university-wide discussions and come to consensus on core values they feel are important for all members of the community to embrace. This creates a positive framework that the community can work within. At some point in the future, it is suggested that the UPC form another subcommittee to convene a university-wide discussion in order to build consensus on a set of core values.

Recommendation:

There has been progress made recently in the development and implementation of non-academic units of assessment related to unit and university strategic plans. There is evidence of assessment occurring in many departments, yet more needs to be done. Clear expectations for direct measures need to be standardized across all non-academic units and should be implemented by the next assessment cycle.

Standard 12 – General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competence.

Kean University continues to be in compliance with this standard.

During the last three years the General Education Committee and Kean University have accomplished a great deal. Based upon the Monitoring Report, appendices, and follow-up conversations by the visiting team it seems clear that significant progress has occurred. The committee has identified 14 Student Learning Outcomes within the General Education curriculum. Moreover all of the work of the committee is also rooted in three core areas of cognitive and affective ability: Knowledge (content), Skills, and Values. Working in a hybrid system where responsibility for general education is partially vested in an independent academic unit, the School of General Studies, and in the content disciplines, the Committee has developed a broad curriculum of general education and an assessment program to allow them to monitor the progress of their efforts. Lamentably the Director of General Education passed away unexpectedly in the summer of 2013, leaving many initiatives unsettled. Nevertheless the Committee and others concerned about general education have shouldered the load and allowed progress to continue. The discussions evidenced in the monitoring report regarding the best application of Student Learning Outcomes were particularly useful in understanding the dynamics of the process.

The General Education curriculum and assessment plan are barely three years old, and thus are only now beginning to reap the benefits of the assessment. Time will only tell if the program is completely sustainable, but at present it complies with the fundamental elements for this standard.

Significant Accomplishment:

The campus is to be commended on the thoroughness of their work and the conscientiousness of the General Education Committee in the face of some adversity.

Suggestion:

The campus needs to be ever vigilant to continue to keep the issue of general education foremost in the attention of faculty, staff and administration. While progress has been made, much remains to be done. In the subsequent periodic review, the campus should share examples of closing the loop, where the fruits of assessment in the general education program have been used to inform the future development of the program.

Recommendation:

The campus currently is working with 14 student learning outcomes. On the one hand, this level of discrimination is laudable. Unfortunately, it creates an assessment environment which is sufficiently complex as to possibly frustrate progress. The campus should seriously consider folding several of the learning outcomes together to create a slightly more streamlined assessment program in which they can use direct and indirect methods of assessment.

Leadership Forum Attendance
Kean Hall
930am AM, K-130
January 25, 2012

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Leadership Forum Attendance
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1030 AM, K-130
March 7, 2012 (re-sch from 2/29)

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Leadership Forum Attendance
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1030 AM, K-130
April 25, 2012

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Leadership Forum Attendance
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1030 AM, K-130
May 23, 2012(cancelled not enough response)

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Leadership Forum Attendance
Kean Hall
1030 AM, K-130
June 27, 2012

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Leadership Forum Attendance
Kean Hall
1030 AM, K-130
July 25, 2012

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Ruth Ma	GCPTC President	Rubix512@yahoo.com	Y**

**Adam not available, sending Lt. Lopez, Sgt. Kearney and Officer Coll

**Robert Lerner not available, sending Walter Diones, Treasurer

**Ruth Ma not available, sending Lester Bosea Council Member for GPSC

Leadership Forum Attendance
Kean Hall
9am, K-130
August 29, 2012

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** ,Lester Bosea GPSC counil representative

Leadership Forum Attendance
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930am, K-130
September 26, 2012

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Leadership Forum Attendance
Kean Hall
930am, K-130
October 31, 2012

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Leadership Forum Attendance
Kean Hall
930am, K-130
November 28, 2012

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Ruth Ma	GCPTC President	Rubix512@yahoo.com	
Mario Fernandez	Alternate Student Trustee	femario@kean.edu	

Mr. Richard Trabert- BOT member attending
Ruth Ma sending Kris Engel in her place

Leadership Forum Attendance
Kean Hall
930am, K-130
January 30, 2013

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****Kris Engel, GPSC Treasurer, will be attending on behalf of Ruth Ma for the semester**

Leadership Forum Attendance
Kean Hall
930am, K-130
February 27, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	N
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Robert Lerner	Student Org President	lernrobe@kean.edu	Y
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	N
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ruth Ma **	GCPTC President	Rubix512@yahoo.com	Y
Steven Barandica	Student Trustee	barandis@kean.edu	Y
Mario Fernandez	Alternate Student Trustee	femario@kean.edu	N

****Kris Engel, GPSC Treasurer, will be attending on behalf of Ruth Ma for the semester –not attending this date**

Leadership Council Attendance
Kean Hall
930am, K-130
March 27, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	N
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Robert Lerner	Student Org President	lernrobe@kean.edu	Y
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	N
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ruth Ma **	GCPTC President	Rubix512@yahoo.com	Y
Steven Barandica	Student Trustee	barandis@kean.edu	Y
Mario Fernandez	Alternate Student Trustee	femario@kean.edu	Y

****Kris Engel, GPSC Treasurer, will be attending on behalf of Ruth Ma for the semester –not attending this date**

Leadership Council Attendance
Kean Hall
930am, K-130
April 24, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	N
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Robert Lerner	Student Org President	lernrobe@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	N
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ruth Ma **	GCPTC President	Rubix512@yahoo.com	N
Steven Barandica	Student Trustee	barandis@kean.edu	Y
Mario Fernandez	Alternate Student Trustee	femario@kean.edu	

BOT Mike D'Agostino attending

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
June 26, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	N
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	N
Kate Henderson**	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	N
Jeff Toney	VPAA	jetoney@kean.edu	N
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ruth Ma **	GCPTC President	Rubix512@yahoo.com	Y
Mario Fernandez	Student Trustee	femario@kean.edu	Y
	Alternate Student Trustee - TBA		

**Strawberry Gallagher attending for Ruth Ma

**Pat McManimon attending for Kate Henderson

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
July 31, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	Y
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	N
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ruth Ma **	GCPTC President	Rubix512@yahoo.com	
Mario Fernandez	Student Trustee	femario@kean.edu	
	Alternate Student Trustee - TBA		

**Strawberry Gallagher attending for Ruth Ma

2.4 Leadership Council Attendance Lists (2012-2013)

Leadership Council Attendance

930am, K-130
September 26, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	N
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	N
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	N
Mario Fernandez	Student Trustee	femario@kean.edu	
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	N

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
October 31, 2013

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	Y
Mario Fernandez	Student Trustee	femario@kean.edu	
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
November 21, 2103

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	
Chazz Fallenz	Student Org President	fellench@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	Y
Mario Fernandez	Student Trustee	femario@kean.edu	
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
February 27, 2014

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Mario Fernandez	Student Trustee	femario@kean.edu	
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
February 27, 2014

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	N
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	N
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Diane Schwartz	Interim VP Research & Instructional Advancement	dschwart@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	N
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Mario Fernandez	Student Trustee	femario@kean.edu	
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
March 27, 2014

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	Y
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Research & Instructional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Mario Fernandez	Student Trustee	femario@kean.edu	Y
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	

Substitute Joseph Fioretti for Joe Gasparro

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
April 24, 2014

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	?
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	?
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	N
Adam Shubsda	Police Union	ashubsda@kean.edu	N
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	?
Chazz Fallenz	Student Org President	fellench@kean.edu	
Pat Ippolito	Senate Faculty President	pippolit@kean.edu	?
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Research & Instructional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	N
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Mario Fernandez	Student Trustee	femario@kean.edu	Y
Rachel Syko	Alternate Student Trustee	sykor@kean.edu	

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
September 25, 2014

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	N
Adam Shubsda	Police Union	ashubsda@kean.edu	Y
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Carla Willis	VP Research & Instructional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	

BOT Mr. Richard Trabert

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
October 30, 2014

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Counsel	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Carla Willis	VP Research & Instructional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	

BOT

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
January 29, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	N
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Chazz Fallenz	Student Org President	fellench@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Carla Willis	VP Research & Instructional Advancement	cawillis@kean.edu	N
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Jason Sieira	GCPTC President	sieiraj@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	Y

Leadership Council Attendance

930am, K-130

February 26, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	N
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Gerard Smithwick	Student Org President	smithwrg@kean.edu	Y
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y staying for ½ hr
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	N
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	N
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	Y

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
January 29, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	Y
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	
Gerard Smithwick Nigel Donald (EVPSO)	Student Org President	smithwrg@kean.edu	Y
David Joiner	Senate Faculty President	djoiner@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Susan Kayne	VP University Relations	skayne@kean.edu	N
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	Y

Leadership Council Attendance

930am, K-130

April 30, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	N
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Adam Shubsda	Police Union	ashubsda@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Gerard Smithwick	Student Org President	smithwrg@kean.edu	Y
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	N
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	Y

Leadership Council Attendance

930am, K-110

May 28, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	
Nigel Donald	Student Org President	donaldn@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	N
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	

Leadership Council Attendance

930am, K-110

June 25, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	N
Kate Henderson	KUAFF Adjunct Union	kathleenh1@aol.com	Y
Nigel Donald	Student Org President	donaldn@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Rachel Syko	Student Trustee	sykor@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	N

Leadership Council Attendance

930am, K-130

September 24, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	N
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	N
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	
Nigel Donald	Student Org President	donaldn@kean.edu	
Lawrence Owens	Treasurer, Grad & Part-Time Student Council	owenslaw@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	
Jeff Toney	VPAA	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Abby Gallego	Alternate Student Trustee	gallegab@kean.edu	N

2.4 Leadership Council Attendance Lists (2012-2017)
Leadership Council Attendance
930am, K-130 - October 29, 2015

Name	Organization	E-Mail	RSVP
Phil Connelly	Exec VP for Operations	pconnell@kean.edu	N
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Audrey Kelly	Executive Director, BOT	aukelly@kean.edu	Y
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Ana Zsak	Police Union	azsak@kean.edu	Y
Nigel Donald	Student Org President	donaldn@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Lawrence Owens	GCPTC Treasurer	owenslaw@kean.edu	Y
Abby Gallego	Student Trustee	gallegab@kean.edu	
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	
Mr. Trabert	BOT Representative		Y

2.4 Leadership Council Attendance Lists (2012-2017)

Leadership Council Attendance

930am, K-130
October 29, 2015

Name	Organization	E-Mail	RSVP
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Audrey Kelly	Media and Publications	aukelly@kean.edu	Y
Phil Connelly	VP Administration & Finance	pconnell@kean.edu	N
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	
Nigel Donald	Student Org President	donaldn@kean.edu	
Lawrence Owens	Treasurer, Grad & Part-Time Student Council	owenslaw@kean.edu	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Abby Gallego	Student Trustee	gallegab@kean.edu	
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	

2.4 Leadership Council Attendance Lists (2012-2017) Leadership Council Attendance
930am, K-130 – November 19, 2015

Name	Organization	E-Mail	RSVP
Phil Connelly	Exec VP for Operations	pconnell@kean.edu	N
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	N
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	N
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Audrey Kelly	Executive Director, BOT	aukelly@kean.edu	Y
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	N
Nigel Donald	Student Org President	donaldn@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Lawrence Owens	GCPTC Treasurer	owenslaw@kean.edu	N
Abby Gallego	Student Trustee	gallegab@kean.edu	
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	Y
Ada Morell	BOT Representative		Y

2.4 Leadership Council Attendance Lists (2012-2017)
Leadership Council Attendance
930am, K-130 – January 28, 2016

Name	Organization	E-Mail	RSVP
Phil Connelly	Exec VP for Operations	pconnell@kean.edu	N
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	N
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Audrey Kelly	Executive Director, BOT	aukelly@kean.edu	
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Ana Zsak	Police Union	azsak@kean.edu	Y
Nigel Donald	Student Org President	donaldn@kean.edu	Y
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Lawrence Owens	GCPTC Treasurer	owenslaw@kean.edu	Y
Abby Gallego	Student Trustee	gallegab@kean.edu	Y
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	
Ada Morell	BOT Representative		

2.4 Leadership Council Attendance Lists (2012-2017) Leadership Council Attendance
930am, K-130 – February 25, 2016

Name	Organization	E-Mail	RSVP
Phil Connelly	Exec VP for Operations	pconnell@kean.edu	N
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	N
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Audrey Kelly	Executive Director, BOT	aukelly@kean.edu	
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
David Joiner	Senate Faculty President	djoiner@kean.edu	
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	N
Steve Pinto	IFPTE President	spinto@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Ana Zsak	Police Union	azsak@kean.edu	
Nigel Donald	Student Org President	donaldn@kean.edu	
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Lawrence Owens	GCPTC Treasurer	owenslaw@kean.edu	
Abby Gallego	Student Trustee	gallegab@kean.edu	
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	
	BOT Representative		

2.4 Leadership Council Attendance Lists (2012-2017) Leadership Council Attendance
930am, K-130 – March 31, 2016

Name	Organization	E-Mail	RSVP
Phil Connelly	Exec VP for Operations	pconnell@kean.edu	N
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	N
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Audrey Kelly	Chief of Staff	aukelly@kean.edu	Y
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	N
Steve Pinto	IFPTE President	spinto@kean.edu	Y
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	
Ana Zsak	Police Union	azsak@kean.edu	
Nigel Donald	Student Org President	donaldn@kean.edu	Y
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Lawrence Owens	GCPTC Treasurer	owenslaw@kean.edu	Y
Abby Gallego	Student Trustee	gallegab@kean.edu	Y
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	Y
Richard Trabert	BOT Representative		Y

2.4 Leadership Council Attendance Lists (2012-2017)
Leadership Council Attendance
930am, K-130 – April 21, 2016

Name	Organization	E-Mail	RSVP
Phil Connelly	Exec VP for Operations	pconnell@kean.edu	N
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
Susan Kayne	VP University Relations	skayne@kean.edu	Y
Carla Willis	VP Institutional Advancement	cawillis@kean.edu	Y
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Audrey Kelly	Executive Director, BOT	aukelly@kean.edu	N
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
David Joiner	Senate Faculty President	djoiner@kean.edu	Y
Lillian Kartischko	KUAFF Adjunct Union	lkartisc@kean.edu	
Steve Pinto	IFPTE President	spinto@kean.edu	
Andrew Rettberg	CWA President	arettber@kean.edu	
Joe Gasparro	CWA Vice President	jgasparr@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	
Nigel Donald	Student Org President	donaldn@kean.edu	Y
Chazz Fallenz	GCPTC President	fellench@kean.edu	
Lawrence Owens	GCPTC Treasurer	owenslaw@kean.edu	Y
Abby Gallego	Student Trustee	gallegab@kean.edu	
Christian Meyers	Alternate Student Trustee	Meyersc1@kean.edu	
	BOT Representative		

2.4 Leadership Council Attendance Lists (2012-2017)
Leadership Council Attendance
930am, K-130 – September 29, 2016

Name	Organization	E-Mail	RSVP
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Audrey Kelly	Chief of Staff	aukelly@kean.edu	Y
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
	VP University Relations		
	VP Institutional Advancement		
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Patrick Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Marie Krupinski	KUAFF Adjunct Union	mkrupins.kean@gmail.com	
Steve Pinto	IFPTE President	spinto@kean.edu	
Joe Gasparro	CWA President	jgasparr@kean.edu	N
Ana Zsak	Police Union	azsak@kean.edu	Y
Emily Cubilete	Student Org President	cubilete@kean.edu	Y
Lawrence Owens	GCPTC President	owenslaw@kean.edu	Y
Delois Blackmon	GCPTC Treasurer	blackdel@kean.edu	
Christian Meyers	Student Trustee	Meyersc1@kean.edu	Y
	BOT Representative		

2.4 Leadership Council Attendance Lists (2012-2017)
Leadership Council Attendance
930am, K-130 – September 29, 2016

Name	Organization	E-Mail	RSVP
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	
Audrey Kelly	Chief of Staff	aukelly@kean.edu	
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	
	VP University Relations		
	VP Institutional Advancement		
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Patrick Ippolito	Senate Faculty President	pippolit@kean.edu	
Marie Krupinski	President KUAFF Adjunct Union	mkrupins.kean@gmail.com	
Bala Subramanian	Vice President of KUAFF	kuaff1stvp@gmail.com	
Steve Pinto	IFPTE President	spinto@kean.edu	
Joe Gasparro	CWA President	jgasparr@kean.edu	
Ana Zsak	Police Union	azsak@kean.edu	
Emily Cubilete	Student Org President	cubilete@kean.edu	
Lawrence Owens	GCPTC President	owenslaw@kean.edu	
Delois Blackmon	GCPTC Treasurer	blackdel@kean.edu	
Christian Meyers	Student Trustee	Meyersc1@kean.edu	
	BOT Representative		

2.4 Leadership Council Attendance Lists (2012-2017)
Leadership Council Attendance
930am, K-130 – January 26, 2017

Name	Organization	E-Mail	RSVP
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	N
Audrey Kelly	Chief of Staff	aukelly@kean.edu	
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
	VP University Relations		
	VP Institutional Advancement		
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	Y
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	N
Patrick Ippolito	Senate Faculty President	pippolit@kean.edu	Y
Marie Krupinski	President KUAFF Adjunct Union	mkrupins.kean@gmail.com	
Bala Subramanian	Vice President of KUAFF	kuaff1stvp@gmail.com	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Joe Gasparro	CWA President	jgasparr@kean.edu	
Ana Zsak	Police Union	azsak@kean.edu	
Emily Cubilete	Student Org President	cubilete@kean.edu	Y
Lawrence Owens	GCPTC President	owenslaw@kean.edu	Y
Delois Blackmon	GCPTC Treasurer	blackdel@kean.edu	
Christian Meyers	Student Trustee	Meyersc1@kean.edu	N
	BOT Representative		

2.4 Leadership Council Attendance Lists (2012-2017) Leadership Council Attendance
930am, K-130 – February 23, 2017

Name	Organization	E-Mail	RSVP
Jeff Toney	VP Academic Affairs/Provost	jetoney@kean.edu	Y
Audrey Kelly	Chief of Staff	aukelly@kean.edu	
Janice Murray-Laury	VP Student Affairs	jmurray@kean.edu	Y
	VP University Relations		
	VP Institutional Advancement		
Felice Vazquez	Assoc. VP Strategic Initiatives	fvazquez@kean.edu	Y
Marsha McCarthy	(Acting) Assoc. VP for Enrollment Mgmt.	mmcarth@kean.edu	Y
Suzanne Bousquet	Chair of UPC	sbousque@kean.edu	N
James Castiglione	President of KFT	jcastigl@kean.edu kft2187@rcn.com	
Patrick Ippolito	Senate Faculty President	pippolit@kean.edu	Y/Jessica Adams/SUB
Marie Krupinski	President KUAFF Adjunct Union	mkrupins.kean@gmail.com	N
Bala Subramanian	Vice President of KUAFF	kuaff1stvp@gmail.com	Y
Steve Pinto	IFPTE President	spinto@kean.edu	
Joe Gasparro	CWA President	jgasparr@kean.edu	Y
Ana Zsak	Police Union	azsak@kean.edu	Y
Emily Cubilete	Student Org President	cubilete@kean.edu	N
Lawrence Owens	GCPTC President	owenslaw@kean.edu	Y
Delois Blackmon	GCPTC Treasurer	blackdel@kean.edu	
Christian Meyers	Student Trustee	Meyersc1@kean.edu	N
	BOT Representative		

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
Administration and Finance	Athletics	2014-2015: <ul style="list-style-type: none"> • The in-conference and overall wins/loss records are monitored looking to see improvements with each year. • The number of credits earned and GPA received by student athletes are measured each semester to assess academic progress. • Board of Certification (BOC) test results for athletic trainers are analyzed to ensure staff is certified.
Administration and Finance	Budget	2015-2016: <ul style="list-style-type: none"> • Funding is allocated to their respective cost centers and funds will be available in new fiscal year. 2016-2017: <ul style="list-style-type: none"> • Instrument administered to help detect end-user understanding of the process and satisfaction within current practices to uncover potential solutions
Administration and Finance	Campus Police	Transition of leadership occurred in 2015-2016. Additional data coming in 2016-2017.
Administration and Finance	Computer and Information Services (OCIS)	2015-2016: <ul style="list-style-type: none"> • Report is prepared using the help-desk software application Track-it!™ system to determine the types of issues users have with classroom technologies.
Administration and Finance	Facilities and Campus Planning	2015-2016: <ul style="list-style-type: none"> • North avenue multi-purpose building is completed
Administration and Finance	General Accounting	2014-2015: <ul style="list-style-type: none"> • An internal checklist was established in prior years which is monitored and adjusted to calculate the achievement of the tasks.
Administration and Finance	Human Resources	2015-2016: <ul style="list-style-type: none"> • Provide time to fill and open position reporting by June 30th. • Measured differences in pre and post-tests • Time to fill metric, % change in Student Types metric • Data analysis for previous years to identify correlation between student workers graduation rates
Administration and Finance	Purchasing	2015-2016: <ul style="list-style-type: none"> • Currently rebidding 14 outdated contracts with an additional four new RFP's being drafted and processed. This includes auto maintenance repair, charter bus services, glass repair, roof repair, China telecommunications, HVAC, Vending. • Online RFP creation and collaboration software services

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
Administration and Finance	Student Accounting	2013-2014: <ul style="list-style-type: none"> • Attendance record was maintained. • Workshops were documented and compared to previous years • Analyzed records by month and population to establish correlation between workshops and increase in applicants
Administration and Finance	University Counsel	2015-2016: <ul style="list-style-type: none"> • Track the number and types of enrollment management documents and issues brought back to the OUC for review, negotiation and execution, training for enrollment management staff. • Student affairs training and information meetings, track counsel provided to student and academic affairs; • Compare external counsel expenditure to this year, record number of one on one counseling sessions with Kean employees • Track number of training conducted and walk-ins, emails or phone calls attended to
Division Of Academic Affairs	EEO/EOF Program-- EOC	2015- 2016: <ul style="list-style-type: none"> • Track the growth in enrollment in program • Measure academic results of these students using their grades, academic achievement and recognition is for those enrolled full time with a GPA of 3.00 or better
Division Of Academic Affairs	International Studies	2015-2016: <ul style="list-style-type: none"> • Track number of programs implanted and student participation in study abroad programs. • Administers risk management to athletic teams that travel abroad, tracking demographic data; • Keep record of all students with immigration documents compare to OCIS enrollment reports to comply with SEVIS immigration regulation;
Division Of Academic Affairs	Intervention & Retention Services	2014-2015: <ul style="list-style-type: none"> • Track retention rates and review yearly with a goal of increasing by 3% • Monitor and improve the Early Warning program to identify at risk students and the results will then activate resources for those students • Collect data on students to figure out how to better help and what needs to be done to improve their probability or retention • The Use of Step it up as full internship opportunity in order to help more students • Make phone calls to students who did not continue about reasons for leaving;

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
Division Of Academic Affairs	Kean Ocean	2015-2016: <ul style="list-style-type: none"> • Gain approval of UCC, BOT, AIC, NLN-CNEA • Articulation Agreement Guide Sheets • Tracking number of events, number of appointments made by applicants, number attended, completed and admitted • A comprehensive marketing plan put in place to measure baseline data of students applying from and to OCC and compare with the results after implementation • Gain approval of advertising, convening a search committee and completion of search process for new financial aid position and student affairs position • Collect data on the use of AdvisorTrac; • Create office hours for each faculty each term and track appointments • Complete training • Establish baseline frequencies of last 3 years of offerings • Create new scheduling guidelines • Use advisory committee to improve connection between campuses • Establish email admissions process monitoring number of emails sent, delivered, opened and unique clicks • Use inventory of all forms used by administrative office and create electronic versions
Division Of Academic Affairs	Library	2014-2015: <ul style="list-style-type: none"> • Revised library Mission and Vision Statements; • Track student participation to attract more students
Division Of Academic Affairs	Online Learning	2015-2016: <ul style="list-style-type: none"> • Evaluations within online course, administered 6 times per year; • Data from registrar and OCIS on student progress to determine courses that are needed; • Record number of events and RSVPs to first open house;
Division Of Academic Affairs	Passport Program-EOC	2015-2016: <ul style="list-style-type: none"> • An Academic Advising Rubric is used to assess outcomes after each student advising session where both advisors and students are held accountable. • Qualitative study using open-ended questions and focus groups allowing students to express their experience
Division Of Academic Affairs	Research & Sponsored ORSP	2015-2016: <ul style="list-style-type: none"> • Utilize 100 timely targeted announcements of viable funding opportunities and track response rates • Submit 100 proposals and have no proposals returned by the technical review stage

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
		<ul style="list-style-type: none"> • Actively search for other possible funders for each proposal • Track the number of registrations, attendees, and faculty/ staff who attended workshops and later worked with ORSP • Evaluation of all attendees satisfaction • Track participation, attendance, outside attendance • Compare number of applications to Posters on the Hill and submissions to CUR Publications to previous year • Application processing and review Guide distributed to all IRB Chairs, Irbid committees use report templates and no application waits longer than a month for a final decision
Division Of Academic Affairs	Spanish Speaking Program-EOC	2015-2016: <ul style="list-style-type: none"> • A qualitative study using a "needs assessment" instrument is used to collect data and assess results • A rubric written in Spanish is used to measure open-ended responses. • Student GPAs are monitored to provide data on student success.
Division Of Academic Affairs	University Writing Center	2015-2016: <ul style="list-style-type: none"> • A diagnostic pre-course and post-course instrument is used to evaluate the level of student writing skills • A writing skills rubric, writing process rubric, and a metacognition rubric are used to determine student learning, growth, and critical self-reflection.
Division Of Academic Affairs	Veteran's Services	2014-2015: <ul style="list-style-type: none"> • Monitor number of applications to assess interest, the employed students will be given service evaluations at the end to assess satisfaction • Monitor registration process to evaluate effectiveness and success and an evaluation will be administered to the students who take advantage of the process, students who use the accounting service will be monitored to measure effectiveness • Collect and track information on veterans to be analyzed and results used in different ways to benefit university.
Division of the President	Conference and Event services	2015-2016 <ul style="list-style-type: none"> • Preliminary data reviewed and analyzed by the department indicates significant achievements in increasing public use of and revenue generated through rental agreements as well as improving campus events.
Division of the President	Holocaust Resource Center/ Diversity Council	2015-2016: <ul style="list-style-type: none"> • Educator feedback is collected to analyze the effectiveness of programs. • A summative program evaluation is administered to measure the usefulness and quality of programs

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
		2016/2017: <ul style="list-style-type: none"> • Narrative evaluation questions will be given to educators. Responses will be scored on a rubric and evaluated for effectiveness
Division of the President	Human Rights Institute	2016-2017: <ul style="list-style-type: none"> • A narrative objective assessment will be given to participants and assessed according to a rubric.
Division of the President	Institutional Research	2016-2017: <ul style="list-style-type: none"> • 85% of the routine decision-making reports will be completed and submitted in a timely manner • 100% of the academic program review data will be distributed in early spring semester to all programs • 85% of the ad ho data requests from the Kean administrators and Kean communities will be responded with appropriate data during the year • 100% of mandatory reports from the federal and state governments and for Middle States will be completed on time
Division of the President	Office of Affirmative Action Programs	2015-2016: <ul style="list-style-type: none"> • Demographic information of applicants is monitored and categorized • Test results and scores from online State-developed training on anti-discrimination and anti-harassment will be analyzed to determine areas that need improvement
Division of the President	Premiere Stages	2015-2016: <ul style="list-style-type: none"> • Complete required proposal by the Producing Artistic Director outlining how position may be restructured to best support the performing arts programming on campus • PAD will work with others to evaluate-possible scripts for production that serve the mission and potential for engagement;
Division of the President	Wenzhou Kean Initiatives	2015-2016: <ul style="list-style-type: none"> • Tracked enrollment and retention data • Establish a course monitoring system compatible with Kean USA • Launched campus-wide programs aimed at providing learning support services to meet the individual needs of WKU students (Provided 1,125 sessions one-on-one tutoring, held 15 themed workshops with 452 attendees, offered English learning support program to at-risk students) • Use Oracle Peoplesoff system for to better registration purposes
Enrollment Management	Financial Aid	2015-2016: <ul style="list-style-type: none"> • Assessment of data from the 2015-2016 award cycle will be compared to outcomes from 2016-2017 to determine if increased communication resulted in a quicker turnaround time for submission of documents.

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
Enrollment Management	Graduate Enrollment Management	2015-2016: <ul style="list-style-type: none"> • Enrollment data is analyzed to determine increases of international applicants
Enrollment Management	Office of the Registrar	2014-2015: <ul style="list-style-type: none"> • The National Student Loan Clearinghouse Transcript Ordering software to track number of transcripts ordered, the purpose of them, and where they are being sent. The data will be utilized to enhance retention effort. • The academic Scheduling Unit will utilize EMS academic browsed and campus planning interface, and update course scheduling worksheet to include a technology-enhanced room required component to solicit and track the needs from faculty
Enrollment Management	Scholarship Services	2015-2016: <ul style="list-style-type: none"> • Track the number of scholarships given, families and students reached through open house events, social media likes, and students reached through on campus and evening events
Enrollment Management	Transfer & Readmit Services	2015-2016: <ul style="list-style-type: none"> • A report is generated using Datatel (student information system) to measure Kean's acceptance-to-enrollment conversion rate
Enrollment Management	Undergraduate Admissions	2015-2016: <ul style="list-style-type: none"> • Attend 150 or greater college fairs hosted by high schools, community colleges and national/Regional Associations in and outside of new jersey tracked using Google Calendar and O drive • Use google calendar to track at least 150 individual visits to the high schools in their territory; • Usage of online student response form for admission, • Use recruiter system to reduce admissions review time;
Institutional Advancement	Alumni Relations	2014-2015: <ul style="list-style-type: none"> • Networking night for alumni and students; • Track alumni engagement; • Track participation in Arts Council and Alumni Leadership • Recruit alumni with newly founded Alumni Admission Network;
Institutional Advancement	Foundation	2014-2015 <ul style="list-style-type: none"> • The "Raiser's Edge" database is used to measure and monitor progress toward goals; Vice President assesses yearly achievements based on pre-established targets • The database is used to establish benchmark planned gift levels and to track and monitor progress toward objectives

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
Institutional Advancement	Institutional Advancement	2015-2016 <ul style="list-style-type: none"> • Purchasing of a software to match alumni interested in mentoring Kean students, with Kean students with similar studies, interests and career goals. • Tracking giving to the Foundation (increased by nearly \$700,000 in FY16).
Student Affairs	Center for Leadership & Service	2015-2016: Co-curricular transcripts are analyzed to assess student engagement.
Student Affairs	Counseling & Disability Services	2015-2016: <ul style="list-style-type: none"> • A pre-test/ post-test national instrument with direct & indirect questions is used to measure material and attitudinal shifts.
Student Affairs	Health Services	2015-2016: <ul style="list-style-type: none"> • Use Datatel to track Meningitis Booster status • Track registration through PyraMed; • Track how many students make FTBK wellness appointments;
Student Affairs	Office of Student Conduct	2015-2016: <ul style="list-style-type: none"> • Track number of presentations to students as part of T2K Wellness Workshops as well as number of presentations to transfer students as part of the general ed. Curriculum, administering post presentation evaluations to determine effectiveness • Track sanctions/remedies assigned to students who have violated the Code of Student Conduct • Track website compliance with federal mandates • Utilize Maxient to train staff and also annual training with NCHERM
Student Affairs	Residential Student Services	2015-2016: <ul style="list-style-type: none"> • From 2015 – 2016, compare number of applications for housing and marketing touches to prospective students. • Completed profiles of residential students; • Rubric to evaluate impact of program to bring Wenzhou students to Kean • A pre/post checklist of every incident or disaster;
Student Affairs	Student Government	2015-2016: <ul style="list-style-type: none"> • The Meyers-Briggs assessment instrument, self-, and peer-evaluations of student government officers is used to measure leadership development skills
Student Affairs	University Center Administration	2015-2016: <ul style="list-style-type: none"> • Utilize a web-based instrument to determine the impact of the game room • Student response sessions to determine impact of computer lab • Reservation and post reservation assessment to gain insight of conference center;

2.5 Summary of Direct Measures for Non-academic Unit Assessment

Division	Unit	Direct Measures
University Relations	University Relations	2015-2016: <ul style="list-style-type: none"><li data-bbox="863 293 1881 354">• A comprehensive review of expenses related to contractors was undertaken and a reduction in those charges was negotiated and approved.

School of General Studies



Fall 2015- Spring 2016

Fall 2016- Spring 2017

General Education Student Learning Outcomes

Content (Liberal Arts)

1. Transdisciplinarity

The ability to integrate knowledge and methods from different fields to address historical or contemporary questions.

Building Habits of Mind

2. Critical Thinking

The ability to utilize reflective analysis to draw informed conclusions.

3. Quantitative Literacy

The ability to utilize numerical data accurately and effectively to address real world problems.

4. Communication Literacies

The ability to speak and write effectively to convey and make an evidence-based argument.

5. Information and Technology Literacy

The ability to utilize information and communications technology critically and effectively in a rapidly changing world.

Values

6. Active Citizenship

A commitment to lifelong civic engagement at a local, national and/or global level.

7. Ethical Judgment and Integrity

The ability to draw reasonable conclusions from ethical questions to guide personal conduct.

8. Diversity

A commitment to promote inclusivity in a diverse world.

Academic Program Assessment Report

COLLEGE: Humanities and Social Sciences

General Education

ACADEMIC YEAR: 2015-2016

REPORT AUTHOR: Karin Beck/Bridget Lepore

PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Objective	Introductory		Intermediate		Advanced	
	FA15	SP16	FA15	SP16	FA15	SP16
1. Transdisciplinarity	x	x	x	x	x	x
2. Critical Thinking		x	x	x	x	x
3. Quantitative Literacy	x	x	x	x	x	x
4. Communication Literacies: Speech	x	x	x	x	x	x
4. Communication Literacies: Writing		x	x	x	x	x
5. Information and Technology Literacy		x		x		
6. Active Citizenship	x	x			x	
7. Ethical Judgment and Integrity		x		x		
8. Diversity	x	x			x	x

DIRECT MEASURE:

All Student Learning Objectives were assessed using student work samples, including presentations, writing and projects using standard General Education rubrics (2015-16). More information on each is available in the detailed reports.

TARGET:

Information on target expectations is available in the detailed reports.

Summary:

The report shows that the GE program has reached its basic goals in all 8 SLOs in the academic year 2015/2016. In some areas, however, we still see a lot of room for improvement. In general, we see that our students do well in the “Habits of Mind” outcome categories. In communication literacies, they have, on average, reached the goal for capstone classes. Critical Thinking is a bit weaker but still in the normal realm. This year, Quantitative Reasoning showed weak results on the capstone level. This requires further investigation and more conversation and cooperation between General Education and the disciplines. The Capstone results show to large extent, how skills that are acquired in General Education are applied in the disciplines and better cooperation between the disciplines and GE can facilitate this application.

In almost all SLOs, students show better results in the categories that are more complex and would be considered as the result of the work process. They are better at drawing conclusions than at finding material or using evidence. This indicates that it is necessary to support students in focusing on the first steps of the research and analysis process. In other words, we need to help them to take the time to look and read carefully before they draw conclusions or act. In a very first step, this will be addressed in a new course “Critical Reading and Community.”

Overall, we see weaker results in the Value SLOs. This is not surprising, as some of them are new. It indicates, however, that the program has to adjust to the new SLOs. We need a program structure that supports the combination of Habits of Mind and Values in student learning. The new plans for a GE program, which are based on the “Understand, Study, Act” concept, approaches both the weaknesses mentioned above: The basic block “Understand” emphasizes the importance of diligent research and analysis as the basis of conclusion, “Study” goes deeper based on conclusions and builds habits and “Act” finally focuses on the application of knowledge and skills in different settings.

Student Learning Objective 1: Transdisciplinarity

Transdisciplinarity, the ability to integrate knowledge and methods from different fields to address historical or contemporary questions, is assessed at three levels in General Education courses using the transdisciplinarity rubric.

DATA COLLECTION AND RESULTS**Semester(s): Fall 2015**

	Intro	Interm	Advd
Number of students:	423	162	63-115
Number of sections:	19	8	na
Courses assessed	BIO1000	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	-	2.65	3.43
Integration of Prior Learning	3.33	2.50	3
Connections to discipline	7.19	2.49	4
Applying Methods and Knowledge	2.19	2.2	4
Embracing Contradictions	-	2.31	2
Taking Risks	7.21	2.31	-

*Intro level uses a 10 point scale from prior assessment; will be switching to the 4pt scale next academic year

Semester(s): Spring 2016

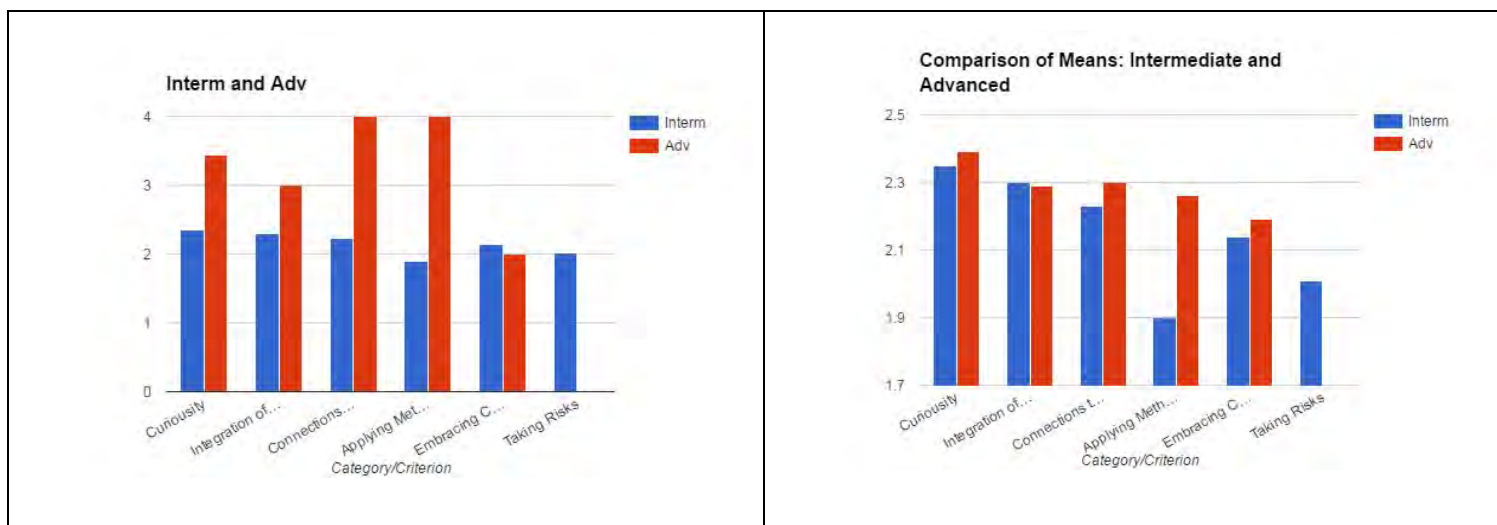
	Intro	Interm	Advd
Number of students	434	130	618- 632
Number of sections	21	7	na
Courses assessed	Bio1000	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	na	2.35	2.39
Integration of Prior Learning	3.40	2.30	2.29
Connections to discipline	7.34	2.23	2.30
Applying Methods and Knowledge	2.10	1.90	2.26
Embracing Contradictions	-	2.14	2.19
Taking Risks	7.14	2.01	-

*Intro level uses a 10 point scale from prior assessment; will be switching to the 4pt scale next academic year

2.7 2015-2016 General Education Annual Assessment Report

**Discussion of Findings:**

The data is based on work-samples from BIO 1000 (final exam), GE 202x (final paper) and a variety of work samples in the capstone courses 4817, 4970, COMM 4962 and 4990 which may include papers, projects and presentations.

Expectations are that more the mean of students results reaches 1 or 2 on the introductory level, 2 or 3 on the intermediate level and 3 or 4 on the capstone level.

The results show that students meet the benchmark on the introductory level, with the lowest result in the area “Applying Methods” and the strongest in “Integration of Prior Learning” in both the Fall and the Spring. In all categories, the scores go down from the Introductory to the Capstone level. This result is not surprising, as this is a new SLO for the General Education Program which has previously not been in the focus. Students on the Capstone level in the academic year 2015/2016 did not go through a program that taught Transdisciplinarity. The low score on this SLO thus show that a further development of the General Education Program with a focus on Transdisciplinarity as the major SLO is necessary.

Curricular Actions/Closing the Loop:

For Biology 1000, instructors will be further train in using tools that facilitate understanding of real-world applications of biology, including a new laboratory manual. In particular, during the Summer of 2016, an adjunct workshop will be held to ensure new Biology 1000 instructors are aware of these expectations and to help them successfully incorporate these strategies into their classes.

On the Intermediate level, students have particular problems with “Applying Methods”. Here the faculty will discuss different teaching methods to encourage students to try out more than one method in their research. Group projects, where different students approach the same problem with different methods can be a good way to achieve more openness in this area.

The results on the capstone level are even weaker than on the intermediate level. It is expected that this changes with the focus on the program. At this point, the focus of the changes will be on the intermediate level. On the capstone level, instructors are encouraged to address the question of Transdisciplinarity more explicitly in their courses.

Supporting Evidence (data):

X Detailed reports are on file in General Education

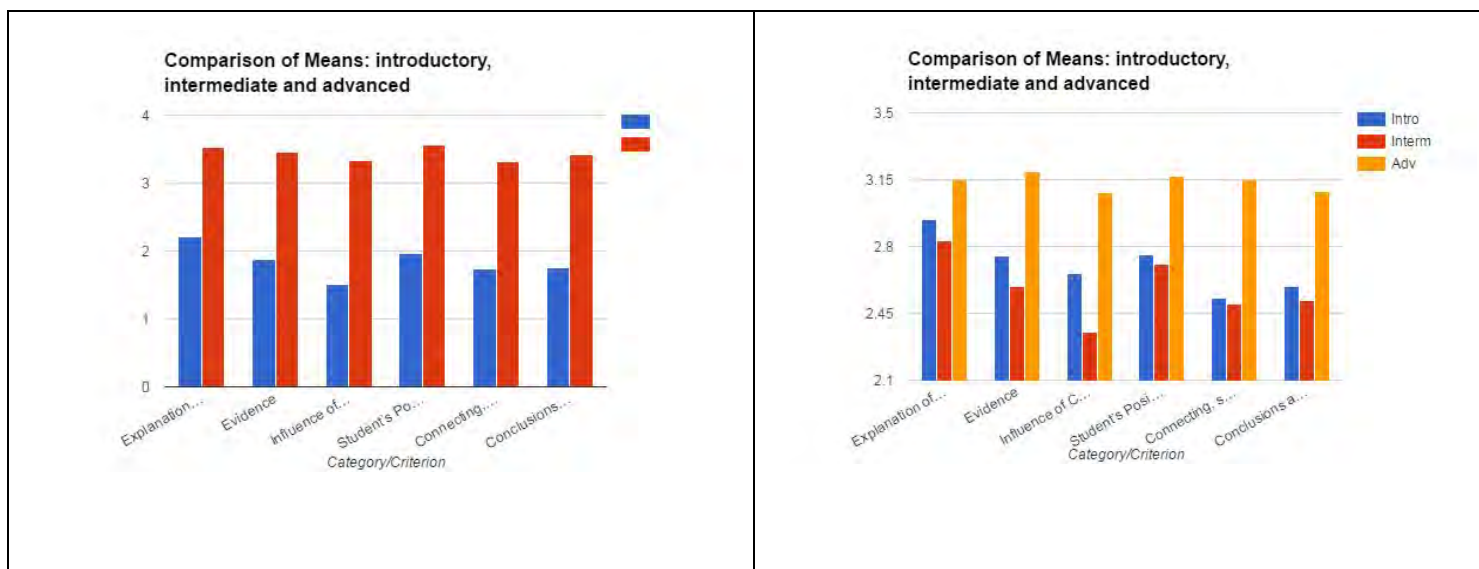
Student Learning Objective 2: Critical Thinking

Critical thinking, the ability to utilize reflective analysis to draw informed conclusions, was assessed at 2 levels in Fall 2015 and at 3 levels in Spring 2016 in General Education courses using the critical thinking rubric.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
Number of students:	-	168	169	Number of students	271	163	322
Number of sections:	-	10	-	Number of sections	8	7	17
Courses assessed	-	GE202x	capstone	Courses assessed	SOC1000	GE202x	capstone
Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Explanation of issues	-	2.21	3.52	Explanation of issues	2.94	2.83	3.15
Evidence	-	1.88	3.46	Evidence	2.75	2.59	3.19
Influence of Context and Assumptions	-	1.51	3.33	Influence of Context and Assumptions	2.66	2.35	3.08
Student's Position	-	1.96	3.57	Student's Position	2.76	2.71	3.17
Connecting, synthesizing and transforming	-	1.74	3.32	Connecting, synthesizing and transforming	2.53	2.50	3.15
Conclusions and related outcomes	-	1.76	3.42	Conclusions and related outcomes	2.59	2.52	3.09

2.7 2015-2016 General Education Annual Assessment Report

**Discussion of Findings:**

The results show an increase in students critical thinking skills from beginning through intermediate to advanced. The step from intermediate to advanced is particularly significant. This can indicate that at this level the influence of the discipline in connection with general education is very productive for critical thinking. Students achieve the highest scores in explanation of issues, evidence and student's position on the beginning and intermediate level. On the capstone level, connecting, synthesizing and transforming are strong as well. On all levels, influence of context and assumptions is the weakest aspect.

Curricular Actions/Closing the Loop:

Students seem to have learned very well to focus on their arguments and on the evidence but tend to leave the context out of consideration. On the intermediate level, instructors will discuss more articles with students with an emphasis on context and assumptions in the discussion.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(Includes data from WKU)

Student Learning Objective 3: Quantitative Literacy

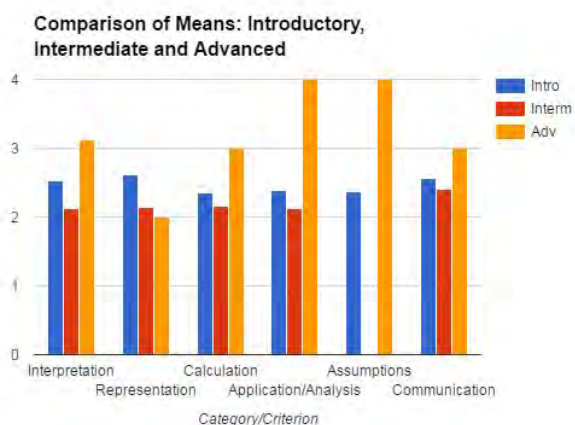
Quantitative literacy, defined as the ability to utilize numerical data accurately and effectively to address real world problems, is assessed at 3 levels in the General Education program using the Quantitative Literacy rubric.

DATA COLLECTION AND RESULTS**Semester(s): Fall 2015**

	Intro	Interm	Advd
Number of students:	356	85	69
Number of sections:	14	5	-
Courses assessed	1st year math	GE 202x	capstone

Mean Scores overall:

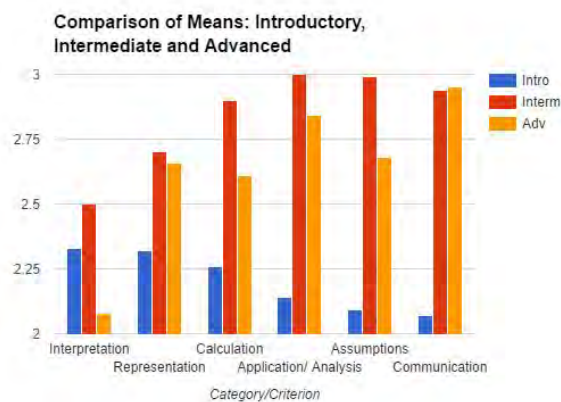
Category/Criterion	Intro	Interm	Adv
Interpretation	2.53	2.13	3.13
Representation	2.61	2.14	2.00
Calculation	2.35	2.16	3.00
Application/Analysis	2.38	2.12	4.00
Assumptions	2.36	-	4.00
Communication	2.57	2.41	3.00

**Semester(s): Spring 2016**

	Intro	Interm	Advd
Number of students:	474	151	238
Number of sections:	15	8	10
Courses assessed	1st year math	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.33	2.50	2.08
Representation	2.32	2.70	2.66
Calculation	2.26	2.90	2.61
Application/ Analysis	2.14	3.00	2.84
Assumptions	2.09	2.99	2.68
Communication	2.07	2.94	2.95



Discussion of Findings:

On the introductory level, students did much better in the Fall than in the Spring. This is to be expected, as a large percentage of students in the spring are either repeaters or students who have avoided math classes earlier. From the Fall to the Spring, scores on the intermediate level have improved drastically. The course had implemented a stronger emphasis on quantitative reasoning in the final paper guidelines and piloted a special session on the use of EXCEL. This seems to be successful and should be continued.

The scores on the advanced level do not fulfill the expectations (only in the Fall, when we see much better scores). It seems that in “content courses”, where the emphasis is not on the quantitative reasoning skill, the original skills that have been acquired in the courses that specialize stronger on math and reasoning have gotten lost in application.

Curricular Actions/Closing the Loop:

A stronger communication between the faculty of the different levels is necessary in order to develop more lasting teaching strategies.

A further development of General Education with a stronger emphasis on a combination of skills and their applications from early on can also be helpful in generating more lasting skills in this area.

Supporting Evidence (data):

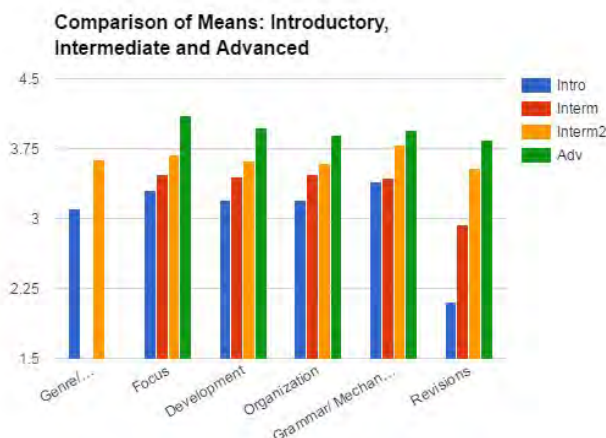
X Detailed reports are on file in General Education

Student Learning Objective 4: Communication Literacies- Writing

Writing, as a communication literacy, is defined as the ability to write effectively to convey and make an evidence-based argument, is assessed at 3 levels in the General Education program using the Kean University writing rubric.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>					Semester(s): <u>Spring 2016</u>				
	Intro	Interm	Interm2	Advd		Intro	Interm	Interm2	Adv
Number of students:	-	*	11	246	Number of students:	156	255	167	385+
Number of sections:	-	*	1	-	Number of sections:	na	11	9	31
Courses assessed	1st year writing	eng2403	ge3000	capstone	Courses assessed	1st year writing	eng2403	ge3000	capstone
Mean Scores overall:					Mean Scores overall:				
Category/ Criterion	Intro	Interm	Interm 2	Adv	Category/ Criterion	Intro	Interm	Interm 2	Adv
Genre/ Audience			1.3	-	Genre/ Audience	3.1	-	3.63	-
Focus			1.3	3.83	Focus	3.3	3.47	3.68	4.11
Development			1.3	3.71	Development	3.2	3.45	3.62	3.97
Organization			1.3	3.66	Organization	3.2	3.48	3.59	3.90
Grammar/ Mechanics			1.3	3.69	Grammar/ Mechanics	3.4	3.44	3.79	3.95
Revisions			1.3	3.71	Revisions	2.1	2.93	3.54	3.84
*First Year Writing is assessed at one time per year, after the spring semester has ended *For Fall 2015, Eng2403 used an alternate reporting method for assessment which is on file in GE					*First Year Writing covers multiple courses, including Eng1030,1031/32, Eng1430				



Discussion of Findings:

Writing, as a key academic element is pervasive throughout General Education courses. For assessment purposes, three courses were chosen based on the course itself, the number of students who take the course and where this course typically appears in the program sequence. Included in this assessment are first year writing courses, using a representative sample from Kean-Union, Kean-Union ESL program and Wenzhou Kean. First year writing is assessed at a portfolio reading where a group of faculty who teach the course discuss and score the sample of portfolios. Intermediate level writing is assessed in World Literature, ENG2403, which is a required course using student papers assessed by their faculty. Students are also assessed by their faculty in their capstone course using a variety of writings. As a result of prior assessment and discussion with faculty, GE3000, which is a new required course for transfer students who are entering the university with their General Education courses completed, was added this academic year and is also considered an intermediate level course for assessment.

Comparing the means shows that our native general education courses show a slow steady increase in rubric scores. While the capstone courses show some weakness in the Fall, they show very good results in the Spring.

Curricular Actions/Closing the Loop:

While students show an increase in scores over the three levels, “revisions” remains the weakest aspect. On the beginning level, this has been addressed through a handbook for instructors and instructor training that emphasizes different ways of teaching revisions. The results in “Intermediate 2”, GE 3000 are very encouraging. While the mean looks very good here, the disparities between well performing and lower performing students are significant. Going forward, a diagnostic essay should be instituted so students get can individualized support early on in the semester. This will be piloted in Fall 16. The connection between the course and the Writing Center will be intensified.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes Data from WKU)

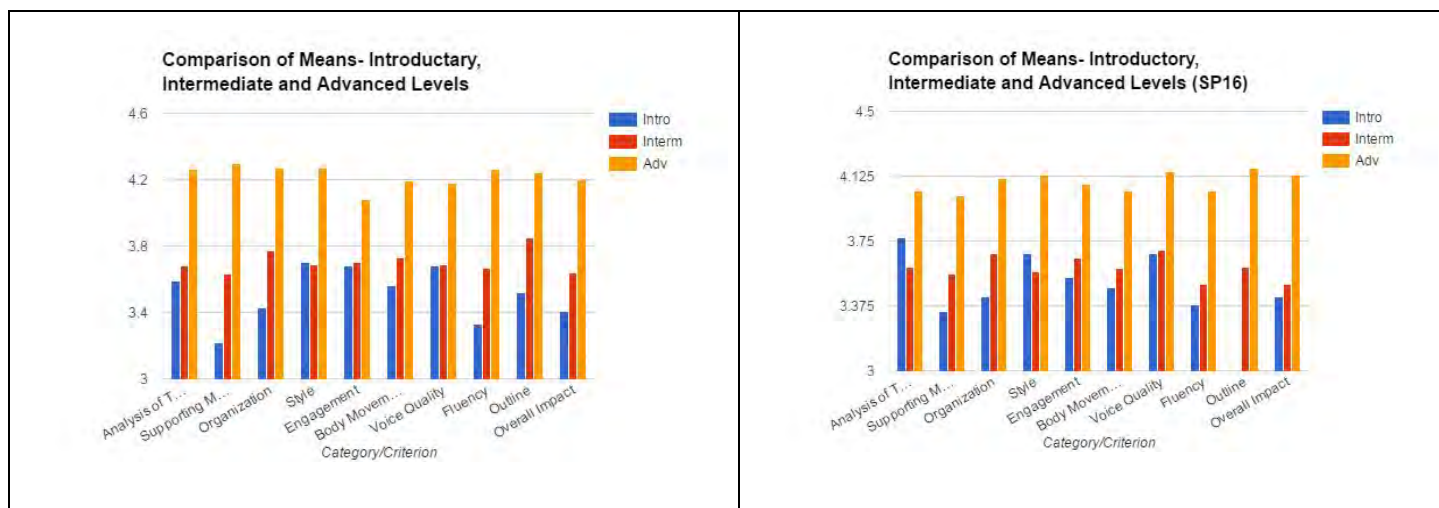
Student Learning Objective 4: Communication Literacies- Speech

Communication Literacies- Speech- is assessed at 3 levels in the General Education program. Speech is assessed using the Kean University Speaker Evaluation rubric in Comm1402, a required General Education foundation course, in GE202x and at the capstone level.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
Number of students	398	484	119	Number of students	515	583	391-402
Number of sections	-	24	-	Number of sections	-	27	-
Courses assessed	Comm 1402	GE202x	capstone	Courses assessed	Comm 1402	GE202x	capstone
Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Analysis of Topic	3.59	3.68	4.26	Analysis of Topic	3.77	3.60	4.04
Supporting Material	3.22	3.63	4.30	Supporting Material	3.34	3.56	4.01
Organization	3.43	3.77	4.27	Organization	3.43	3.68	4.11
Style	3.70	3.69	4.27	Style	3.68	3.57	4.13
Engagement	3.68	3.70	4.08	Engagement	3.54	3.65	4.08
Body Movement	3.56	3.73	4.19	Body Movement	3.48	3.59	4.04
Voice Quality	3.68	3.69	4.18	Voice Quality	3.68	3.70	4.15
Fluency	3.33	3.67	4.26	Fluency	3.38	3.50	4.04
Outline	3.52	3.85	4.24	Outline	-	3.60	4.17
Overall Impact	3.41	3.64	4.20	Overall Impact	3.43	3.50	4.13

2.7 2015-2016 General Education Annual Assessment Report

**Discussion of Findings:**

Speech, as a key academic element is pervasive throughout General Education courses. For assessment purposes, three courses were chosen based on the course itself, the number of students who take the course and where this course typically appears in the program sequence. Included in this assessment are Comm1402, a first year communications course which includes public speaking, GE202x a second year research course which has a strong communications focus- both writing and speech component- and capstone courses. All courses use the KU speaker evaluation form and assessment data is provided from the last major presentation given in the course.

A steady increase is clear in the assessment data, with gains in most dimensions between Comm1402, GE202x and the capstone level.

Curricular Actions/Closing the Loop:

On the introductory level, instructors are encouraged to use new technology and classroom activities to strengthen the use of peer feedback in order to support all students, both the speakers and the listeners, in the development of their oral communication skills.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes data from WKU)

Student Learning Objective 5: Information and Technology Literacy

Information and Technology literacy- is assessed at 2 levels in the General Education program using a Kean University test. The test is administered to students in various 1000 level courses as well as in GE202x and GE3000.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u> Number of students: 96 students ENG 103x: 62 students GE 202x: 34 students Number of sections: 9 sections ENG 103x: 6 sections GE 202x: 3 sections		Semester(s): <u>Spring 2016</u> Number of students: 232 students ENG 103x/1430: 52 students GE 202x: 147 students GE 3000: 33 students Number of sections: 14 sections ENG 103x/1430: 4 sections GE 202x: 8 sections GE 3000: 2 sections							
Identifies Needed Information (Dimension 1A)	ENG 103x: 51.5% GE 202x: 54%	Mean scores overall: <table border="1"> <tr> <td>GE 10xx*</td> <td>46.7</td> </tr> <tr> <td>GE 202x</td> <td>61.0</td> </tr> <tr> <td>GE 3000</td> <td>60.9</td> </tr> </table>		GE 10xx*	46.7	GE 202x	61.0	GE 3000	60.9
GE 10xx*	46.7								
GE 202x	61.0								
GE 3000	60.9								
Accesses Needed Information (Dimension 1B)	ENG 103x: 40.5% GE 202x: 43%								
Critically Evaluates Information (Dimension 2)	ENG 103x: 47.2% GE 202x: 52.3%								
Uses information in a responsible, ethical and legal manner (Dimension 4)	ENG 103x: 69.4% GE 202x: 77.3%								

Discussion of Findings:

The expectation is for students on the introductory level to reach 50% correct answers and for students on the intermediate level to reach 60-75%.

The most interesting finding is the similarity in average scores recorded by GE 202x and GE 3000 students, it indicates that transfer students do not lack skills compared to our own students.

Students had the lowest percentage of correct answers in the category "Accesses Needed Information;" while all students in this sample had the highest percentage of correct answers in the category "Uses information in a responsible, ethical and legal manner." This indicates that the ethical training in GE works in the application and that the NIH certificate prepares students well for the ethical questions of their research.

Curricular Actions/Closing the Loop:

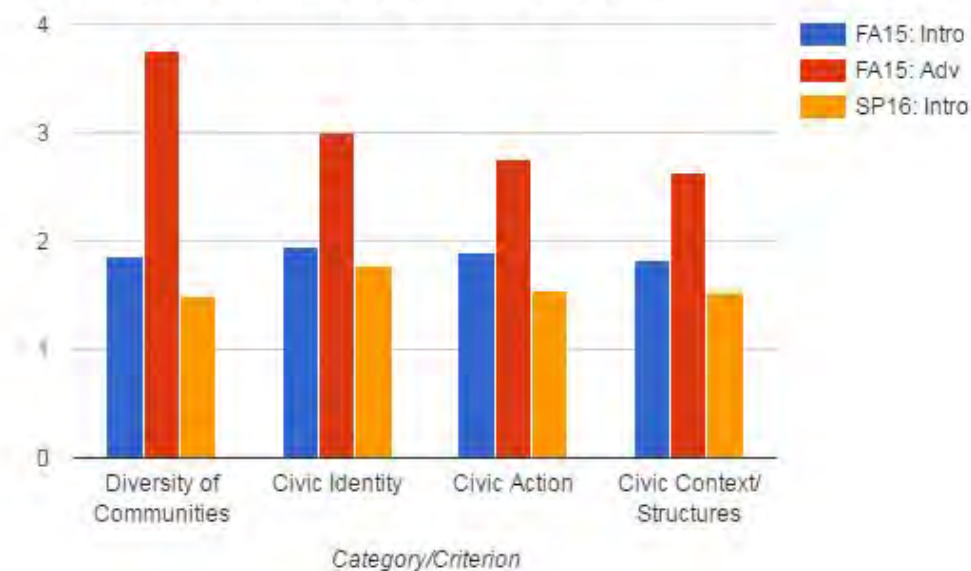
It is important to continue the close cooperation between the library and GE courses in terms of Information Literacy. Students are doing well in most areas. As students need to develop more specific skills in "Accessing Information," the more specific instruction in GE 202x has to be intensified.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes data from WKU)

Student Learning Objective 6: Active Citizenship**DATA COLLECTION AND RESULTS**

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
Number of students:	1127	-	8	Number of students:	103	-	-
Number of sections:	61	-	1	Number of sections:	8	-	-
Courses assessed	GE1000	-	capstone	Courses assessed	GE1000	-	-
Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Diversity of Communities	1.79	-	3.75	Diversity of Communities	1.50	-	-
Civic Identity	1.88	-	3.00	Civic Identity	1.78	-	-
Civic Action	1.82	-	2.75	Civic Action	1.54	-	-
Civic Context/Structures	1.74	-	2.63	Civic Context/Structures	1.52	-	-

FA15: Intro, FA15: Adv and SP16: Intro

Discussion of Findings:

Active Citizenship is a new SLO in the General Education Program. It is a crucial outcome for Kean University, as Civic Engagement and Active Citizenship are core values for the institution.

The introductory assessment was done in Transition to Kean, GE 1000.

On average students scored the highest in the Civic Identity category (1.95). Students scored the lowest in the Civic context/Structures category (1.83), although these differences are small. Students are expected to score a 1 or 2 on the rubric at this level. It is encouraging that the mean is close to 2 in almost all categories. The results in the Spring are slightly lower. This can be explained with the much smaller number of students in the Spring, most of them repeaters.

The capstone assessment was piloted in one section of Sociology 4600, the sample is very small, thus the data is not reliable. However, it shows an increase in scores compared to the Introductory level.

The increase is encouraging in the category "Diversity of Communities". Especially the category "Civic Context/Structures" is still a weakness on all levels

Curricular Actions/Closing the Loop:

As it takes time to become part of the structure of active citizenship and to work within the context, the process will be emphasized in T2K.

Supporting Evidence (data):

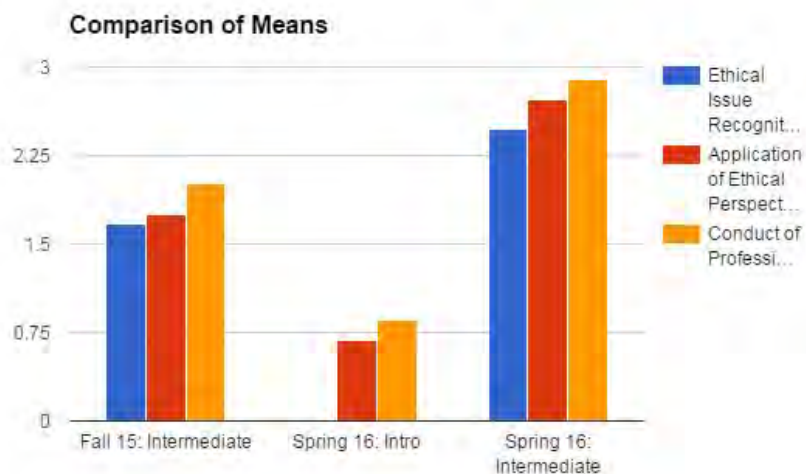
X Detailed reports are on file in General Education
(Includes data from WKU)

Student Learning Objective 7: Ethical Judgement and Integrity

Ethical judgement and integrity was assessed at the intermediate level in the fall of 2015 and at the introductory and advanced levels in spring 2016 using the ethical judgement and integrity rubric.

DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
Number of students:	-	67	-	Number of students:	100	53	-
Number of sections:	-	-	-	Number of sections:	-	4	-
Courses assessed	-	ge202x	-	Courses assessed	psy1000	GE202x	-
Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Ethical Issue Recognition	-	1.67	-	Ethical Issue Recognition	-	2.47	-
Ethical Self-Awareness	-	-	-	Ethical Self-Awareness	-	2.23	-
Application of Ethical Perspectives/ Academic Integrity	-	1.75	-	Application of Ethical Perspectives/ Academic Integrity	.68	2.72	-
Conduct of Professional and Academic Integrity	-	2.01	-	Conduct of Professional and Academic Integrity	.85	2.89	-



Discussion of Findings:

Ethical Judgement and Integrity is assessed at the introductory and intermediate levels in 2 general education course, psy100 and ge202x.

General Psychology, psy1000, is a general education distribution course chosen based on the content of the course as well as the number of students it serves. In psy1000, students are given the POM (psychology outcome measure) at the start of the semester prior to any coursework. The POM is formatted as a test and covers basic psychology information, including ethical issues and knowledge. For students entering Kean from high school, this course is often the first time students are exposed to ethics in a meaningful way and as such are not expected to have prior knowledge. Many students did not meet the rubric level 1 upon entry to the course, which is expected. The results of the test give us a very good baseline to measure student progress over the course of the program.

At the end of the course, it is expected that students will perform at a level 1 or 2 on the rubric. Students performed better on the area of conduct which may be due to the life experience and media exposure which tends to center around the rules. Students performed lower in the area of application, which asks the students to make decisions and apply the concepts of ethics to scenarios presented.

As an introduction to research methods and writing course, Research and Technology, GE202x, includes ethics as a part of the course content. Students are expected to complete an online National Institute of Health module which covers the ethics in terms of the protection of human subjects. Students are also required to ensure that their research projects have appropriate research measures, disclosures and protections. Assessment of ethics for GE202x includes an online questionnaire which poses scenarios and asks for student responses. As an intermediate level course, students are expected to score in the 2 to 3 level on the rubric. The majority of students in GE202x are scoring in this range, especially in the areas of application and conduct, which is a part of course conduct. Students scored slightly lower in the areas of issue recognition and self-awareness.

Curricular Actions/Closing the Loop:

Going forward, SLO 7 will also be assessed and discussed in GE 3000. The relatively strong results in the categories “Ethical perspectives” and “Professional Conduct” indicate an impact of the NIH training. In order to further develop a more rounded ethical understanding, the curriculum in Ge 202x needs to incorporate more discussions of these issues beyond the certificate.

Supporting Evidence (data):

X Detailed reports are on file in General Education

Student Learning Objective 8: Diversity**DATA COLLECTION AND RESULTS**

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Inter m	Advd		Intro	Interm	Advd
Number of students	1149	-	24	Number of students	271	-	365+
Number of sections	61	-	-	Number of sections	8	-	-
Courses assessed	GE1000	-	capstone	Courses assessed	SOC1000	-	capstone

Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv
Global self-awareness	1.85	-	3.25
Perspective	1.73	-	3.25
Cultural Diversity	1.89	-	3.33
Attitudes: curiosity	1.88	-	3.13
Attitudes: openness	1.91	-	3.33

Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv
Global self-awareness	2.56	-	2.40
Perspective	2.34	-	2.38
Cultural Diversity	2.14	-	2.54
Attitudes: curiosity	2.55	-	2.39
Attitudes: openness	2.63	-	2.44

Comparison of means: introductory to advanced

Category/Criterion	Intro	Adv
Global self-awareness	1.85	3.25
Perspective	1.73	3.25
Cultural Diversity	1.89	3.33
Attitudes: curiosity	1.88	3.13
Attitudes: openness	1.91	3.33

Comparison of means: introductory to advanced

Category/Criterion	Intro	Adv
Global self-awareness	2.56	2.40
Perspective	2.34	2.38
Cultural Diversity	2.14	2.54
Attitudes: curiosity	2.55	2.39
Attitudes: openness	2.63	2.44

Discussion of Findings:

On the introductory level, scores in the Fall were consistently close to the expected level 2 in GE 1000. Interestingly, scores in the Spring were consistently higher in Sociology 1000. While the sample here is too small for conclusions, this can indicate that students are more focused

2.7 2015-2016 General Education Annual Assessment Report

on questions of diversity in a class that has a stronger focus on it and is disciplinarily closer. This has to be verified through a larger sample.

On the capstone level, scores were significantly higher in the Fall than in the Spring. However, this might be explained by the much smaller sample number in the Fall, when all students were from Design. In the Spring, the assessment was based on students from several different disciplines and the results are more reliable. They indicate that we still need to do a lot of work to develop the outcomes we want to achieve in Diversity.

Curricular Actions/Closing the Loop:

The weak outcomes in this SLO show the urgency for change in the GE curriculum toward a stronger emphasis on the value outcomes.

Supporting Evidence (data):

X Detailed reports are on file in General Education
(includes data from WKU)

2015-2016 Administrative Divisions
Annual Assessment Results and Recommendations Report

Division: Office of the President (Strategic Initiatives, Human Rights Institute, Holocaust Resource Center, Diversity Council, Office of Affirmative Action, Office of Institutional Research)

Associate Vice President: Felice K. Vazquez, Esq

STRATEGIC INITIATIVES

The Division was created in 2015 to manage strategic initiatives that require coordination on an institutional level. The Division is responsible for coordinating the planning and development of strategies and implementation plans for achieving Presidential priorities as assigned. These strategic initiatives touch on all 10 University strategic goals. Some divisional highlights include: Kean Highlands, the Merck Site, a Public Private Partnership Housing Development, an Environmental Science partnership in Costa Rica, the Michael Graves Properties for the College of Architecture and Design, a New Child Care Center for the College of Education.

Over the past year, the Division also initiated a review with the offices of University Counsel and Conferencing and Events to standardize systems and procedures for summer pre-college programs; Coordinated the New Employee Orientation Programs in partnership with Academic Affairs and Human Resources; assisted the President with institutional initiatives for global connections; has served as Liaison office for the Wenzhou-Kean Advisory Board; and was responsible for certain institutional level grants assigned by the President.

In 2015, the Division led the development and submission of three Capital Improvement Fund grant applications to the State of New Jersey. One was successful, resulting in the receipt of a \$3 million dollar award towards the development of a new Liberty Hall Academic Center for History. The project is in the design phase.

Kean University's College of Education runs a Child Care Center utilizing its expertise in the field of Education to service the Kean Community and beyond while providing hands on professional development experience for Kean's Education majors. The physical facility is outdated, housed in one of the Campus School Buildings which were constructed as temporary facilities in the 1960's. A bid has been awarded for the rehabilitation of a portion of the Technology building to be transformed into a modern College of Education Child Care Center scheduled to open in fall 2018.

The University has acquired three properties in Princeton, New Jersey, being the former home and work place of the preeminent American architect of the 21st Century, Michael Graves. A gift from the Estate, granted to help Kean carry on Mr. Graves work to develop a premier College of Architecture and Design in his namesake, the property valued at more than \$3 million was acquired for \$3. While the main residence, known as The Warehouse, will be meticulously preserved in museum style to serve as meeting place and muse for generations of Kean students and faculty, the other two adjacent properties will be renovated. In collaboration with The Michael Graves College, the site is already being utilized in the education of architecture and design students and the renovation projects are being incorporated into the curriculum during the design and development process. They are currently in the conceptual design phase.

Working with Academic Affairs and the College of Natural and Applied Sciences, a Pilot Program was initiated with our local non-profit partner in Costa Rica. An agreement was executed and a course created and approved to initiate the academic pilot. Assessment of the first year pilot

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

revealed that 94% of the participants indicated strong inclination toward applying for graduate schools or in the field of environmental sciences or related fields after completing the summer program operated by SESS in Costa Rica. 50% of the participants never had research experience during academic year and 87.5% of the participants never had study abroad or international research experience in the past. Moreover, the assessment of student learning outcomes showed strong results, with the lowest average mark in a category being 3.63 on a scale from 1 to 5, and the highest ranking of 5 being achieved in multiple categories. It is recommended that this partnership initiative be continued and further assessed to determine a consistency of outcomes and if such consistency is demonstrated, possible recommendations for expansion.

The Public Private Partnership Housing Development has been approved by the New Jersey Economic Development Authority. Some of the existing housing stock is outdated, with Dougal and Whiteman being more than 50 years old. In addition, a student market study was done which shows that there is adequate demand for the university to proceed with the planned project of 385 beds. The rental market remains tight with high rents and low vacancy rates making it difficult for Kean students to find affordable housing. There are no planned off-campus multi-family developments that are targeting student renters. Our analysis shows demand of 882 beds of housing from students not currently living on campus; 268 from freshmen. Moreover, if Dougall and/or Whiteman Halls are taken offline, this will increase the demand for freshmen housing, along with the fact that Wenzhou-Kean students seeking a semester or year at Kean USA is expected to grow with the WKU general enrollment, an expectation already being realized with the WKU enrollment at Kean USA growing this year to 118 undergraduate students and 11 graduate students.

The project is proceeding to the financing phase with an anticipated opening for fall 2018. Included in plan designs is a 2,000 square foot bistro space. Student Affairs campus food services survey data indicates that the student body seeks increased diversity of options in the area of on campus dining (Eighty-five percent rated variety of food choices Extremely Important or Very Important). Thus it is recommended that consulting services be retained to explore, attract and assist in evaluating vendor options for this new campus dining space.

The Merck site has been the subject of Litigation. A Settlement Agreement has been executed and Kean University is completing due diligence on the property targeted for new academic and research facilities, faculty and graduate housing and parking in furtherance of strategic goal 8.

Initially accessed by means of an exclusive Special Use Permit to Kean University, acquisition of the 40 acre site now known as the Kean Highlands is now complete in the form of a long term lease from the New Jersey Department of Environmental Protection. Early piloting of courses and summer pre college programs through the School of Environmental and Sustainable Design demonstrated that students learned certain lessons significantly better onsite in the Highlands than in a classroom in Union. In addition, students made moderate to great gains in: areas of environmental science; their ability to contribute to science; preparing presentations and posters; computer skills and environmental awareness. Moreover, pre and post surveys also revealed significant increase in students' willingness to attend Kean and the SESS program, and an increase of more than 100% in the students' knowledge and interest in Kean generally.

The development of Kean's new environmental campus is a three-phase project. Phase I, the campus-wide site work, is under construction. Phases II is out to bid. Phase III is undergoing value engineering redesign to meet budgetary constraints.

HUMAN RIGHTS INSTITUTE

The Human Rights Institute (HRI) continues to provide high quality educational experiences related to human rights abuses and social justices issues globally, nationally and locally. Programming includes art exhibitions, lectures, seminars, film screenings, panel discussions and one major conference each spring semester. The HRI has continued to increase growth and exposure by hosting events with Kean's Anne Evans Estabrook Senior Human Rights Fellow John Prendergast, during New Employee Orientation and collaborative events with the Diversity Council (DC). Over the past academic year, the HRI strengthened already existing programs based upon data collection results. In the academic year 2014-2015, the HRI spent much time focusing efforts on Strategic Plan Goal 1. Much information was collected to provide insight into the growth of HRI events which included number of visitors and event attendees. In 2015-2016, data was collected to measure impact of HRI activities in relation to Strategic Plan Goal 1. All programs were planned in relation to the mission of the unit, the mission of Kean University and were aligned with the information found in the 2013-2020 Strategic Plan Goals, Objectives and Actions document.

Data collected prior to 2015-2016 provided a clear framework from which to build. The impact of HRI sponsored events and related programming can be found in data collection from 2015-2016. However, data suggests the HRI can seek continued growth and outreach in a variety of meaningful ways.

Data collection (2015) for Strategic Plan Goal 1 indicated 800 New Jersey high school students, educators and community members attended the eighth annual human rights conference, "Well-Beings: The Human Right to Healthcare". As a result of this data collection, at the ninth annual human rights conference (2016), "Locked Up in America: The Business of Incarceration, steps were taken to broaden the program agenda and collect data information regarding programmatic impact. The program was broadened by the introduction of an experiential piece to compliment the topic of the conference. A solitary confinement replica cell was brought to campus for the community to experience. Data collected from the experience indicated participants developed a better understanding of the conditions of solitary confinement as a human rights abuse, experienced feelings of anxiety and fear and developed a sense of awareness not experienced prior. These results indicate the experiential aspect illuminated the conference topic in multiple ways. It is recommended that resources be allocated to enhance each conference topic through experiential means and this aspect become a permanent part of the annual human rights conference experience as opposed to a singular event.

Additionally, data was collected from conference attendees (over 1,000 in attendance) which indicated that most developed a better understanding of the justice system in the U.S., could explain the arguments for prison reform and know more about the schoolhouse to jailhouse track prior to the conference. With the demonstrated effectiveness of the conference, and as the HRI grows in eminence and reputation, it is recommended a smaller conference be developed for the fall semester.

One area of improvement was identified. When educators were asked if they could create lessons based on the information presented, 50% responded they could. It is recommended that educators who attend are given a take-away to help implementation of conference material into social justice lessons. In order to achieve this recommendation, additional resources need to be allocated. This can largely be addressed through the filling of the recently vacated Director position and resource prioritization in collaboration with University Relations.

Data collection for Strategic Plan Goal 1 prior to 2015 indicated each HRI art gallery exhibition has drawn increased foot traffic and visitors. As a result of this information, impact surveys were given in spring 2016 to measure quality of docent training, knowledge of exhibit and exhibition quality in

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

relation to human rights. Data indicated that for the exhibition “For All the World to See”, visitors gained a better understanding of the civil rights movement in the U.S., enabled visitors to better understand the history of racism in the U.S. and provided an opportunity for viewers to compare past and present depictions of African American life/culture. Coupled with increased visitation to the gallery, these results indicate the exhibition was of high quality, viewers found the art informational and the docents were trained to give brief tours. It is recommended that student docents receive additional training on how to conduct gallery tours and receive additional training on differing artistic techniques. In collaboration with the University Gallery Director under the College of Liberal Arts, this initiative should require little to no additional resources.

According to the Strategic Plan, the HRI should continue to focus on Goal 1 with attention to Goals 2, 3 and 4. Goal 4, Objective 4.1 states, “To continue to cultivate a University community that is diverse and inclusive based on our social principles.” One way to achieve these goals and strengthen the unit is to re-establish the human rights club and promote student-led initiatives. One student-led initiative that is currently under development is the Conflict-Free Campus Initiative. This is one example of how the HRI can support student learning of social justice issues.

Alternate ways to strengthen the unit can be found in the recommendations above. As the HRI continues to grow, it is imperative student docents be given proper training. Also, in order to maintain relevancy to educational institutions, the HRI should develop curricular components that supplement current programming and art exhibitions.

Hiring one manager in the HRI will be critical in planning and executing large scale events and enhancing the unit’s ability to achieve strategic goals and meet and measure student learning outcomes. The hiring of one support staff member in the HRI may be prudent to ensure successful daily operations, utilize datatel, request work orders, complete basic operational functions; but this should be reviewed after the Director position is filled.

HRI staff should attend Human Rights conferences and events in our local area, particularly conferences at the UN, which can be especially helpful in developing programming parallels for Kean. Also, in order for the HRI to serve as a resource for students, educators and the community at large on current of pressing global and local issues, and to build on the demonstrated effectiveness of the spring Human Rights Conference, the introduction of a fall semester conference is recommended.

In furtherance of Goals 1, 2, 3, 4, 5 and 6, staff training in gallery management and Constant Contact or other communication management technologies would enhance the HRI’s ability to maximize effectiveness and community engagement associated with the Human Rights Gallery. One staff member needs to be able to access Datatel and needs to be able to complete work orders along with basic office functions.

HOLOCAUST RESOURCE CENTER & DIVERSITY COUNCIL

The Holocaust Resource Center (HRC) and Diversity Council (DC) created and hosted a variety of programming during the 2015-2016 academic year. In addition, both units strengthened the existing programmatic structure based upon data collection results. Both units addressed Strategic Plan Goal 1, Objective 1.1, Strategic Plan Goal 2, Objective 2.1 as well as Strategic Plan Goal 4, Objective 4.4. Collectively, programmatic creations paralleled the missions of each respective unit as well as the mission of Kean University. Additionally, programs were created to align with the Kean University’s 2013-2020 Strategic Plan Goals, Objectives and Action document.

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

Data collected from all programmatic aspects indicates that the HRC/DC has made strides in identified areas, but can seek to improve as the nature of the educational field, Holocaust education and current global events do not stagnate but remain fluid. The needs of the population serviced by the units remains constant and demands the most current, up-to-date methodologies and techniques.

Data collected for Strategic Plan Goal 1 in 2013-2014 and 2014-2015 indicated a need for professional instruction on the following topics: Poverty, Race and Achievement. Educators also indicated the need for Diversity/Identity education. In order to respond to these data results, the DC sponsored a full academic year (2015-2016) of programming centered to address the theme "Hearing All Voices". In January 2016, the DC sponsored an Educators' Conference, "Closing the Opportunity Gap" featuring Dr. Richard Milner as keynote and Ms. Dwanna Nicole as workshop facilitator. Both guests provided 120 attendees the necessary platform to examine the correlation between race, discipline and achievement. Attendees were given an opportunity to speak openly about issues of race and class while developing new practical application tools. The data results of the conference indicated 92% surveyed gained new knowledge and concrete strategies on meaningful ways to address issues of race and achievement. The proven success of the conference is recommended for expansion. With funding, the conference should be transformed into a major Education Conference with a full day or more of programming and outreach beyond New Jersey.

Data collected for Strategic Plan Goal 2, Objective 2.1.7 in 2013-2014 and 2014-2015 indicated a decreased in Diversity Council school district membership. In December, 2014, 40 school districts were actively participating in DC events. In response to the data as it relates to the objective 2.1.7 (Utilize Kean University's diversity and commitment to global perspectives in all marketing, advertising and recruitment efforts), the staff in HRC/DC launched a recruitment campaign that promoted the relevancy and importance of DC membership. As a result of the campaign, there was a 100% growth in DC membership. It is recommended that the HRC/DC continue to increase outreach to new geographical areas and tailor future programming to fit the specific needs of new members.

Data collected for Strategic Plan Goal 4, Objective 4.4.3 (Provide professional development opportunities, training and funds to educators and programs to support curriculum transformation or integration related to diversity/multiculturalism) in 2014-2015 from a diverse focus group indicated a strong need to find meaningful ways to connect Holocaust education to current global crisis and promote empathic 21st century learning. In response, the HRC/DC is currently working collaboratively with two (2) non-profit organizations (Facing History and Ourselves and Hold Onto Your Music) to promote a Holocaust book with current global themes. Schools who agree to integrate the book into their curricular offerings this academic year (2016-2017) will receive adequate training on how to infuse Holocaust history, current crisis into interdisciplinary lesson planning. It is recommended that Kean University support this initiative by providing space and time for the project to continue. Data collection will occur at the end of the project.

According to the Strategic Plan, the next step that should be taken by HRC/DC in relation to Strategic Goal 1 is to re-shape master's and post-baccalaureate programs to address regional and national needs. This will be necessary as the DC expands its offerings to new parts of the state. One important offering of HRC/DC is the 12 credit post-baccalaureate certification, "Teaching the Holocaust and Prejudice Reduction." Steps have already been taken to standardize instructor training and create uniform syllabi that reflect most current teaching methodologies and approaches as they relate to New Jersey Student Learning Standards, current teacher evaluation methods and our mission to develop 21st century learners who understand social justice and prejudice reduction. No changes should be made to this strategy at this time. The expansion efforts of continued growth

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

of HRC/DC and its outreach should be supported with time, space and allocation of resources. The DC should be responsive to current trends in the educational field and societal events and respond with quality programming.

According to the Strategic Plan, another step to be taken by the HRC in relation to Strategic Goal 1 is to support and build further the existing Centers of Excellence where appropriate and develop new Centers. The HRC is one (1) of fifteen (15) nationally recognized Centers of Excellence. This distinction is highly regarded given there are thirty-one (31) Holocaust centers in the state of N.J. alone. In order for the HRC to maintain its national distinction as a Center of Excellence, it is imperative for the Center to join national organizations such as the Association of Holocaust Organizations (AHO). The Center director should attend each annual national conference and attempt to present our work. Additionally, the HRC is developing a strong relationship with The American Society of Yad Vashem and should strive to develop international relations with the educational and outreach division of Yad Vashem. No changes should be made to this strategy but support can be given through additional opportunities to develop new marketable products using current HRC holdings.

Traffic has increased in the HRC. All holdings are digitized through Nancy Thompson Library computers. It would be helpful to have a dedicated visitors' computer in the HRC to allow visitors an opportunity to look for holdings and conduct research in the Center. Currently the HRC is not a member of the Association of Holocaust Organizations (AHO) which holds a nationwide conference of all Holocaust/Genocide centers. Kean University should join this resourceful organization and attend annual conference.

The HRC/DC is committed to continuous and constant contact with both the university and larger educational communities. In order to adequately meet the changing demands of the educational field, HRC/DC staff should be trained in the most recent technological approaches to promote programming and develop professional discourse. Also, since a large part of the mission of both units is to increase empathy of 21st century learners, training on social justice art projects and development of curricular companion pieces is critical. Additional training should be sought in most current pedagogical educational approaches as they relate to social justice issues and social justice education. These training activities should be implemented in the upcoming year to better achieve the goals outlined in section 2 of this report. The impact of the training activities should be assessed in the next cycle.

OFFICE OF AFFIRMATIVE ACTION

During the 2015-2016 year, the Office of Affirmative Action Programs (OAAP) provided equal employment opportunity guidance for hiring authorities and committees for all unclassified and faculty searches; including the review of job announcements and advertisements. Additionally, the OAAP coordinated and administered training, awareness, and outreach programs associated with the University's anti-discrimination policy and procedures (New Jersey State Policy Prohibiting Discrimination in the Workplace).

Numerous workshops and training activities were co-sponsored or facilitated by the OAAP including: Conversations on Civility (December, 2015); RSS Student Staff Training on Title IX and the Violence Against Women Act (January, 2016); Gender-Based Violence and Prevention: Professional Development Program (January, 2016); Student Athletes Title IX Training (April, 2016); Civil Rights Investigator Training (June 2016); and Student Group Leadership Conference (June 2016).

The following represents data with respect to the employment search process and anti-discrimination training activities at the end of the 2016 period:

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

- There were 112 positions that were monitored by the OAAP.
- There were 53 faculty (academic) positions and 59 unclassified (staff) positions.
- There were a total of 3495 applicants.
- The return rate for applicants completing the voluntary Affirmative Action Questionnaires was 54.68%.
- Approximately 500 employees completed anti-discrimination and anti-harassment training.
- Over 120 employees completed training on Title IX (Haven).

In order to expand training for areas identified by emerging laws and regulations, particularly Title IX related areas, alternative training programs and modules will be utilized. The review of training activities will incorporate an examination of content and delivery methods to facilitate usability.

Data compiled for the University Board of Trustees Governance Committee revealed that while the percentage of faculty self-identifying as Black or African American (7.8%) is the third highest amongst the eight comparable state New Jersey institutions, improvement in this area was still identified as a recommended goal. This year Kean began collaboration through the Provost's office with President David Wilson from Morgan State University in Baltimore, Maryland to connect Kean with the Historically Black Colleges & Universities (HBCUs) network. Dr. Wilson serves on the Whitehouse Initiative on Historically Black Colleges & Universities President's Board of Advisors on HBCUs, representing 107 institutions of higher education across the nation. The Provost visited Dr. Wilson and his leadership team at Morgan State University (MSU) during August, 2016 to discuss strategies for enhancing Kean's faculty recruitment from MSU's PhD programs, such as Social Work. It is recommended that Dr. Wilson and his leadership team are invited to visit to our Union campus this Fall for further discussions, and that other such Historic Black Colleges and Universities partnerships should be pursued.

The OAAP operational objectives (A.1, 4.1 and 4.2.2) align with the Strategic Plan Goal 4 for "Recognizing our historical excellence in diversity, to build further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice." The department will continue to cultivate and expand the University community's awareness of institutional, state, and federal anti-discrimination laws, policies, procedures, and guidelines. The Strategy for the outcome year is structurally the sound, but could benefit from some technical enhancements, i.e., an integration of technology-related enhancements like email, electronic form and data processes, etc. Increased use of technology and collaborations with internal and external stakeholders in strengthening institutional diversity efforts is recommended. For example, activities are being developed with the American Conference on Diversity to support our students and diversity awareness efforts. Presently, no other major changes have been identified for the OAAP. There are continual concerns regarding institutional demographic profile data. Departmental processes are being reviewed related to these concerns, i.e., record-keeping, details of information maintained in these records, etc. Most of the actions above require some level of resources for effective implementation. These resources have been identified and are being addressed. For example, a comprehensive Affirmative Action Plan is being developed in consultation with an outside vendor.

Staffing needs for the OAAP have been addressed through the addition of a Managing Assistant Director for the office.

OAA's general resource needs are in the areas of: License renewal for Workplace Answers anti-discrimination online training, Professional Association fees, Subscriptions for media and publications for tracking demographic trends and data, and Training Conferences.

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

Federal and state laws are continually evolving; and the legal ramifications for not being up-to-date with emerging changes are critical. As a result, continual training is necessary and certain programs require registration fees.

The American Association of Hispanics in Higher Education helps institutions advance their commitment to being a leader in diversity and education equality. The organization's services would assist the OAA, HRI, HRC, DC and the institution at large in its efforts towards goals: 1, 2, 3, 4 and 5. It is recommended that resources be allocated for a trial membership for the University, the impacts of which should be assessed during the next cycle.

OFFICE OF INSTITUTIONAL RESEARCH

During the 2015-2016 year, the Office Institutional Research (OIR) provided decision-making reports and review of academic program data to internal departments.

The OIR made a total of 37 routine reports for decision-making support. Routine reports are primarily run for the President and the college deans and executive directors. Class schedule reports were sent to the Registrar office for monitoring and planning class schedules. Of these 37 reports, 35 or 94% were completed before their due dates.

Academic program review data for all the academic programs were sent to the Deans on January 5, 2016. All of the data items specified in the University's program review guidelines are covered in the data file, including enrollment, degrees conferred, years to degree, and Graduation Rate. The data file also included student demographic information such as gender, race/ethnicity, attendance status and admission status.

The OIR also completed thirty-three mandatory data surveys and reports, including sixteen IPEDS surveys, six New Jersey SURE (student unit record) data reports, eight New Jersey State mandatory reports, one Middle States report, and two Higher Education Act compliance reports. All of these mandatory reports were completed on time.

The following represents data with respect to routine decision-making reports, academic program review data and ad hoc data requests and data distribution during the 2016 period:

- 85% of the routine decision-making reports will be completed and submitted in a timely manner.
- 100% of the program review data will be distributed in early spring semester to all the programs through the college deans.
- 85% of the ad hoc data requests from the Kean administrators and Kean communities will be responded with appropriate data during the academic year.
- The data distribution through IR web site will be maintained and the monthly average number of IR web visits will be maintained at the current level over 100 per month.
- 100% of the mandatory reports and surveys from the Federal and State governments, and from the Middle States will be completed on time.
- 75% of the external surveys and reports requested by the external educational and other agencies will be completed.

Comparative data suggests that the OIR's rate of success is relatively consistent year to year, but the unit requests additional staffing support in order to expand services. With so much of this unit's responsibilities being related to regulatory requirements, governed by standard reporting rules and procedures, and being so reliant on technology, it is recommended that first, consulting services be

3.1 Summary Assessment Report-Strategic Initiatives-President's Office (2015-2016)

retained to assess the requirements, systems, processes, practices, outputs and resources of the unit and make recommendations for maximum effectiveness and efficiency.

Budget Request Line Items

Unit	Description of Resource Request	Page # Reference (for rationale)	Quantity Requested (where relevant)	Unit Cost (where relevant)	Total Cost (to nearest dollar)	Strategic Plan Goal (2013-2020)
OAA	Online anti-discrimination training License Renewal	7			\$5,300	4
OAA	Professional Development and Training	7			\$1,000	4
HRI, HRC, DC	Special Projects-fall conference	4			\$10,000	1,2,3,4
HRI	Experiential Learning companion piece to HRI Conference	3	2 (1 fall and 1 spring)	\$5,000	\$10,000	1,2,3,4
HRC,DC	Visitors' Computer	6			\$1,500	4,5
HRC, DC	Membership in AHO & Annual Conference	6			\$1,800	1,3,5
OAA, HRI, HRC	Membership in AAHHE	7			\$1,500	1
DC with HRC/ HRI	Pilot Expanded Educators Conference	5			\$15,000	1,2,3,4,5
OIR	Consulting Services	8			\$15,000	1,2,3
SI	Consulting Services	2			\$3,000	2, 3, 8

2013-2020 Strategic Plan Goals, Objectives and Actions

(Final Version, Adopted by Board Resolution 12.07.13)

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

1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths

Actions:

1.1.1. Establish 3-4 new doctoral programs in applied professional fields (e.g., Speech, Counseling, Physical Therapy) by 2020

Implementation/Timeline:

1.1.1.1. Conduct a feasibility study of Doctor of Speech Therapy (DST) degree (to be completed by 12/13); degree established fall 2014, graduates by 2016

1.1.1.2. Conduct a feasibility study of Doctor of Physical Therapy (DPT) degree (to be completed by 12/14); degree established by fall 2016; graduates by 2018

1.1.1.3. Conduct a feasibility study of Doctor Counselor Education (DCEd) degree (to be completed by 12/15); degree established by fall 2016; graduates by 2018

1.1.1.4. Conduct a feasibility study of Doctor of fourth applied professional field area (to be completed by 12/16); degree established by fall 2017; graduates by 2019

1.1.2 Re-shape master's and post-baccalaureate programs to address regional and national needs

Implementation/Timeline:

1.1.2.1. Review and clarify master's and post-baccalaureate programs to address regional and national needs (TBC [to be completed] 2013-2014)

1.1.2.2. Identify new opportunities and develop strategic plan (TBC 2014)

1.1.2.3. Manage roll-out new opportunities (TBC 2015, 2016, 2017)

1.1.2.4. Establish Physician's Assistant program by 2017

1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017

1.1.3. Align undergraduate programs to address regional and national needs

Implementation/Timeline:

1.1.3.1. Identify alignment opportunities to meet regional and national needs (TBC 2014)

1.1.3.2. Align undergraduate programs and communicate importance of undergraduate programs to regional and national needs (TBC 2015-2016)

1.1.4 Increase the number of programs with the highest and most comprehensive certifications of excellence (i.e. special/subject accreditation) at the departmental level, college or school level, and university level where appropriate

Implementation/Timeline:

1.1.4.1. Identify university programs seeking highest and most comprehensive certifications of excellence. (TBC 2014-2015)

1.1.4.2. In coordination with VPAA's office, develop specific plans for selected programs, including allocation of resources and goals for obtaining certifications of excellence, and provide supporting resources needed (TBC 2014-2015)

1.1.4.3. Implement short, mid, and long-term plans for acquisition and maintenance of external certifications of excellence, overseeing a regular schedule of initial designation and renewal (TBC 2015 and annually, following)

1.1.5 Support and build further the existing Centers of Excellence where appropriate and develop new Centers

Implementation/Timeline:

1.1.5.1. Review existing Centers of Excellence: (TBC, 2014)
The New Jersey Center for Science, Technology, and Mathematics Education; Human Rights Institute; Center for Global and Specialized Management; College of Visual and Performing Arts; College of Humanities and Social Sciences/Liberty Hall

1.1.5.2. Identify best practices and designate new Centers of Excellence, as needed in response to regional and national needs. (TBC 2015, ongoing)

1.1.5.3. Begin by designation the School of Global Business as a Center for Excellence and implement international internships by 2015

1.1.6 Grow the programs in environmental and life sciences, and sustainability studies, by investing time and resources in a Regional Highlands Center in Oak Ridge, NJ so that students and faculty have opportunities to witness the ecology and sustainability of terrestrial and aquatic natural resources, the biogeochemical processes related to landscape management, and the impacts of climate change on ecosystems

Implementation/Timeline:

4.1 Kean University 2013-2020 Strategic Plan

1.1.6.1. With the President's Office, continue the integration of the Regional Highlands Center into Kean's international program planning. (TBC 2014, ongoing)

1.1.6.2. Using scientists and researchers at Kean, include the Regional Highlands Center in national and international research agendas. (TBC 2014, ongoing)

1.1.6.2. Identify and employ scientists of distinction to conduct research and education symposia at Kean Highlands

1.2 Increase the number and type of relevant and responsive certificate programs, lifelong learning, continuing education and practice-based opportunities for our students

Actions:

1.2.1 Develop standard cross-disciplinary affiliation agreements (MOUs) to support new partnerships (e.g. hospitals, healthcare systems, schools, non-profits)

Implementation/Timeline:

1.2.1.1. Establish the Office of Affiliation and Internships (OAI) (TBC 2013-2014) **if** financially feasible

1.2.1.2. Using OAI as the focus, strategically grow affiliations and partnerships in support of undergraduate and graduate opportunities and Centers of Excellence. (TBC 2015, ongoing)

1.2.2 Increase the number of international and national internship opportunities

Implementation/Timeline:

1.2.2.1. Identify current and potential internship opportunities (TBC 2014)

1.2.2.2. Engage national groups (inroads.org, internships.org) with academic units at Kean (TBC 2013-2014)

1.2.3 Develop online course/program offerings that increase learning opportunities for students by 5% to 10% annually

Implementation/Timeline:

1.2.3.1. Hire a Director of Online Learning (TBC 2013-2014)

1.2.3.2. Design and implement a Learning Commons Strategy (TBC 2014-2015)

1.2.3.3. Establish a strategy and niche for distance learning (TBC 2014)

1.2.3.4. Design and deploy curriculum to support the plan. (TBC 2015 and ongoing)

1.3 Provide support mechanisms for all programs consistent with regional, professional and national measures

Actions:

4.1 Kean University 2013-2020 Strategic Plan

1.3.1 Increase online learning opportunities in skills-based and developmental courses, or where online learning can be utilized as an important supplement to the core academic program to improve student learning/the student experience

Implementation/Timeline:

1.3.1.1. With the Office of Assessment and General Education, identify where online-learning can be used to improve student learning and experience. (TBC 2014-2015)

1.3.1.2. Implement areas of greatest return initially, with additional areas to follow. (TBC 2015)

1.3.2 Utilize the Centers of Excellence model to facilitate ambitious program accreditation goals

Implementation/Timeline:

1.3.2.1. Review local model, as well as national exemplars. (TBC 2013-2014)

1.3.2.2. Align Centers of Excellence with program accreditation goals (TBC 2014)

1.3.2.3. Integrate goals with Centers of Excellence effort (TBC 2015-2016, ongoing)

1.3.3 Develop an undergraduate research & honors program(s), and identify and develop students for such 'added value' opportunities

Implementation/Timeline:

1.3.3.1. Develop a working group to identify current undergraduate research and honors programs at Kean (TBC 2014)

1.3.3.2. Define a structure, based on national norms, policies, procedures, and model to follow, building on Kean's existing elements university wide (TBC 12/14)

1.3.3.3. Migrate existing honors students into the program from incumbent students (3rd4th years) (TBC 2014-2015)

1.3.3.4. Annually enroll students (1st, 2nd years) earlier (TBC 2015-2016)

1.3.4 Enhance the role of the University Career Services Office

Implementation/Timeline:

1.3.4.1 Connect Career Services to existing national University Career Services organizations and groups, including alumni (TBC 2014)

1.3.4.2 Develop internship co-curricular experience for Kean Students, with progression through service and professional opportunities, culminating in graduation (TBC 2015)

1.3.4.3 Design a web-portal and presence to support students before they arrive at the Career Services physical office. (TBC 2014-2015)

4.1 Kean University 2013-2020 Strategic Plan

1.3.4.4 Develop a 5-year co-op program, aligned with specific majors and employers, to provide substantial professional expertise during undergraduate study at Kean (TBC 2014, ongoing)

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

2.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques

Actions

2.1.1 Unique academic programs, such as sustainability, health sciences as well as our outstanding education programs will be promoted extensively integrated into marketing plan timeline to be determined by University Relations

2.1.2 Continue to offer academic programs and courses that are affordable and of high quality

2.1.3 Increase the convenience and accessibility of such programs and courses through variable delivery systems, including weekend and on-line programs

2.1.4 Utilize innovative technology and strategies more effectively to generate engagement of prospective students

2.1.5 Market new initiatives that support the student academic experience, such as the honors program, to raise visibility amongst high achievers: attracting highly qualified students and enhance reputation

2.1.6 Increase the numbers of merit scholarships to compete for top students in the region or nationally; timeline to be determined by the Office of Scholarships and the Foundation

2.1.7 Utilize Kean's diversity and commitment to global perspectives in all marketing, advertising, and recruitment efforts

2.1.8 Renew marketing initiatives, including web-based recruitment tools, for KeanOcean, Wenzhou-Kean, the broader international community and other centers in the state

2.1.9 Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of marketing efforts

2.1.10 Expand community based partnerships and entrepreneurial initiatives that will attract more people to the campus (i.e. Morris Avenue Corridor, Ursino, Liberty Hall Museum, and Conference Services)

2.2 Improve admissions processes, from recruitment to registration, to ensure that the Kean experience begins from the first 'touch'

Actions:

2.2.1 Improve administrative coordination of application processing, financial aid processing student accounting processing, scholarship processing and advisement to respond to student needs more efficiently and timely

Implementation/Timeline:

2.2.1.1 Formalize the Admissions and Enrollment Services Committee (Fall 2013)

2.2.1.2 Formalize a 'pipeline flow' from recruitment to registration (TBC Dec 2013)

2.2.1.3 Establish implementation timeline and enact implementation to ensure admission process through to notification is 24 hours (TBC Jan 2014) and follow-up is within 72 hours

2.2.1.4 Establish best practices at every stage of the admissions and enrollment processes – from recruitment to registration; establish such best practices as university policy; and provide the technical solutions to implement policy (from Fall 2013-June 2014)

2.2.1.5. Ensure that academic deans and program directors engage in follow-up contact with students expressing interest in their programs within 72 hours

2.2.2 Review available information and resources to improve administrative coordination and technological resources assigned to the enrollment process to support all admission categories, find how coordination and resource allocation can be improved and implement the necessary changes

Implementation/Timeline:

2.2.2.1 Review Enrollment Management Report annually (Fall 2013)

2.2.2.2 Integrate Advancement Office for Merit Scholarships (Spring 2014)

2.3 Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation

Actions:

2.3.1 In cooperation with the Office of Intervention and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention

2.3.2 Increase retention goals in proportion to an established enrollment paradigm that incorporates each admission category at each University location as the student population increases

2.3.3 Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success

Implementation/Timeline:

2.3.3.1 Develop a Gateway Project Summer Immersion (pre-enrollment addressing of remediation) (feasibility study Spring-Fall 2014, pilot Summer Immersion courses offered Summer 2014; Gateway Project opened Summer 2015)

2.3.3.2 Develop and implement Kean's Developmental Courses online (first program to be implemented as a pilot 2015; three courses rolled out 2016-2017)

2.3.3.3 Improve the relationships with high schools, and utilize special programs such as EEO and Upward Bound to bring pre-college remediation and/or review/placement testing preparation to our feeder high schools to improve the preparation of incoming students (2013/2014 feasibility research plus offering of pilot placement testing preparation; implementation of remediation programming pilots [pre-college developmental courses] 2014/2015; full program of pre-college courses to 10+ high schools by 2015/16)

2.3.3.4 Establish programs that send faculty to high schools for lectures, presentations and recruitment efforts

2.3.4. Establish and implement an academic advisement process ensuring regular contact between students and academic advisors; require academic deans and program directors to be accountable for compliance with advisement policies

2.4 To support student retention and graduation rates throughout our community by building or strengthening programs that embed each individual into 'communities of care' -- from a First Year Experience program, through ongoing Learning Communities that works in conjunction with, residential life, co-curricular and career-related programming

Actions:

2.4.1 Develop a comprehensive First Year **Academic** Experience program for entering undergraduate students that ties together academic affairs, student affairs and extra-curricular experiences, to provide a more comprehensive and enriching experience

Implementation/Timeline:

2.4.1.1 Develop overall First Year Experience Program (develop plan Spring 2014; implement Summer 2014 for 2014-15 admission cycle; assess, review and revise for 2015-2016 admission cycle)

2.4.1.2 Restructure T2K to include learning communities (pilot Spring 2014 with two common courses. Indicators of success will include co-curricular transcripts for involvement and retention. Explore the possibility of involving GA's as instructors for T2K).

4.1 Kean University 2013-2020 Strategic Plan

2.4.1.3 Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of the First Year Academic Experience (TBC by Dec 2014)

2.4.2 Develop and staff academic and residential learning communities for student cohorts according to educational interests. Engage resident faculty members who are recognized mentors in their respective fields, and who are willing to be available to monitor each student's progress through graduation.

2.4.3 Increase full time faculty teaching General Education and other introductory level courses

2.4.4 Increase student engagement in residential, social, recreational, and co-curricular programs; utilize Campus labs and the Co-curricular transcripts to assess the progress in this area

2.4.5 Work collaboratively with academic and administrative units to enhance the advisement process by incorporating student success metrics, course mapping, co-curricular planning

2.4.6 Utilize Alumni Association and the Foundation for mentoring opportunities, career exploration and internship opportunities

2.4.7 Develop and centrally coordinate the internship process for students, so that students can come to one office to search for, investigate, prepare and apply for internships. Tie internships more closely to the curriculum.

2.5 Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion

2.5.1 Utilize the established Academic Advisement Task Force to develop and recommend an improved advisement process for all students. Have Academic Affairs take the lead during Spring 2014 to implement and assess the effectiveness of these changes and modify on an ongoing basis

2.5.2 Ensure the ongoing accuracy, usability, access to and use of our primary tools for effective planning of timely graduation

Implementation/Timeline:

2.5.2.1 Update guide sheets and four year graduation plans (TBC Summer 2014) and revise annually each spring if any changes have occurred

2.5.2.2 Develop and implement a formalized plan and mechanism for the regular revision of guide sheets and four year graduation plans (development TBC Summer 2014; implementation TBC by Spring 2015)

2.5.2.3 Establish a central repository of sheets and plans that students can easily access (TBC Summer 2014); the AVP of Academic Affairs is required to review and ensure accuracy.

4.1 Kean University 2013-2020 Strategic Plan

2.5.2.4 Establish mechanisms by which students and faculty need to access these tools as part of their advisement process (TBC by Spring 2015)

2.5.3 Fully develop and expand Project Readmit to the entire undergraduate population, to reach out to students who left the university without completing their degree, helping them to finish

Implementation/Timeline:

2.5.3.1 Plan expansion (TBC Spring 2014) at each college, supervised by the Academic Dean

2.5.3.2 Implement (Summer 2014 and ongoing)

2.5.4 Strengthen the advisement program and process for for first year students, undecided/undeclared students, student who are changing/have changes majors, those with academic difficulty, or probation or academically dismissed (beginning Fall 2013, new policies implemented from Spring-Summer 2014)

2.5.5 Ensure close linkage and continued cooperation and collaboration between Student Affairs and Academic Affairs, especially those student experience initiatives, including T2K, New Student Orientation, academic advisement and retention programs

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

3.1 Expand full-time faculty (tenure-track and others) to match best practices in institutions across the nation

Actions:

3.1.1 Expand the tenured, tenure-track and other full-time faculty with a particular emphasis on finding faculty with the appropriate subject mastery and who demonstrate a student-centered approach to teaching and advisement, instill critical thinking, and who have a strong commitment to pedagogy and scholarly and creative works

Implementation/Timeline:

3.1.1.1 Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at Kean University's main campus in Union incrementally over time with a target of 5% increase annually

3.1.1.2 Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at both the branch campus at Ocean County College and the branch campus at Wenzhou, China incrementally over time in same proportion as stated in 3.1.1.1

3.1.1.3 Task the Faculty Senate with recommending general guidelines as to the need for full-time faculty based on surveys of new programs created

3.1.1.4 Create full-time faculty positions to accommodate the needs in areas of technology transfer research and post-doctoral research at Kean

4.1 Kean University 2013-2020 Strategic Plan

3.1.1.5 Increase the percentage of the University's total budget devoted to instructional and research full-time faculty as necessary to meet the goals in 3.1.1.1. phased-in by September 2020

3.1.2 Increase hiring of full time faculty to meet the accreditation, academic, disciplinary and staffing needs of existing and new programs and in furtherance of student retention and graduation rate goals

Implementation/Timeline:

3.1.2.1 By September of each year, Academic Deans must submit proposals for full-time faculty and staffing levels needed to match or exceed minimum standards of external accrediting agencies in order to retain or secure external program accreditation

3.1.2.2 Prioritize hiring of full time faculty (from 2014 through 2016) to meet staffing needs of programs for the maintenance and expansion of program accreditation by external accrediting agencies

3.1.2.3 Academic programs not subject to external accreditation demands, shall create by September 2014 a plan with timelines for the hiring of full-time faculty to meet the goals and needs assessment generated at the programmatic level via Program Review

3.2 Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean

Actions:

3.2.1 Expand regular faculty professional development sessions, specifically in the areas of research, grant acquisition, pedagogy, and the uses of technology in research and instruction

Implementation/Timeline:

3.2.1.1 Each college will conduct a comprehensive self-assessment of its own professional development needs by September 2014

3.2.1.2 Increase the number and variety of professional development offerings, activities, workshops, training sessions, etc. offered by the Center for Professional Development (CPD) and the Office of Research & Sponsored Programs (ORSP) to provide the college-based needs by September 2015

3.2.1.3 Increase the number of faculty-led workshops and training sessions in areas of pedagogy and writing for publication by September 2014

3.2.1.4 Establish full time employee training and assessment schedule for each semester.

3.2.2 Improve/provide support services for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction

Implementation/Timeline:

3.2.2.1 Develop an annual faculty survey, which identifies faculty interests, needs and ideas for professional support by September 2014

3.2.2.2 Develop a faculty mentoring program for full-time faculty by September 2014

3.2.2.3 Create a dedicated budget line to provide travel funding for conference attendance and other professional and career advancement activities for all qualified faculty by September 2014

3.2.2.4 Increase availability of graduate assistants for scholarly and pedagogical support by 2015 if financially feasible

3.2.3. Improve/provide support for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction by creating active communities of teachers, scholars and professionals on campus

Implementation/Timeline:

3.2.3.1 Increase number of internally supported scholarly faculty activities on campus including colloquia, public forums, conferences, workshops, orientation programs, etc. by September 2016

3.2.3.2 Create a program targeted to foster resident faculty collaborations with other institutions matching intellectual capital on campus with appropriate partner organizations by September 2016

3.2.3.3 Establish a “Teaching and Learning Center” in collaboration with the Center for Professional Development and the Office of Research & Sponsored Programs which assimilates faculty grant and research efforts with pedagogical approaches and offers teaching and learning support for faculty by September 2015

3.2.3.3 Hire a Teaching and Learning Center leader in September 2014

3.3 Support faculty recruitment and retention by offering career advancement opportunities consistent with standards of world-class education

Actions:

3.3.1 Create clear institutional policies and commitment to the resources and professional time needed for important career goals for faculty such as research and scholarly activity and pedagogical innovation

3.3.1.1 Provide sabbaticals at levels appropriate to proposals submitted

3.3.1.2 Increase the number of awards of research support for full-time faculty via existing programs such as the Released Time for Research and Creative Works Program wherever appropriate based on the quality of the proposals submitted

3.3.1.3 Increase the number of awards of research support for untenured faculty via existing programs such as the Untenured Faculty Research Initiative Program wherever appropriate based on the quality of the proposals submitted

3.3.1.4 Review the criteria for travel to conferences and presentations; seen input from the Council of Deans and the Faculty Senate

4.1 Kean University 2013-2020 Strategic Plan

3.3.1.5 Provide annual financial support opportunities for faculty whose research necessitates start-up funds by September 2014

3.3.1.6 Provide greater flexibility for faculty “in load” teaching assignments to allow for faculty to select alternate assignments for research, service, advisement, etc. by September 2014 and fully implemented by September 2015

3.3.1.7 Establish a five-year cycle for replacement of faculty office computers with state of the art equipment phased in with full implementation by September 2018

3.3.2 Create clear institutional policies in support of and commitment to faculty career advancement opportunities

Implementation/Timeline:

3.3.2.1 Increase promotions to full professor and associate professor based on the number of retirements, the size of annual new hires, merit and fiscal responsibility

3.3.2.2 Increase the number of range adjustment awards if merited and fiscally feasible

3.3.2.3 Establish annual promotional opportunities for tenured and tenure-track librarians with faculty rank whenever appropriate and merited

3.3.2.4 Strengthen faculty participation in peer review processes

3.4 Retain and further attract talented and professionally qualified adjunct faculty and support their work through professional development and enrichment opportunities

Actions:

3.4.1 Provide adjunct faculty with the training and the professional development opportunities useful to incorporate emerging technologies into their teaching by September 2015

Implementation/Timeline:

3.4.1.1 Invite adjunct faculty to professional development activities (Center for Professional Development), training opportunities, and assessment training programs by September 2014.

3.4.1.2 Ensure that office space is available for adjunct faculty by 2016

3.5 Expand non-teaching staff in specific areas to meet the challenges outlined in the strategic plan

Actions:

3.5.1 Make a comparative analysis (utilizing best practices) of current staffing by unit/service, and pinpoint areas of particular need both in terms of general staffing of services (within a comparative framework) and in terms of the specific and immediate challenges created by the implementation of the strategic plan

Implementation/Timeline:

4.1 Kean University 2013-2020 Strategic Plan

3.5.1.1 Organize and undertake analysis (Fall 2013-Spring 2014)

3.5.1.2 Utilize the results to rank non-teaching staff and unit/services' needs according to priority with comparative data, the new strategic plan and the university's financial resources as guides (Summer 2014)

3.5.2 Establish a three year hiring cycle according to priority ranking if fiscal resources permit

Implementation/Timeline:

3.5.2.1 Rank 1 priority hiring AY 2014-2015

3.5.2.2 Rank 2 priority hiring AY 2015-2016

3.5.2.3 Rank 3 priority hiring AY 2016-2017

3.5.3 Reassess and reappraise needs to build and then implement the next three year cycle

3.5.3.1 Reassessment and reappraisal of non-teaching staff and unit/service needs in conjunction with university-wide issues arising and the present strategic plan (Fall 2016-Spring 2017)

3.5.3.2 Formation of new three year cycle (Summer 2017)

3.5.3.3 Rank 1 priority hiring AY 2017-2018

3.5.3.4 Rank 2 priority hiring AY 2018-2019

3.5.3.5 Rank 3 priority hiring AY 2019-2020

3.6 Update and implement core policy for the professional development of non-teaching staff

Actions:

3.6.1 Review professional development opportunities provided by the university and utilised by non-teaching staff

Implementation/Timeline:

3.6.1.1 Study of past trends and opportunities including survey of professional association affiliations, professional relationships/networks (Fall 2013-Spring 2014)

3.6.1.2 Include a future-oriented survey to examine the present and (perceived) future interests/needs amongst non-teaching staff (Fall 2013-Spring 2014)

3.6.2 Develop and implement an internal training program for non-teaching staff

Implementation/Timeline:

3.6.2.1 Create internal training program utilising the results of 3.6.1 (above) (Summer 2014)

4.1 Kean University 2013-2020 Strategic Plan

3.6.2.2 Implement pilot annual training schedule (AY 2014-2015)

3.6.2.3 Review, reorganize as required, and implement revised schedule (AY 2015-2016 and onwards)

3.6.3 Facilitate state and regional level engagement with the relevant local professional associations or local branches of national professional associations

Implementation/Timeline:

3.6.3.1 Establish a clear policy framework for staff wishing to apply for funds to attend external professional development events (AY 2013-2014)

3.6.3.2 Establish a professional development fund for non-teaching staff to facilitate attendance at relevant events and membership of relevant professional associations (AY 2013-2014)

3.6.3.3 Pilot use of fund in AY 2014-2015 with review and reassessment

3.6.4 Depending on the rank and particular needs of the staff member, facilitate on a regular basis their engagement with national level professional associations including attendance at occasional relevant out-of-state association conferences/networking events (use the action and timeline under 3.6.3 for this same purpose simply using additional criteria)

3.7 Implement on a regular and published schedule for performance-based promotion for non-teaching staff, if fiscally possible

Actions:

3.7.1 Develop and implement a university wide policy for recognizing high achieving/performing individuals

Implementation/Timeline:

3.7.1.2 Establish policy in conjunction with the relevant interest groups (Fall 2013-Spring 2014)

3.7.1.2 Implement policy as a part of this Academic Year's performance review process

3.7.1.3 Offer first performance related promotions following this Academic Year's non-teaching staff's performance review

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

4.1 To continue to cultivate a University community that is diverse and inclusive based on our social principles

Actions:

4.1 Kean University 2013-2020 Strategic Plan

4.1.1 Shape the academic and administrative services of Kean University to provide for the specific and changing needs of a growing and heterogeneous Kean University student population to the best extent possible

Implementation/Timeline:

4.1.1.1 Complete an evaluation by the conclusion of the 13-14 AY of the Kean University academic programs and administrative departments to determine a baseline of specialized student needs, e.g., Spanish speaking services, etc., that currently might require improvement

4.1.1.2 Create and implement an action plan by the conclusion of AY 14-15 that will address the needs identified by the specialized student needs evaluation

4.1.1.3 Institute annual review of specialized student needs and changing demographics in relation to services provided by the conclusion of AY 14-15

4.1.1.4 Evaluate the success of the specialized needs action plan by the conclusion of AY 17-18 and identify areas for improvements

4.1.1.5 Close the loop and allow for the results of annual review to impact program and office annual assessments, recommendations and resourcing for change

4.1.2 To enhance Kean University's personnel already strong perceptions of inclusivity, equity, diversity and social justice, including all faculty, staff, administration and students

Implementation/Timeline:

4.1.2.1 Complete an evaluation of the Kean University population by Winter 2015 which will identify university personnel's perceptions of inclusivity, equity, diversity and social justice

4.1.2.2 Utilize the NSSE on a tri-annual basis, to begin again in 2016, in order to collect student perceptions on diversity, equity and inclusivity

4.1.2.3 Beginning in 2015, utilize the information that was collected via university evaluations and the NSSE to identify areas for improvements

4.1.2.4 Beginning in 2016, utilize the information from the NSSE to identify areas for improvement

4.1.2.5 Develop and implement new programs/information sessions/awareness raising if and where necessary – beginning Fall 2015 for personnel, Fall 2016 for students and onwards

4.1.3 Develop a comprehensive evaluation process that will explore equity issues related to demographic discrepancies re: salaries, promotion and length of employment

Implementation/Timeline:

4.1.3.1 By the conclusion of AY 14-15, create a baseline of demographic characteristics for salary ranges, promotions and length of employment to identify any discrepancies

4.1 Kean University 2013-2020 Strategic Plan

4.1.3.2 By the conclusion of AY 15-16, create and implement an action plan which will address any discrepancies found by the evaluation process

4.1.3.3 Reassess identified areas again in AY 18-19

4.2 Continue to organize and build our physical resources to reflect our diverse campus community

Actions:

4.2.1 Investigate the utilization of labs (computer & science) that serve Kean University students in different programs including students with special needs

Implementation/Timeline:

4.2.1.1 By the conclusion of AY 14-15, create a baseline of the utilization of labs by differing student body population

4.2.1.2 By the conclusion of AY 15-16, develop and implement an action plan that will address any deficiencies identified by lab utilization evaluation

4.2.1.3 By the conclusion of AY 17-18, reassess the modifications made during the 16-17 AY to determine if further modifications are necessary to meet the needs of the students

4.2.2 Provide convenience and resources (space, food, instruments, supplies etc.) to different demographic groups to host multicultural events

Implementation/Timeline:

4.2.2.1 By the conclusion of AY 13-14, identify all areas on campus which are specifically available to student groups for multicultural purposes

4.2.2.2 By the conclusion of AY 14-15, allocate space and related facilities based on needs discovered by the space evaluation, the university's known demographics and the evaluation of student special or specific needs (see 4.1.1.1)

4.2.2.3 Reassess on an annual basis beginning in AY 15-16

4.3 Continue to provide and then expand upon physical services that reflects our diverse campus community

Actions:

4.3.1 Expand the food service options to reflect Kean University's different religions, countries and social groups

Implementation/Timeline:

4.3.1.1 By the conclusion of AY 13-14, create a monthly cultural food day which will highlight a pre-identified subset of the student population

4.3.1.2 Ensure through student government that the special dietary needs of the student body are being met on a daily basis, or as required during specific times of the year, by the conclusion of AY 13-14

4.1 Kean University 2013-2020 Strategic Plan

4.3.1.2 Reassess annually to ensure student needs are being met beginning in AY 14-15.

4.3.2 Ensure Kean students, with different demographic characteristics, have equal access to academic and financial assistance, research and experiential learning opportunities and are equally successful in finishing the school (Retention, graduation, license passing rate and length to graduate etc.)

Implementation/Timeline:

4.3.2.1 By the conclusion of AY 13-14, determine by student demographic characteristics the success rates – e.g., retention, graduation, etc., across all pre-identified fields

4.3.2.2 By the conclusion of AY14-15, utilizing the baseline, create and begin implementation of an action plan that will address deficiencies in specified demographic fields

4.3.2.3 Reassess on a bi-annual basis beginning in AY 16-17

4.4 Further develop a learning environment that reflects and encourages diversity, equity and inclusivity

Actions:

4.4.1 Utilize innovative technology to improve advising, scheduling and registration process

Implementation/Timeline:

4.4.1.1 By the conclusion of AY 13-14, identify the main issues resulting from the scheduling process for students

4.4.1.2 By the conclusion of AY 14-15, implement a degree audit program that will ensure equity for students in the registration process – e.g., ensure students with the greatest need for a specified course receive the spot in the course

4.4.1.3 By the conclusion of AY 16-17, assess the degree audit system to ensure that the needs of the students have been achieved by implementing this registration function

4.4.2 Incorporate curriculum in all programs at Kean with diversity and global perspectives (see also Goal 6)

Implementation/Timeline:

4.4.2.1 By the conclusion of AY 14-15, determine a baseline of all of the courses which includes a component of diversity as well as global perspectives

4.4.2.2 Incorporate diversity alongside Goal 9 actions to internationalize the curriculum

4.4.2.3 By the conclusion of AY 17-18, assess Goal 9's actions and ensure the implementation of both diversity and the global dimension into all Kean courses

4.1 Kean University 2013-2020 Strategic Plan

4.4.3 Provide professional development opportunities, training and funds to educators and programs to support curriculum transformation or integration related to diversity/multiculturalism

Implementation/Timeline:

4.4.3.1 By the conclusion of Winter 2014, determine the baseline of developmental opportunities available to faculty and professional staff related to diversity/multiculturalism

4.4.3.2 By the conclusion of 2014, develop an action plan which will address those areas in need of improvement as identified by the baseline figure

4.4.3.3 By the end of AY 2014/2015 develop a training program that will address those areas that need improvement

4.4.3.4 Implement pilot new trainings and any additional required programs in AY 2015/2016

4.4.3.5 Assess impact of pilot trainings and programs offered to faculty and professional staff at end of AY 2015/2016

4.4.3.6 Implement necessary changes to pilots, determine cycle of trainings/programs required ('one off', regular etc) and implement as appropriate for AY 2016/2017. Continue assessment and adjustment for each cycle

4.4.4 Ensure that a diverse group of Kean students engage in the university's internationalization efforts.

Implementation/Timeline:

4.4.4.1 By the conclusion of AY 14-15, determine the baseline of different demographic groups utilization of internationalization opportunities at the university – e.g., study abroad, Kean China, etc.

4.4.4.2 Utilizing the baseline received by the conclusion of AY 14-15, create and implement an action plan that will encourage demographic groups that underutilize internationalization opportunities to take part in these opportunities by the conclusion of AY 15-16

4.4.4.3 Reassess on an annual basis beginning at the conclusion of AY 16-17

4.4.5 Improve the remediation courses for students with learning disabilities

Implementation/Timeline:

4.4.5.1 By the conclusion of AY 13-14, determine the baseline of retention for students with learning disabilities, and provide research on the factors underlying retention within this specific group

4.4.5.2 By the conclusion of AY 14-15, create an action plan that will address the deficiencies discovered by the previous year's evaluation

4.4.5.3 Reassess on a bi-annual basis beginning in AY 16-17

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

5.1 Build the Kean University local extended community of students, parents, alumni, and surrounding residents such that all Kean sites become centers of value-added activities that educate, inform, enliven, and entertain

Actions:

5.1.1 Create new advertising campaigns to capture all potential markets (students, parents, alumni, and area residents) at all campuses

Implementation/Timeline:

5.1.1.1 Identify specific audience and markets for advertising campaigns (TBC January 2014)

5.1.1.2 Conduct study at end of 2013-2014 AY to measure advertising effectiveness (TBC June 2014)

5.1.2 Explore new “episodic” learning opportunities to the extended university community with consideration of the diverse community in which Kean Union is situated (e.g., lectures for senior citizens, lectures for various ethnic groups, special continuing education opportunities)

Implementation/Timeline:

5.1.2.1 Identify academic departments to take lead on this initiative (TBC Fall 2013)

5.1.2.2 Roll out initiative to community with limited offerings as a trial (TBC Spring 2014)

5.1.2.3 Measure effectiveness of initiative in terms of attendance and community awareness/interest (TBC late Spring 2014)

5.1.2.4 If interest is enough to sustain program, continue roll out of new additional offerings Fall 2014 and Fall 2015) with measuring occurring late spring of each AY (Spring 2015 and 2016)

5.1.3 Construct an academic research and training center in the Regional Highland Center in a joint initiative with the NJ Department of Environmental Protection. The facility will support research, marketing and ongoing course work at the Highland center

Implementation/Timeline:

5.1.3.1 Identify programs that will benefit from new center (TBC Fall 2013)

4.1 Kean University 2013-2020 Strategic Plan

5.1.3.2 Based on program identification efforts, resources should then be lined up internally to aid with the development of this effort (TBC Fall 2013)

5.1.3.3 Formally integrate this center into any and all planning efforts undertaken by the university (TBC Winter 2014)

5.1.3.2 Start construction on new center (TBC Fall 2014)

5.2 Build local relationships with the surrounding economic community in Union by developing Morris Avenue corridor into a “university boulevard” and cultivate future economic partnerships at all our sites by being an incubator for small business and community development programs that would also provide educational and professional development opportunities for students and members of the Kean community

Actions:

5.2.1 Finalize relationship with New Jersey Transit to revitalize the Elizabeth train station

Implementation/Timeline:

5.2.1.1 Conduct financial evaluation to determine what cost of renovation will be (Fall 2013)

5.2.1.2 Pursue final discussions to conclude deal and start revitalization efforts (TBC Spring 2014)

5.2.2 Explore shuttle service between Union and Elizabeth train stations

Implementation/Timeline:

5.2.2.1 Conduct research to determine logistics (schedule, etc) and cost of such a service (TBC by end of 2014)

5.2.3 Continue to cultivate relationship between Kean Union and the city of Elizabeth

Implementation/Timeline

5.2.3.1 Involve the city of Elizabeth in all planning of this project (ongoing)

5.2.4 Explore revenue sources to establish funds for “start up” programs and businesses

Implementation/Timeline:

5.2.4.1 Work with Institutional Advancement to pursue donors interested in providing “start-up” funds to help get these programs and businesses going (Fall 2013 and ongoing)

5.2.4.2 Work with Small Business Development Center to target and then engage with businesses that could benefit from being a part of this initiative (Winter 2014 and ongoing)

5.2.5 Offer Kean Union campus as meeting and conference space for local businesses and professional groups

Implementation/Timeline:

4.1 Kean University 2013-2020 Strategic Plan

5.2.5.1 Start launch of campaign to bring more local businesses to Union campus (from Winter 2014 and ongoing)

5.3 Expand Kean University's award-winning community service and outreach efforts in the communities surrounding the Kean Union, Kean Ocean, and Wenzhou Kean campuses

Actions:

5.3.1 Bring initiatives such as "Be the Change" to Kean Ocean and Wenzhou Kean

Implementation/Timeline:

5.3.1.1. Explore possibility to bring this initiative to both campuses (TBC Fall 2013)

5.3.2 Expand Kean University's Center for Leadership and Service programs and opportunities

Implementation/Timeline:

5.3.1.1. Explore possibility to bring this initiative to both the Kean Ocean and Wenzhou campuses (from Winter 2013 onwards)

5.3.1.2. Take the Union programs to the next level of national recognition (Fall 2013-Spring 2015)

5.4 At the regional level, continue to build and maintain a collaborative and integrated relationship with Ocean County College that allows Kean University to provide the programs, services and support necessary to maintain Kean-Ocean as a successful additional site

Actions:

5.4.1 Provide physical and virtual connections between Kean Union and Kean Ocean including Ocean County College wherever possible (for example, scheduling regular shuttle bus transportation between campuses; providing faculty development opportunities)

Implementation/Timeline:

5.4.1.1. Look into feasibility of scheduling shuttle service between two campuses and whether it would be economically viable (By the end of Winter 2014)

5.4.1.2. Let new faculty know about opportunities available on both the Kean Union and Kean Ocean campuses (AY 2013-14)

5.4.1.3. Inform Kean Ocean students about events on Kean Union campus and Kean Union students about events at Kean Ocean, building a process whereby information sharing will continue as a semi-automated feature of Kean community life (AY 2013-14)

5.4.2 Use new Kean Ocean building in Toms River as a focal point and opportunity to engage in more "cross" participation at Union and Kean Ocean and OCC campuses

Implementation/Timeline:

4.1 Kean University 2013-2020 Strategic Plan

5.4.2.1 Establish committee of faculty/staff from both campuses to work on establishing connections (From Fall 2013)

5.5 Strategically expand offerings at community colleges in the state so that Kean University becomes a first choice for transfer students

Actions:

5.5.1 Leverage data from current transfer statistical reports to identify new offerings/opportunities to bring in new populations of transfer students (i.e., explore strengths of programs at county colleges and schedule Kean courses to appeal to county college students)

Implementation/Timeline:

5.5.1.1 After reviewing data, identify and pursue initiatives aimed at attracting more transfer students to Kean (AY 2013-2014, start to implement initiatives Spring 2014-2015)

5.5.1.2 Look at success of these initiatives and determine from the numbers of transfer students whether or not they should continue (Winter 2016). Amend and repeat as necessary (Spring 2016 and ongoing)

5.6 Cultivate new and expand the scope of current relationships with partnering universities in the tri-state region (e.g., Rutgers, NJIT, Drexel University) to include opportunities for visiting learning, research and teaching opportunities

Actions:

5.6.1 Collect data regarding number of faculty currently engaged in partnerships (i.e., co-authorships, co-investigators, etc.)

Implementation/Timeline:

5.6.1.1 Gather information via faculty survey (Fall 2013) to assess where faculty currently have partnerships

5.6.2 Plan professional development activities to help others establish partnerships with other universities in the tri-state region

Implementation/Timeline:

5.6.2.1 Work with CPD and ORSP on workshops aimed at promoting partnerships (to be planned AY 2013-2014, and implemented 2014 onwards)

5.6.3 Explore grant opportunities for collaborative projects

Implementation/Timeline:

5.6.3.1 Continue to identify the collaborations that make the most sense given the strengths of our institution and our faculty (TBC 2014 and ongoing)

5.6.3.2 Create a set of targets for collaborations during AY 2013-2014, and develop an internal strategic plan accordingly to increase collaboration both in depth and breadth

5.7 Cultivate partnership sites and establish affiliation agreements for internships, externships, and field placements with state-wide school districts as well as

businesses, hospitals and nonprofit agencies across the tri-state region to promote participation in related career advancement and professional development opportunities for students, faculty, staff and administrators

Actions:

5.7.1 Collect data on current affiliation agreements and internship, externship and field placements sites to identify strengths to leverage and opportunities for expansion

Implementation/Timeline:

5.7.1.1 Gather information from faculty as well as through agreements and grant documentation (Fall 2013) to assess current agreements

5.7.2 Establish a position or office to provide oversight for affiliation agreements and to process contracts (see also 1.2.1.1)

Implementation/Timeline:

5.7.2.1 Have position work closely with budget and grant offices (Fall 2014 and ongoing)

5.8 Enhance national recognition of our accomplishments and increase federal sponsorship of community-based programs and faculty research

Actions:

5.8.1 Develop further regional and national centers of excellence that highlight Kean University's unique strengths in applied research and in community-based programs which have positive social impact (e.g., the Human Rights Institute, Liberty Hall, the Speech Clinic in the School of Communication Disorders and Deafness, Psychological Services in the Department of Advanced Studies in Psychology, etc.)

Implementation/Timeline:

5.8.1.1 Conduct internal assessment of current centers (TBC 2014), and from there determine which centers would best fit Kean to pursue moving forward (TBC 2014) and then provide the resources/support the raising of the relevant resources to allow new centers to begin to achieve their goals and old centers to further their present activities

5.8.2 Encourage members of the Kean community to participate and assume leadership roles in regional organizations and national associations as a venue for building professional partnerships

Implementation/Timeline:

5.8.2.1 Measure via faculty survey baseline data of those faculty involved with groups/organizations (TBC AY 2013-2014) and follow up each year

5.8.2.2 Explore revenue sources to fund new professional memberships and create competitive application process to underwrite memberships for new faculty and staff (TBC AY 2014-2015)

5.8.2.3 Conduct annual survey of members of the Kean community to identify areas requiring expansion (beginning AY 2014-2015, and then ongoing to utilize the data to build on the identification and provision of relevant trainings,

4.1 Kean University 2013-2020 Strategic Plan

resources, and any other support that will improve external engagement with one's profession)

* International partnership activities are part of Goal 6 (see below)

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

6.1 Globalize our curriculum in terms of substance and quality

Actions:

6.1.1 Finish the process of building our new global degree programs (eg the Global MBA and Global Nursing)

6.1.2 Produce more global-oriented programs (eg Global Health) (for instance, by potentially creating a 'global dimension' certificate for Kean majors)

6.1.3 Establish and promote the School of Business both regionally and globally

6.1.4 Internationalize Kean's curricula through the introduction of comparative studies, international case studies and examples, internationalised text offerings, and developing foreign communication

6.1.5 Promote where possible international recognition of Kean programs through professional accreditation routes, international branding and marketing, international ranking

6.1.6 Establish a program in American language studies for international students to prepare for full University study

6.1.7 Create global interactive courses where Kean students work with students from foreign universities to accomplish collaborative projects/research.

6.2 Provide a world of opportunities to our students and faculty: building and implementing an internationalization abroad strategy

Actions:

6.2.1 Build a substantive study abroad program with worldwide options that also allow our diverse body of students to engage (for instance, by making thinking about Study Abroad and visiting the International Office a required element of the Transition to Kean class)

6.2.2 Turn our TravelLearn program into an opportunity for university partnerships

Implementation:

6.2.2.1 Evaluate successful and current TravelLearn programs to identify strengths and create models for implementation

6.2.2.2 Gather data on which overseas institutions have strong and renown academic programs which would be appealing to our students

4.1 Kean University 2013-2020 Strategic Plan

6.2.3 Embed international travel/research into the proposed Honors Programs

6.2.4 Build a substantial overseas Service Learning component - bringing the Kean record of dedication to community service in New Jersey out to the world

6.2.5 Promote faculty opportunities overseas (through Fulbright, international research projects etc) to benefit faculty by broadening their understanding of their field, supporting their ability/desire to work with the best wherever they may come from or reside, and so to come home with that new understanding to further Kean's commitment to World Class Education. (for instance, by requiring faculty to teach a relevant class to the area they went, or to introduce new relevant case studies, examples, books, and original research from the area they visited)

6.2.6 Expand faculty engagement in international consultancies

Implementation/Timeline:

6.2.6.1 Conduct survey of members of the Kean community to identify current international consultancies and identify possible opportunities

6.2.6.2 Explore revenue sources to fund new international consultancies

6.2.7 Increase funding for projects which address global/international issues particularly if based on international partnerships/consortiums

Implementation/Timeline:

6.2.7.1 Create a competitive application process to underwrite projects which address global/international issues

6.2.8 Strengthen the structures at home to support Study Abroad (for instance by strengthening our student ambassador program on campus, connecting students to alumni abroad, building awareness, developing internships, and promoting funding opportunities for students to utilize for their international travel)

6.3 Bring the world into Kean: building and implementing an internationalization at home strategy

Actions:

6.3.1 Build a substantial body of international full-time, full degree students at the Kean Union campus

6.3.2 Bring our Chinese students to Kean as a part of their educational experience

6.3.3 Participate in more global projects to support developing countries/emerging democracies by providing places for young scholars/practitioners in relevant Kean programs

6.3.4 Build relationships with the relevant federal and international agencies/non-for-profits that can involve Kean in their programming - utilising Kean's resources to bring a new constituency onto campus, and to provide further opportunities for consultancies and research overseas through IOs, federal agencies and non-for-profits

4.1 Kean University 2013-2020 Strategic Plan

6.3.5 Raise the numbers of visiting international scholars, teachers, and leaders in government, businesses and non-for-profits

6.3.6 Raise the percentage of international full-time faculty at Kean

6.3.7 Create the structures on campus to welcome and support international students and faculty (for instance, cross cultural friendship classes for international students which use classrooms to welcome international students while establish international connections for students)

6.3.8 Support globalization within each of our communities by bringing the international dimension of the university into the local surrounding communities, ensuring that each local community is part of the Kean experience, and making ties between our different local communities - place-to-place

6.4 Create a new model of the 'global university'

Actions:

6.4.1 Create a new model for the US university 'global campus' idea by forming a genuine branch campus overseas that provides the same programs and educational experience as at home but within new exciting communities/constituencies. This new model will allow our students 'at home' to have genuinely easy and affordable access to our international campuses (taking with them their financial aid, for instance). The first example will be Kean-China

6.4.2 Seek to plan a replication of the Kean-China model in at least one other international site within the period of this strategic plan

6.4.3 Integrate and formulate all campus facilities at home and abroad to reflect both a central Kean experience and the globalized nature of the university (through for instance, residences, student centers, grounds and classrooms) with the aim that these two should become one and the same - the US/global university

Implementation/Timeline:

6.4.3.1 Provide virtual connections between Kean USA and Wenzhou Kean for broad-based participation in programs, services and support

6.4.3.2 Provide opportunities for exchange programs between Wenzhou Kean and Kean USA which allow faculty, staff, and students from both institutions the opportunity to travel and learn more about the other campus and programs

6.4.4 Continue to build and maintain a collaborative and integrated relationship with Wenzhou University that allows Kean University to provide the programs, services and support necessary to maintain Wenzhou-Kean as a successful additional location

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

4.1 Kean University 2013-2020 Strategic Plan

7.1 Develop and continuously update a comprehensive and aggressive fundraising plan in order to tap new or previously underutilized sources of revenue by increasing the amount of private giving through donations from alumni, friends of the university, corporations, private foundations and grants

Actions:

7.1.1 Develop a series of giving and cultivation programs to encourage individual and corporate interest in Kean University (The Arts Council and Alumni Association through the Alumni Leadership Initiative, ALIS, among others)

Implementation:

7.1.1.1 Maintain and increase annual giving by 20% through the Kean Fund for Excellence (accepting gifts of any amount) and the William Livingston Society (Accepting gifts of \$1000 or more)

7.1.1.2 Establish gift giving as the norm for faculty and staff

7.1.1.3 Cultivate and grow major gifts from a variety of donors pools to secure gifts of \$25,000 or more through relationship building, with the goal of increasing gifts by 25% over time

7.1.1.4 Develop an active and robust Planned Giving Program to encourage supporters to name Kean University as beneficiary in their estate plan

7.1.2 Develop a recruiting program to grow recruiting efforts by alumni; track the number of incoming students who are recruited as a direct result of alumni efforts and set targeted goals after establishing baseline metrics

7.1.3 Ensure that Kean Alumni would be directly involved in recruiting, mentoring or fundraising, through the Alumni Association Board of Directors: the Office of Alumni Relations shall hold at least two events per year to engage as many Alumni as possible and shall send four to five direct mail/email contacts throughout each year while cooperating with the Director of Annual Giving to increase Alumni giving by 50% over the time of this plan

7.2 Make federal and state government and University constituencies and University advocates aware of the financial needs and unique circumstances of higher education in general and our students' financial needs in particular

Actions:

7.2.1 Provide quarterly communication with Federal and State Government officials and other University constituencies

Implementation:

7.2.1.2 Provide reports on the number of students at Kean under federal and state financial aid

7.3 Encourage transparency of the institutional budget in order to link the budget process to strategic planning and articulate our responsibility as a public, higher education institution

Actions:

4.1 Kean University 2013-2020 Strategic Plan

7.3.1 Maintain budget and resource allocation models that are strategic and reward progress towards established goals and priorities

Implementation:

7.3.1.1 Support University Planning Council activities and maintain funding levels for resource allocation as available

7.4 Strengthen the budget and planning processes to ensure the short to medium term needs of the institution are met as well as supporting its long term financial viability

Actions:

7.4.1 Ensure that our university-wide, multi-year financial plan addresses long-term financial strength for all programs by focusing resources on sustainable academic programs/courses and curtail or repackage those that are not sustainable

Implementation:

7.4.1.1 Compile and analyze data on student need through statewide and national job market trends

7.4.1.2 Compile and analyze data on numbers of admissions applications

7.4.1.3 Compile and analyze current number of majors

7.4.2 Utilize differential tuition pricing among colleges and cohorts

7.4.2.1 Examine the possibility of establishing fees for labs, private music lessons and studio courses to make offering courses with low enrollments and low capacities possible

7.4.3 Create a market-responsive academic program development fund to support strategic enrollment growth and allow for seeding longer-term entrepreneurial opportunities

Implementation:

7.4.3.1 Research and establish academic program development based on student need, and statewide and national job market trends

7.4.3.2 In addition to our diverse student population, attract and retain sufficient numbers of traditional-age students to maintain full occupancy so that we strengthen our tuition revenue

7.4.3.3 Streamline application processes

7.4.3.4 Support and maintain academic services and co-curricular activities for freshmen as well as our diverse student population

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

8.1 Provide the physical infrastructure for new student learning environments (including integrated learning/clinical sites), an expanding roster of opportunities in applied research/scholarship, creative work, and for the innovative uses of technology at the Union campus and Kean's additional sites

Actions:

8.1.1 Enhance existing facilities at the Union Campus through a systematic review 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 in accordance with the campus master plan

Implementation/Timeline:

8.1.1.1 Develop a system to assess and rate (Very Good, Fair, Poor, etc.) new and existing facilities (TBC December, 2013)

8.1.1.2 Develop a capital spending plan for renovations of the facilities based on the results of the building evaluations (TBC February, 2014)

8.1.2 Create more energy efficient and sustainable facilities to promote material and energy conservation and reduction of waste in all new and existing buildings

Implementation/Timeline:

8.1.2.1 Investigate available resources and opportunities for sustainable power sources including but not limited to solar power, geothermal systems, water management and LED technology (TBC December, 2014)

8.1.2.2 Prioritize buildings and individually meter each building utility – electricity, water, gas (TBC June, 2014)

8.1.2.3 Based on individual meter data obtained, develop capital plan for implementing energy savings initiatives (TBC September, 2014)

8.2 Plan, design, and construct additional on- and off-campus housing opportunities for the campus community at the Union campus

Actions:

8.2.1. Provide faculty housing opportunities on campus to attract faculty scholars and high-caliber faculty from across the country and around the world

Implementation/Timeline:

8.2.1.1 Construct 18 faculty housing 18 units (2 bedroom, single story) (TBC March, 2013) and continue such efforts if demand grows

8.2.2 Utilize the current Public-Private Partnership legislation to explore new opportunities for Graduate, Undergraduate, and International student housing

Implementation/Timeline:

8.2.2.1 Construct 600 additional beds on the main campus for Undergraduate,

4.1 Kean University 2013-2020 Strategic Plan

Graduate, and International students (TBC August, 2016)

8.2.2.2 Construct 600 additional beds on the main campus for Undergraduate, Graduate, and International students (TBC August 2019)

8.3 *Design and construct state-of-the-art facilities at multiple campuses across New Jersey and other remote locations. All locations will be providing Kean University students with the same World Class Education at a facility consistent with the high standards established in Goal/Objective 8.1*

Actions:

8.3.1 Continue to support growth at Kean Ocean through future expansion and development on the Ocean County College campus.

Implementation/Timeline:

8.3.1.1 Complete construction of the Kean Ocean Gateway building for use by Fall 2013 (completed)

8.3.1.2 In consultation with our partners at OCC, revisit and revise the Kean Ocean Master Plan through 2020 (TBC December, 2014)

8.3.2 Plan, design and construct a LEED Silver certified facility in the NJ Highlands that will support academic programs as well as provide an alternative revenue source during the Summer months through summer camps, conferences, and events

Implementation/Timeline:

8.3.2.1 Work with the NJDEP and the NJ Highlands Council to determine permitting requirements and establish an approved site plan for future development (TBC December, 2013)

8.3.2.2 Complete existing facility renovations including but not limited to asbestos removal, ADA compliance, and facility modernization (TBC December, 2014)

8.3.2.3 Construct, commission, and occupy new facility (TBC September, 2016)

8.3.3 Working with our Chinese partners, plan and construct world class facilities consistent with the Kean USA standards to be experienced by Wenzhou Kean students, faculty and staff

Implementation/Timeline:

8.3.3.1 Complete Phase 1 of the Wenzhou Kean Campus (TBC September 2013)

8.3.3.1 Complete Phase 2 of the Wenzhou Kean Campus by 2016

8.4 *Develop off-campus partnerships and opportunities with the surrounding communities*

Actions:

8.4.1 Continue partnership with the City of Elizabeth and NJ Transit in order to re

4.1 Kean University 2013-2020 Strategic Plan

develop and revitalize of the Elizabeth Train Station and develop Morris Avenue, from North Avenue to the train station as *University Boulevard*

Implementation/Timeline:

8.4.1.1 Work with the City of Elizabeth and NJ Transit to determine the planning parameters, requirements, and market study needs in order to establish long term planning timeline (TBC June 2014)

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

9.1 Build a university community where communication can be instant, integrated and multi-logical by expanding computing capabilities of any device so that it can be used anywhere, at anytime

Actions:

9.1.1 Establish a university-wide “Virtual Computing Environment” whereby classroom design for all future classrooms, and any upgrades to older classrooms, studios, laboratories, offices, print stations, or buildings will:

Provide electricity for all participants

Provide charging feeder stations

Support the specific technology needs of all academic departments/programs

Provide and support 24-7 technology service expectations

Provide standardized connectivity

9.1.2 Provide seamless and immediate real-time access and “rapid connectivity” through high-speed networks, remote and wireless access

9.2 Establish innovative pedagogical technique utilizing technology as a norm in the Kean classroom leading towards the ‘classroom without walls’ concept

Actions:

9.2.1 Establish and regularly maintain a suite of pedagogical practices utilizing technology to act as a ‘menu’ for Kean faculty

9.2.2. Establish and implement introductory and ongoing training so that faculty may utilize this ‘menu’ appropriately

Implementation:

9.2.2.1 Provide the training to faculty

9.2.2.2 Ask those who are moving ahead at college, department or individual level to provide a leadership role to others

9.2.2.3 Build trained faculty and model groups into project groups that will focus on pedagogical innovations utilizing technology in specific areas

9.2.3 Ensure an appropriate technological infrastructure to meet the challenges of pedagogical innovation through the normalization of a replacement and/or upgrading cycle of campus wide technology

Implementation:

9.2.3.1 Audit and put in place a regular audit rotation of technological resources on campus including all software and hardware. Make results available to the community and keep an online list of available software

9.2.3.2 Create and implement a cycle for replacement of software and hardware

9.2.3.3 Utilize the audit to determine which areas require a more 'cutting edge' approach and research appropriate solutions

9.2.4 Move to an expectation of all students possessing computers from the first day of school thereby reducing dependency on labs and allowing further utilization of technology both inside and outside of the classroom

9.2.5 Develop and maintain a few Master Labs (reducing program specific labs with fewer, relevant, highly maintained College specific labs that utilize quick, effective technology) within each college

9.3 Establish innovative management solutions for globalizing a multi-site university with an increasingly mobile and diverse community.

Actions:

9.3.1 Establish an integrated data management system that follows students from admission through alumni

9.3.2 Establish an integrated administrative data management system for the processes required in managing multiple campuses

9.3.3 Create a paperless university

9.4 Keep research technology (i.e. equipment, software) current, if not cutting edge, to allow our students a competitive edge in today's job market.

Actions:

9.4.1 Establish relationships with local, regional and national partners/companies to establish the technological needs or requirements for new hires.

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

10.1 Educate and raise awareness of Kean University's commitment to protect the health and safety of the entire university community at every campus

Actions and Timeline:

10.1.1 Develop a university wide marketing program for public health and safety information (TBC 2014)

10.1.2 Develop for all incoming students a program of personal and institutional safety best practices for all University sites, programs, and activities including Kean-Ocean, Wenzhou-Kean, Travel Learn, and courses on all satellite campuses (TBC 2014); provide a university wide program to raise awareness of personal safety, a to strengthen personal resiliency (TBC 2015)

10.1.3 Orient all faculty and staff to current personal and institutional safety practices including Campus Alert, crisis response/emergency procedures and special needs members of the community with disabilities (TBC 2016)

10.1.4 Encourage the formation of multi-disciplinary student and faculty research agendas that incorporate public health and safety issues (TBC 2014)

10.1.5 Develop a prominent web link for prospective students regarding public health and safety (TBC 2014)

10.2 Have planned responses to potential safety and security challenges based on ongoing effective risk assessment

Actions and Timeline:

10.2.1 Establish a system of timely and continual assessment of University response capabilities to public health and safety related issues (TBC 2014); implement assessment process by 2015

10.2.2 Incorporate public health and safety best practices in all aspects of university planning (TBC 2014)

10.2.3 Develop a system to project estimates of losses to university assets based on ongoing risk management (TBC 2014); implement by 2015

10.2.4 Develop a system of University wide self- critical analysis of ongoing and completed incidents activities and events (TBC 2014); implement by 2015

10.3 Maintain an effective emergency management system that is inclusive of all aspects of the university operations and is responsive to the ever-changing challenges of our world

Actions and Timeline:

10.3.1 Develop a system that involves all aspects of university operations in awareness, training, and applications of the emergency management systems (TBC 2016/2017)

10.3.2 Develop a system of safety captains for all University buildings and functions to assist with the evacuation or shelter in place of a diverse population of disabled persons (TBC 2016)

10.3.3 Develop a system of post-incident response to assist the members of the university community impacted by an incident or disaster (TBC 2015)

4.1 Kean University 2013-2020 Strategic Plan

10.3.4 Conduct annual reviews of all incidents events and activities involving the university community as well as neighboring and surrounding communities to use lessons learned for future planning and response (TBC 2016)

Upon adoption of this Strategic Plan by the Board of Trustees, the President shall assign the implementation of each goal or objective, if necessary, to a specific office, department or individual for implementation. A particular committee or sub-committee of the University Planning Council also should be designated to implement a specific objective or goal and the assessment of such work should follow. The Office of Assessment and Accreditation should serve as the repository of all relevant data and must inform the President when timelines are not met.

Kean University

Three Year Financial Projection/Budget

FY 2018-2020

The following considerations are reflected in the three financial projection and estimated budgets:

- stable enrollment of 10,200 FTE projected in all years
- stable annual tuition adjustments consistent with recent history
- stable annual fee adjustments to reflect anticipated increases in fee supported services
- no increase in state aid support given the State's financial condition
- stable investment income consistent with recent history
- annual salaries increase to reflect anticipated labor contract requirements
- general inflation in other expenses ranging from 3.0%-3.2% annually
- steadily declining annual debt service obligations
- increased funding projected for deferred maintenance requirements

Kean University Three Year Financial Planning Projections

FY 2018-2020

	FY2017 ACTUAL BUDGET	FY2018 ESTIMATED BUDGET	FY2019 ESTIMATED BUDGET	FY2020 ESTIMATED BUDGET
Revenues:				
Resident Tuition/Fees				
Rate	\$11,870	\$12,107	\$12,349	\$12,596
% increase	2.5%	2.0%	2.0%	2.0%
Non-Resident Tuition/Fees				
Rate	\$18,637	\$19,009	\$19,389	\$19,777
% increase	2.5%	2.0%	2.0%	2.0%
Other Revenue				
% increase	1.0%	1.0%	1.0%	1.0%
Expenditures:				
Salaries & Wages				
% increase	3.1%	3.0%	3.1%	3.0%
Other Expenses				
% increase	2.9%	3.0%	3.2%	3.2%

Kean University

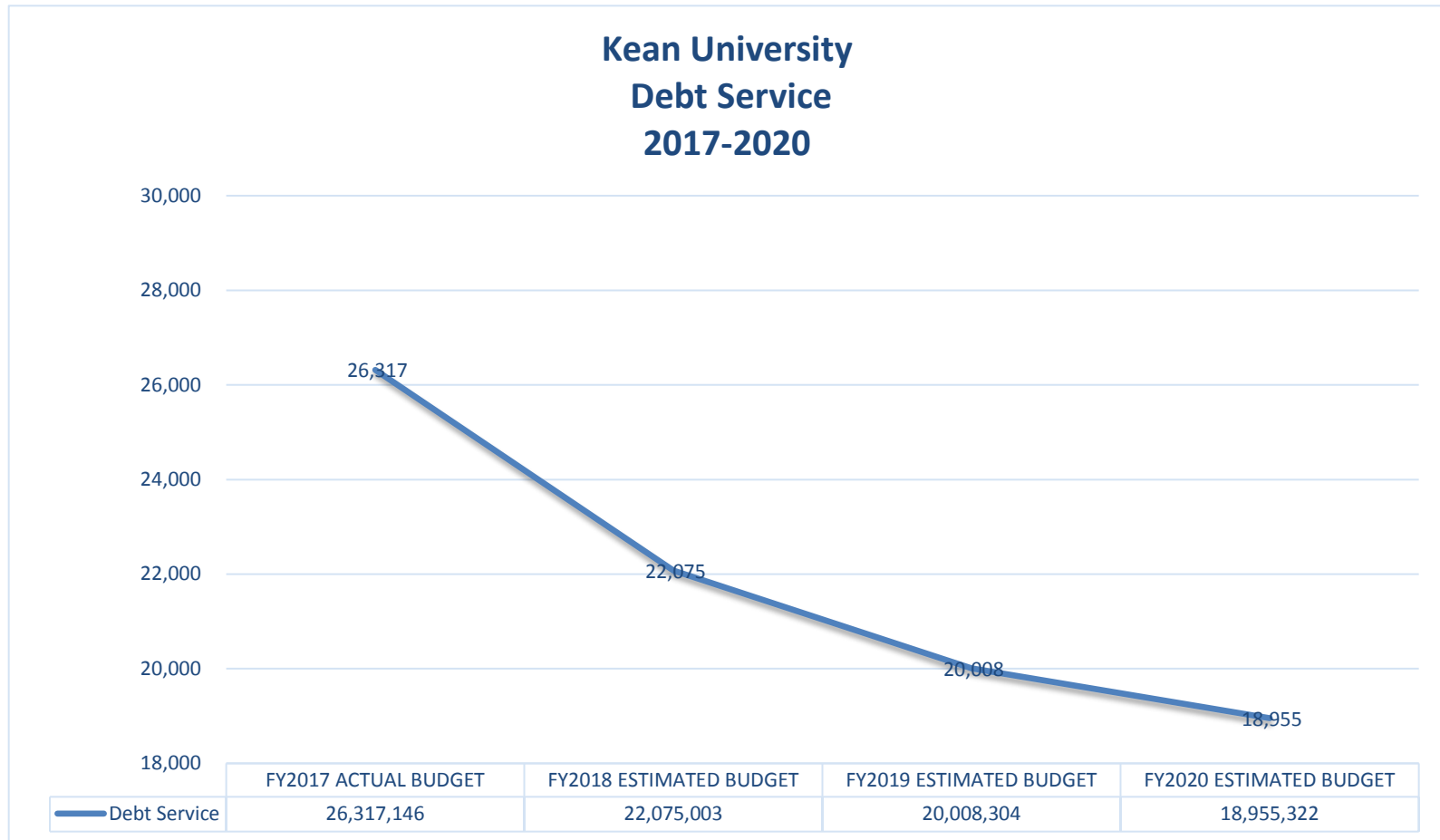
Three Year Budget Projection

FY 2018-2020

	FY2017 ACTUAL BUDGET	FY2018 ESTIMATED BUDGET	FY2019 ESTIMATED BUDGET	FY2020 ESTIMATED BUDGET
Revenue				
State Appropriations:	\$30,469,000	\$30,469,000	\$30,469,000	\$30,469,000
Tuition and Fees	168,737,000	172,111,740	175,553,975	179,065,054
All Other Revenue	4,766,000	4,813,660.00	4,861,796.60	4,910,414.57
TOTAL REVENUE (STATE & UNIVERSITY)	\$203,972,000	\$207,394,400	\$210,884,771	\$214,444,469
Expenditures & Transfers				
	FY2017 ESTIMATE	FY2018 ESTIMATE	FY2019 ESTIMATE	FY2020 ESTIMATE
Material & Supplies	15,110,000	15,563,300	16,061,326	16,575,288
Services	21,965,854	22,624,830	23,348,824	24,095,987
Maintenance & Fixed Charges	5,450,000	5,613,500	5,793,132	5,978,512
Special Purpose	1,500,000	1,545,000	1,594,440	1,645,462
Equipment & Improvements	3,000,000	3,090,000	3,188,880	3,290,924
Other	5,795,000	5,967,222	6,160,123	6,356,017
Salaries	111,734,000	115,100,545	118,668,662	122,228,722
Benefits	2,700,000	2,781,000	2,869,992	2,961,832
Stipends, Waivers & Scholarships	6,300,000	6,489,000	6,696,648	6,910,941
Campus Improvements	1,500,000	1,545,000	1,594,440	1,645,462
Debt Service:	26,317,146	22,075,003	20,008,304	18,955,322
Capital Projects	1,500,000	2,500,000	2,500,000	2,500,000
Deferred Maintenance	1,000,000	2,400,000	2,300,000	1,200,000
Mandatory Transfers	100,000	100,000	100,000	100,000
TOTAL EXPENDITURES & TRANSFERS	\$203,972,000	\$207,394,400	\$210,884,771	\$214,444,469
NET OPERATING RESULTS-UNIVERSITY	-	-	-	-

* above report includes educational and general revenues and expenditures only

4.2 Kean University Financial Plan




4.3 Audited Financial Statement (10-31-2014) Notation

- Appendix 4.3 Audited Financial Statement (10-31-2014)
- Appendix 4.4 Audited Financial Statement (12-18-2015)
- Appendix 4.5 Audited Financial Statement (10-31-2016)

Note: The audited financial statements have been uploaded separately on the MSCHE secure web portal as per the communication received from the [MSCHE Director for Accreditation Services, Erin Mattson](#), as follows: “The prior three years of audited financial statements can be uploaded separately” (email received May 8, 2017).

5/18/2017 Kean University Mail - Fwd: MSCHE Submission of PRR instructions

 Susan DeMatteo <sdematte@kean.edu>

Fwd: MSCHE Submission of PRR instructions

Jeffrey Toney <jetoney@kean.edu> Mon, May 8, 2017 at 6:01 PM
To: Susan DeMatteo <sdematte@kean.edu>

Please note.

Jeff

----- Forwarded message -----
From: "Erin Mattson" <Emattson@msche.org>
Date: May 8, 2017 3:18 PM
Subject: MSCHE Submission of PRR instructions
To: <jetoney@kean.edu>
Cc:

Good afternoon,

As the June 1st deadline for the submission of the Periodic Review Report approaches, please let this serve as a reminder that all Periodic Review Reports and Verification of Compliance documentation for the upcoming Committee on Periodic Review Reports meetings should be submitted electronically via [MSCHE's secure web portal](#). Please submit the PRR as a single PDF document with bookmarked appendices and the Verification of Compliance Document as a single PDF with bookmarked appendices. The prior three years of audited financial statements can be uploaded separately. As noted in prior communications, please do not send any paper copies.

Please note that only the President and you, the Accreditation Liaison Officer, will have access to upload and download reports. Attached are the upload instructions for your documents. Information about the reviewers will who will be evaluating your institution's PRR will be sent to you by May 15th.

To assist your institution in this process, we are still offering a webinar on how to format your document using Adobe Acrobat Pro and submit your PRR document using the MYCHE website. Although the webinar is not required, we strongly encourage those building the PRR to participate, especially those who have never formatted a document using Adobe Acrobat Pro. Anyone at your institution is welcome to participate. To register for the webinar here: <https://attendee.gotowebinar.com/rt/3098384565508006658>

Please make note of these important dates:

June 1	- Deadline to upload the PRR and Verification of Compliance documentation to the MSCHE website
August 2	- Reviewers' Report, Finance Report, and Compliance Report will be available for you to download
September 1	- Upload your Institutional Response to Reviewers' Report, Finance Report, and Compliance Report

If you do not know your login credentials, please let me know as soon as possible.

Please let me know if you have any other questions or if I can provide any assistance throughout the PRR process.

Kind regards,
Erin

Erin Mattson
Director for Accreditation Services
Middle States Commission on Higher Education
emattson@msche.org
267-284-5066


<https://mail.google.com/mail/u/0/?ui=2&ik=99e08ad7d0&view=pt&msg=15ba148de6502a1&qr=jetoney%40kean.edu&as=true&search=query&siml=15ba148de...> 1/2

4.4 Audited Financial Statement (12-18-2015) Notation

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Institution: Kean University (185262)

User ID: P1852622

Overview**Finance Overview****Purpose**

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are changes made to the 2014-15 Finance data collection from the 2013-14 collection. The finance form for private for-profit schools have been revised to make it more comparable with the finance public and private not-for-profit forms.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2013

And ending: month/year (MMYYYY)

Month: 6

Year: 2014

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

Yes - (report endowment assets)

No

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Fiscal Year: July 1, 2013 - June 30, 2014

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total current assets	163,355,266	144,669,013
	<u>Noncurrent Assets</u>		
31	Depreciable capital assets, net of depreciation	405,545,937	363,242,068
04	Other noncurrent assets	41,530,087	61,623,829
	CV=[A05-A31]		
05	Total noncurrent assets	447,076,024	424,865,897
06	Total assets	610,431,290	569,534,910
	CV=(A01+A05)		
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	10,373,052	9,893,630
08	Other current liabilities	45,494,908	31,004,034
	CV=(A09-A07)		
09	Total current liabilities	55,867,960	40,897,664
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	332,487,770	323,753,405
11	Other noncurrent liabilities	2,460,199	2,515,520
	CV=(A12-A10)		
12	Total noncurrent liabilities	334,947,969	326,268,925
13	Total liabilities	390,815,929	367,166,589
	CV=(A09+A12)		
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	114,149,413	100,534,701
15	Restricted-expendable	61,992,849	38,394,358
16	Restricted-nonexpendable		0
17	Unrestricted	43,473,099	63,439,262
	CV=[A18-(A14+A15+A16)]		
18	Total net assets	219,615,361	202,368,321
	CV=(A06-A13)		

You may use the space below to provide context for the data you've reported above.

Note: Due to adoption of GASB No 61 our GPFS are presented in a manner that includes/blends our affiliated Foundation. (Inclusive of any elimination entries) The amounts reported herein represent only the University and may or may not agree to the GPFS due to the exclusion of elimination entries for certain line items. Note: the IPEDS survey does not allow the Def Outflows to be reported separately (per GASB65 *new) thus they are included in Long Term Debt (as previously reported in FY13)

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	41,392,871	39,283,316
22	Infrastructure	10,755,791	10,755,792
23	Buildings	483,395,768	429,230,322
32	Equipment, including art and library collections	19,953,770	19,274,242
27	Construction in progress	22,887,413	38,218,485
	Total for Plant, Property and Equipment CV = (A21+ .. A27)	578,385,613	536,762,157
28	Accumulated depreciation	140,829,072	126,823,412
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2013 - June 30, 2014

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Source	Current year amount	Prior year amount
01	Pell grants (federal)	22,763,591	22,075,398
02	Other federal grants (Do NOT include FDSL amounts)	864,405	950,340
03	Grants by state government	14,072,474	13,828,376
04	Grants by local government	0	0
05	Institutional grants from restricted resources	1,180,896	897,748
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	7,932,307	8,296,432
07	Total gross scholarships and fellowships	46,813,673	46,048,294
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	43,543,563	43,555,983
09	Discounts and allowances applied to sales and services of auxiliary enterprises	789,240	452,927
10	Total discounts and allowances CV=(E08+E09)	44,332,803	44,008,910
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	2,480,870	2,039,384

You may use the space below to provide context for the data you've reported above.

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	102,437,889	103,586,408
	Grants and contracts - operating		
02	Federal operating grants and contracts	5,158,228	4,686,561
03	State operating grants and contracts	2,855,216	2,804,170
04	Local government/private operating grants and contracts	0	0
	04a Local government operating grants and contracts		0
	04b Private operating grants and contracts		0
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	19,521,625	18,881,535
06	Sales and services of hospitals, after deducting patient contractual allowances		0
26	Sales and services of educational activities		0
07	Independent operations		0
08	Other sources - operating CV=[B09-(B01++B07)]	2,718,074	3,766,639
09	Total operating revenues	132,691,032	133,725,313

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of funds	Current year amount	Prior year amount
Nonoperating Revenues			
10	Federal appropriations		0
11	State appropriations	84,218,540	65,500,840
12	Local appropriations, education district taxes, and similar support		0
Grants-nonoperating			
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	23,627,996	23,025,738
14	State nonoperating grants	14,072,474	13,828,376
15	Local government nonoperating grants		0
16	Gifts, including contributions from affiliated organizations	1,571,590	1,230,274
17	Investment income	364,599	252,602
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	0
19	Total nonoperating revenues	123,855,199	103,837,830
27	Total operating and nonoperating revenues CV=[B19+B09]	256,546,231	237,563,143
28	12-month Student FTE from E12	12,005	12,648
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	21,370	18,783

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	0	0
22	Additions to permanent endowments	0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	0	0
25	Total all revenues and other additions CV=[B09+B19+B24]	256,546,231	237,563,143

You may use the space below to provide context for the data you've reported above.

Line #22 Endowments held by separate Kean University Foundation Line #24 All revenues accounted for on other lines

Part C - Expenses and Other Deductions

Fiscal Year: July 1, 2013 - June 30, 2014									
Report Total Operating AND Nonoperating Expenses in this section									
Line No.	Description	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
Expenses and Deductions									
01	Instruction	119,236,728	59,645,120	22,937,670	19,869,141	6,192,244	7,740,532	2,852,021	120,867,595
02	Research	2,200,851	738,702	295,821	298,219	92,940	116,179	658,990	1,983,543
03	Public service	6,247,114	1,908,618	1,054,217	754,706	235,205	294,015	2,000,353	5,701,683
05	Academic support	6,502,553	1,844,575	863,940	904,196	281,794	352,253	2,255,795	6,203,335
06	Student services	29,732,127	10,690,538	4,870,687	5,577,173	1,738,133	2,172,731	4,682,865	24,584,976
07	Institutional support	49,267,328	16,076,223	7,886,820	6,231,531	1,942,065	2,427,653	14,703,036	45,962,526
08	Operation and maintenance of plant (see instructions)	0	9,277,925	4,849,202	-39,187,262	1,806,989	2,258,803	20,994,343	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	2,480,870						2,480,870	2,039,384
11	Auxiliary enterprises	20,714,503	3,395,595	1,159,789	5,552,296	1,730,380	2,163,039	6,713,404	20,434,445
12	Hospital services							0	0
13	Independent operations							0	0
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	0	0	0	0	0	0	0	1
19	Total expenses and deductions	236,382,074	103,577,296	43,918,146	0	14,019,750	17,525,205	57,341,677	227,777,488
	Prior year amount	227,777,488	105,089,118	35,990,838		13,116,854	18,042,653	55,538,025	
20	12-month Student FTE from E12	12,005							12,648
21	Total expenses and deductions per student FTE CV=[C19/C20]	19,690							18,009

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions (from B25)	256,546,231	237,563,143
02	Total expenses and deductions (from C19)	236,382,074	227,777,488
03	Change in net position during year CV=(D01-D02)	20,164,157	9,785,655
04	Net position beginning of year	202,368,321	192,582,667
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	-2,917,117	-1
06	Net position end of year (from A18)	219,615,361	202,368,321

You may use the space below to provide context for the data you've reported above.

Due to the implementation of GASB 65 the Beginning Net position had to be adjusted. The decrease results from previously expensing certain bond issuance costs which were previously capitalized. The effect of this change, as of June 30th, 2013 is a decrease in Net investment in Capital Assets by \$2,917,115

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2013 - June 30, 2014

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	13,399,231	13,122,985
02	Value of endowment assets at the end of the fiscal year	13,539,498	13,399,231

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Fiscal Year: July 1, 2013 - June 30, 2014

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	145,981,452	145,981,452			
02 Sales and services	20,310,865		20,310,865		
03 Federal grants/contracts (excludes Pell Grants)	5,158,228	5,158,228			
Revenue from the state government:					
04 State appropriations, current & capital	84,218,540	84,218,540			
05 State grants and contracts	2,855,216	2,855,216			
Revenue from local governments:					
06 Local appropriation, current & capital	0				
07 Local government grants/contracts	0				
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants	1,571,590				
10 Interest earnings	364,599				
11 Dividend earnings					
12 Realized capital gains					

You may use the space below to provide context for the data you've reported above.

Line#9: Includes Gifts from Affiliated Foundation (as per IPEDS Help Desk Guidance) Amount obtained from internal records as such amount was eliminated in consolidation as reported in the GPFS (see note A for further information).

Part K - Expenditure Data for Bureau of Census

Fiscal Year: July 1, 2013 - June 30, 2014

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experimnt services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	103,577,296	100,181,701	3,395,595		
02 Employee benefits, total	43,918,146	42,758,357	1,159,789		
03 Payment to state retirement funds (maybe included in line 02 above)	9,537,868	9,295,814	242,054		
04 Current expenditures other than salaries	51,991,506	45,337,323	6,654,183		
Capital outlay:					
05 Construction	37,698,490	36,842,143	856,347		
06 Equipment purchases	5,650,034	5,590,813	59,221		
07 Land purchases	0				
08 Interest on debt outstanding, all funds and activities	17,525,205				
09 Scholarships/fellowships	46,813,673	46,813,673			

You may use the space below to provide context for the data you've reported above.

Per IPEDS help desk (email dated 2/12/13) Line #2: Employee Benefits includes all Fringe benefits (Pension, Health, Workers Comp, Unemployment, Sick, Vaca, etc) Line #3: Payment to retirement funds is a breakout from Line #2 above and is included in the above total Line #4: Depreciation & Amortization should also be excluded

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2013 - June 30, 2014

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	347,078,150
02 Long-term debt issued during fiscal year	2,950,961
03 Long-term debt retired during fiscal year	9,634,732
04 Long-term debt outstanding at end of fiscal year	340,394,379
05 Short-term debt outstanding at beginning of fiscal year	9,893,630
06 Short-term debt outstanding at end of fiscal year	10,373,052

You may use the space below to provide context for the data you've reported above.

Per IPEDS help desk: Unamortized premiums, discounts, deferred losses are items that their classification manual identifies as items that should be EXCLUDED from government finance statistics. Email from IPEDS help desk 2/3/12

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2013 - June 30, 2014

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	18,150,219
08 Total cash and security assets held at end of fiscal year in bond funds	0
09 Total cash and security assets held at end of fiscal year in all other funds	105,572,308

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input checked="" type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other
Name: Joseph Antonowicz		
Email: jantonow@kean.edu		

How long did it take to prepare this survey component?	hours	minutes
--	-------	---------

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$102,437,889	43%	\$8,533
State appropriations	\$84,218,540	36%	\$7,015
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$45,713,914	19%	\$3,808
Private gifts, grants, and contracts	\$1,571,590	1%	\$131
Investment income	\$364,599	0%	\$30
Other core revenues	\$2,718,074	1%	\$226
Total core revenues	\$237,024,606	100%	\$19,744
Total revenues	\$256,546,231		\$21,370

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$119,236,728	55%	\$9,932
Research	\$2,200,851	1%	\$183
Public service	\$6,247,114	3%	\$520
Academic support	\$6,502,553	3%	\$542
Institutional support	\$49,267,328	23%	\$4,104
Student services	\$29,732,127	14%	\$2,477
Other core expenses	\$2,480,870	1%	\$207
Total core expenses	\$215,667,571	100%	\$17,965
Total expenses	\$236,382,074		\$19,690

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	12,005

4.6 IPEDS Financial Data 2014-2015

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Kean University (185262)

Source	Description	Severity	Resolved	Options
Screen: Revenues Part 3				
Perform Edits	The amount of total other revenues and additions reported in Part B (line 24) is expected to be greater than zero. Please correct your data or explain. (Error #5196)	Explanation	Yes	
Reason:	Line #22 Endowments held by separate Kean University Foundation Line #24 All revenues accounted for on other lines			
Related Screens:	Revenues Part 3			
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			

Institution: Kean University (185262)
User ID: P1852621

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are a few new changes to the 2015-16 Finance data collection. A new FAQ clarifying how to report VA education benefits has been added for all institutions. For GASB institutions, a new pension screen (Part M) has been added to accommodate the implementation of GASB Statement 68. Please review the new screen and survey materials carefully. Additionally, instructions for parts J,K,L have been slightly modified and FAQs have been added for clarity.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2015.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2014

And ending: month/year (MMYYYY)


Month: 6

Year: 2015

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

 Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?


No

Yes - (report endowment assets)

6. Pension

Did your institution recognize additional (or decreased) pension expense, additional liability (or assets), or additional deferral related to the implementation of GASB Statement 68 for one or more defined benefit pension plans (either as a single employer, agent employer or cost-sharing multiple employer) in Fiscal Year 2015?

No

 Yes - (report additional (unfunded) pension information)

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Fiscal Year: July 1, 2014 - June 30, 2015

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total current assets	171,959,447	163,355,266
	<u>Noncurrent Assets</u>		
31	Depreciable capital assets, net of depreciation	402,664,683	405,545,937
04	Other noncurrent assets	67,153,580	41,530,087
	CV=[A05-A31]		
05	Total noncurrent assets	469,818,263	447,076,024
06	Total assets	641,777,710	610,431,290
	CV=(A01+A05)		
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	10,705,040	10,373,052
08	Other current liabilities	52,291,316	45,494,908
	CV=(A09-A07)		
09	Total current liabilities	62,996,356	55,867,960
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	321,474,840	332,487,770
11	Other noncurrent liabilities	137,702,877	2,460,199
	CV=(A12-A10)		
12	Total noncurrent liabilities	459,177,717	334,947,969
13	Total liabilities	522,174,073	390,815,929
	CV=(A09+A12)		
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	148,783,684	114,149,413
15	Restricted-expendable	49,725,553	61,992,849
16	Restricted-nonexpendable	0	0
17	Unrestricted	⚠ -78,905,600	43,473,099
	CV=[A18-(A14+A15+A16)]		
18	Total net assets	119,603,637	219,615,361
	CV=(A06-A13)		

You may use the space below to provide context for the data you've reported above.

Notes: 1.Per GASB No 61 our GPFS incl affiliated Foundation. (plus any elim entries) Amounts herein rep only KU and may or may not agree to the GPFS due to the excl of elim entries. 2.The negative \$78.9M was due to the implem. of GASB68. Net Pos Adj of \$134.85M in the GPFS plus the Pension exp of \$5.76M = total adj to Unrest NP of \$140.6M 3.Def Inflows/Outflows incl in Totals (GASB65) IPEDs does not report separately

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	44,280,129	41,392,871
22	Infrastructure	10,755,791	10,755,791
23	Buildings	491,626,510	483,395,768
32	Equipment, including art and library collections	20,801,060	19,953,770
27	Construction in progress	47,815,294	22,887,413
	Total for Plant, Property and Equipment CV = (A21+ .. A27)	615,278,784	578,385,613
28	Accumulated depreciation	155,675,615	140,829,072
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2014 - June 30, 2015

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	24,020,504	22,763,591
02	Other federal grants (Do NOT include FDSL amounts)	815,429	864,405
03	Grants by state government	14,831,358	14,072,474
04	Grants by local government	0	0
05	Institutional grants from restricted resources	1,303,877	1,180,896
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	7,263,022	7,932,307
07	Total gross scholarships and fellowships	48,234,190	46,813,673
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	44,850,938	43,543,563
09	Discounts and allowances applied to sales and services of auxiliary enterprises	668,171	789,240
10	Total discounts and allowances CV=(E08+E09)	45,519,109	44,332,803
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	2,715,081	2,480,870

You may use the space below to provide context for the data you've reported above.

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	105,433,573	102,437,889
	Grants and contracts - operating		
02	Federal operating grants and contracts	4,733,650	5,158,228
03	State operating grants and contracts	2,548,728	2,855,216
04	Local government/private operating grants and contracts	0	0
	04a Local government operating grants and contracts	0	0
	04b Private operating grants and contracts	0	0
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	20,452,258	19,521,625
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	0	0
07	Independent operations	0	0
08	Other sources - operating CV=[B09-(B01++B07)]	6,022,326	2,718,074
09	Total operating revenues	139,190,535	132,691,032

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of funds	Current year amount	Prior year amount
Nonoperating Revenues			
10	Federal appropriations	0	0
11	State appropriations	87,477,013	84,218,540
12	Local appropriations, education district taxes, and similar support	0	0
Grants-nonoperating			
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	24,835,933	23,627,996
14	State nonoperating grants	14,831,358	14,072,474
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	1,562,190	1,571,590
17	Investment income	402,115	364,599
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	0
19	Total nonoperating revenues	129,108,609	123,855,199
27	Total operating and nonoperating revenues CV=[B19+B09]	268,299,144	256,546,231
28	12-month Student FTE from E12	12,076	12,005
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	22,218	21,370

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	0	0
22	Additions to permanent endowments	0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	0	0
25	Total all revenues and other additions CV=[B09+B19+B24]	268,299,144	256,546,231

You may use the space below to provide context for the data you've reported above.

Line #22 Endowments held by separate Kean University Foundation Line
 #24 All revenues accounted for on other lines

Part C - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2014 - June 30, 2015

Report Total Operating AND Nonoperating Expenses in this section

		Expense Natural Classifications							
Line No.	Expense Functional Classifications	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
01	Instruction	122,104,266	61,952,666	23,087,084	18,630,099	6,851,241	8,289,483	3,293,693	119,236,728
02	Research	1,696,901	671,264	192,014	229,017	84,221	101,901	418,484	2,200,851
03	Public service	4,972,864	1,385,435	726,126	593,729	218,344	264,180	1,785,050	6,247,114
05	Academic support	6,436,778	1,951,171	827,727	837,336	307,931	372,574	2,140,039	6,502,553
06	Student services	29,991,667	10,991,240	4,092,472	5,078,413	1,867,592	2,259,645	5,702,305	29,732,127
07	Institutional support	45,083,576	17,367,716	7,098,866	5,491,704	2,019,580	2,443,540	10,662,170	49,267,328
08	Operation and maintenance of plant (see instructions)	0	8,282,892	4,061,103	-35,842,140	1,808,212	2,187,800	19,502,133	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	2,715,081						2,715,081	2,480,870
11	Auxiliary enterprises	20,458,427	3,310,245	842,850	4,981,842	1,832,078	2,216,676	7,274,736	20,714,503
12	Hospital services							0	0
13	Independent operations							0	0
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	1	1	0	0	0	0	0	0
19	Total expenses and deductions	233,459,561	105,912,630	40,928,242	0	14,989,199	18,135,799	53,493,691	236,382,074
	Prior year amount	236,382,074	103,577,296	43,918,146		14,019,750	17,525,205	57,341,677	
20	12-month Student FTE from E12	12,076							12,005
21	Total expenses and deductions per student FTE CV=[C19/C20]	19,333							19,690

You may use the space below to provide context for the data you've reported above.

Part M - Additional (Unfunded) Pension Information

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount
01	Additional (or decreased) pension expense	5,760,476
02	Additional pension liability (or asset)	135,350,418
03	Deferred inflows of resources	9,507,511
04	Deferred outflows of resources	4,246,152

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions (from B25)	268,299,144	256,546,231
02	Total expenses and deductions (from C19)	233,459,561	236,382,074
03	Change in net position during year CV=(D01-D02)	34,839,583	20,164,157
04	Net position beginning of year	219,615,361	202,368,321
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	⚠ -134,851,307	-2,917,117
06	Net position end of year (from A18)	119,603,637	219,615,361

You may use the space below to provide context for the data you've reported above.

NOTE for explanation due to "out of range" error The \$134.8M shown is correct is reflected on the GPFS as a Restatement for July 1, 2014, pension liability and related expense due to the implementation of GASB68

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	13,539,498	13,399,231
02	Value of endowment assets at the end of the fiscal year	13,691,682	13,539,498

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Fiscal Year: July 1, 2014 - June 30, 2015

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	150,284,511	150,284,511			
02 Sales and services	21,120,429	0	21,120,429	0	
03 Federal grants/contracts (excludes Pell Grants)	4,733,650	4,733,650			
Revenue from the state government:					
04 State appropriations, current & capital	87,477,013	87,477,013			
05 State grants and contracts	2,548,728	2,548,728			
Revenue from local governments:					
06 Local appropriation, current & capital	0				
07 Local government grants/contracts	0				
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants	1,562,190				
10 Interest earnings	402,115				
11 Dividend earnings					
12 Realized capital gains					

You may use the space below to provide context for the data you've reported above.

Line#9: Includes Gifts from Affiliated Foundation (as per IPEDS Help Desk Guidance) Amount obtained from internal records as such amount was eliminated in consolidation as reported in the GPFS (see note A for further information).

Part K - Expenditure Data for Bureau of Census

Fiscal Year: July 1, 2014 - June 30, 2015

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experimnt services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	105,912,629	102,602,384	3,310,245		
02 Employee benefits, total	40,928,242	40,085,392	842,850		
03 Payment to state retirement funds (maybe included in line 02 above)	7,369,363	7,187,708	181,655		
04 Current expenditures other than salaries	48,772,323	41,647,374	7,124,949		
Capital outlay:					
05 Construction	37,382,341	36,749,426	632,915		
06 Equipment purchases	2,975,309	2,825,522	149,787		
07 Land purchases	0				
08 Interest on debt outstanding, all funds and activities	18,135,799				
09 Scholarships/fellowships	48,234,190	48,234,190			

You may use the space below to provide context for the data you've reported above.

Per IPEDS help desk (email dated 2/12/13) Line #2: Employee Benefits includes all Fringe benefits (Pension, Health, Workers Comp, Unemployment, Sick, Vaca, etc) Line #3: Payment to retirement funds is a breakout from Line #2 above and is included in the above total Line #4: Depreciation & Amortization should also be excluded

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2014 - June 30, 2015

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	340,394,379
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	10,623,052
04 Long-term debt outstanding at end of fiscal year	329,771,327
05 Short-term debt outstanding at beginning of fiscal year	10,373,052
06 Short-term debt outstanding at end of fiscal year	10,705,040

You may use the space below to provide context for the data you've reported above.

Per IPEDS help desk: Unamortized premiums, discounts, deferred losses are items that their classification manual identifies as items that should be EXCLUDED from government finance statistics. Email from IPEDS help desk 2/3/12

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2014 - June 30, 2015

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	18,396,109
08 Total cash and security assets held at end of fiscal year in bond funds	0
09 Total cash and security assets held at end of fiscal year in all other funds	109,728,409

You may use the space below to provide context for the data you've reported above.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$105,433,573	43%	\$8,731
State appropriations	\$87,477,013	35%	\$7,244
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$46,949,669	19%	\$3,888
Private gifts, grants, and contracts	\$1,562,190	1%	\$129
Investment income	\$402,115	0%	\$33
Other core revenues	\$6,022,326	2%	\$499
Total core revenues	\$247,846,886	100%	\$20,524
Total revenues	\$268,299,144		\$22,218

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$122,104,266	57%	\$10,111
Research	\$1,696,901	1%	\$141
Public service	\$4,972,864	2%	\$412
Academic support	\$6,436,778	3%	\$533
Institutional support	\$45,083,576	21%	\$3,733
Student services	\$29,991,667	14%	\$2,484
Other core expenses	\$2,715,082	1%	\$225
Total core expenses	\$213,001,134	100%	\$17,638
Total expenses	\$233,459,561		\$19,333

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value
--	-------------------------

4.7 IPEDS Financial Data 2015-2016

FTE enrollment	12,076
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The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Kean University (185262)

Source	Description	Severity	Resolved	Options
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Screen: Financial Position

Screen Entry	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	The negative \$78.9M was due to the implementation of GASB68. Net Pos Adj of \$134.85M in the GPFS plus the Pension exp of \$5.76M = total adj to Unrest NP of \$140.6M			

Screen: Revenues Part 3

Screen Entry	The amount of total other revenues and additions reported in Part B (line 24) is expected to be greater than zero. Please correct your data or explain. (Error #5196)	Explanation	Yes	
Reason:	Line #24 All revenues accounted for on other lines			

Related Screens: Revenues Part 3

Screen Entry	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
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Related Screens: Revenues Part 3

Screen: Net Position

Screen Entry	The calculated amount of adjustments to beginning net position and other gains or losses in Part D (line 05) is outside the expected range. Please correct your data or explain. (Error #5199)	Explanation	Yes	
Reason:	The \$134.8M shown is correct is reflected on the GPFS as a Restatement for July 1, 2014, pension liability and related expense due to the implementation of GASB68			

Related Screens: Net Position

Finance 2016-17

Institution: Kean University (185262)
User ID: P1852621

Overview**Finance Overview****Purpose**

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

There are a few new changes to the 2016-17 Finance data collection:

- For all institutions, the expense matrix has been removed and expenses are collected by functional and natural classification categories separately, except for salaries and wages.
- For GASB institutions, fields to collect deferred outflows and inflows of resources separately from current assets and liabilities to comply with GASB 63 have been added.

Please review the new screens and survey materials carefully.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2016.)

Beginning: month/year (MMYYYY)

Month: 7

Year: 2015

And ending: month/year (MMYYYY)


Month: 6

Year: 2016

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

Unqualified

 Qualified
(Explain in
box below)

Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

Business Type Activities

Governmental Activities

Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

Auxiliary enterprises

Student services

Does not participate in intercollegiate athletics

Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

No

Yes - (report endowment assets)

6. Pension

Does your institution include pension liabilities, expenses, and/or deferrals for one or more defined benefit pension plans in its General Purpose Financial Statements?

No

 Yes

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Net Position Page 1

Fiscal Year: July 1, 2015 - June 30, 2016

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
Assets			
01	Total current assets	162,056,139	171,959,447
31	Depreciable capital assets, net of depreciation	398,362,841	402,664,683
04	Other noncurrent assets CV=[A05-A31]	76,154,108	67,153,580
05	Total noncurrent assets	474,516,949	469,818,263
06	Total assets CV=(A01+A05)	636,573,088	641,777,710
19	Deferred outflows of resources	29,667,119	
Liabilities			
07	Long-term debt, current portion	11,738,002	10,705,040
08	Other current liabilities CV=(A09-A07)	40,188,685	52,291,316
09	Total current liabilities	51,926,687	62,996,356
10	Long-term debt	310,212,443	321,474,840
11	Other noncurrent liabilities CV=(A12-A10)	150,642,408	137,702,877
12	Total noncurrent liabilities	460,854,851	459,177,717
13	Total liabilities CV=(A09+A12)	512,781,538	522,174,073
20	Deferred inflows of resources	13,695,468	
Net Position			
14	Invested in capital assets, net of related debt	161,253,285	148,783,684
15	Restricted-expendable	39,107,570	49,725,553
16	Restricted-nonexpendable		0
17	Unrestricted CV=[A18-(A14+A15+A16)]	⚠ -60,597,654	-78,905,600
18	Net position CV=[(A06+A19)-(A13+A20)]	139,763,201	119,603,637

You may use the space below to provide context for the data you've reported above.

1. Due to adoption of GASB No 61 our GPFS are presented in a manner that blends our affiliated Foundation. (Inclusive of any elimination entries) Amt's reported herein rep only KU and may or may not agree to the GPFS due to the excl of elim entries for certain line items 2. The negative \$60.6M was due to the implem. of GASB68.

Part A - Statement of Net Position Page 2

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	Land and land improvements	45,780,277	44,280,129
22	Infrastructure	10,755,791	10,755,791
23	Buildings	500,415,432	491,626,510
32	Equipment, including art and library collections	21,143,293	20,801,060
27	Construction in progress	56,236,330	47,815,294
	Total for Plant, Property and Equipment CV = (A21+ .. A27)	634,331,123	615,278,784
28	Accumulated depreciation	170,608,761	155,675,615
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2015 - June 30, 2016

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions for this institution AND all of its child institutions	253,854,918	268,299,144
02	Total expenses and deductions for this institution AND all of its child institutions	229,552,780	233,459,561
03	Change in net position during year CV=(D01-D02)	24,302,138	34,839,583
04	Net position beginning of year for this institution AND all of its child institutions	119,603,637	219,615,361
05	Adjustments to beginning net position and other gains or losses CV=[D06-(D03+D04)]	-4,142,574	-134,851,307
06	Net position end of year for this institution AND all of its child institutions (from A18)	139,763,201	119,603,637

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2015 - June 30, 2016

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	23,975,941	24,020,504
02	Other federal grants (Do NOT include FDSL amounts)	1,006,413	815,429
03	Grants by state government	14,894,077	14,831,358
04	Grants by local government	0	0
05	Institutional grants from restricted resources	1,284,937	1,303,877
06	Institutional grants from unrestricted resources CV=[E07-(E01+...+E05)]	6,430,523	7,263,022
07	Total revenue that funds scholarships and fellowships	47,591,891	48,234,190
Discounts and Allowances			
08	Discounts and allowances applied to tuition and fees	44,354,138	44,850,938
09	Discounts and allowances applied to sales and services of auxiliary enterprises	406,483	668,171
10	Total discounts and allowances CV=(E08+E09)	44,760,621	45,519,109
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	2,831,270	2,715,081

You may use the space below to provide context for the data you've reported above.

Part B - Revenues by Source (1)

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition and fees, after deducting discounts & allowances	108,893,886	105,433,573
	Grants and contracts - operating		
02	Federal operating grants and contracts	5,236,030	4,733,650
03	State operating grants and contracts	2,522,221	2,548,728
04	Local government/private operating grants and contracts	0	0
	04a Local government operating grants and contracts	0	0
	04b Private operating grants and contracts	0	0
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	21,428,249	20,452,258
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	0	0
07	Independent operations	0	0
08	Other sources - operating CV=[B09-(B01++B07)]	3,394,007	6,022,326
09	Total operating revenues	141,474,393	139,190,535

Part B - Revenues by Source (2)

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Source of funds	Current year amount	Prior year amount
Nonoperating Revenues			
10	Federal appropriations	0	0
11	State appropriations	70,566,752	87,477,013
12	Local appropriations, education district taxes, and similar support	0	0
Grants-nonoperating			
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	24,982,354	24,835,933
14	State nonoperating grants	14,894,077	14,831,358
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	1,455,402	1,562,190
17	Investment income	481,940	402,115
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	0
19	Total nonoperating revenues	112,380,525	129,108,609
27	Total operating and nonoperating revenues CV=[B19+B09]	253,854,918	268,299,144
28	12-month Student FTE from E12	12,027	12,076
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	21,107	22,218

Part B - Revenues by Source (3)

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	0	0
22	Additions to permanent endowments	0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions CV=[B25-(B9+B19)]	0	0
25	Total all revenues and other additions	253,854,918	268,299,144

You may use the space below to provide context for the data you've reported above.

Line #24 All revenues accounted for on other lines

Part C-1 - Expenses by Functional Classification

Fiscal Year: July 1, 2015 - June 30, 2016

Report Total Operating AND Nonoperating Expenses in this section

Line No.	Expense: Functional Classifications	Total amount	Prior Year Total Amount	Salaries and wages	Prior Year Salaries and wages
		(1)		(2)	
01	Instruction	117,748,717	122,104,266	60,542,038	61,952,666
02	Research	1,523,054	1,696,901	657,604	671,264
03	Public service	4,605,369	4,972,864	1,269,763	1,385,435
05	Academic support	6,439,033	6,436,778	1,908,315	1,951,171
06	Student services	31,557,980	29,991,667	11,087,483	10,991,240
07	Institutional support	46,457,728	45,083,576	19,642,997	17,367,716
10	Scholarships and fellowships expenses, net of discounts and allowances (from Part E, line 11)	2,831,270	2,715,081		
11	Auxiliary enterprises	18,389,629	20,458,427	2,682,764	3,310,245
12	Hospital services	0	0		0
13	Independent operations	0	0		0
14	Other Functional Expenses and deductions CV=[C19-(C01+...+C13)]	0	1	0	1
19	Total expenses and deductions	229,552,780	233,459,561	97,790,964	105,912,630

Part C-2 - Expenses by Natural Classification

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Expense: Natural Classifications	Total Amount	Prior year amount
19-2	Salaries and Wages(from Part C-1,Column 2 line 19)	97,790,964	105,912,630
19-3	Benefits	38,260,758	40,928,242
19-4	Operation and Maintenance of Plant (as a natural expense)	28,106,021	35,842,140
19-5	Depreciation	14,989,919	14,989,199
19-6	Interest	17,202,055	18,135,799
19-7	Other Natural Expenses and Deductions CV=[C19-1 - (C19-2 + ... + C19-6)]	33,203,063	
19-1	Total Expenses and Deductions (from Part C-1, Line 19)	229,552,780	233,459,561
20-1	12-month Student FTE (from E12 survey)	12,027	12,076
21-1	Total expenses and deductions per student FTE CV=[C19-1/C20-1]	19,086	19,333

You may use the space below to provide context for the data you've reported above.

Part M - Pension Information

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Description	Current year amount	Prior Year amount
01	Pension expense	5,258,807	5,760,476
02	Net Pension liability	148,257,328	135,350,418
03	Deferred inflows related to pension	⚠ 13,392,208	9,507,511
04	Deferred outflows related to pension	⚠ 15,778,946	4,246,152

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2015 - June 30, 2016

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	13,691,682	13,539,498
02	Value of endowment assets at the end of the fiscal year	14,018,737	13,691,682

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for the Census Bureau

Fiscal Year: July 1, 2015 - June 30, 2016

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	153,248,024	153,248,024			
02 Sales and services	21,834,732		21,834,732	0	
03 Federal grants/contracts (excludes Pell Grants)	5,236,030	5,236,030	0		
Revenue from the state government:					
04 State appropriations, current & capital	70,566,752	70,566,752	0		
05 State grants and contracts	2,522,221	2,522,221	0		
Revenue from local governments:					
06 Local appropriation, current & capital	0				
07 Local government grants/contracts	0				
08 Receipts from property and non-property taxes					
09 Gifts and private grants, NOT including capital grants	1,455,402				
10 Interest earnings	481,940				
11 Dividend earnings					
12 Realized capital gains					

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for the Census Bureau

Fiscal Year: July 1, 2015 - June 30, 2016

Category	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
02 Employee benefits, total	41,936,698	41,256,638	680,060		
03 Payment to state retirement funds (maybe included in line 02 above)	8,590,251	8,418,774	171,477		
04 Current expenditures including salaries	192,381,931	181,757,731	10,624,200		
Capital outlays					
05 Construction	17,115,798	17,115,798	0		
06 Equipment purchases	4,311,989	3,958,246	353,743		
07 Land purchases	0				
08 Interest on debt outstanding, all funds and activities	17,202,055				

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets for Census Bureau, page 1

Fiscal Year: July 1, 2015 - June 30, 2016

Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	329,771,327
02 Long-term debt issued during fiscal year	117,175,000
03 Long-term debt retired during fiscal year	128,895,038
04 Long-term debt outstanding at end of fiscal year	318,051,289
05 Short-term debt outstanding at beginning of fiscal year	10,705,040
06 Short-term debt outstanding at end of fiscal year	11,738,002

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets for Census Bureau, page 2

Fiscal Year: July 1, 2015 - June 30, 2016

Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	14,805,120
08 Total cash and security assets held at end of fiscal year in bond funds	0
09 Total cash and security assets held at end of fiscal year in all other funds	132,690,620

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input checked="" type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name: Joseph Antonowicz
Email: jantonow@kean.edu

How long did it take to prepare this survey component?	hours	minutes
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The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$108,893,886	47%	\$9,054
State appropriations	\$70,566,752	30%	\$5,867
Local appropriations	\$0	0%	\$0
Government grants and contracts	\$47,634,682	20%	\$3,961
Private gifts, grants, and contracts	\$1,455,402	1%	\$121
Investment income	\$481,940	0%	\$40
Other core revenues	\$3,394,007	1%	\$282
Total core revenues	\$232,426,669	100%	\$19,325
Total revenues	\$253,854,918		\$21,107

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$117,748,717	56%	\$9,790
Research	\$1,523,054	1%	\$127
Public service	\$4,605,369	2%	\$383
Academic support	\$6,439,033	3%	\$535
Institutional support	\$46,457,728	22%	\$3,863
Student services	\$31,557,980	15%	\$2,624
Other core expenses	\$2,831,270	1%	\$235
Total core expenses	\$211,163,151	100%	\$17,557
Total expenses	\$229,552,780		\$19,086

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

	Calculated value
--	-------------------------

4.8 IPEDS Financial Data 2016-2017

FTE enrollment	12,027
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The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

Kean University (185262)

Source	Description	Severity	Resolved	Options
Screen: Statement of net position (1)				
Screen Entry	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	2. The negative \$60.6M was due to the implementation of GASB68.			
Screen: Revenues Part 3				
Perform Edits	The amount of total other revenues and additions reported in Part B (line 24) is expected to be greater than zero. Please correct your data or explain. (Error #5196)	Explanation	Yes	
Reason:	Line #24 All revenues accounted for on other lines			
Related Screens:	Revenues Part 3			
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			
Screen: Pension				
Screen Entry	The value is outside the expected range. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5275)	Fatal	Yes	
Reason:	Overridden by administrator. Amount agrees to GPFS(Deferred Inflows:Pension Deferrals). SSD			
Screen Entry	The amount reported is outside the expected range of between 6,179,883 and 12,835,139 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason:	Amount agrees to GPFS(Deferred Inflows:Pension Deferrals)			

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender

July 1, 2013 - June 30, 2014

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men


Students enrolled for <u>credit</u>	<u>Undergraduate students</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	74	23
<u>Hispanic/Latino</u>	1,164	129
<u>American Indian or Alaska Native</u>	9	0
<u>Asian</u>	379	40
<u>Black or African American</u>	1,041	138
<u>Native Hawaiian or Other Pacific Islander</u>	28	1
<u>White</u>	2,317	392
<u>Two or more races</u>	96	6
<u>Race and ethnicity unknown</u>	346	20
Total men	5,454	749
Total men prior year	5,647	784

Women

Students enrolled for <u>credit</u>	<u>Undergraduate students</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	88	43
<u>Hispanic/Latino</u>	2,114	372
<u>American Indian or Alaska Native</u>	14	2
<u>Asian</u>	452	97
<u>Black or African American</u>	1,623	402
<u>Native Hawaiian or Other Pacific Islander</u>	33	3
<u>White</u>	3,351	1,380
<u>Two or more races</u>	123	24
<u>Race and ethnicity unknown</u>	568	71
Total women	8,366	2,394
Total women prior year	8,825	2,457

Grand total (2013-14)

Prior year data:

Unduplicated headcount (2012-13)	14,472	3,241
 Total enrollment Fall 2013	12,078	2,326

NOTE: Grand total (2013-14) calculated above is expected to be greater than Total enrollment Fall 2013.

Part B - Instructional Activity

12-month Instructional Activity

July 1, 2013 - June 30, 2014

Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's-professional practice activity, the total of those students' FTE is entered separately instead.

FTE Reporting Reminder:

- Institutions need not report their own calculations of undergraduate or graduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.

	2013-14 total activity	Prior year data
Instructional Activity		
Undergraduate level:		
Credit hour activity	313,470	332,284
Graduate level:		
Credit hour activity	37,345	37,719

Calendar system (as reported on the prior year IC Header survey component): **Semester**

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes:**

	Calculated FTE 2013-14	Institution reported FTE 2013-14	Prior year FTE 2012-13
Undergraduate student FTE	10,449	10,449	11,076
Graduate student FTE	1,556	1,556	1,572
Total FTE students	12,005	12,005	12,648

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name:	
Email:	

How long did it take to prepare this survey component?	hours	minutes
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The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary screen**12-Month Enrollment Component Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

12-Month Unduplicated Headcount and Full-Time Equivalent Students		
Total 12-month unduplicated headcount		16,963
	Undergraduate student unduplicated headcount	13,820
	Graduate student unduplicated headcount	3,143
Total 12-month full-time equivalent (FTE) student enrollment		12,005
	Undergraduate student FTE	10,449
	Graduate student FTE	1,556

12-month Enrollment

Kean University (185262)

There are no errors for the selected survey and institution.

Institution: Kean University (185262)

User ID: P1852625

Overview screen**12-month Enrollment Overview**

The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated. Institutions with Doctor's-professional practice students will also report the FTE enrollment of those students. NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.

Data Reporting Reminders:

- All institutions must use the July 1 - June 30 reporting period.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Undergraduate Instructional Activity Type

Undergraduate instructional activity data in Part B may be reported in units of contact hours or credit hours.

Which instructional activity units will you use to report undergraduate instructional activity?

Please note that any graduate level instructional activity must be reported in credit hours.

- Contact hours
- Credit hours
- Both contact and credit hours (some undergraduate programs measured in contact hours and some measured in credit hours)

You may use the space below to provide context for the data you've reported above.

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender

July 1, 2014 - June 30, 2015

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men


Students enrolled for <u>credit</u>	<u>Undergraduate students</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	79	18
<u>Hispanic/Latino</u>	1,217	142
<u>American Indian or Alaska Native</u>	11	0
<u>Asian</u>	384	41
<u>Black or African American</u>	1,073	138
<u>Native Hawaiian or Other Pacific Islander</u>	24	0
<u>White</u>	2,231	348
<u>Two or more races</u>	110	6
<u>Race and ethnicity unknown</u>	411	23
Total men	5,540	716
Total men prior year	5,454	749

Women

Students enrolled for <u>credit</u>	<u>Undergraduate students</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	131	48
<u>Hispanic/Latino</u>	2,234	420
<u>American Indian or Alaska Native</u>	13	1
<u>Asian</u>	500	92
<u>Black or African American</u>	1,666	434
<u>Native Hawaiian or Other Pacific Islander</u>	28	4
<u>White</u>	3,144	1,355
<u>Two or more races</u>	132	30
<u>Race and ethnicity unknown</u>	599	95
Total women	8,447	2,479
Total women prior year	8,366	2,394

Grand total (2014-15)

Prior year data:

Unduplicated headcount (2013-14)	13,820	3,143
 Total enrollment Fall 2014	11,987	2,372

NOTE: Grand total (2014-15) calculated above is expected to be greater than Total enrollment Fall 2014.

Part B - Instructional Activity

12-month Instructional Activity
July 1, 2014 - June 30, 2015

Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's-professional practice activity, the total of those students' FTE is entered separately instead.

FTE Reporting Reminder:

- Institutions need not report their own calculations of undergraduate or graduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.

	2014-15 total activity	Prior year data
Instructional Activity		
Undergraduate level:		
Credit hour activity	313,675	313,470
Graduate level:		
Credit hour activity	38,868	37,345

Calendar system (as reported on the prior year IC Header survey component): **Semester**

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes:**

	Calculated FTE 2014-15	Institution reported FTE 2014-15	Prior year FTE 2013-14
Undergraduate student FTE	10,456	10,456	10,449
Graduate student FTE	1,620	1,620	1,556
Total FTE students	12,076	12,076	12,005

Summary screen**12-Month Enrollment Component Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

12-Month Unduplicated Headcount and Full-Time Equivalent Students

Total 12-month unduplicated headcount		17,182
	Undergraduate student unduplicated headcount	13,987
	Graduate student unduplicated headcount	3,195
Total 12-month full-time equivalent (FTE) student enrollment		12,076
	Undergraduate student FTE	10,456
	Graduate student FTE	1,620

12-month Enrollment

Kean University (185262)

There are no errors for the selected survey and institution.

12-month Enrollment 2016-17

Institution: Kean University (185262)

User ID: P1852621

Overview**12-month Enrollment Overview**

The 12-Month Enrollment component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated. Institutions with Doctor's-professional practice students will also report the FTE enrollment of those students. NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.

Data Reporting Reminders:

- All institutions must use the July 1 - June 30 reporting period.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Undergraduate Instructional Activity Type

Undergraduate instructional activity data in Part B may be reported in units of contact hours or credit hours.

Which instructional activity units will you use to report undergraduate instructional activity?

Please note that any graduate level instructional activity must be reported in credit hours.

- Contact hours
- Credit hours
- Both contact and credit hours (some undergraduate programs measured in contact hours and some measured in credit hours)

You may use the space below to provide context for the data you've reported above.

Part A - Unduplicated Count

12-month Unduplicated Count by Race/Ethnicity and Gender

July 1, 2015 - June 30, 2016

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men


Students enrolled for <u>credit</u>	<u>Undergraduate students</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	84	17
<u>Hispanic/Latino</u>	1,287	134
<u>American Indian or Alaska Native</u>	18	0
<u>Asian</u>	382	32
<u>Black or African American</u>	1,019	133
<u>Native Hawaiian or Other Pacific Islander</u>	15	0
<u>White</u>	2,070	336
<u>Two or more races</u>	126	7
<u>Race and ethnicity unknown</u>	393	24
Total men	5,394	683
Total men prior year	5,540	716

Women

Students enrolled for <u>credit</u>	<u>Undergraduate students</u>	<u>Graduate students</u>
<u>Nonresident alien</u>	132	37
<u>Hispanic/Latino</u>	2,327	435
<u>American Indian or Alaska Native</u>	10	2
<u>Asian</u>	464	107
<u>Black or African American</u>	1,667	436
<u>Native Hawaiian or Other Pacific Islander</u>	25	4
<u>White</u>	2,993	1,255
<u>Two or more races</u>	145	32
<u>Race and ethnicity unknown</u>	573	99
Total women	8,336	2,407
Total women prior year	8,447	2,479

Grand total (2015-16)

Prior year data:

Unduplicated headcount (2014-15)	13,987	3,195
 Total enrollment Fall 2015	11,814	2,298

NOTE: Grand total (2015-16) calculated above is expected to be greater than Total enrollment Fall 2015.

Part B - Instructional Activity

12-month Instructional Activity
July 1, 2015 - June 30, 2016

Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's-professional practice activity, the total of those students' FTE is entered separately instead.

FTE Reporting Reminder:

- Institutions need not report their own calculations of undergraduate or graduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.

	2015-16 total activity	Prior year data
Instructional Activity		
Undergraduate level:		
Credit hour activity	313,205	313,675
Graduate level:		
Credit hour activity (Do not include doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below)	37,439	38,868

Full-Time Equivalent (FTE) of Students

Doctor's-professional practice level:

Doctor's-professional practice FTE student estimate	27
Calendar system (as reported on the prior year IC Header survey component):	Semester

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes:**

	Calculated FTE 2015-16	Institution reported FTE 2015-16	Prior year FTE 2014-15
Undergraduate student FTE	10,440	10,440	10,456
Graduate student FTE (excluding doctor's-professional practice student FTE)	1,560	1,560	1,620
Doctor's-professional practice student FTE		27	
Total FTE student enrollment		12,027	12,076

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name:	
Email:	

How long did it take to prepare this survey component?	hours	minutes
--	-------	---------

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary screen**12-Month Enrollment Component Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

12-Month Unduplicated Headcount and Full-Time Equivalent Students		
Total 12-month unduplicated headcount		16,820
	Undergraduate student unduplicated headcount	13,730
	Graduate student unduplicated headcount	3,090
Total 12-month full-time equivalent (FTE) student enrollment		12,027
	Undergraduate student FTE	10,440
	Graduate student FTE	1,560
	Doctor's-professional practice FTE	27

12-month Enrollment

Kean University (185262)

There are no errors for the selected survey and institution.

Fall Enrollment 2016-17

Institution: Kean University (185262)

User ID: P1852621

Overview**Fall Enrollment Overview**

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Every other year data on residence of first-time undergraduates is required and in opposite years, enrollment by student age is required to be reported.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Data Reporting Reminders:

- Part B, Enrollment of students by age, is **optional** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **required** this year.

Recent changes:

- There is one change to the 2016-17 Fall Enrollment component from the 2015-16 collection. The one change is for retention rates. IPEDS ask that you report inclusions in the adjusted Fall 2015 cohort. For inclusions to the Fall 2015 cohort, report first-time bachelor's seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Part Selection

Completion of Part B (Enrollment of Students by Age) is optional this year.

Do you wish to complete Part B this year?

If you select 'Yes', you will be expected to complete the Part B screens.

If you select 'No', you will skip Part B.

No, I will not complete Part B

Yes, I will complete Part B


Fall Enrollment - CIPCODE Selection

Indicate which of the following fields of study are offered by your institution. Students are to be reported by their major field of study for the categories listed below. Fields for which enrollment was reported for Fall 2014 have already been checked; please make sure all listed fields that are offered by your institution are checked.

Undergraduate and graduate fields

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 13.0000 -- Education |
| <input type="checkbox"/> | 14.0000 -- Engineering |
| <input checked="" type="checkbox"/> | 26.0000 -- Biological and Biomedical Sciences |
| <input checked="" type="checkbox"/> | 27.0000 -- Mathematics |
| <input checked="" type="checkbox"/> | 40.0000 -- Physical Sciences |
| <input checked="" type="checkbox"/> | 52.0000 -- Business, Management, Marketing, and Related Support Services |

Graduate-only fields

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 22.0101 -- Law (LL.B., J.D.) |
| <input type="checkbox"/> | 51.0401 -- Dentistry (D.D.S., D.M.D.) |
| <input type="checkbox"/> |  51.1201 -- Medicine (M.D.) |

None of the above

Yes, I confirm that I reviewed the fields of study are offered by my institution above.

You may use the space below to provide context for the data you've reported above.

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Full-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	7	6	52	65	0	65
Hispanic/Latino	177	76	690	943	3	946
American Indian or Alaska Native	0	4	7	11	0	11
Asian	37	25	179	241	0	241
Black or African American	137	83	500	720	1	721
Native Hawaiian or Other Pacific Islander	1	1	5	7	0	7
White	177	131	990	1,298	2	1,300
Two or more races	23	6	65	94	0	94
Race and ethnicity unknown	80	36	206	322	0	322
Total men	639	368	2,694	3,701	6	3,707
Total men prior year	640	402	2,693	3,735	0	3,735

Women

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	12	10	160	182	1	183
Hispanic/Latino	266	159	1,206	1,631	10	1,641
American Indian or Alaska Native	2	0	2	4	0	4
Asian	45	30	184	259	0	259
Black or African American	168	113	792	1,073	4	1,077
Native Hawaiian or Other Pacific Islander	1	2	10	13	0	13
White	226	187	1,326	1,739	24	1,763
Two or more races	29	16	76	121	2	123
Race and ethnicity unknown	106	39	317	462	7	469
Total women	855	556	4,073	5,484	48	5,532
Total women prior year	850	624	3,982	5,456	1	5,457

Grand total (men+women)	1,494	924	6,767	9,185	54	9,239
Grand total (men+women) prior year	1,490	1,026	6,675	9,191	1	9,192

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 13.0000 -- Education

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	0	2	3	0	3
Hispanic/Latino	3	2	65	70	0	70
American Indian or Alaska Native	0	0	1	1	0	1
Asian	1	0	3	4	0	4
Black or African American	5	2	38	45	0	45
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	6	12	145	163	0	163
Two or more races	0	0	5	5	0	5
Race and ethnicity unknown	3	2	20	25	0	25
Total men	19	18	279	316	0	316

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	2	6	8	0	8
Hispanic/Latino	35	40	222	297	0	297
American Indian or Alaska Native	0	0	1	1	0	1
Asian	8	3	23	34	0	34
Black or African American	19	20	99	138	0	138
Native Hawaiian or Other Pacific Islander	0	0	3	3	0	3
White	54	56	379	489	0	489
Two or more races	4	1	15	20	0	20
Race and ethnicity unknown	14	10	59	83	0	83
Total women	134	132	807	1,073	0	1,073

Grand total (men+women)	153	150	1,086	1,389	0	1,389
Grand total (men+women) 2014-15	191	217	1,179	1,587		1,587

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	1	3	4	0	4
Hispanic/Latino	16	10	58	84	0	84
American Indian or Alaska Native	0	0	0	0	0	0
Asian	7	5	39	51	0	51
Black or African American	18	6	48	72	0	72
Native Hawaiian or Other Pacific Islander	0	0	3	3	0	3
White	15	4	54	73	0	73
Two or more races	4	0	11	15	0	15
Race and ethnicity unknown	5	5	11	21	0	21
Total men	65	31	227	323	0	323

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	2	0	7	9	0	9
Hispanic/Latino	46	13	148	207	0	207
American Indian or Alaska Native	1	0	0	1	0	1
Asian	13	4	57	74	0	74
Black or African American	22	17	90	129	0	129
Native Hawaiian or Other Pacific Islander	1	0	0	1	0	1
White	37	11	86	134	0	134
Two or more races	6	1	7	14	0	14
Race and ethnicity unknown	17	5	29	51	0	51
Total women	145	51	424	620	0	620

Grand total (men+women)	210	82	651	943	0	943
Grand total (men+women) 2014-15	152	97	595	844		844

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 27.0000 -- Mathematics and Statistics

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	1	1	0	1
Hispanic/Latino	3	2	16	21	0	21
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	0	1	0	1
Black or African American	3	2	8	13	0	13
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	1	1	15	17	0	17
Two or more races	0	0	2	2	0	2
Race/ethnicity unknown	3	0	3	6	0	6
Total men	10	6	45	61	0	61

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	3	2	21	26	0	26
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	4	4	0	4
Black or African American	3	2	4	9	0	9
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	1	4	22	27	0	27
Two or more races	0	1	1	2	0	2
Race/ethnicity unknown	1	0	6	7	0	7
Total women	8	9	59	76	0	76

Grand total (men+women)	18	15	104	137	0	137
Grand total (men+women) 2014-15	14	17	118	149		149

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 40.0000 -- Physical Sciences

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	3	3	6	12	0	12
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	2	2	0	2
Black or African American	0	0	7	7	0	7
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	2	2	10	14	0	14
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	2	0	1	3	0	3
Total men	7	5	26	38	0	38

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	3	3	0	3
Hispanic/Latino	4	1	10	15	0	15
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	2	3	5	0	5
Black or African American	3	3	8	14	0	14
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	3	3	8	14	0	14
Two or more races	0	0	1	1	0	1
Race/ethnicity unknown	0	0	0	0	0	0
Total women	10	9	33	52	0	52

Grand total (men+women)	17	14	59	90	0	90
Grand total (men+women) 2014-15	23	10	69	102		102

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Full-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	3	28	32	0	32
Hispanic/Latino	29	19	165	213	0	213
American Indian or Alaska Native	0	2	2	4	0	4
Asian	5	10	45	60	0	60
Black or African American	29	19	128	176	0	176
Native Hawaiian or Other Pacific Islander	0	1	1	2	0	2
White	28	39	263	330	0	330
Two or more races	2	1	9	12	0	12
Race/ethnicity unknown	15	5	49	69	0	69
Total men	109	99	690	898	0	898

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, full-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	4	108	113	0	113
Hispanic/Latino	31	23	170	224	0	224
American Indian or Alaska Native	0	0	0	0	0	0
Asian	2	9	29	40	0	40
Black or African American	16	14	110	140	0	140
Native Hawaiian or Other Pacific Islander	0	1	2	3	0	3
White	13	23	156	192	0	192
Two or more races	4	5	7	16	0	16
Race/ethnicity unknown	13	7	53	73	0	73
Total women	80	86	635	801	0	801

Grand total (men+women)	189	185	1,325	1,699	0	1,699
Grand total (men+women) 2014-15	182	213	1,072	1,467		1,467

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Part-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	2	4	7	13	0	13
Hispanic/Latino	7	37	147	191	5	196
American Indian or Alaska Native	0	0	3	3	0	3
Asian	0	10	45	55	5	60
Black or African American	1	32	142	175	4	179
Native Hawaiian or Other Pacific Islander	0	1	2	3	0	3
White	3	82	288	373	16	389
Two or more races	0	2	15	17	1	18
Race and ethnicity unknown	1	14	49	64	1	65
Total men	14	182	698	894	32	926
Total men prior year	9	172	758	939	15	954

Women

Enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	2	9	13	24	2	26
Hispanic/Latino	4	83	325	412	9	421
American Indian or Alaska Native	0	0	1	1	0	1
Asian	2	15	61	78	5	83
Black or African American	7	47	237	291	13	304
Native Hawaiian or Other Pacific Islander	0	4	2	6	0	6
White	3	147	489	639	39	678
Two or more races	0	6	19	25	1	26
Race and ethnicity unknown	0	25	76	101	1	102
Total women	18	336	1,223	1,577	70	1,647
Total women prior year	19	327	1,279	1,625	43	1,668
Grand total (men+women)	32	518	1,921	2,471	102	2,573
Grand total (men+women) prior year	28	499	2,037	2,564	58	2,622

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 13.0000 -- Education

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	3	19	22	0	22
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	18	18	0	18
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	0	4	46	50	0	50
Two or more races	0	0	2	2	0	2
Race/ethnicity unknown	0	1	4	5	0	5
Total men	0	8	90	98	0	98

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	1	1	1	3	0	3
Hispanic/Latino	2	10	73	85	0	85
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	3	5	9	0	9
Black or African American	0	7	38	45	0	45
Native Hawaiian or Other Pacific Islander	0	1	0	1	0	1
White	1	31	109	141	0	141
Two or more races	0	0	3	3	0	3
Race/ethnicity unknown	0	1	12	13	0	13
Total women	5	54	241	300	0	300

Grand total (men+women)	5	62	331	398	0	398
Grand total (men+women) 2014-15	1	79	377	457		457

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	1	0	1	0	1
Hispanic/Latino	1	5	10	16	0	16
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	10	11	0	11
Black or African American	0	3	16	19	0	19
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	5	9	14	0	14
Two or more races	0	0	2	2	0	2
Race and ethnicity unknown	0	1	6	7	0	7
Total men	1	16	53	70	0	70

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	3	3	0	3
Hispanic/Latino	0	3	25	28	0	28
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	2	8	10	0	10
Black or African American	0	5	16	21	0	21
Native Hawaiian or Other Pacific Islander	0	1	0	1	0	1
White	1	8	26	35	0	35
Two or more races	0	2	2	4	0	4
Race and ethnicity unknown	0	3	9	12	0	12
Total women	1	24	89	114	0	114

Grand total (men+women)	2	40	142	184	0	184
Grand total (men+women) 2014-15	3	20	138	161		161

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 27.0000 -- Mathematics and Statistics

Part-time undergraduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	1	0	1	0	1
Hispanic/Latino	1	1	3	5	0	5
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	2	1	3	0	3
Black or African American	0	0	4	4	0	4
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	0	2	8	10	0	10
Two or more races	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0
Total men	1	6	17	24	0	24

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	3	1	4	0	4
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	0	1	0	1
Black or African American	0	0	4	4	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	5	5	0	5
Two or more races	0	1	0	1	0	1
Race/ethnicity unknown	0	0	1	1	0	1
Total women	0	5	11	16	0	16

Grand total (men+women)	1	11	28	40	0	40
Grand total (men+women) 2014-15	1	5	49	55		55

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 40.0000 -- Physical Sciences

Part-time undergraduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	3	3	0	3
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	3	3	0	3
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	1	1	0	1
Two or more races	0	0	1	1	0	1
Race and ethnicity unknown	0	1	1	2	0	2
Total men	0	1	9	10	0	10

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	1	1	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	1	5	6	0	6
Black or African American	0	1	2	3	0	3
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	1	1	2	0	2
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total women	0	3	9	12	0	12

Grand total (men+women)	0	4	18	22	0	22
Grand total (men+women) 2014-15		4	32	36		36

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Part-time undergraduate students

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	0	3	3	0	3
Hispanic/Latino	1	10	41	52	0	52
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	4	14	18	0	18
Black or African American	1	6	36	43	0	43
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	33	77	110	0	110
Two or more races	0	1	2	3	0	3
Race and ethnicity unknown	1	5	14	20	0	20
Total men	3	59	187	249	0	249

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total	Non-degree/ non-certificate-seeking	Total, part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning			
Nonresident alien	0	3	3	6	0	6
Hispanic/Latino	1	25	84	110	0	110
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	2	15	17	0	17
Black or African American	3	6	41	50	0	50
Native Hawaiian or Other Pacific Islander	0	1	0	1	0	1
White	0	22	58	80	0	80
Two or more races	0	1	3	4	0	4
Race and ethnicity unknown	0	7	15	22	0	22
Total women	4	67	219	290	0	290

Grand total (men+women)	7	126	406	539	0	539
Grand total (men+women) 2014-15	7	93	375	475		475

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Graduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	16	0	16
Hispanic/Latino	31	59	90
American Indian or Alaska Native	0	1	1
Asian	14	19	33
Black or African American	44	62	106
Native Hawaiian or Other Pacific Islander	0	0	0
White	88	134	222
Two or more races	3	2	5
Race and ethnicity unknown	7	14	21
Total men	203	291	494
Total men prior year	176	334	510

Women

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
Nonresident alien	35	5	40
Hispanic/Latino	136	199	335
American Indian or Alaska Native	0	1	1
Asian	56	47	103
Black or African American	139	183	322
Native Hawaiian or Other Pacific Islander	0	3	3
White	308	551	859
Two or more races	10	12	22
Race and ethnicity unknown	35	44	79
Total women	719	1,045	1,764
Total women prior year	677	1,111	1,788
Grand total (men+women)	922	1,336	2,258
Grand total (men+women) prior year	853	1,445	2,298

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 13.0000 -- Education

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	1	0	1
Hispanic/Latino	9	30	39
American Indian or Alaska Native	0	1	1
Asian	2	5	7
Black or African American	10	21	31
Native Hawaiian or Other Pacific Islander	0	0	0
White	27	80	107
Two or more races	0	1	1
Race and ethnicity unknown	1	9	10
Total men	50	147	197

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	5	2	7
Hispanic/Latino	43	136	179
American Indian or Alaska Native	0	1	1
Asian	19	14	33
Black or African American	32	74	106
Native Hawaiian or Other Pacific Islander	0	0	0
White	137	337	474
Two or more races	3	8	11
Race and ethnicity unknown	21	26	47
Total women	260	598	858

Grand total (men+women)	310	745	1,055
Grand total (men+women) 2014-15	333	811	1,144

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	1	0	1
Hispanic/Latino	0	1	1
American Indian or Alaska Native	0	0	0
Asian	2	0	2
Black or African American	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	1	0	1
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total men	5	1	6

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	3	0	3
Hispanic/Latino	2	0	2
American Indian or Alaska Native	0	0	0
Asian	6	2	8
Black or African American	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	1	0	1
Two or more races	0	0	0
Race and ethnicity unknown	0	1	1
Total women	13	3	16

Grand total (men+women)	18	4	22
Grand total (men+women) 2014-15	14	11	25

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 27.0000 -- Mathematics and Statistics

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race/ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race/ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)	0	0	0
Grand total (men+women) 2014-15		1	1

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 40.0000 -- Physical Sciences

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total men	0	0	0

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	0	0	0
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	0	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total women	0	0	0

Grand total (men+women)	0	0	0
Grand total (men+women) 2014-15			

Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Graduate students

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)

Men

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	7	0	7
Hispanic/Latino	3	11	14
American Indian or Alaska Native	0	0	0
Asian	3	2	5
Black or African American	8	4	12
Native Hawaiian or Other Pacific Islander	0	0	0
White	9	9	18
Two or more races	0	1	1
Race and ethnicity unknown	2	1	3
Total men	32	28	60

Women

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident alien	17	0	17
Hispanic/Latino	9	6	15
American Indian or Alaska Native	0	0	0
Asian	5	4	9
Black or African American	7	6	13
Native Hawaiian or Other Pacific Islander	0	0	0
White	9	10	19
Two or more races	0	0	0
Race and ethnicity unknown	1	1	2
Total women	48	27	75

Grand total (men+women)	80	55	135
Grand total (men+women) 2014-15	60	53	113

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

	Undergraduate Students		Graduate Students
	Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Enrolled exclusively in distance education courses	122	0	82
Enrolled in some but not all distance education courses	1,002	0	78
Not enrolled in any distance education courses	10,532	156	2,098
Total (from prior part A screens)	11,656	156	2,258

You may use the space below to provide context for the data you've reported above.

These context notes may be posted on the College Navigator website, and should be written to be understood by students and parents.

Part A - Fall Enrollment by Distance Education Status

Of those students <i>exclusively</i> enrolled in distance education courses, report the number that are:		Undergraduate Students		Graduate Students
		Degree/Certificate Seeking	Non-Degree/Certificate Seeking	
Located in	NJ	120		79
Located in the U.S. but not in	NJ	2		3
Located in the U.S. but state/jurisdiction unknown				
Located outside the U.S.				
Location unknown/unreported		0	0	0
Total students exclusively enrolled in distance education (from section above)		122	0	82

Part A - Fall Enrollment Summary

Fall Enrollment Summary

Men			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	81	13	94
<u>Hispanic/Latino</u>	977	255	1,232
<u>American Indian or Alaska Native</u>	11	4	15
<u>Asian</u>	255	79	334
<u>Black or African American</u>	765	241	1,006
<u>Native Hawaiian or Other Pacific Islander</u>	7	3	10
<u>White</u>	1,388	523	1,911
<u>Two or more races</u>	97	20	117
<u>Race and ethnicity unknown</u>	329	79	408
Total men	3,910	1,217	5,127
Women			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	218	31	249
<u>Hispanic/Latino</u>	1,777	620	2,397
<u>American Indian or Alaska Native</u>	4	2	6
<u>Asian</u>	315	130	445
<u>Black or African American</u>	1,216	487	1,703
<u>Native Hawaiian or Other Pacific Islander</u>	13	9	22
<u>White</u>	2,071	1,229	3,300
<u>Two or more races</u>	133	38	171
<u>Race and ethnicity unknown</u>	504	146	650
Total women	6,251	2,692	8,943
Grand Total (men+women)	10,161	3,909	14,070

Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 13.0000 -- Education

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	4	0	4
Hispanic/Latino	79	52	131
American Indian or Alaska Native	1	1	2
Asian	6	5	11
Black or African American	55	39	94
Native Hawaiian or Other Pacific Islander	0	1	1
White	190	130	320
Two or more races	5	3	8
Race and ethnicity unknown	26	14	40
Total men	366	245	611

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	13	5	18
Hispanic/Latino	340	221	561
American Indian or Alaska Native	1	1	2
Asian	53	23	76
Black or African American	170	119	289
Native Hawaiian or Other Pacific Islander	3	1	4
White	626	478	1,104
Two or more races	23	11	34
Race and ethnicity unknown	104	39	143
Total women	1,333	898	2,231
Grand Total (men+women)	1,699	1,143	2,842

Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 26.0000 -- Biological and Biomedical Sciences

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	5	1	6
<u>Hispanic/Latino</u>	84	17	101
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	53	11	64
<u>Black or African American</u>	73	19	92
<u>Native Hawaiian or Other Pacific Islander</u>	3	0	3
<u>White</u>	74	14	88
<u>Two or more races</u>	15	2	17
<u>Race and ethnicity unknown</u>	21	7	28
Total men	328	71	399

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	12	3	15
<u>Hispanic/Latino</u>	209	28	237
<u>American Indian or Alaska Native</u>	1	0	1
<u>Asian</u>	80	12	92
<u>Black or African American</u>	130	21	151
<u>Native Hawaiian or Other Pacific Islander</u>	1	1	2
<u>White</u>	135	35	170
<u>Two or more races</u>	14	4	18
<u>Race and ethnicity unknown</u>	51	13	64
Total women	633	117	750
Grand Total (men+women)	961	188	1,149

Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 27.0000 -- Mathematics and Statistics

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	1	1	2
<u>Hispanic/Latino</u>	21	5	26
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	1	3	4
<u>Black or African American</u>	13	4	17
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	1
<u>White</u>	17	10	27
<u>Two or more races</u>	2	0	2
<u>Race and ethnicity unknown</u>	6	0	6
Total men	61	24	85

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	0	0	0
<u>Hispanic/Latino</u>	26	4	30
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	4	1	5
<u>Black or African American</u>	9	4	13
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	1
<u>White</u>	27	5	32
<u>Two or more races</u>	2	1	3
<u>Race and ethnicity unknown</u>	7	1	8
Total women	76	16	92

Grand Total (men+women)	137	40	177
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 40.0000 -- Physical Sciences

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	0	0	0
Hispanic/Latino	12	3	15
American Indian or Alaska Native	0	0	0
Asian	2	0	2
Black or African American	7	3	10
Native Hawaiian or Other Pacific Islander	0	0	0
White	14	1	15
Two or more races	0	1	1
Race and ethnicity unknown	3	2	5
Total men	38	10	48

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Nonresident alien	3	0	3
Hispanic/Latino	15	1	16
American Indian or Alaska Native	0	0	0
Asian	5	6	11
Black or African American	14	3	17
Native Hawaiian or Other Pacific Islander	0	0	0
White	14	2	16
Two or more races	1	0	1
Race and ethnicity unknown	0	0	0
Total women	52	12	64

Grand Total (men+women)	90	22	112
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Part A - Fall Enrollment - Summary by race/ethnicity

Fall enrollment totals

CIPCODE: 52.0000 -- Business, Management, Marketing and Related Support Services

Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	39	3	42
<u>Hispanic/Latino</u>	216	63	279
<u>American Indian or Alaska Native</u>	4	0	4
<u>Asian</u>	63	20	83
<u>Black or African American</u>	184	47	231
<u>Native Hawaiian or Other Pacific Islander</u>	2	0	2
<u>White</u>	339	119	458
<u>Two or more races</u>	12	4	16
<u>Race and ethnicity unknown</u>	71	21	92
Total men	930	277	1,207

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	130	6	136
<u>Hispanic/Latino</u>	233	116	349
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	45	21	66
<u>Black or African American</u>	147	56	203
<u>Native Hawaiian or Other Pacific Islander</u>	3	1	4
<u>White</u>	201	90	291
<u>Two or more races</u>	16	4	20
<u>Race and ethnicity unknown</u>	74	23	97
Total women	849	317	1,166

Grand Total (men+women)	1,779	594	2,373
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Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	16	49
18-19	935	1,336
20-21	992	1,691
22-24	1,107	1,461
25-29	461	600
30-34	99	164
35-39	50	89
40-49	31	89
50-64	16	52
65 and over	0	1
Age unknown/unreported	0	0
Total full-time undergraduate students (from part A)	3,707	5,532

Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	17	39
18-19	24	36
20-21	81	111
22-24	299	398
25-29	287	420
30-34	95	191
35-39	37	123
40-49	51	195
50-64	34	131
65 and over	1	3
Age unknown/unreported	0	0
Total part-time undergraduate students (from part A)	926	1,647

Part B - Fall Enrollment by Age and Gender for Full-time Graduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Full-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	7
22-24	61	304
25-29	79	219
30-34	18	89
35-39	19	27
40-49	20	44
50-64	4	28
65 and over	2	1
Age unknown/unreported	0	0
Total full-time graduate students (from part A)	203	719

Part B - Fall Enrollment by Age and Gender for Part-time Graduate Students

NOTE: These data are optional this year.

Enrollment as of the institution's official fall reporting date or as of October 15, 2016

Age	Part-time Graduate Students	
	Men	Women
Under 18	0	0
18-19	0	0
20-21	0	1
22-24	24	99
25-29	82	288
30-34	68	187
35-39	42	103
40-49	47	203
50-64	26	155
65 and over	2	9
Age unknown/unreported	0	0
Total part-time graduate students (from part A)	291	1,045

Part C - Screening Question

Did any of your **first-time degree/certificate-seeking undergraduate** students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- Yes, we have first-time students who enrolled within 12 months of their high school graduation.


You may use the space below to provide context for the data you've reported above.

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Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2016**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	 Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01		
Alaska	02		
Arizona	04		
Arkansas	05		
California	06	2	2
Colorado	08		
Connecticut	09	1	1
Delaware	10	4	4
District of Columbia	11	1	1
Florida	12		
Georgia	13		
Hawaii	15		
Idaho	16		
Illinois	17		
Indiana	18		
Iowa	19		
Kansas	20		
Kentucky	21		
Louisiana	22		
Maine	23		

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2016**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	2	2
Massachusetts	25	1	1
Michigan	26		
Minnesota	27		
Mississippi	28		
Missouri	29		
Montana	30		
Nebraska	31		
Nevada	32		
New Hampshire	33		
New Jersey	34	1,435	1,338
New Mexico	35		
New York	36	42	39
North Carolina	37		
North Dakota	38		
Ohio	39		
Oklahoma	40		
Oregon	41		
Pennsylvania	42	12	10
Rhode Island	44		

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2016**

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of residence when student was first admitted	FIPS Code	Total first-time degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45		
South Dakota	46		
Tennessee	47		
Texas	48		
Utah	49		
Vermont	50		
Virginia	51	2	2
Washington	53		
West Virginia	54		
Wisconsin	55		
Wyoming	56		
State Unknown	57		
American Samoa	60		
Federated States of Micronesia	64		
Guam	66		
Marshall Islands	68		
Northern Marianas	69		
Palau	70		
Puerto Rico	72		
Virgin Islands	78		
Foreign Countries	90	24	20
Residence unknown/unreported	98	0	
Total first-time degree/certificate-seeking undergraduates (from Part A)		1,526	1,420

You may use the space below to provide context for the data you've reported above.

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2016

D1 Total full-time, first-time degree/certificate-seeking undergraduates from Part A (GR cohort)	1,494
D2 Total first-time degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,526
D3 Total transfer-in degree/certificate-seeking undergraduates (full-time + part-time) from Part A	1,442
D4 Total non-degree/certificate-seeking undergraduates (full-time + part-time) from Part A	156
D5 Of the total non-degree/certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2016	126
D6 Total entering students at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/certificate-seeking undergraduates entering in Fall 2016 (line D5).	3,094
D7 Percentage of undergraduate entering class represented by your GR cohort (line D1/line D6)	48

Part E - First-time Bachelor's Cohort Retention Rates (Full-time)

Retention Rates

Full-time, First-time Bachelor's Cohort from Fall 2015

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2015 and retention based on August 1, 2016.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from and inclusions are added to the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's** students in this cohort.
- Determine the full-time cohort using Fall 2015 status (e.g. if a student was full-time in Fall 2015, report them in the full-time cohort regardless of their Fall 2016 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

Prior year
data (Fall
2014 cohort)

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:

E1	Full-time, first-time Fall 2015 bachelor's cohort	1,490	1,483	
E2a	Exclusions from the Fall 2015 cohort	0	0	
E2b	Inclusion to the Fall 2015 cohort	0		
E3	Adjusted Fall 2015 cohort (line E1- E2a + E2b)	1,490	1,483	
E4	Students from Fall 2015 cohort still enrolled as of Fall 2016	1,084	1,104	
E5	Full-time, first-time Fall 2015 bachelor's cohort retention rate (line E4 / line E3)	73%	74	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part E - First-time Bachelor's Cohort Retention Rates (Part-time)

Retention Rates

Part-time, First-time Bachelor's Cohort from Fall 2015

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2015 and retention based on August 1, 2016.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2015 attendance status (e.g. if a student was part-time in Fall 2015, report them in the part-time cohort regardless of their Fall 2016 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

				Prior year data (Fall 2014 cohort)
PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:				
E6	Part-time, first-time Fall 2015 bachelor's cohort	28	19	
E7a	Exclusions from the Fall 2015 cohort	0	0	
E7b	Inclusions to the Fall 2015 cohort	0		
E8	Adjusted Fall 2015 cohort (line E6 - E7a + E7b)	28	19	
E9	Students from Fall 2015 cohort still enrolled as of Fall 2016	14	12	
E10	Part-time, first-time Fall 2015 bachelor's cohort retention rate (line E9 / line E8)	50%	63	%

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Part F - Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2016. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.

Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio	16	to 1
Student-to-faculty ratio prior year	17	to 1

 You may use the space below to provide context for the data you've reported above.

These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Prepared by

This survey component was prepared by:

<input type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other

Name:	
Email:	

How long did it take to prepare this survey component?	hours	minutes
--	-------	---------

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Fall Enrollment Survey Summary Four-Year Institutions with Graduate Students

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Student Enrollment	
Total enrollment	14,070
Undergraduate enrollment	11,812
Undergraduate transfer-in enrollment	1,442
Graduate enrollment	2,258
Student-to-faculty ratio	16 to 1

Student Characteristics (All Students)	
Percent of all students who are female	64%
Percent of all students by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	6%
Black or African American	19%
Hispanic/Latino	26%
Native Hawaiian or Pacific Islander	0%
White	37%
Two or More Races	2%
Race and ethnicity unknown	8%
Nonresident alien	2%

Undergraduate Student Characteristics	
Percent of undergraduates who are female	61%
Percent of undergraduates who are full-time	78%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	0%
Asian	5%
Black or African American	19%
Hispanic/Latino	27%
Native Hawaiian or Pacific Islander	0%
White	35%
Two or More Races	2%
Race and ethnicity unknown	8%
Nonresident alien	2%
Percent of undergraduate students by age:	
24 and under	73%

4.12 IPEDS Enrollment Data Fall 2016

25 and over	27%
Age unknown	0%

Undergraduate Retention and Graduation Rate Cohort

First-time, full-time bachelor's seeking student retention rate	73%
First-time, part-time bachelor's seeking student retention rate	50%
Graduation rate cohort as percent of total entering students	48%

Graduate Student Characteristics

Percent of graduate students who are female	78%
Percent of graduate students who are full-time	41%

Fall Enrollment

Kean University (185262)

There are no errors for the selected survey and institution.

Kean University Enrollment Projections

Fall Semester

	2016	2017	2018	2019
	Actual	Projected		
Part-Time				
Freshmen	154	149	144	139
Sophomores	682	702	722	743
Juniors	812	825	837	850
Seniors	803	794	785	775
Other Undergraduate	122	119	117	114
Graduate	1,336	1,296	1,257	1,220
Total	3,909	3,884	3,862	3,842

Full-Time				
Freshmen	2,416	2,430	2,444	2,458
Sophomores	2,015	2,068	2,123	2,180
Juniors	2,571	2,669	2,772	2,878
Seniors	2,164	2,233	2,304	2,378
Other Undergraduate	73	86	102	120
Graduate	922	967	1,014	1,063
Total	10,161	10,454	10,759	11,078

Total Headcount				
Freshmen	2,570	2,579	2,588	2,597
Sophomores	2,697	2,770	2,846	2,923
Juniors	3,383	3,494	3,609	3,728
Seniors	2,967	3,027	3,089	3,153
Other Undergraduate	195	206	219	235
Graduate	2,258	2,263	2,271	2,283
Total	14,070	14,339	14,622	14,920
		1.91%	1.97%	2.04%
		269	283	298

11/10/2016 Provided by Office of Institutional Research for M. Rivera

Method: Use the average of the past 15 Years' 1-year percent change

RatingsDirect®

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

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Table Of Contents

Rationale

Outlook

Enterprise Profile

Financial Profile

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

Credit Profile

New Jersey Educl Facs Auth, New Jersey

Kean Univ, New Jersey

New Jersey Educl Facs Auth (Kean Univ) (AGM)

Unenhanced Rating

A-(SPUR)/Stable

Affirmed

New Jersey Ed Fac Auth (Kean Univ)

Unenhanced Rating

A-(SPUR)/Stable

Affirmed

Rationale

S&P Global Ratings affirmed its 'A-' rating on New Jersey Educational Facilities Authority's (NJEFA's) series 2003D, 2007D, 2009A and series 2015H revenue bonds issued for Kean University. The outlook on all issues is stable.

We assessed Kean's enterprise profile as strong characterized by relatively steady enrollment, growing applications, and stable selectivity and retention. We assessed Kean's financial profile as strong with a history of solid operating surpluses on a full-accrual basis, offset by relatively weak financial resource ratios when compared with medians but comparable to other New Jersey public universities that receive minimal state capital support. Combined, we believe these credit factors lead to an indicative standalone credit profile of 'a'. As our criteria indicate, the final rating can be within one notch of the indicative credit level. In our opinion, the 'A-' rating on the college's bonds better reflect its weaker demand profile compared with other 'A' rated public university peers in New Jersey, weaker financial resource ratios, and the challenged state budgetary position, which adds credit risk.

We currently rate New Jersey 'A-' with a negative outlook. While our rating on Kean is not capped at the state rating given the current low level of support (approximately 21% of total adjusted revenue), state budgetary challenges and uncertainty around future state appropriation levels and severely underfunded state pensions and other-postemployment benefits is a long-term credit risk for New Jersey public colleges and universities, including Kean.

The rating reflects our opinion of the university's following strengths:

- A history of strong full-accrual operating surpluses that remains solid through fiscal 2016;
- Relatively stable enrollment and improved demand, evidenced by an increase in completed first-year freshman applications in fall 2016; and
- Use of dedicated fees to support debt service on outstanding bonds that can be increased, if necessary.

The rating reflects our opinion of the university's following weaknesses:

4.14 S&P Global Report_Kean University (01-11-2017)

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

- High maximum annual debt service (MADS) debt burden of 10.35% relative to medians although comparable to many New Jersey state schools;
- Weak balance sheet resource ratios for the rating, largely due to a lack of state capital funding that led to use of internal funds and bond issuance to maintain capital needs; and
- Risk of New Jersey shifting all or a portion of the severely underfunded state pension and other postemployment benefit liabilities to public universities such as Kean due to the ongoing state budgetary challenges, although the liabilities are currently fully covered by the state.

Similar to many other New Jersey public universities, the revenue bonds are a general obligation (GO) of the university, payable from any legally available funds. The university defines its legally available funds as all funds, including state appropriations not designated for a specific purpose. Although state appropriations are not specifically pledged to bondholders, they are part of the pool of resources available to pay debt service on the bonds.

Kean University is a coeducational regional university located in Union, N.J., less than one hour from New York City. It is the fourth-largest public university among the 12 in New Jersey, and it offers a variety of undergraduate, masters, and doctoral degrees.

Outlook

The stable outlook reflects our belief that enrollment and demand will remain stable with positive operations on a full accrual basis. Balance sheet ratios are expected to remain steady to improving from current levels.

Downside scenario

We could consider a negative rating action during the two-year outlook period if enrollment declines significantly, causing net tuition revenue to decline and operating margins to become negative on a full accrual basis. Though management indicates Kean has no new debt plans for the foreseeable future, further debt without commensurate resource growth would likely pressure the rating, in our view, since the balance sheet remains a weakness.

Upside scenario

We could consider a positive rating action during the two-year outlook period if the enterprise profile improves such that demand metrics are more in line with other New Jersey state universities and if resource ratios improve to levels more comparable to medians.

Enterprise Profile

Industry risk

Industry risk addresses the higher education sector's overall cyclicity and competitive risk and growth by applying various stress scenarios and evaluating barriers to entry, levels and trends of profitability, substitution risk, and growth trends observed in the industry. We believe the higher education sector represents a low credit risk when compared with other industries and sectors.

Economic fundamentals

In our view, Kean has limited geographic diversity with 94% of students coming from New Jersey. As such, our assessment of Kean's economic fundamentals is anchored by the local GDP per capita.

Market position and demand

Full-time equivalent (FTE) enrollment at Kean has been relatively stable in the last three years, hovering at about 11,000 at the main campus in Union, N.J. Management notes that Kean was able to successfully enroll about 33 students for the doctorate of physical therapy program that launched in fall 2016. Going forward, the university plans to continue focusing on undergraduates and transfers while working on graduate and doctoral programming to grow enrollment incrementally. In addition to its main campus in Union, Kean operates a satellite campus in Ocean County, N.J., that mainly serves transfer students, and a campus in Wenzhou, China that serves local Chinese students while giving them an opportunity to come study in the U.S. In fall 2016, Kean Ocean enrolled 1,414 students from 1,392 in fall 2015 while Wenzhou China enrolled 1,682 students, 133 of whom came to the U.S. to study at the Union campus in fall 2016, paying full tuition and room and board. These students are not counted as part of the FTE enrollment mentioned above, but do serve as additional sources of revenue. Kean also received accreditation for its online programs in spring 2016, and enrolled about 100 students in fall 2016.

Applications in fall 2016 continued to increase from fall 2015. Management attributes the continual success to digital marketing, and joining of the Common Application system in fall 2014. We consider demand flexibility as fairly limited with weak matriculation and selectivity. The university is not very selective, accepting a high of 74% of applicants for fall 2016. The matriculation rate remained about 23% for fall 2016, which continues to reflect a competitive market environment.

Student quality is below the national average of 1,012 and below rating category medians. The retention rate remains modest at 73% and the graduation rate remains low at only 50%, which is lower than some other publicly rated universities in New Jersey. As mentioned, the university has a very local draw with over 94% of students coming from the state. Competitors include other N.J. state universities including Rowan University, College of New Jersey, Ramapo College, and Montclair State University.

The university has a separate foundation, which grew to \$35.3 million of net assets as of June 30, 2016, from \$34.6 million the prior year. Kean raised \$4.6 million in cash and pledges for the annual fund in fiscal 2016, and \$3.6 million in fiscal 2015. Donor participation remains relatively low at about 2%. Management reports initial talks have occurred involving a comprehensive campaign, although there are no definitive plans at this time.

Management and governance

Kean has had the same president since 2003. The senior leadership team has been fairly steady although the university is just completing its search for a new vice president for administration and finance as well as a vice president for advancement. A 16-member board of trustees (BOT) governs Kean. The BOT consists of 15 members appointed by the governor with the state senate's advice and consent, and a voting student trustee elected by the student body. An alternate student representative is also selected by the students but can only vote if the regular student trustee is absent from a BOT governing session. There have been no major changes to the board outside of normal rotations.

Kean operates under the guidance of a strategic plan, Vision 2020. Initiatives include investments in research, new

4.14 S&P Global Report_Kean University (01-11-2017)

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

academic buildings to support academic programs, and the development of a full-scale campus in China to facilitate international education and exchange initiatives. While the university does not budget for depreciation, it does budget conservatively for a headcount of only 10,200 students and includes debt service. In our view, the university has decent financial practices and manages in a proactive manner.

Financial Profile

Financial management policies

The college has formal policies for endowment, investments, and debt. It operates according to a multi-year strategic plan extending out to 2020, and has an informal reserve liquidity policy. The college meets standard annual disclosure requirements. The financial policies assessment reflects our opinion that, while there may be some areas of risk, the organization's overall financial policies are not likely to negatively affect its future ability to pay debt service. Our analysis of financial policies includes a review of the organization's financial reporting and disclosure, investment allocation and liquidity, debt profile, contingent liabilities, and legal structure and a comparison of these policies to comparable providers.

In line with our Dec. 15, 2015, publication "Incorporating GASB 68: Evaluating Pension Obligations under Standard & Poor's Higher Education and Charter School Criteria," we have made certain adjustments to the financial statements of public colleges and universities for financial results beginning with fiscal year end June 30, 2015, to enhance analytical clarity regarding the economic substance of the funding of liabilities, expenses and deferred inflows and outflows of resources associated with pension plan obligations and a change in accounting principle as detailed in GASB 68, "Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27". We believe these adjustments enhance analytical clarity from a credit perspective and result in more comparable financial metrics as long as states continue to be able and willing to fund these pension liabilities.

Financial performance

Kean's financial operations continued to generate a healthy full accrual operating surplus of around \$20 million in fiscal 2016. The surplus is largely attributed to the continual healthy growth of net tuition revenue and \$3 million of expense savings, mostly from outsourcing its grounds and housekeeping functions. Also, based on GASB 68, the pension expense was \$3 million greater than contributions; hence total adjusted operating expenses were lowered by \$3 million, equaling around \$275 million in fiscal 2016. We expect that fiscal 2017 operations will remain soundly positive as the university budgeted for lower than actual enrollment.

We consider the university as fairly dependent on student tuition and fees, which constituted 59% of fiscal 2016 operating revenue. In general, New Jersey public colleges and universities receive two types of appropriations: operating appropriations and employee fringe-benefits paid by the state. In fiscal 2016, state operating appropriations to Kean fell slightly while state-paid fringe benefit appropriations increased slightly. Fiscal 2017 appropriations will be flat relative to fiscal 2016 at about \$30.5 million. Management indicates there have been no delays in the receipt of state funds in recent years. State appropriations constituted about 21% of total adjusted operating revenue for fiscal 2016, which is fairly low for a public institution, while research grants constituted 16%.

The university increased tuition by 2.5% for in-state and out-of-state undergraduates for the 2016-2017 academic year.

4.14 S&P Global Report_Kean University (01-11-2017)

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

Although New Jersey does not have a limitation on annual tuition rate increases, Kean's Board of Trustees approved a resolution in June 2015 to keep tuition increases capped at 3.03% for the 2016-2017 academic year. . Affordability remains one of Kean's differentiating factors, as it remains the second-lowest four-year public university in New Jersey in terms of cost, trailing only New Jersey City University.

Available resources

Available resources (as measured by adjusted unrestricted net assets (UNA) for fiscal 2016 improved slightly, but still remains relatively weak compared with medians. Adjusted UNA includes the UNA of the university (-\$60.6 million), the UNA of the foundation (\$6.5 million), debt service reserves (\$2.5 million, for the UNA to debt calculation only) and the GASB 68 adjustments (net pension liability of about \$148.3 million). Adjusted UNA represented 34.6% of adjusted operating expenses, and 29.4% of outstanding debt for fiscal 2016. The university's endowment rests mostly at the foundation level and is considered a component unit of the university.

Debt and contingent liabilities

Kean had \$335.6 million of debt as of June 30, 2016, all of which is fixed rate. MADS of \$28.2 million is equal to a relatively high 10.35% of fiscal 2016 operating expenses which is consistent with other NJ public universities. Currently, Kean does not have additional debt plans although the school has entered into a private-public-partnership agreement for the development of a new residence hall.

Kean participates in four retirement plans covering its employees. Two of the plans are cost-sharing, multi-employer defined-benefit pension plans administered by New Jersey; one is a state cost sharing defined-benefit plan, and one that provides the choice of seven investment carriers all of which are privately operated defined-contribution retirement plans. Because of the implementation of GASB statement 68, the institute recognized a \$148.3 million net pension liability on its balance sheet as of fiscal 2016 for its proportionate share of the net pension liability for pension benefits to its employees through the state defined-benefit pension plans. This liability recognition materially reduced its UNA (an equity-based measure) for fiscal years 2015 and 2016. We understand these state pension liabilities, although not legally required to be funded by the state, have historically been and are expected to continue being funded through the state. Therefore, in our analysis of Kean's available resources, we have credited the net pension liability to adjusted UNA calculations and made appropriate operating income adjustments to reflect the differential between pension expense and pension contributions made by the state on the institute's behalf. We believe these adjustments enhance analytical clarity from a credit perspective and result in more comparable financial metrics as long as the state continues to be able and willing to fund these pension liabilities. In our view, given the significantly underfunded state defined-benefit pension plans, this is a long-term credit risk for New Jersey public colleges and universities if broader pension reform occurs and results in the state shifting all or a portion of these liabilities to state entities such as Kean.

OPEBs, primarily retiree health care, are also managed through the state systems, and the liability and associated expense is recorded at the state level, although the implementation of GASB 75 (Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions) in fiscal 2018 could result in a different accounting treatment of these liabilities. For additional information on the state of New Jersey rating, see the analysis published Nov. 14, 2016, on RatingsDirect.

4.14 S&P Global Report_Kean University (01-11-2017)

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

	--Fiscal year ended June 30--					Medians for 'A' rated public colleges and universities
	2017	2016	2015	2014	2013	2015
Enrollment and demand						
Headcount	14,070	14,122	14,359	14,404	15,391	MNR
Full-time equivalent	11,054	10,917	11,025	10,938	11,643	11,127
Freshman acceptance rate (%)	74.4	74.3	70.4	80.4	68.4	74.6
Freshman matriculation rate (%)	23.3	25.7	37.3	38.3	34.3	MNR
Undergraduates as a % of total enrollment (%)	84.0	83.7	83.5	83.9	83.8	85.4
Freshman retention (%)	73.0	74.0	75.0	74.0	72.0	74.8
Graduation rates (five years) (%)	N.A.	N.A.	N.A.	41.0	39.0	MNR
Income statement						
Adjusted operating revenue (\$000s)	N.A.	294,999	293,250	291,410	285,243	MNR
Adjusted operating expense (\$000s)	N.A.	274,788	277,119	282,287	272,107	MNR
Net adjusted operating income (\$000s)	N.A.	20,211	16,131	9,123	13,136	MNR
Net adjusted operating margin (%)	N.A.	7.36	5.82	3.23	4.83	-0.49
Estimated operating gain/loss before depreciation (\$000s)	N.A.	36,099	32,020	24,045	26,521	MNR
Change in unrestricted net assets (UNA; \$000s)	N.A.	18,308	(122,378)	(19,641)	(13,099)	MNR
State operating appropriations (\$000s)	N.A.	63,225	64,038	72,522	65,501	MNR
State appropriations to revenue (%)	N.A.	21.4	21.8	24.9	23.0	22.7
Student dependence (%)	N.A.	59.3	58.5	57.1	58.4	51.6
Research dependence (%)	N.A.	16.1	16.0	15.7	15.5	MNR
Endowment and investment income dependence (%)	N.A.	0.3	0.3	0.3	0.8	0.3
Debt						
Outstanding debt (\$000s)	N.A.	335,602	347,737	358,765	365,843	155,104
Total pro forma debt (\$000s)	N.A.	335,602	N.A.	N.A.	N.A.	MNR
Current debt service burden (%)	N.A.	10.72	10.44	9.92	11.25	MNR
Current MADS burden (%)	N.A.	10.26	10.17	10.21	10.72	4.52
Financial resource ratios						
Endowment market value (\$000s)	N.A.	19,919	19,953	19,314	N.A.	85,533
Related foundation market value (\$000s)	N.A.	35,326	34,618	33,254	29,485	182,492
Cash and investments (\$000s)	N.A.	160,816	137,670	135,618	116,538	MNR
UNA (\$000s)	N.A.	(60,597)	(78,905)	43,473	63,114	MNR
Adjusted UNA (\$000s)	N.A.	94,144	62,199	49,263	69,052	MNR
Cash and investments to operations (%)	N.A.	58.5	49.7	48.0	42.8	43.5
Cash and investments to debt (%)	N.A.	47.9	39.6	37.8	31.9	93.5
Cash and investments to pro forma debt (%)	N.A.	47.9	N.A.	N.A.	N.A.	MNR

4.14 S&P Global Report_Kean University (01-11-2017)

New Jersey Educational Facilities Authority Kean University; Public Coll/Univ - Unlimited Student Fees

Kean University, N.J. Financial Statistics (cont.)

	--Fiscal year ended June 30--					Medians for 'A' rated public colleges and universities
	2017	2016	2015	2014	2013	2015
Adjusted UNA to operations (%)	N.A.	34.3	22.4	17.5	25.4	22.2
Adjusted UNA plus debt service reserve to debt (%)	N.A.	29.4	20.4	16.1	21.2	44.1
Adjusted UNA plus debt service reserve to pro forma debt (%)	N.A.	29.4	N.A.	N.A.	N.A.	MNR
Average age of plant (years)	N.A.	10.9	9.9	9.5	9.5	13.9

N.A.--Not available. MNR--median not reported. Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense plus financial aid expense. Net operating margin = 100 times (net adjusted operating income/adjusted operating expense). Tuition dependence = 100 times (gross tuition revenue/adjusted operating revenue). Current debt service burden = 100 times (current debt service expense/adjusted operating expenses). Current MADS burden = 100 times (maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term and long-term investments. Adjusted UNA = Unrestricted net assets + unrestricted net assets of the foundation. Average age of plant = accumulated depreciation/depreciation and amortization expense.

Ratings Detail (As Of January 11, 2017)

New Jersey Educl Facs Auth, New Jersey

Kean Univ, New Jersey

New Jersey Educl Facs Auth (Kean University) (wrap of insured) (FGIC) (National) (AGM)

Unenhanced Rating A-(SPUR)/Stable Affirmed

New Jersey Educl Facs Auth (Kean University) (AGM)

Unenhanced Rating A-(SPUR)/Stable Affirmed

New Jersey Educl Facs Auth (Kean University) (ASSURED GTY)

Unenhanced Rating A-(SPUR)/Stable Affirmed

New Jersey Educl Facs Auth (Kean Univ) rev rfdg bnds

Long Term Rating A-/Stable Affirmed

New Jersey Educl Facs Auth (Kean Univ) rev Refunding Bonds

Long Term Rating A-/Stable Affirmed

New Jersey Educl Facs Auth (Kean Univ) PCU_USF

Unenhanced Rating A-(SPUR)/Stable Affirmed

New Jersey Educl Facs Auth (Kean Univ) 2003D

Unenhanced Rating A-(SPUR)/Stable Affirmed

Many issues are enhanced by bond insurance.

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MOODY'S

INVESTORS SERVICE

Rating Update: **Moody's confirms Kean University, NJ 's A2; outlook stable**

Global Credit Research - 09 Jun 2015

\$338M rated debt

KEAN UNIVERSITY, NJ
Public Colleges & Universities
NJ

NEW YORK, June 09, 2015 –Moody's Investors Service confirms the A2 rating on Kean University's (NJ) revenue bonds issued through the New Jersey Educational Facilities Authority (NJEFA) and the A3 rating on Kean University Foundation's (NJ) revenue bonds issued through the Bergen County Improvement Authority (BCIA). The outlook is stable.

SUMMARY RATING RATIONALE

Confirmation of the A2 rating is based on Kean University's consistently very strong operating performance, with a three-year average operating cash flow margin of over 20%. This provides the university with the capacity to adjust to projected state funding reductions and a longer term constrained state funding environment, even as it manages very high financial leverage. The university has been adept at managing expenses in line with revenue growth, and has identified both new revenue opportunities and additional expense containment efforts that should support ongoing healthy operating performance.

The A2 also incorporates rebounding enrollment as management pursues a variety of initiatives to distinguish the university in its regional market. Offsetting considerations include a relatively high debt burden and only moderate liquidity.

The A3 rating on the Series 2010A Bonds, which is rated one notch below the university's general obligation rating, incorporates the risk associated with the lease-backed structure for the bonds between the Kean University Foundation, Inc. and Kean University.

OUTLOOK

The stable outlook is based on our expectation of continuing positive operating performance and a rebuilding of cash and investments. Kean's prudent fiscal management practices should enable the university to adjust to reductions in state funding.

WHAT COULD MAKE THE RATING GO UP

- Significant increase in financial resources relative to debt and operating expenses
- Reduction in financial leverage
- Strengthened and increased diversity of student demand and enrollment

WHAT COULD MAKE THE RATING GO DOWN

- Additional debt without compensating financial resources or revenue
- Substantial decline in operating cash flow and debt service coverage
- Further credit deterioration of the State of New Jersey, particularly if the university confronts more severe funding reductions

STRENGTHS

- Consistently strong operating cash flow margins in the 20% range

4.15 Moody's Report_Kean University (06-09-2015)

- Mid-sized scale, with over 11,000 students and over \$260 million of revenue
- Various initiatives to strengthen brand recognition and distinguish the university in a competitive region
- Appropriate risk management of and enrollment benefits from a satellite China campus

CHALLENGES

- Relatively high financial leverage, with debt to revenue of 1.4 times and debt service consuming nearly 12% of the budget
- Constrained state funding environment for the foreseeable future
- Limited tuition pricing power given the high competition for potential applicants
- Moderate liquidity as the university has financed capital investments with reserves
- Constraints on expense management as the state negotiates labor contracts

RECENT DEVELOPMENTS

The university is planning a refunding of a portion of its outstanding bonds in July 2015 and expects an annual debt service savings of about \$250,000.

DETAILED RATING RATIONALE

MARKET POSITION: REGIONAL STUDENT DRAW WITH RESUMED ENROLLMENT GROWTH

Kean University is favorably diversifying its programs to meet the needs of the community, which should contribute to stabilizing enrollment. A mid-sized university, Kean serves a largely commuter population, with 20% of students living on campus and the bulk commuting from three surrounding counties. While the university has an established regional reputation, its pricing power is moderate in a highly competitive market. With a still highly concentrated geographic draw, continued initiatives to expand the university's market reach could also provide a stabilizing element.

Enrollment improved to 11,025 full-time equivalent students in fall 2014, after two years of decline in fall 2012 and 2013. The incoming classes (freshman and transfer) in fall 2013 and 2014 were larger than in prior years and the management reports that fall 2015 applications are trending higher than at the same time last year. The university also reports an increase in enrollment at its Ocean County campus where the enrollment was adversely affected by Super Storm Sandy.

In addition to the growth from domestic campuses, the university is projecting students from Wenzhou Kean University (WKU) to boost enrollment. The initiative is now in its third year, and provided 38 new students to Kean for FY 2015, a relatively small number that is projected to grow to a more financially meaningful 500 over the next decade. The university has limited its immediate financial exposure, as funding for the new campus infrastructure is borne by the Chinese government, with no direct cost to Kean or the State of New Jersey.

OPERATING PERFORMANCE, BALANCE SHEET, AND CAPITAL PLANS: CONSISTENTLY POSITIVE CASH FLOWS SUPPORT HIGH OPERATING LEVERAGE

Kean's prudent budgeting practices and ability to manage expenses are key credit strengths that will continue to result in very strong cash flows, adequate coverage of high debt service requirements and accrual of financial resources. Stress testing indicates that the university could absorb more substantial reductions in state funding than currently projected for FY 2016. Moreover, the university has identified certain cost reduction measures, as well as potential for moderate revenue growth that should enable it to sustain steady performance in an even protracted constrained funding environment.

Kean receives appropriations from the State of New Jersey (A2 negative) designated for operations and employee benefits. These accounted for approximately a third of the university's overall budget in FY 2015. While appropriations for fringe benefits have grown, appropriations for operations have been stagnant since FY 2012 and are flat for FY 2015, placing pressure on the university to find alternative revenue and contain expenses. There is increasing pressure on the state to cope with its underfunded pension plans, and we believe there is an increased likelihood that the state will continue to shift its support to pension and OPEB contributions or will reduce total appropriations. The proposal for FY 2016 budget includes a \$2.5 million reduction in appropriations for operations

with a similar increase in fringe benefits.

The university's management has a number of viable strategies to increase and diversify revenue as well as to cut expenses. It continues to expand its program offerings to enhance its market position. It recently established an Institute of Life Science Entrepreneurship (ILSE) which is a regional research accelerator and incubator, and aims to bring basic researchers and clinical scientists from academia together with entrepreneurs, R&D experts and business leaders to facilitate the translation of early innovation into meaningful health care solutions. The university reports that ILSE, through a collaboration with American Type Culture Collection (ATCC) will receive \$1.5 million per year over the next 3 years, totaling \$4.5 million to fund the collaboration project. The Wenzhou-Kean initiative is expected to generate an incremental \$0.7 million in revenue in FY 2016 and \$2.6 million in FY 2017. The university recently outsourced its grounds and housekeeping functions, resulting in an annual savings of approximately \$3 million per year. The university also has the flexibility to raise tuition, cut positions, and draw on strategic reserves.

Kean's financial resources remain thin relative to debt and operations, but largely in line with other regional public universities in the state. This is due to historically low capital support from the state resulting in universities using their own reserves and debt to finance capital projects. In FY 2014, expendable financial resources of \$91.4 million was only a thin 0.26 times of debt and debt to operating revenue was a high 1.4 times. Following a period of significant capital investment, the university reports no major capital plans in the near term and our rating incorporates both a gradual rebound in liquidity as well as moderation of financial leverage over the next several years.

Liquidity

At 89 monthly days cash on hand, Kean's liquidity is moderate for the rating category, although this is partially mitigated by strong cash flow, expectations of liquidity growth over the next several years, a fixed rate debt structure and limited capital calls for alternative investments.

DEBT AND OTHER LIABILITIES: HIGH LEVERAGE RELATIVE TO RATING CATEGORY

Debt Structure

All outstanding debt is fixed rate and amortizing through 2040. Annual debt service, excluding foundation bonds peaks in FY 2018 at nearly \$29 million, or over 12% of current operating expenses.

Debt-Related Derivatives

None

Pensions and OPEB

Kean, like other New Jersey public universities, is challenged by participation in poorly funded multi-employer defined benefit programs. Kean participates in four pension plans administered by the State of New Jersey, three of which are defined benefit plans: Public Employees' Retirement System ("PERS"), the Police and Firemen's Retirement System ("PFRS"), and the Teacher's Pension and Annuity Fund ("TPAF"). The Alternate Benefit Program ("ABP") is defined contribution plan and includes post-retirement healthcare. PERS, PFRS, and TPAF are cost sharing multi-employer defined benefit pension plans administered by the State of New Jersey. For all the plans, the state currently makes the employer contribution from funds allotted to the university and the total state appropriations for fringe benefits has increased with rising pension contribution requirements. The total number of employees funded by the state was 1,047 in FY 2014 where the university funded 61 employees. In FY 2014, the state paid \$39.6 million in fringe benefits which included pension of \$6.3 million and health benefits accounted of \$27.5 million.

MANAGEMENT AND GOVERNANCE: FINANCIAL MANAGEMENT TEAM FOCUSED ON IMPROVING OPERATING PERFORMANCE

We consider management's practices to be a key credit strength since they mitigate potential declines in operating performance and debt service coverage that could arise due to a reduction in enrollments or a decline in state funding. Management builds a cushion into its budgets by budgeting for 10,000 FTEs. It monitors the budget carefully, adjusting expenses as necessary to produce positive operating cash flows that help to grow financial resources. They also maximize the use of campus infrastructure to increase use of buildings through more weekend classes.

4.15 Moody's Report_Kean University (06-09-2015)

KEY INDICATORS (Fall 2014 enrollment data and FY 2014 financial data):

- Total FTE Enrollment: 11,025 students
- Total Financial Resources: \$118.5 million
- Total Direct Debt: \$358.7 million
- Total Operating Revenue: \$261 million
- Reliance on Tuition and Auxiliary Revenue (as % of operating revenue): 55%
- Reliance on State Appropriation Revenue (as % of operating revenue): 32%
- Monthly Days Cash on Hand: 89 days
- Operating Cash Flow Margin: 22%
- Three-Year Average Debt Service Coverage: 1.9 times

OBLIGOR PROFILE

Kean University is located in Union and Hillside, New Jersey and is one of 10 public, four-year institutions of higher education in the State of New Jersey. The university is best known for its programs in the humanities and social sciences and in education, graduating the most teachers in the state annually. The university has over 11,000 full-time equivalent students and generates \$260 million of operating revenue.

LEGAL SECURITY

The university's outstanding rated bonds, which include the Series 1998B, 2003D, 2005B, 2007D, and 2009A bonds, are a general obligation of the university, payable from all legally available funds. There is a debt service reserve fund securing the Series 1998B, 2003D, and 2005B bonds. There is no debt service reserve fund securing the Series 2007D and 2009A bonds.

The Series 2010A bonds are secured by loan payments made by the foundation to the Bergen County Improvement Authority from base rentals received from the university. Base rentals are structured, under the lease, to equal debt service for the full term of the bonds. The bonds are further secured by a ground leasehold mortgage and assignment of the lease on the property, as well as a debt service reserve fund. In addition, under the lease agreement, the university unconditionally guarantees the loan payments, but not the debt service, for the term of these bonds, even if the lease agreement is terminated and the university no longer occupies the leased premises.

USE OF PROCEEDS

Not applicable

PRINCIPAL METHODOLOGY

The principal methodology used in this rating was U.S. Not-for-Profit Private and Public Higher Education published in August 2011. An additional methodology used in the Series 2010A Bonds was The Fundamentals of Credit Analysis for Lease-Backed Municipal Obligations published in December 2011. Please see the Credit Policy page on www.moody.com for a copy of these methodologies.

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**Middle States Commission on Higher Education
Institutional Profile 2015-16**

[0226] **Kean University**

D. Enrollment (Unduplicated)

1. Fall Enrollment

	Data on File (fall 2014)		IP Data (fall 2015)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	17971	6452	17405	6537
Minimum credit load to be considered a full time student per semester	12	9	12	9
Full-Time Head Count	10145	859	10484	853
Part-Time Head Count	2704	1513	2624	1445

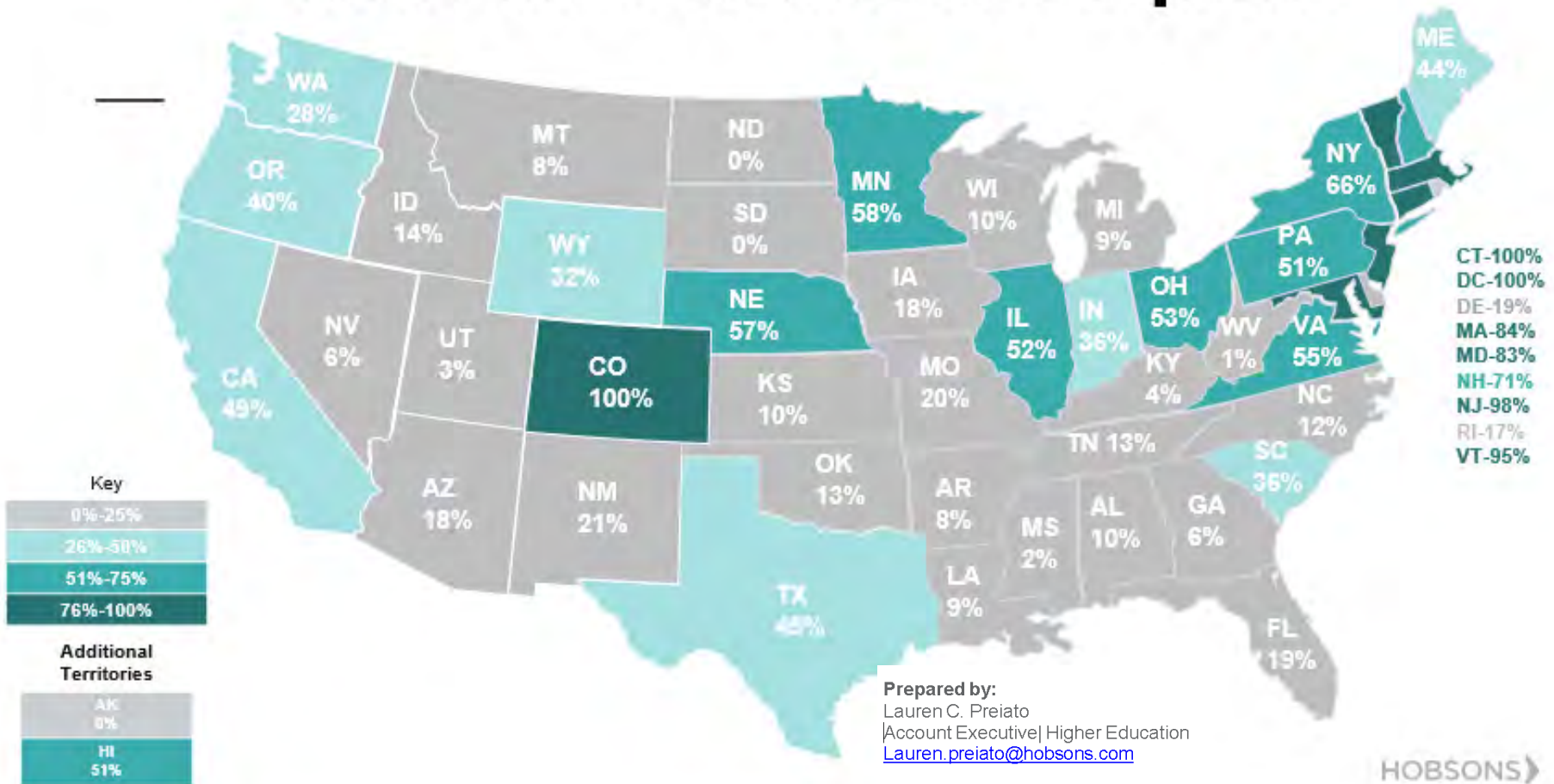
2. Credit Enrollment (fall 2015)

	Data on File (fall 2014)	IP Data (fall 2015)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	14992	15187
Number of Students not matriculated, enrolled in credit-bearing courses	229	219

3. Non-Credit Enrollment (Prior Year)

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	0	0
Number of Students in non-credit avocational continuing education courses	0	0

Naviance Market Footprint



**NJ COMMUNITY COLLEGES FULL-TIME EQUIVALENT (FTE)
FY 2015 & FY 2016**

NJ COMMUNITY COLLEGES	UNDERGRADUATE				Change (%)
	Full-time Equivalent (FTE)				
	FY 2013	FY 2014	FY 2015	FY 2016	
Atlantic Cape Community College	5,392	5,214	4,875	4,417	0.18
Bergen Community College	11,826	11,835	10,986	10,458	0.12
Brookdale Community College	10,879	10,694	10,326	9,973	0.08
Burlington County College	7,928	7,628	7,414	6,996	0.12
Camden County College	9,901	9,436	8,570	7,935	0.20
Cumberland County College	2,898	2,949	2,847	2,495	0.14
Essex County College	9,595	9,694	8,856	8,140	0.15
Gloucester County, Rowan College at	5,490	5,308	5,319	5,229	0.05
Hudson County Comm College	6,659	6,949	7,120	6,648	0.00
Mercer County Comm College	5,728	4,871	4,853	4,800	0.16
Middlesex County College	9,849	9,521	9,075	8,816	0.10
Morris, County College of	6,427	6,182	6,102	5,904	0.08
Ocean County College	7,471	7,253	6,942	6,539	0.12
Passaic County Comm College	6,351	6,120	6,042	5,653	0.11
Raritan Valley Community College	5,735	5,665	5,578	5,578	0.03
Salem Community College	1,014	977	889	866	0.15
Sussex County Community College	2,402	2,235	2,095	1,927	0.20
Union County College	9,148	8,716	8,439	8,043	0.12
Warren County Comm College	1,368	1,299	1,355	1,253	0.08
TOTAL	126,061	122,546	117,683	111,670	0.11

Source: NJ Commission on Higher Education website (<http://www.state.nj.us/highereducation/statistics/index.shtml#ENR>), IPEDS 12-month Enrollment Survey)



University Profile

Kean University



Fall 2016

Office of Institutional Research

Table Of Contents

	<i>Page</i>
PART ONE - UNIVERSITY OVERVIEW.....	1
Enrollment At-a-Glance.....	2
Enrollment Trends.....	4
Enrollment By Geographic Origin.....	6
Student Retention/Graduation Rates.....	8
Degrees Conferred.....	10
Employee Demographics.....	12
Faculty Demographics.....	14
Faculty Trends.....	16
PART TWO - KEAN US CAMPUSES.....	19
Program Enrollment Highlights.....	20
Enrollment Trends US Campuses.....	22
Faculty Trends US Campuses.....	23
College of Business and Public Management	24
College of Education.....	28
College of Humanities and Social Sciences.....	32
College of Natural, Appied and Health Sciences.....	37
College of Visual and Performing Arts.....	42
Michael Graves College.....	46
Nathan Weiss Graduate College.....	48
NJ Center For Science, Technology and Mathematics.....	55
PART THREE - WENZHOU KEAN CAMPUS.....	57
Wenzhou Kean Enrollment Trends	58
Wenzhou Kean Faculty Trends	59
Wenzhou Kean Enrollment by College	60

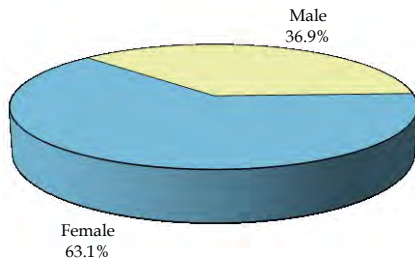
Quick Facts

Founded:	1855	President	Dr. Dawood Farahi
Campus Size:	185.4 acres	Mailing Address:	1000 Morris Avenue Union, New Jersey 07083
Main Campus:	121.5 acres		
East Campus:	28.5 acres		
Liberty Hall Campus:	35.4 acres	Main Phone:	(908) 737-KEAN (908) 737-5326
Degree Programs Offered		Admissions:	(908) 737-7100
Undergraduate:	50	Public Info:	(908) 737-NEWS (908) 737-6397
Graduate:			
Master:	34		
Post Master Diploma:	2	2016-2017 Tuition and Fees:	
Doctor:	4	(Full-Time, In-State)	
		Undergraduate:	\$11,869.50
Average Class Size:	20	Graduate:	\$16,472.00
Student/Faculty Ratio:	16:1	Doctor:	\$20,640.00

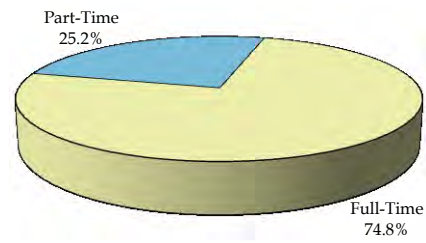
Fall 2016 Enrollment At-a-Glance (All Campuses)

	University		Undergraduate		Graduate	
	No.	%	No.	%	No.	%
Enrollment						
Headcount	15,534	100.0%	13,276	100.0%	2,258	100.0%
F.T.E.	12,603		11,215		1,388	
Gender						
Male	5,734	36.9%	5,240	39.5%	494	21.9%
Female	9,800	63.1%	8,036	60.5%	1,764	78.1%
Race/Ethnicity						
Black	2,742	17.7%	2,304	17.4%	438	19.4%
Hispanic	3,694	23.8%	3,265	24.6%	429	19.0%
Asian	2,491	16.0%	2,317	17.5%	174	7.7%
White	5,239	33.7%	4,153	31.3%	1,086	48.1%
MultiRace	290	1.9%	263	2.0%	27	1.2%
Not Reported	1,078	6.9%	974	7.3%	104	4.6%
Attendance Status						
Full-Time	11,617	74.8%	10,695	80.6%	922	40.8%
Part-Time	3,917	25.2%	2,581	19.4%	1,336	59.2%
Admission Status						
Regular	6,688	43.1%	4,583	34.5%	2,105	93.2%
Special	2,071	13.3%	2,071	15.6%		
E.O.F.	468	3.0%	468	3.5%		
Transfer	5,730	36.9%	5,730	43.2%		
E.O.F. Transfer	258	1.7%	258	1.9%		
Other	319	2.1%	166	1.3%	153	6.8%
Registration status						
First-Time	2,913	18.8%	2,128	16.0%	785	34.8%
Transfer	1,442	9.3%	1,442	10.9%		
Stop-out/ Readmit	608	3.9%	608	4.6%		
Continuing	10,571	68.1%	9,098	68.5%	1,473	65.2%
Age						
<25	10,552	67.9%	10,056	75.7%	496	22.0%
25-34	3,347	21.5%	2,317	17.5%	1,030	45.6%
35-44	862	5.5%	505	3.8%	357	15.8%
45-54	549	3.5%	297	2.2%	252	11.2%
55+	224	1.4%	101	0.8%	123	5.4%
Average Age	25		23		33	
Matriculation Status						
Degree Seeking	14,841	95.5%	13,081	98.5%	1,760	77.9%
Certificate / Non-Degree	384	2.5%	39	0.3%	345	15.3%
Non-Matriculated	309	2.0%	156	1.2%	153	6.8%
Campus						
Union	12,656	81.5%	10,541	79.4%	2,115	93.7%
Ocean	1,414	9.1%	1,271	9.6%	143	6.3%
Wenzhou	1,464	9.4%	1,464	11.0%	0	0.0%

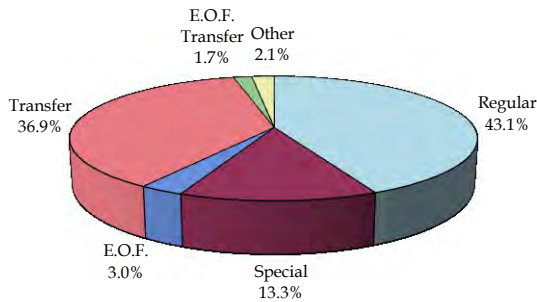
**DISTRIBUTION OF STUDENTS
By Gender**



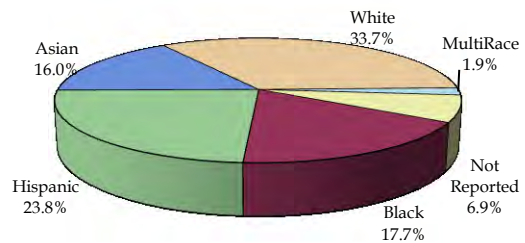
**DISTRIBUTION OF STUDENTS
By Attendance Status**



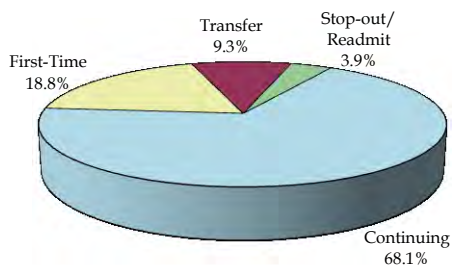
**DISTRIBUTION OF STUDENTS
By Admission Status**



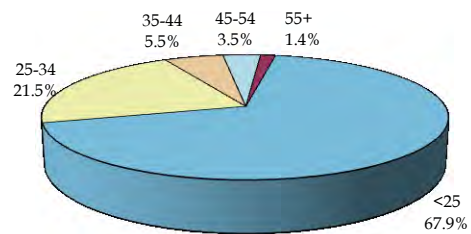
**DISTRIBUTION OF STUDENTS
By Race/Ethnicity**



**DISTRIBUTION OF STUDENTS
By Registration Status**



**DISTRIBUTION OF STUDENTS
By Age Group**



Enrollment Trends, Fall 2012 - Fall 2016 (All Campuses)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1 - Year Change	5 - Year Change
ENROLLMENT							
Headcount	15,596	14,842	15,221	15,406	15,534	0.8%	-0.4%
Undergraduate	13,100	12,516	12,849	13,108	13,276	1.3%	1.3%
Graduate	2,496	2,326	2,372	2,298	2,258	-1.7%	-9.5%
F.T.E.	11,849	11,368	11,905	12,252	12,603	2.9%	6.4%
GENDER							
Male	5,760	5,516	5,673	5,733	5,734	0.0%	-0.5%
Female	9,836	9,326	9,548	9,673	9,800	1.3%	-0.4%
RACE/ ETHNICITY							
Black	2,759	2,777	2,838	2,841	2,742	-3.5%	-0.6%
Hispanic	3,269	3,308	3,489	3,686	3,694	0.2%	13.0%
Asian	1,123	1,390	1,799	2,175	2,491	14.5%	121.8%
White	6,295	6,064	5,855	5,440	5,239	-3.7%	-16.8%
MultiRace	145	212	245	257	290	12.8%	100.0%
Not Reported	2,005	1,091	995	1,007	1,078	7.1%	-46.2%
ATTENDANCE STATUS							
Full-Time	10,920	10,519	11,004	11,337	11,617	2.5%	6.4%
Part-Time	4,676	4,323	4,217	4,069	3,917	-3.7%	-16.2%
ADMISSIONS STATUS							
Regular	6,473	6,420	6,690	6,503	6,688	2.8%	3.3%
Special	1,666	1,721	1,818	2,195	2,071	-5.6%	24.3%
E.O.F.	625	631	554	508	468	-7.9%	-25.1%
Transfer	6,044	5,535	5,726	5,723	5,730	0.1%	-5.2%
E.O.F. Transfer	312	257	196	253	258	2.0%	-17.3%
Other	476	278	237	224	319	42.4%	-33.0%
REGISTRATION STATUS							
First-Time	2,660	2,609	2,714	2,750	2,913	5.9%	9.5%
Transfer	1,505	1,438	1,630	1,525	1,442	-5.4%	-4.2%
Stop-out/ Readmit	620	606	624	576	608	5.6%	-1.9%
Continuing	10,811	10,189	10,253	10,555	10,571	0.2%	-2.2%
AGE							
<25	10,068	9,709	9,985	10,269	10,552	2.8%	4.8%
25-34	3,516	3,267	3,380	3,363	3,347	-0.5%	-4.8%
35-44	1,106	1,026	996	951	862	-9.4%	-22.1%
45-54	690	625	638	609	549	-9.9%	-20.4%
55+	216	215	222	214	224	4.7%	3.7%
Average Age	26	25	25	25	25	-1.1%	-2.8%
MATRICULATION STATUS							
Degree Seeking	14,578	14,079	14,502	14,747	14,841	0.6%	1.8%
Certificate/ Non-Degree	570	492	490	440	384	-12.7%	-32.6%
Non-Matriculated	448	271	229	219	309	41.1%	-31.0%
CAMPUS							
Union	14,091	13,158	13,056	12,720	12,656	-0.5%	-10.2%
Ocean	1,300	1,246	1,303	1,392	1,414	1.6%	8.8%
Wenzhou	205	438	862	1,294	1,464	13.1%	614.1%

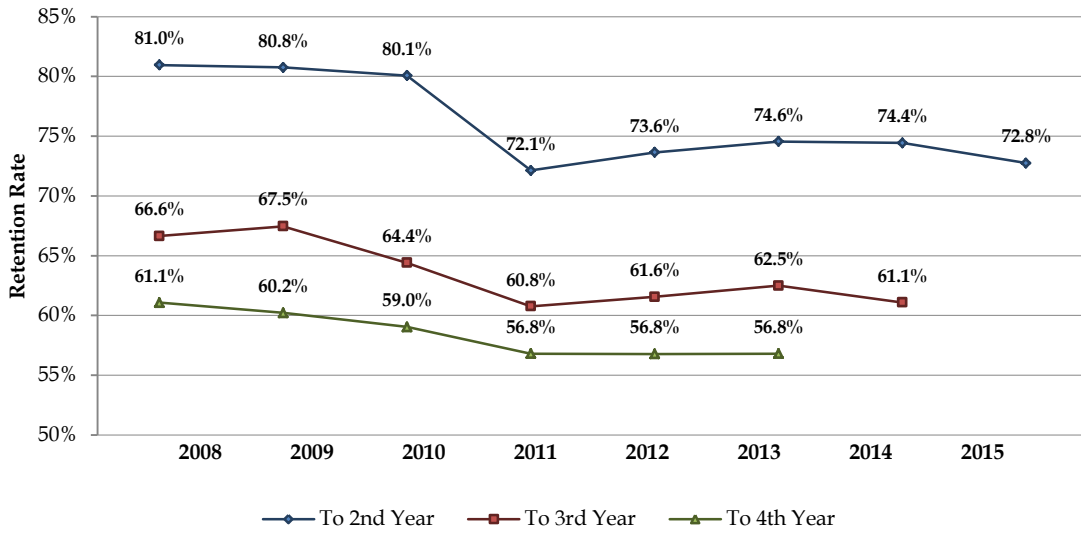
First-Time, Full-Time Freshmen Retention Rates (U.S. Campuses)

Cohort Year	Head Count	# Continued			% Continued		
		To 2nd Year	To 3rd Year	To 4th Year	To 2nd Year	To 3rd Year	To 4th Year
2006	1,394	1,078	902	829	77.33%	64.71%	59.47%
2007	1,447	1,123	930	851	77.61%	64.27%	58.81%
2008	1,418	1,148	945	866	80.96%	66.64%	61.07%
2009	1,518	1,226	1,024	914	80.76%	67.46%	60.21%
2010	1,731	1,386	1,115	1,022	80.07%	64.41%	59.04%
2011	1,794	1,294	1,090	1,019	72.13%	60.76%	56.80%
2012	1,381	1,017	850	784	73.64%	61.55%	56.77%
2013	1,493	1,113	933	848	74.55%	62.49%	56.80%
2014	1,483	1,104	906	-	74.44%	61.09%	-
2015	1,490	1,084	-	-	72.75%	-	-

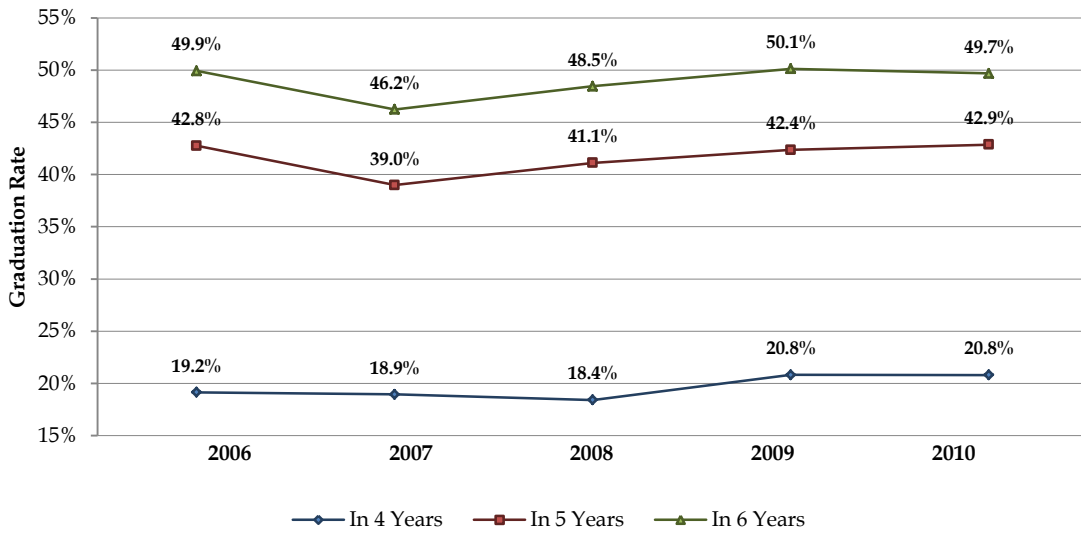
First-Time, Full-Time Freshmen Graduation Rates (U.S. Campuses)

Cohort Year	Head Count	# Graduated			% Graduated		
		In 4 Years	In 5 Years	In 6 Years	In 4 Years	In 5 Years	In 6 Years
2006	1,394	267	596	696	19.15%	42.75%	49.93%
2007	1,447	274	564	669	18.94%	38.98%	46.23%
2008	1,418	261	583	687	18.41%	41.11%	48.45%
2009	1,518	316	643	761	20.82%	42.36%	50.13%
2010	1,731	360	742	860	20.80%	42.87%	49.68%

First-Time, Full-Time Degree-Seeking Undergraduate Retention Rates 2008 - 2015 Cohorts



First-Time, Full-Time Degree-Seeking Undergraduate Graduation Rates 2006 - 2010 Cohorts



Kean University Program Enrollment Highlights

Fall 2016 Undergraduate Programs

	Fall 2016 Number	10 - Year High Term	10 - Year High Number	10 - Year Low Term	10 - Year Low Number
UG Program Size					
Large UG Program (Student Headcount >= 500)					
Psychology	1,217	14/FA	1,342	06/FA	796
Biology	1,087	16/FA	1,087	06/FA	419
Management Sci.	837	11/FA	914	06/FA	669
Criminal Justice	738	11/FA	859	06/FA	530
Accounting	627	16/FA	627	06/FA	368
Communication	541	13/FA	553	08/FA	218
Elem/Mid/Sec Edu	500	10/FA	1,069	16/FA	500
Small UG Program (Student Headcount < 20)					
Art History	15	07/FA	22	10/FA	13
Music	13	12/FA	42	16/FA	13
Music - General Performance	13	16/FA	13	14/FA	2
Theatre Design & Tech.	9	14/FA	10	07/FA	2
Asian Studies	5	15/FA	6	13/FA	4

Growing UG Programs

UG Prog Growing Every Year for the Past Five Years

Marketing	327	16/FA	327	06/FA	284
Computer Science	314	16/FA	314	08/FA	132
Information Technology	167	16/FA	167	07/FA	23

UG Prog One-Year Increase > 20%

		<u>1Yr % Chg</u>			
Architecture	52	136.4%	16/FA	52	15/FA
Theatre Performance	34	36.0%	16/FA	34	07/FA
International Business	152	31.0%	16/FA	152	14/FA

UG Prog Five-Year Increase > 50%

		<u>5Yr % Chg</u>			
Theatre Performance	34	88.9%	16/FA	34	07/FA
Information Technology	167	85.6%	16/FA	167	07/FA
HIM	48	77.8%	06/FA	58	09/FA

Declining UG Programs

UG Prog Declining Every Year for the Past Five Years

Elem/Mid/Sec Edu	500	10/FA	1,069	16/FA	500
Physical Edu	415	10/FA	743	16/FA	415
Nursing	338	12/FA	437	06/FA	253
Teacher of Stu with Disabilities	302	11/FA	534	07/FA	206
History	264	10/FA	451	16/FA	264
Math. Science	177	10/FA	307	16/FA	177
Interior Design	121	10/FA	171	16/FA	121
Chemistry	72	08/FA	111	16/FA	72
Spanish	47	07/FA	212	16/FA	47

UG Prog One-Year Decrease > 20%

Music	13	-35.0%	12/FA	42	16/FA
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UG Prog Five-Year Decrease > 50%

		<u>5Yr % Chg</u>			
Music	13	-69.0%	12/FA	42	16/FA

Kean University Program Enrollment Highlights

Fall 2016 Graduate Programs

	Fall 2016 Number	10 - Year High Term	10 - Year High Number	10 - Year Low Term	10 - Year Low Number
GR Program Size					
Large GR Program (Student Headcount >= 200)					
Counselor Edu	300	16/FA	300	06/FA	220
Small GR Program (Student Headcount < 10)					
Science & Tech.	9	16/FA	9	12/FA	2
Forensic Psy.	9	16/FA	9	16/FA	9
Instr Curr Sci Tech	7	11/FA	18	16/FA	7
Math. Edu.	2	13/FA	15	16/FA	2

Growing GR Programs

GR Prog Growing Every Year for the Past Five Years					
Occupational Therapy	106	16/FA	106	06/FA	61
MBA in Global Management	84	09/FA	112	06/FA	42
GR Prog 1-Year Increase > 20%					
		<u>1Yr % Chg</u>			
Science & Tech.	9	350.0%	16/FA	9	12/FA
Psychology	84	55.6%	16/FA	84	09/FA
Biotechnology	22	37.5%	11/FA	38	15/FA
Early Childhood Edu.	64	25.5%	06/FA	102	13/FA
School Psychology	26	23.8%	06/FA	35	13/FA
Computer Info. Systems	22	22.2%	16/FA	22	11/FA
GR Prog 5-Year Increase > 50%					
		<u>5Yr % Chg</u>			
Edu Psych	33	1550.0%	15/FA	37	12/FA
Science & Tech.	9	350.0%	16/FA	9	12/FA
Computer Info. Systems	22	144.4%	16/FA	22	11/FA

Declining GR Programs

GR Prog Declining Every Year for the Past Five Years					
Special Edu	170	09/FA	365	16/FA	170
Instruction & Curriculum	87	10/FA	237	16/FA	87
GR Prog 1-Year Decrease > 20%					
		<u>1Yr % Chg</u>			
Special Edu	170	-20.2%	09/FA	365	16/FA
Instruction & Curriculum	87	-20.9%	10/FA	237	16/FA
Communication Studies	29	-21.6%	14/FA	40	09/FA
Exercise Science	23	-23.3%	15/FA	30	09/FA
Reading Spec.	18	-25.0%	06/FA	93	16/FA
Criminal Justice	12	-29.4%	14/FA	18	09/FA
Holocaust & Genocide	16	-40.7%	14/FA	40	06/FA
Instr Curr Sci Tech	7	-50.0%	11/FA	18	16/FA
Math. Edu.	2	-60.0%	13/FA	15	16/FA
GR Prog 5-Year Decrease > 50%					
		<u>5Yr % Chg</u>			
Reading Spec.	18	-53.8%	06/FA	93	16/FA
Math. Edu.	2	-85.7%	13/FA	15	16/FA

Enrollment Trends, Fall 2012 - Fall 2016 (Union & Ocean)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT							
Headcount	15,391	14,404	14,359	14,112	14,070	-0.3%	-8.6%
Undergraduate	12,895	12,078	11,987	11,814	11,812	0.0%	-8.4%
Graduate	2,496	2,326	2,372	2,298	2,258	-1.7%	-9.5%
F.T.E.	11,643	10,938	11,025	10,917	11,053	1.2%	-5.1%
GENDER							
Male	5,683	5,349	5,325	5,199	5,127	-1.4%	-9.8%
Female	9,708	9,055	9,034	8,913	8,943	0.3%	-7.9%
RACE/ ETHNICITY							
Black	2,759	2,777	2,838	2,841	2,742	-3.5%	-0.6%
Hispanic	3,269	3,308	3,489	3,686	3,694	0.2%	13.0%
Asian	918	952	937	881	1,027	16.6%	11.9%
White	6,295	6,064	5,855	5,440	5,239	-3.7%	-16.8%
MultiRace	145	212	245	257	290	12.8%	100.0%
Not Reported	2,005	1,091	995	1,007	1,078	7.1%	-46.2%
ATTENDANCE STATUS							
Full-Time	10,715	10,081	10,142	10,045	10,161	1.2%	-5.2%
Part-Time	4,676	4,323	4,217	4,067	3,909	-3.9%	-16.4%
ADMISSIONS STATUS							
Regular	6,268	5,982	5,828	5,209	5,224	0.3%	-16.7%
Special	1,666	1,721	1,818	2,195	2,071	-5.6%	24.3%
E.O.F.	625	631	554	508	468	-7.9%	-25.1%
Transfer	6,044	5,535	5,726	5,723	5,730	0.1%	-5.2%
E.O.F. Transfer	312	257	196	253	258	2.0%	-17.3%
Other	476	278	237	224	319	42.4%	-33.0%
REGISTRATION STATUS							
First-Time	2,455	2,373	2,280	2,273	2,437	7.2%	-0.7%
Transfer	1,505	1,438	1,630	1,525	1,442	-5.4%	-4.2%
Stop-out/ Readmit	620	606	607	564	608	7.8%	-1.9%
Continuing	10,811	9,987	9,842	9,750	9,583	-1.7%	-11.4%
AGE							
<25	9,863	9,271	9,123	8,976	9,088	1.2%	-7.9%
25-34	3,516	3,267	3,380	3,362	3,347	-0.4%	-4.8%
35-44	1,106	1,026	996	951	862	-9.4%	-22.1%
45-54	690	625	638	609	549	-9.9%	-20.4%
55+	216	215	222	214	224	4.7%	3.7%
Average Age	26	26	26	26	25	-0.9%	-1.0%
MATRICULATION STATUS							
Degree Seeking	14,373	13,641	13,640	13,453	13,377	-0.6%	-6.9%
Certificate/ Non-Degree	570	492	490	440	384	-12.7%	-32.6%
Non-Matriculated	448	271	229	219	309	41.1%	-31.0%
STATE RESIDENCE							
New Jersey	14,905	13,905	13,838	13,564	13,402	-1.2%	-10.1%
Out-of-State	273	304	325	319	321	0.6%	17.6%
International	213	195	196	229	347	51.5%	62.9%

College of Business and Public Management

School of Accounting & Finance

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Accounting (GR)								
Stu HeadCnt		43	40	38	44	51	15.9%	18.6%
Union		42	40	38	44	51	15.9%	21.4%
Ocean		1						
Stu FTE		21.8	25.3	22.5	26.0	33.0	26.9%	51.1%
Union		21.0	25.3	22.5	26.0	33.0	26.9%	57.1%
Ocean		0.8						
Accounting (UG)								
Stu HeadCnt		541	551	548	591	627	6.1%	15.9%
Union		455	476	476	506	532	5.1%	16.9%
Ocean		86	75	72	85	95	11.8%	10.5%
Stu FTE		417.8	420.3	427.1	462.4	514.7	11.3%	23.2%
Union		360.5	372.6	380.9	410.5	445.0	8.4%	23.4%
Ocean		57.3	47.6	46.1	51.9	69.7	34.2%	21.7%
Second Major		1		1		1		0.0%
Finance (UG)								
Stu HeadCnt		211	185	191	256	295	15.2%	39.8%
Union		185	157	163	221	251	13.6%	35.7%
Ocean		26	28	28	35	44	25.7%	69.2%
Stu FTE		167.3	147.1	160.1	216.6	250.6	15.7%	49.8%
Union		151.5	129.2	140.8	192.9	217.6	12.8%	43.6%
Ocean		15.8	17.9	19.3	23.6	33.0	39.7%	109.5%
Second Major		1			2	1	-50.0%	0.0%
COURSE SECTION FTE								
ACCT (GR)		22.3	26.5	21.8	23.8	32.8	37.9%	47.2%
ACCT (UG)		232.5	198.2	203.1	222.0	240.6	8.4%	3.5%
Union		211.1	177.6	185.8	195.9	199.9	2.0%	-5.3%
Ocean		21.4	20.6	17.3	26.1	40.7	56.1%	90.4%
BLAW (UG)		63.0	59.3	60.6	61.1	57.6	-5.8%	-8.6%
Union		59.4	56.8	58.3	58.3	55.1	-5.5%	-7.3%
Ocean		3.6	2.4	2.3	2.8	2.4	-13.3%	-31.6%
FIN (GR)		2.3	4.0	6.0	5.0	5.5	10.0%	144.4%
FIN (UG)		131.6	102.4	103.5	118.5	120.9	2.1%	-8.1%
Union		110.3	88.5	88.1	100.1	103.5	3.4%	-6.1%
Ocean		21.4	13.9	15.4	18.4	17.4	-5.1%	-18.4%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Accounting - Bachelor		145	151	132	112	124	10.7%	-14.5%
Union		122	121	112	93	108	16.1%	-11.5%
Ocean		23	30	20	19	16	-15.8%	-30.4%
Accounting - Master		34	20	15	13	19	46.2%	-44.1%
Union		34	19	15	13	19	46.2%	-44.1%
Ocean			1					
Finance - Bachelor		55	54	39	44	60	36.4%	9.1%
Union		55	52	30	36	52	44.4%	-5.5%
Ocean			2	9	8	8	0.0%	
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		12	14	12	12	12	0.0%	0.0%
ACCT		-	9	8	8	8	0.0%	
FIN		-	5	4	4	4	0.0%	

College of Business and Public Management

School of Criminal Justice and Public Administration

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Criminal Justice (GR)							
Stu HeadCnt	12	16	18	17	12	-29.4%	0.0%
Stu FTE	7.0	10.5	10.8	11.3	7.0	-37.8%	0.0%
Criminal Justice (UG)							
Stu HeadCnt	820	660	748	755	738	-2.3%	-10.0%
Union	742	587	654	661	658	-0.5%	-11.3%
Ocean	78	73	94	94	80	-14.9%	2.6%
Stu FTE	687.8	553.7	633.0	625.6	629.9	0.7%	-8.4%
Union	638.8	509.2	574.7	567.0	580.1	2.3%	-9.2%
Ocean	49.0	44.5	58.3	58.6	49.8	-15.1%	1.5%
Second Major	6	7	7	3	4	33.3%	-33.3%
Public Admin. (GR)							
Stu HeadCnt	154	145	145	148	121	-18.2%	-21.4%
Union	153	144	144	148	121	-18.2%	-20.9%
Ocean	1	1	1				
Stu FTE	97.5	91.5	88.8	98.5	82.5	-16.2%	-15.4%
Union	96.5	91.3	88.5	98.5	82.5	-16.2%	-14.5%
Ocean	1.0	0.3	0.3				
Public Admin. (UG)							
Stu HeadCnt	138	142	141	141	130	-7.8%	-5.8%
Union	109	115	113	106	91	-14.2%	-16.5%
Ocean	29	27	28	35	39	11.4%	34.5%
Stu FTE	103.1	113.4	110.1	107.8	95.3	-11.5%	-7.5%
Union	84.3	94.4	92.1	84.9	72.5	-14.6%	-14.0%
Ocean	18.8	19.0	18.0	22.9	22.8	-0.3%	21.7%
Second Major	1	3	2	1	2	100.0%	100.0%
COURSE SECTION FTE							
CJ (GR)	7.3	10.0	7.8	10.8	6.5	-39.5%	-10.3%
CJ (UG)	280.6	230.8	257.1	284.6	299.1	5.1%	6.6%
Union	247.8	209.4	225.6	239.8	269.6	12.4%	8.8%
Ocean	32.8	21.4	31.5	44.8	29.4	-34.3%	-10.3%
ID (UG)	3.8	3.6	3.8				
PA (GR)	100.0	96.8	93.0	99.3	88.5	-10.8%	-11.5%
Union	98.5	96.8	93.0	99.3	88.5	-10.8%	-10.2%
Ocean	1.5						
PA (UG)	106.5	114.0	110.1	107.1	109.5	2.3%	2.8%
Union	94.1	98.4	92.3	86.3	87.2	1.1%	-7.4%
Ocean	12.4	15.6	17.8	20.8	22.3	7.2%	80.3%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Criminal Justice - Bachelor							
	152	162	145	156	146	-6.4%	-3.9%
Union	124	142	121	125	125	0.0%	0.8%
Ocean	28	20	24	31	21	-32.3%	-25.0%
Criminal Justice - Master							
			3	4	6	50.0%	
Public Admin. - Bachelor							
	36	46	43	51	50	-2.0%	38.9%
Union	29	34	36	39	35	-10.3%	20.7%
Ocean	7	12	7	12	15	25.0%	114.3%
Public Admin. - Master							
	44	48	54	46	56	21.7%	27.3%
Union	44	48	54	45	56	24.4%	27.3%
Ocean				1			
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	14	13	14	15	14	-6.7%	0.0%
CJ	-	7	9	9	9	0.0%	
PA	-	6	5	6	5	-16.7%	

College of Business and Public Management

School of Global Business

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
International Business (UG)							
Stu HeadCnt			65	116	152	31.0%	
Union			65	114	152	33.3%	
Ocean				2			
Stu FTE			58.3	98.6	133.5	35.4%	
Union			58.3	97.8	133.5	36.5%	
Ocean				0.8			
Second Major			1	2	1	-50.0%	
MBA in Global Management (GR)							
Stu HeadCnt	57	70	75	78	84	7.7%	47.4%
Stu FTE	39.3	51.3	51.0	56.3	65.4	16.3%	66.7%
COURSE SECTION FTE							
GBUS (UG)			1.3	3.0	7.9	162.5%	
GMBA (GR)	26.5	30.3	31.3	35.3	32.8	-7.1%	23.6%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
International Business - Bachelor					7		
MBA in Global Management - Master	38	17	25	23	30	30.4%	-21.1%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	4	3	5	4	3	-25.0%	-25.0%
GB	-		2	2	1	-50.0%	
GMBA	-	3	2	2	2	0.0%	
MGS	-		1				

College of Business and Public Management

Department of Management and Marketing

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Management Sci. (UG)							
Stu HeadCnt	874	835	833	774	837	8.1%	-4.2%
Union	806	763	742	673	714	6.1%	-11.4%
Ocean	68	72	91	101	123	21.8%	80.9%
Stu FTE	682.1	651.9	655.4	614.7	657.6	7.0%	-3.6%
Union	640.4	608.2	597.6	550.0	579.3	5.3%	-9.5%
Ocean	41.8	43.7	57.8	64.7	78.3	21.1%	87.6%
Second Major	1	2	2	3	2	-33.3%	100.0%
Marketing (UG)							
Stu HeadCnt	299	303	305	316	327	3.5%	9.4%
Union	248	256	254	258	260	0.8%	4.8%
Ocean	51	47	51	58	67	15.5%	31.4%
Stu FTE	248.6	247.0	244.8	253.7	274.1	8.0%	10.2%
Union	214.0	213.8	210.2	215.7	225.9	4.8%	5.6%
Ocean	34.6	33.1	34.6	38.0	48.1	26.6%	39.0%
Second Major	1	1	1	1	4	300.0%	300.0%
COURSE SECTION FTE							
MGS (GR)	10.3	7.3	6.5		14.5		41.5%
MGS (UG)	296.6	352.1	379.9	443.2	539.1	21.6%	81.8%
Union	255.9	309.3	329.3	375.6	459.4	22.3%	79.5%
Ocean	40.6	42.8	50.6	67.6	79.7	17.9%	96.2%
MKT (GR)	4.3	4.8	3.8	12.5	8.8	-30.0%	105.9%
MKT (UG)	159.8	146.4	153.9	160.8	176.8	10.0%	10.7%
Union	138.6	126.8	134.3	136.8	149.1	9.0%	7.6%
Ocean	21.2	19.7	19.7	24.0	27.8	15.6%	31.0%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Management Sci. - Bachelor							
	207	227	192	188	169	-10.1%	-18.4%
Union	184	209	174	160	150	-6.3%	-18.5%
Ocean	23	18	18	28	19	-32.1%	-17.4%
Marketing - Bachelor							
	94	70	77	86	72	-16.3%	-23.4%
Union	82	59	64	68	60	-11.8%	-26.8%
Ocean	12	11	13	18	12	-33.3%	0.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	13	17	15	15	17	13.3%	30.8%
MGS	-	12	10	10	12	20.0%	
MKT	-	5	5	5	5	0.0%	

College of Education

School of Curriculum and Teaching

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Early Childhood Edu. (GR)							
Stu HeadCnt	44	33	41	51	64	25.5%	45.5%
Stu FTE	15.6	12.8	15.8	22.5	24.8	10.0%	58.8%
Early Childhood Edu. (UG)							
Stu HeadCnt	424	375	371	321	342	6.5%	-19.3%
Union	424	374	370	321	342	6.5%	-19.3%
Ocean		1	1				
Stu FTE	314.4	274.7	287.6	248.2	265.7	7.1%	-15.5%
Union	314.4	273.9	287.4	248.2	265.7	7.1%	-15.5%
Ocean		0.8	0.2				
Elem/Mid/Sec Edu (UG)							
Stu HeadCnt	830	674	597	534	500	-6.4%	-39.8%
Union	700	559	502	451	429	-4.9%	-38.7%
Ocean	130	115	95	83	71	-14.5%	-45.4%
Stu FTE	639.6	512.6	462.7	415.8	389.6	-6.3%	-39.1%
Union	561.3	447.6	411.4	370.5	353.2	-4.7%	-37.1%
Ocean	78.3	65.0	51.3	45.3	36.4	-19.6%	-53.5%
Instruction & Curriculum (GR)							
Stu HeadCnt	158	116	111	110	87	-20.9%	-44.9%
Stu FTE	75.3	49.2	41.4	41.2	32.6	-21.0%	-56.7%
High School Agreement Program (UG)							
Stu HeadCnt					10		
Stu FTE					10.0		
COURSE SECTION FTE							
EC (GR)	12.5	12.8	13.5	22.5	23.3	3.3%	86.0%
EC (UG)	71.3	60.3	49.5	30.4	36.9	21.4%	-48.2%
EDUC (GR)		0.8	0.2		0.3		
EDUC (UG)	110.1	96.2	79.6	60.8	55.7	-8.3%	-49.4%
Union	89.4	81.2	68.2	50.8	48.4	-4.8%	-45.9%
Ocean	20.6	15.0	11.4	9.9	7.3	-26.4%	-64.5%
EMSE (GR)	86.5	55.5	57.3	48.0	40.0	-16.7%	-53.8%
EMSE (UG)	229.3	184.1	136.9	108.6	113.3	4.3%	-50.6%
Union	189.8	163.6	115.4	89.3	97.8	9.5%	-48.5%
Ocean	39.6	20.6	21.5	19.3	15.4	-20.1%	-61.0%
ID (UG)	42.4	41.8	37.3	30.0	25.7	-14.4%	-39.4%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Early Childhood Edu. - Bachelor							
	63	55	41	36	20	-44.4%	-68.3%
Union	63	54	41	36	20	-44.4%	-68.3%
Ocean		1					
Early Childhood Edu. - Master							
	15	15	10	8	2	-75.0%	-86.7%
Union	15	15	9	8	2	-75.0%	-86.7%
Ocean			1				
Elem/Mid/Sec Edu - Bachelor							
	130	135	85	90	57	-36.7%	-56.2%
Union	108	106	67	68	47	-30.9%	-56.5%
Ocean	22	29	18	22	10	-54.5%	-54.5%
Instruction & Curriculum - Master							
	51	42	42	35	25	-28.6%	-51.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	23	22	22	19	16	-15.8%	-30.4%
EC	-	8	8	7	6	-14.3%	
EEBE	-	5	6	5	5	0.0%	
MSE	-	9	8	7	5	-28.6%	

College of Education

School of Global Education and Innovation

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Hindi/Urdu Lang. Pedagogy (GR)							
Stu HeadCnt					10		
Stu FTE					6.5		
Spanish (UG)							
Stu HeadCnt	65	62	51	49	47	-4.1%	-27.7%
Stu FTE	44.7	40.1	35.3	35.8	36.3	1.4%	-18.9%
Second Major	73	84	71	62	72	16.1%	-1.4%
COURSE SECTION FTE							
FL (UG)				3.9	4.3	9.5%	
FREN (UG)	5.8	7.3	6.0	3.6	6.0	68.4%	3.2%
GERM (UG)	2.3		2.3	1.9			
GLOB (GR)					4.0		
HIND (GR)					3.3		
ITAL (UG)	5.3	3.8	3.0	3.2	2.4	-23.5%	-53.6%
PORT (UG)	8.6	2.4	1.9	4.7	4.5	-4.0%	-47.8%
SPAN (UG)	86.3	72.9	61.7	62.4	72.2	15.6%	-16.3%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Spanish - Bachelor	29	23	22	28	22	-21.4%	-24.1%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	5	4	4	3	3	0.0%	-40.0%
EC	-	1	1	1	1	0.0%	
MSE	-	1	1				
SPAN	-	2	2	2	2	0.0%	

College of Education

Department of Physical Education, Recreation and Health

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Athletic Training (UG)								
Stu HeadCnt		184	190	193	213	204	-4.2%	10.9%
Union		184	190	193	212	203	-4.2%	10.3%
Ocean					1	1	0.0%	
Stu FTE		165.2	167.9	174.5	188.4	183.3	-2.7%	11.0%
Union		165.2	167.9	174.5	187.6	182.6	-2.7%	10.5%
Ocean					0.9	0.8	-14.3%	
Exercise Science (GR)								
Stu HeadCnt		22	25	24	30	23	-23.3%	4.5%
Stu FTE		12.0	14.3	16.1	18.5	15.5	-16.2%	29.2%
Physical Edu (UG)								
Stu HeadCnt		591	469	458	421	415	-1.4%	-29.8%
Union		516	413	399	375	363	-3.2%	-29.7%
Ocean		75	56	59	46	52	13.0%	-30.7%
Stu FTE		477.2	375.3	367.8	350.0	338.4	-3.3%	-29.1%
Union		425.1	341.6	325.7	318.4	300.3	-5.7%	-29.3%
Ocean		52.1	33.6	42.1	31.6	38.1	20.6%	-26.9%
Second Major				1	1			
Recreation Admin. (UG)								
Stu HeadCnt		121	144	147	147	143	-2.7%	18.2%
Union		120	144	147	147	143	-2.7%	19.2%
Ocean		1						
Stu FTE		106.1	121.1	125.5	126.6	124.3	-1.9%	17.1%
Union		105.6	121.1	125.5	126.6	124.3	-1.9%	17.7%
Ocean		0.6						
Second Major				1				
COURSE SECTION FTE								
HED (GR)		3.3		3.8	3.8	3.5	-6.7%	7.7%
HED (UG)		303.6	285.6	295.9	318.6	331.3	4.0%	9.1%
Union		256.5	247.3	252.8	291.2	294.2	1.0%	14.7%
Ocean		47.1	38.3	43.1	27.4	37.1	35.6%	-21.1%
ID (UG)		166.9	160.3	176.3	162.9	125.1	-23.2%	-25.1%
PED (GR)		12.0	15.5	19.3	22.3	19.8	-11.2%	64.6%
PED (UG)		318.5	279.3	265.3	254.1	272.1	7.1%	-14.6%
Union		265.6	255.3	223.1	220.7	238.3	8.0%	-10.3%
Ocean		52.9	24.1	42.2	33.4	33.8	1.1%	-36.1%
REC (UG)		82.1	101.4	93.7	105.2	99.9	-5.0%	21.7%
Union		73.9	97.7	93.7	102.0	95.4	-6.4%	29.2%
Ocean		8.3	3.8		3.2	4.5	41.2%	-45.5%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Athletic Training - Bachelor		7	11	16	19	20	5.3%	185.7%
Exercise Science - Master		2	9	4	2	10	400.0%	400.0%
Physical Edu - Bachelor		112	118	95	107	78	-27.1%	-30.4%
Union		98	97	81	87	63	-27.6%	-35.7%
Ocean		14	21	14	20	15	-25.0%	7.1%
Recreation Admin. - Bachelor		36	30	34	47	53	12.8%	47.2%
Union		36	30	33	47	53	12.8%	47.2%
Ocean				1				
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		17	18	18	16	16	0.0%	-5.9%
HED		-	5	5	5	5	0.0%	
PED		-	10	10	9	9	0.0%	
REC		-	3	3	2	2	0.0%	

College of Education

Department of Special Education and Literacy

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Reading Spec. (GR)							
Stu HeadCnt	39	26	33	24	18	-25.0%	-53.8%
Stu FTE	12.3	8.8	9.8	8.5	6.0	-29.4%	-51.0%
Special Edu (GR)							
Stu HeadCnt	294	273	243	213	170	-20.2%	-42.2%
Stu FTE	115.5	102.3	88.8	79.5	65.5	-17.6%	-43.3%
Teacher of Stu with Disabilities (UG)							
Stu HeadCnt	531	411	355	314	302	-3.8%	-43.1%
Union	434	345	302	247	244	-1.2%	-43.8%
Ocean	97	66	53	67	58	-13.4%	-40.2%
Stu FTE	425.8	320.4	282.1	237.7	238.1	0.2%	-44.1%
Union	360.3	280.3	250.9	198.9	202.2	1.7%	-43.9%
Ocean	65.6	40.1	31.2	38.8	35.9	-7.6%	-45.3%
Second Major	1						
COURSE SECTION FTE							
CS (GR)	14.5	12.5	11.8	11.8	9.0	-23.4%	-37.9%
CS (UG)	79.1	92.6	82.7	64.7	66.2	2.3%	-16.4%
ID (UG)	123.6	105.0	97.3	95.1	74.4	-21.7%	-39.8%
Union	100.1	93.8	84.9	82.5	62.6	-24.1%	-37.5%
Ocean	23.4	11.3	12.4	12.6	11.8	-6.0%	-49.6%
SPED (GR)	123.0	104.5	91.5	84.0	71.8	-14.6%	-41.7%
SPED (UG)	118.1	98.1	92.6	74.5	62.8	-15.8%	-46.9%
Union	79.8	84.3	71.2	49.3	46.4	-5.8%	-41.8%
Ocean	38.4	13.8	21.4	25.3	16.4	-35.1%	-57.3%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Edu/Media/Spec. - Master	3			1			
Reading Spec. - Master	14	12	4	11	9	-18.2%	-35.7%
Special Edu - Master	51	59	54	48	45	-6.3%	-11.8%
Teacher of Stu with Disabilities - Bachelor	104	116	95	90	65	-27.8%	-37.5%
Union	86	82	83	78	55	-29.5%	-36.0%
Ocean	18	34	12	12	10	-16.7%	-44.4%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	10	10	12	13	12	-7.7%	20.0%
CS	-	4	6	7	8	14.3%	
SPED	-	6	6	6	4	-33.3%	

College of Humanities and Social Sciences

Department of Communication

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Communication (UG)								
Stu HeadCnt		540	553	546	546	541	-0.9%	0.2%
Union		540	553	545	541	522	-3.5%	-3.3%
Ocean				1	5	19	280.0%	
Stu FTE		467.2	473.2	469.1	463.9	462.3	-0.4%	-1.1%
Union		467.2	473.2	468.2	459.9	448.2	-2.6%	-4.1%
Ocean				0.9	3.9	14.1	257.1%	
Second Major		10	16	20	15	11	-26.7%	10.0%
Communication Studies (GR)								
Stu HeadCnt		21	37	40	37	29	-21.6%	38.1%
Stu FTE		11.5	19.5	21.3	19.3	16.0	-16.9%	39.1%
Media Film (UG)								
Stu HeadCnt		21	4	1				
Stu FTE		16.8	3.4	0.8				
COURSE SECTION FTE								
COMM (GR)		12.8	20.3	23.0	20.3	18.0	-11.1%	41.2%
COMM (UG)		569.5	538.2	580.8	558.6	602.7	7.9%	5.8%
Union		547.0	520.2	564.9	529.0	559.0	5.7%	2.2%
Ocean		22.5	18.0	15.9	29.6	43.7	47.5%	94.2%
ID (UG)		31.7	27.6	26.8	24.9	31.5	26.3%	-0.6%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Communication - Bachelor		93	113	157	154	152	-1.3%	63.4%
Union		93	113	156	154	152	-1.3%	63.4%
Ocean				1				
Communication Studies - Master		8	8	6	16	16	0.0%	100.0%
Media Film - Bachelor		34	13	2	1	1	0.0%	-97.1%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		12	15	14	14	14	0.0%	16.7%
COMM		-	15	14	14	14	0.0%	

College of Humanities and Social Sciences

Department of English

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
English (UG)							
Stu HeadCnt	420	404	350	351	328	-6.6%	-21.9%
Union	351	349	285	292	265	-9.2%	-24.5%
Ocean	69	55	65	59	63	6.8%	-8.7%
Stu FTE	332.9	308.4	268.8	269.0	262.2	-2.5%	-21.3%
Union	285.3	275.8	230.5	231.8	221.4	-4.5%	-22.4%
Ocean	47.7	32.7	38.3	37.2	40.8	9.7%	-14.4%
Second Major	112	79	73	62	65	4.8%	-42.0%
English Writing (GR)							
Stu HeadCnt	15	18	18	17	19	11.8%	26.7%
Stu FTE	8.5	8.3	9.0	9.1	9.3	1.4%	8.8%
COURSE SECTION FTE							
ENG (GR)	18.2	13.4	17.2	16.6	18.7	12.6%	2.8%
ENG (UG)	937.3	888.0	821.1	804.8	779.6	-3.1%	-16.8%
Union	876.6	843.4	781.5	776.3	737.6	-5.0%	-15.9%
Ocean	60.8	44.6	39.6	28.5	42.0	47.4%	-30.9%
ESL (UG)	54.4	33.4	36.8	46.7	60.2	28.9%	10.7%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
English - Bachelor							
	131	134	133	136	132	-2.9%	0.8%
Union	107	112	104	110	111	0.9%	3.7%
Ocean	24	22	29	26	21	-19.2%	-12.5%
English Writing - Master							
	2	4	9	10	8	-20.0%	300.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	19	18	18	13	11	-15.4%	-42.1%
ENG	-	18	18	13	11	-15.4%	

College of Humanities and Social Sciences

Department of History

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Asian Studies (UG)								
	Stu HeadCnt		4	4	6	5	-16.7%	
	Stu FTE		4.1	3.9	5.8	4.3	-25.0%	
	Second Major	2		1	3	1	-66.7%	-50.0%
History (UG)								
	Stu HeadCnt	417	321	320	285	264	-7.4%	-36.7%
	Union	313	241	230	201	179	-10.9%	-42.8%
	Ocean	104	80	90	84	85	1.2%	-18.3%
	Stu FTE	326.8	252.7	246.9	214.3	207.0	-3.4%	-36.6%
	Union	258.2	198.1	191.7	162.2	146.8	-9.5%	-43.1%
	Ocean	68.6	54.6	55.3	52.1	60.2	15.6%	-12.2%
	Second Major	63	47	35	31	26	-16.1%	-58.7%
Holocaust & Genocide (GR)								
	Stu HeadCnt	16	18	40	27	16	-40.7%	0.0%
	Stu FTE	4.5	7.8	17.5	14.3	7.5	-47.4%	66.7%
COURSE SECTION FTE								
	AS (UG)	4.9	5.6	4.1	8.8	9.0	2.1%	84.6%
	CHIN (UG)	3.4	3.4	3.2	6.8	3.4	-50.0%	0.0%
	HIST (UG)	460.1	409.1	410.1	358.5	352.5	-1.7%	-23.4%
	Union	402.0	359.6	364.1	305.6	298.7	-2.3%	-25.7%
	Ocean	58.1	49.5	45.9	52.9	53.8	1.8%	-7.4%
	ID (UG)	34.3	18.4	10.3	7.1	12.0	68.4%	-65.0%
	Union	34.3	18.4	10.3	7.1	10.9	52.6%	-68.3%
	Ocean					1.1		
	MAHG (GR)	3.8	8.0	14.0	11.0	6.0	-45.5%	60.0%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Asian Studies - Bachelor				1				
History - Bachelor		98	116	86	90	79	-12.2%	-19.4%
	Union	69	86	62	67	57	-14.9%	-17.4%
	Ocean	29	30	24	23	22	-4.3%	-24.1%
Holocaust & Genocide - Master		2	5	2	4	7	75.0%	250.0%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty	14	14	14	13	12	-7.7%	-14.3%
	AS	-	1	1	1	1	0.0%	
	HIST	-	13	13	12	11	-8.3%	

College of Humanities and Social Sciences

School of Psychology

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Behavioral Sci (GR)								
	Stu HeadCnt	2	1					
	Stu FTE	1.0	0.5					
Forensic Psy. (GR)								
	Stu HeadCnt					9		
	Stu FTE					5.5		
Marri & Fam Therapy (GR)								
	Stu HeadCnt	37	42	47	40	36	-10.0%	-2.7%
	Stu FTE	27.0	30.5	30.1	27.8	29.3	5.1%	8.3%
Psych Rehab (UG)								
	Stu HeadCnt	102	105	95	107	105	-1.9%	2.9%
	Union	101	105	95	107	105	-1.9%	4.0%
	Ocean	1						
	Stu FTE	85.1	86.2	78.3	85.5	87.3	2.1%	2.7%
	Union	84.1	86.2	78.3	85.5	87.3	2.1%	3.8%
	Ocean	0.9						
Psychology (GR)								
	Stu HeadCnt	66	58	52	54	84	55.6%	27.3%
	Stu FTE	46.5	38.3	34.5	35.8	53.0	48.3%	14.0%
Psychology (UG)								
	Stu HeadCnt	1,316	1,279	1,342	1,306	1,217	-6.8%	-7.5%
	Union	1,167	1,134	1,172	1,123	1,044	-7.0%	-10.5%
	Ocean	149	145	170	183	173	-5.5%	16.1%
	Stu FTE	1,091.7	1,062.5	1,118.1	1,090.0	1,020.9	-6.3%	-6.5%
	Union	986.5	955.9	999.3	956.9	887.2	-7.3%	-10.1%
	Ocean	105.2	106.6	118.8	133.1	133.7	0.4%	27.1%
	Second Major	202	195	169	161	184	14.3%	-8.9%
COURSE SECTION FTE								
	ID (GR)	6.8	6.5	6.3	4.0	5.8	43.8%	-14.8%
	ID (UG)	18.4	22.1	31.9	37.3	36.9	-1.0%	101.0%
	PSRT (UG)	31.5	30.6	18.8	22.3	20.4	-8.4%	-35.1%
	PSY (GR)	72.5	64.8	67.0	67.5	83.3	23.3%	14.8%
	PSY (UG)	885.9	917.8	974.6	953.1	898.6	-5.7%	1.4%
	Union	789.1	810.3	858.1	819.9	783.3	-4.5%	-0.7%
	Ocean	96.8	107.5	116.6	133.1	115.3	-13.4%	19.0%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Marri & Fam Therapy - Master		2	13	18	17	25	47.1%	1150.0%
Psych Rehab - Bachelor		15	17	21	22	20	-9.1%	33.3%
	Union	15	17	21	21	20	-4.8%	33.3%
	Ocean				1			
Psychology - Bachelor		342	387	406	440	455	3.4%	33.0%
	Union	326	337	341	381	380	-0.3%	16.6%
	Ocean	16	50	65	59	75	27.1%	368.8%
Psychology - Master		18	24	22	18	25	38.9%	38.9%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty	15	16	16	15	18	20.0%	20.0%
	MKT	-		1				
	PSY	-	16	15	15	18	20.0%	

College of Humanities and Social Sciences

School of Social Sciences

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Economics (UG)								
	Stu HeadCnt	61	55	55	62	57	-8.1%	-6.6%
	Stu FTE	51.6	43.7	47.7	57.6	49.8	-13.7%	-3.5%
	Second Major	8	2	4	1	2	100.0%	-75.0%
Political Science (GR)								
	Stu HeadCnt	4	2	2				
	Stu FTE	2.3	1.5	1.3				
Political Science (UG)								
	Stu HeadCnt	105	98	90	78	89	14.1%	-15.2%
	Union	104	98	90	78	89	14.1%	-14.4%
	Ocean	1						
	Stu FTE	92.1	86.6	75.9	66.7	73.9	10.9%	-19.7%
	Union	91.1	86.6	75.9	66.7	73.9	10.9%	-18.9%
	Ocean	0.9						
	Second Major	5	8	6	4	2	-50.0%	-60.0%
Soc/SocJust (GR)								
	Stu HeadCnt	34	27	18	7	2	-71.4%	-94.1%
	Stu FTE	21.3	16.0	8.8	4.3	1.0	-76.5%	-95.3%
Sociology (UG)								
	Stu HeadCnt	262	227	257	270	218	-19.3%	-16.8%
	Union	203	187	213	243	198	-18.5%	-2.5%
	Ocean	59	40	44	27	20	-25.9%	-66.1%
	Stu FTE	196.4	171.6	199.4	214.2	172.1	-19.7%	-12.4%
	Union	160.8	146.0	170.8	195.6	158.4	-19.0%	-1.5%
	Ocean	35.6	25.6	28.7	18.6	13.7	-26.5%	-61.6%
	Second Major	20	18	20	12	10	-16.7%	-50.0%
COURSE SECTION FTE								
	ANTH (UG)	35.3	33.2	27.9	27.8	18.9	-31.8%	-46.3%
	ECO (GR)	2.0	4.3	6.8	4.5	4.3	-5.6%	112.5%
	ECO (UG)	175.5	144.4	170.6	173.3	162.8	-6.1%	-7.3%
	Union	175.5	144.4	165.0	171.4	159.4	-7.0%	-9.2%
	Ocean			5.6	1.9	3.4	80.0%	
	PS (GR)	4.5	0.5					
	PS (UG)	139.5	145.3	114.6	121.3	122.6	1.1%	-12.1%
	Union	139.5	145.3	111.8	120.2	120.9	0.6%	-13.3%
	Ocean			2.8	1.1	1.7	50.0%	
	SOC (GR)	23.0	12.8	9.8	3.8	1.3	-66.7%	-94.6%
	SOC (UG)	343.3	284.3	291.2	279.6	246.6	-11.8%	-28.2%
	Union	295.9	257.1	264.9	255.4	225.6	-11.7%	-23.8%
	Ocean	47.4	27.2	26.3	24.2	21.0	-13.2%	-55.7%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Economics - Bachelor		19	14	12	12	16	33.3%	-15.8%
Political Science - Bachelor		22	26	34	25	23	-8.0%	4.5%
	Union	22	26	33	25	23	-8.0%	4.5%
	Ocean			1				
Political Science - Master		11	3		2			
Soc/SocJust - Master		6	10	6	8	4	-50.0%	-33.3%
Sociology - Bachelor		82	91	77	77	89	15.6%	8.5%
	Union	66	75	57	61	77	26.2%	16.7%
	Ocean	16	16	20	16	12	-25.0%	-25.0%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty	23	18	18	17	18	5.9%	-21.7%
	ECO	-	4	5	3	4	33.3%	
	PS	-	7	7	7	7	0.0%	
	SOC	-	7	6	7	7	0.0%	

College of Natural, Applied and Health Sciences

Department of Computer Science

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Computer Info. Systems (GR)							
Stu HeadCnt	9	19	16	18	22	22.2%	144.4%
Stu FTE	6.8	17.3	11.3	14.1	17.3	23.1%	153.7%
Computer Science (UG)							
Stu HeadCnt	210	235	265	284	314	10.6%	49.5%
Union	204	228	261	282	314	11.3%	53.9%
Ocean	6	7	4	2			
Stu FTE	177.9	194.9	228.3	244.6	275.2	12.5%	54.7%
Union	174.7	191.3	225.5	242.8	275.2	13.4%	57.5%
Ocean	3.3	3.6	2.8	1.9			
Second Major	2	1	1	1	3	200.0%	50.0%
Information Technology (UG)							
Stu HeadCnt	90	92	121	153	167	9.2%	85.6%
Union	87	88	117	150	165	10.0%	89.7%
Ocean	3	4	4	3	2	-33.3%	-33.3%
Stu FTE	70.3	71.8	96.8	130.0	138.9	6.8%	97.5%
Union	68.1	69.3	93.7	127.7	137.2	7.4%	101.4%
Ocean	2.2	2.5	3.1	2.3	1.7	-27.0%	-22.9%
COURSE SECTION FTE							
CPS (GR)	6.4	15.5	10.3	12.5	14.0	12.0%	118.2%
CPS (UG)	181.4	172.3	187.0	187.5	195.3	4.1%	7.6%
ID (UG)	33.0	25.3	26.3	26.3	31.5	20.0%	-4.5%
TECH (UG)	33.6	38.4	50.6	69.4	77.4	11.4%	130.1%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Comp.Integrated Design & Mfg. Tech. - Bachelor					1		
Computer Info. Systems - Master	2	3	8	8	7	-12.5%	250.0%
Computer Science - Bachelor	27	33	24	31	31	0.0%	14.8%
Union	25	29	22	31	29	-6.5%	16.0%
Ocean	2	4	2		2		0.0%
Electronics Tech. - Bachelor	1						
Information Technology - Bachelor	9	14	14	16	27	68.8%	200.0%
Union	9	13	13	15	26	73.3%	188.9%
Ocean		1	1	1	1	0.0%	
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	9	8	9	10	9	-10.0%	0.0%
CPS	-	8	9	10	9	-10.0%	

College of Natural, Applied and Health Sciences

School of Environment and Sustainability Science

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Biology-BS Env (UG)								
	Stu HeadCnt		3	35	35	40	14.3%	
	Stu FTE		2.0	31.7	30.2	31.1	3.1%	
	Second Major				1	2	100.0%	
Earth Science (UG)								
	Stu HeadCnt	67	51	42	35	40	14.3%	-40.3%
	Union	67	51	42	34	40	17.6%	-40.3%
	Ocean				1			
	Stu FTE	49.2	38.8	30.8	30.1	37.0	22.8%	-24.8%
	Union	49.2	38.8	30.8	29.2	37.0	26.8%	-24.8%
	Ocean				0.9			
	Second Major	74	40	42	47	42	-10.6%	-43.2%
Sustainability Science (UG)								
	Stu HeadCnt	26	34	17	24	28	16.7%	7.7%
	Union	26	34	17	24	27	12.5%	3.8%
	Ocean					1		
	Stu FTE	23.8	34.6	13.9	21.3	24.8	16.1%	4.2%
	Union	23.8	34.6	13.9	21.3	23.7	11.1%	-0.3%
	Ocean					1.1		
	Second Major	1						
COURSE SECTION FTE								
	ASTR (UG)	27.0	37.8	18.3	30.8	16.0	-48.0%	-40.7%
	BIOS (UG)	18.5	24.0					
	ENV (UG)			24.4	37.9	40.6	7.1%	
	ES (UG)	52.6	47.1	68.2	54.6	52.4	-4.0%	-0.4%
	GEOG (UG)	33.6	33.9	27.4	26.4	20.4	-22.7%	-39.1%
	GEO (UG)	35.3	35.3	36.5	39.3	26.3	-33.1%	-25.5%
	GEOS (UG)	3.5		4.5	3.5			
	METR (UG)	27.2	18.9	28.0	30.8	27.6	-10.2%	1.6%
	OCEN (UG)	9.0	4.0	7.3	4.5	5.0	11.1%	-44.4%
	SELS (UG)	0.8						
	SUST (UG)	19.4	25.0	3.6	9.8	10.9	11.5%	-44.1%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
	Biology-BS Env - Bachelor			1	6	9	50.0%	
	Earth Science - Bachelor	18	15	18	12	6	-50.0%	-66.7%
	Sustainability Science - Bachelor			16	1	3	200.0%	
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty	4	12	13	13	11	-15.4%	175.0%
	BIOS	-	5	2	2	2	0.0%	
	ES	-	5	8	6	4	-33.3%	
	GEO	-			1	1	0.0%	
	SUST	-	2	3	4	4	0.0%	

College of Natural, Applied and Health Sciences

Department of Mathematics

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Comp/Stat/Math. (GR)							
Stu HeadCnt	2	2	1				
Stu FTE	0.8	0.5	0.3				
Math. Edu. (GR)							
Stu HeadCnt	14	15	13	5	2	-60.0%	-85.7%
Stu FTE	5.8	5.3	3.5	1.3	0.5	-60.0%	-91.3%
Math. Science (UG)							
Stu HeadCnt	259	209	204	179	177	-1.1%	-31.7%
Union	259	208	197	167	166	-0.6%	-35.9%
Ocean		1	7	12	11	-8.3%	
Stu FTE	207.9	162.7	162.0	146.2	144.3	-1.3%	-30.6%
Union	207.9	162.4	157.0	137.3	137.3	-0.1%	-34.0%
Ocean		0.3	5.0	8.8	7.1	-19.9%	
Second Major	44	51	48	45	51	13.3%	15.9%
COURSE SECTION FTE							
MATH (GR)	12.8	10.3	10.5	8.5	2.5	-70.6%	-80.4%
MATH (UG)	455.1	437.9	457.4	472.0	479.9	1.7%	5.4%
Union	455.1	437.9	453.5	465.8	475.4	2.1%	4.5%
Ocean			3.9	6.2	4.4	-28.3%	
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Comp/Stat/Math. - Master	2	2	1	1			
Math. Edu. - Master	4	4	5	8			
Math. Science - Bachelor	53	58	49	40	48	20.0%	-9.4%
Union	53	57	49	38	47	23.7%	-11.3%
Ocean		1		2	1	-50.0%	
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	15	15	16	15	14	-6.7%	-6.7%
MATH	-	15	16	15	14	-6.7%	

College of Natural, Applied and Health Sciences

School of Natural Sciences

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Biology (UG)								
Stu HeadCnt		997	1,000	970	1,020	1,087	6.6%	9.0%
Union		960	961	922	960	1,029	7.2%	7.2%
Ocean		37	39	48	60	58	-3.3%	56.8%
Stu FTE		858.0	838.2	830.4	863.9	940.6	8.9%	9.6%
Union		837.8	818.8	802.8	835.5	909.4	8.8%	8.5%
Ocean		20.3	19.4	27.6	28.4	31.2	9.7%	54.0%
Second Major		24	17	21	14	10	-28.6%	-58.3%
Chemistry (UG)								
Stu HeadCnt		103	99	96	83	72	-13.3%	-30.1%
Stu FTE		82.5	80.7	77.9	71.7	59.0	-17.7%	-28.5%
Second Major		2	1	2	5	3	-40.0%	50.0%
HIM (UG)								
Stu HeadCnt		27	43	38	40	48	20.0%	77.8%
Union		27	42	38	40	48	20.0%	77.8%
Ocean			1					
Stu FTE		22.8	32.8	26.8	29.4	33.1	12.3%	44.9%
Union		22.8	32.2	26.8	29.4	33.1	12.3%	44.9%
Ocean			0.6					
Medical Tech. (UG)								
Stu HeadCnt		87	75	70	74	76	2.7%	-12.6%
Stu FTE		68.4	59.0	52.4	57.5	60.9	6.0%	-11.0%
COURSE SECTION FTE								
BIO (GR)		13.7	11.3	11.0	11.3	11.0	-2.9%	-19.5%
BIO (UG)		466.4	446.2	494.4	493.9	527.0	6.7%	13.0%
Union		444.5	433.8	477.3	475.7	504.9	6.1%	13.6%
Ocean		21.9	12.4	17.1	18.3	22.1	20.9%	0.6%
CHEM (GR)		1.0						
CHEM (UG)		180.1	184.8	191.1	187.5	174.9	-6.7%	-2.9%
ID (UG)		2.8	4.7	1.9	1.9	4.7	150.0%	66.7%
PHYS (UG)		63.3	50.6	54.0	55.4	53.9	-2.7%	-14.7%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Biology - Bachelor		112	144	140	181	171	-5.5%	52.7%
Union		106	135	129	170	150	-11.8%	41.5%
Ocean		6	9	11	11	21	90.9%	250.0%
Chemistry - Bachelor		4	13	9	20	12	-40.0%	200.0%
HIM - Bachelor		7	5	9	11	8	-27.3%	14.3%
Medical Tech. - Bachelor		8	10	10	14	4	-71.4%	-50.0%
Union		7	10	9	14	4	-71.4%	-42.9%
Ocean		1		1				
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		28	25	27	24	23	-4.2%	-17.9%
BIO		-	16	17	15	15	0.0%	
CHEM		-	7	8	7	6	-14.3%	
PHYS		-	2	2	2	2	0.0%	

College of Natural, Applied and Health Sciences

School of Nursing

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
M.S.N./M.P.A. in Nursing (GR)							
Stu HeadCnt	5	4	1				
Stu FTE	1.7	1.2	0.3				
Nursing (GR)							
Stu HeadCnt	113	135	123	130	107	-17.7%	-5.3%
Union	97	87	90	78	59	-24.4%	-39.2%
Ocean	16	48	33	52	48	-7.7%	200.0%
Stu FTE	43.1	59.7	56.9	58.1	50.2	-13.6%	16.4%
Union	36.4	34.9	40.0	33.1	26.9	-18.6%	-26.1%
Ocean	6.7	24.7	16.9	25.0	23.2	-7.0%	248.8%
Nursing (UG)							
Stu HeadCnt	437	421	417	389	338	-13.1%	-22.7%
Union	256	235	242	214	155	-27.6%	-39.5%
Ocean	181	186	175	175	183	4.6%	1.1%
Stu FTE	192.1	177.3	169.9	150.4	126.8	-15.7%	-34.0%
Union	111.6	104.7	101.8	90.4	59.6	-34.1%	-46.6%
Ocean	80.4	72.6	68.1	60.1	67.2	11.9%	-16.5%
PhD.Nursing Educ.Lead. (GR_D)							
Stu HeadCnt			24	30	30	0.0%	
Ocean			24	30	30	0.0%	
Stu FTE			12.0	15.0	10.3	-31.7%	
Ocean			12.0	15.0	10.3	-31.7%	
COURSE SECTION FTE							
NURS (GR)	42.4	61.7	65.0	66.9	52.9	-20.9%	24.8%
Union	19.0	15.7	7.5	14.2	10.0	-29.4%	-47.4%
Ocean	23.4	46.1	57.5	52.7	42.9	-18.6%	83.3%
NURS (UG)	140.5	128.8	121.8	105.4	93.8	-11.0%	-33.2%
Union	68.9	71.3	69.9	60.3	43.1	-28.5%	-37.5%
Ocean	71.6	57.5	51.8	45.2	50.8	12.3%	-29.1%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
M.S.N./M.P.A. in Nursing - Master	2	2			1		-50.0%
Nursing - Bachelor	110	94	138	135	126	-6.7%	14.5%
Union	71	65	81	82	76	-7.3%	7.0%
Ocean	39	29	57	53	50	-5.7%	28.2%
Nursing - Master	37	35	33	46	54	17.4%	45.9%
Union	36	31	27	35	30	-14.3%	-16.7%
Ocean	1	4	6	11	24	118.2%	2300.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	11	8	8	9	9	0.0%	-18.2%
NURS	-	8	8	9	9	0.0%	

College of Visual and Performing Arts

Department of Fine Arts

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Art History (UG)								
Stu HeadCnt		16	18	15	17	15	-11.8%	-6.3%
Stu FTE		13.1	14.0	12.2	14.3	10.8	-24.1%	-17.6%
Second Major		4	1	3	5	4	-20.0%	0.0%
Fine Arts (UG)								
Stu HeadCnt		99	81	82	67	58	-13.4%	-41.4%
Union		98	81	82	67	58	-13.4%	-40.8%
Ocean		1						
Stu FTE		79.4	64.7	67.6	52.8	48.4	-8.2%	-39.0%
Union		79.0	64.7	67.6	52.8	48.4	-8.2%	-38.7%
Ocean		0.4						
Second Major		3		1		1		-66.7%
Fine Arts Edu (GR)								
Stu HeadCnt		36	30	28	35	28	-20.0%	-22.2%
Stu FTE		17.3	13.6	14.3	18.4	15.6	-15.4%	-10.1%
Studio Art (UG)								
Stu HeadCnt		54	48	39	40	46	15.0%	-14.8%
Stu FTE		45.2	41.4	32.0	32.4	39.4	21.6%	-12.9%
Second Major			1	1				
COURSE SECTION FTE								
AH (UG)		116.8	72.8	77.6	78.9	75.4	-4.5%	-35.5%
Union		114.0	72.8	77.6	78.9	75.4	-4.5%	-33.9%
Ocean		2.8						
FA (GR)		13.1	12.6	9.6	14.2	14.9	4.7%	14.0%
FA (UG)		223.0	181.4	165.9	139.1	144.9	4.2%	-35.0%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Art History - Bachelor		4	4	5	4	2	-50.0%	-50.0%
Fine Arts - Bachelor		11	21	18	22	14	-36.4%	27.3%
Union		11	20	18	22	14	-36.4%	27.3%
Ocean			1					
Fine Arts Edu - Master		11	14	10	7	11	57.1%	0.0%
Studio Art - Bachelor		6	11	8	15	9	-40.0%	50.0%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		10	10	9	9	6	-33.3%	-40.0%
AH		-	3	3	3	3	0.0%	
FA		-	7	6	6	3	-50.0%	

College of Visual and Performing Arts

Department of Liberal Studies - MA

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Liberal Studies (GR)							
Stu HeadCnt	15	10	4	2			
Stu FTE	7.0	3.3	1.8	0.5			
COURSE SECTION FTE							
MALS (GR)	0.8						
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Liberal Studies - Master	2	4	2	4	2	-50.0%	0.0%

College of Visual and Performing Arts

Department of Music

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Music (UG)								
Stu HeadCnt		42	29	29	20	13	-35.0%	-69.0%
Union		42	28	29	20	13	-35.0%	-69.0%
Ocean			1					
Stu FTE		32.0	19.7	19.1	14.1	11.0	-21.8%	-65.7%
Union		32.0	19.3	19.1	14.1	11.0	-21.8%	-65.7%
Ocean			0.4					
Second Major				1				
Music - General Performance (UG)								
Stu HeadCnt			5	2	13	13	0.0%	
Stu FTE			4.2	2.0	12.5	10.1	-19.0%	
Music Edu. (UG)								
Stu HeadCnt		64	53	58	41	41	0.0%	-35.9%
Stu FTE		53.5	45.6	51.3	36.9	37.3	0.9%	-30.4%
COURSE SECTION FTE								
MUS (UG)		166.6	120.3	124.5	106.7	97.8	-8.3%	-41.3%
Union		165.6	119.2	124.0	106.0	97.1	-8.4%	-41.4%
Ocean		1.1	1.1	0.6	0.7	0.8	9.1%	-29.4%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Music - Bachelor		3	3	9	7	6	-14.3%	100.0%
Music - General Performance - Bachelor						5		
Music Edu. - Bachelor		1	11	2	7	2	-71.4%	100.0%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		7	6	6	6	6	0.0%	-14.3%
MUS		-	6	6	6	6	0.0%	

College of Visual and Performing Arts

Department of Theatre

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Speech & Theatre (UG)							
Stu HeadCnt				1			
Stu FTE				0.6			
Theatre (UG)							
Stu HeadCnt	107	90	84	85	51 *		
Stu FTE	104.6	85.6	83.1	81.4	49.9375 *		
Second Major			2	1			
Theatre Design & Tech. (UG)							
Stu HeadCnt	9	5	10	9	9	0.0%	0.0%
Stu FTE	8.1	5.1	10.8	8.1	9.0	10.4%	10.8%
Theatre Performance (UG)							
Stu HeadCnt	18	24	23	25	34	36.0%	88.9%
Stu FTE	18.4	21.9	23.6	25.8	35.6	37.9%	93.7%
High School Agreement Program (UG)							
Stu HeadCnt					43		
Stu FTE					42.8		
COURSE SECTION FTE							
DANC (UG)	6.4	6.1	9.7	7.6	7.9	4.1%	24.5%
ID (UG)	2.9		7.9	3.9	9.3	138.7%	221.7%
THE (UG)	85.1	75.9	74.1	82.0	75.0	-8.5%	-11.8%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Theatre - Bachelor	16	7	10	11	8	-27.3%	-50.0%
Theatre Design & Tech. - Bachelor	2		2	2	1	-50.0%	-50.0%
Theatre Performance - Bachelor	4	4	4	4	4	0.0%	0.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	7	7	6	6	6	0.0%	-14.3%
THE	-	7	6	6	6	0.0%	

* Starting from fall 2016, the high-school articulation agreement program students are separated from the Theatre program

Michael Graves College

Michael Graves School of Architecture

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Architecture (UG)								
Stu HeadCnt					22	52	136.4%	
Stu FTE					22.3	51.5	131.5%	
COURSE SECTION FTE								
ARCH (UG)					16.4	41.4	151.7%	
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty					2	4	100.0%	
ARC	-				2	3	50.0%	
GD	-					1		

Michael Graves College

Robert Busch School of Design

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Graphic Comm (GR)							
Stu HeadCnt	7	1	1	1			
Stu FTE	4.0	0.3	0.3	0.3			
Graphic Comm (UG)							
Stu HeadCnt	16	6	1				
Stu FTE	11.6	4.9	0.9				
Industrial Design (UG)							
Stu HeadCnt	63	64	61	58	58	0.0%	-7.9%
Union	63	64	61	57	57	0.0%	-9.5%
Ocean				1	1	0.0%	
Stu FTE	53.0	52.9	46.5	50.1	51.5	2.7%	-2.8%
Union	53.0	52.9	46.5	49.0	50.8	3.6%	-4.2%
Ocean				1.1	0.8	-33.3%	
Interior Design (UG)							
Stu HeadCnt	155	148	137	133	121	-9.0%	-21.9%
Union	155	147	136	133	121	-9.0%	-21.9%
Ocean		1	1				
Stu FTE	129.9	121.9	113.5	117.1	106.7	-8.9%	-17.9%
Union	129.9	121.2	112.9	117.1	106.7	-8.9%	-17.9%
Ocean		0.8	0.6				
Second Major	1				2		100.0%
Visual Comm (UG)							
Stu HeadCnt	213	233	248	210	176	-16.2%	-17.4%
Union	203	214	228	182	151	-17.0%	-25.6%
Ocean	10	19	20	28	25	-10.7%	150.0%
Stu FTE	177.5	197.3	205.9	174.5	144.9	-16.9%	-18.3%
Union	171.3	184.5	193.3	157.8	132.2	-16.2%	-22.8%
Ocean	6.3	12.8	12.6	16.7	12.8	-23.6%	104.0%
COURSE SECTION FTE							
DSN (UG)	47.1	64.1	74.3	77.3	56.6	-26.7%	20.3%
Union	47.1	64.1	73.7	76.7	56.6	-26.2%	20.3%
Ocean			0.6	0.6			
GCOM (GR)	5.0						
GCOM (UG)	3.6	2.3					
GD (UG)	96.2	113.6	115.9	92.4	87.2	-5.7%	-9.4%
Union	88.9	100.5	103.1	77.6	77.1	-0.7%	-13.3%
Ocean	7.3	13.1	12.8	14.8	10.1	-31.6%	38.5%
ID (UG)	21.2	24.2	24.4	24.2	13.5	-44.2%	-36.3%
Union	21.2	24.2	24.4	24.2	11.8	-51.2%	-44.2%
Ocean					1.7		
IND (UG)	23.4	21.4	22.9	21.2	20.6	-2.7%	-12.0%
INTD (UG)	54.8	47.6	42.4	46.7	45.2	-3.2%	-17.5%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Graphic Comm - Bachelor	9	7	6	1			
Graphic Comm - Master	3	5	2		1		-66.7%
Industrial Design - Bachelor	14	14	7	13	10	-23.1%	-28.6%
Interior Design - Bachelor	31	35	36	32	33	3.1%	6.5%
Visual Comm - Bachelor	36	29	45	60	47	-21.7%	30.6%
Union	34	26	43	53	40	-24.5%	17.6%
Ocean	2	3	2	7	7	0.0%	250.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	11	13	12	10	9	-10.0%	-18.2%
DSN	-		1	3	2	-33.3%	
GD	-	7	7	5	4	-20.0%	
IND	-	2	2	1	2	100.0%	
INTD	-	4	2	1	1	0.0%	

Nathan Weiss Graduate College

Department of Advanced Studies in Psychology

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Edu Psych (GR)								
	Stu HeadCnt	2	29	36	37	33	-10.8%	1550.0%
	Stu FTE	0.7	31.9	40.8	40.9	37.0	-9.6%	5450.0%
PsyD.School & Clinical Psych (GR_D)								
	Stu HeadCnt	37	28	28	28	29	3.6%	-21.6%
	Stu FTE	37.7	15.3	16.5	15.7	16.4	4.8%	-56.4%
School Psychology (GR)								
	Stu HeadCnt	33	18	18	21	26	23.8%	-21.2%
	Stu FTE	24.2	13.3	10.7	15.7	16.3	3.7%	-32.8%
COURSE SECTION FTE								
	PSYD (GR)	54.7	53.9	57.5	63.0	60.9	-3.3%	11.3%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
	Edu Psych - Master	33	9	25	12	25	108.3%	-24.2%
	PsyD.School & Clinical Psych - Doctor				8	8	0.0%	
	School Psychology - Master	19	13	10	10	9	-10.0%	-52.6%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty	5	7	7	7	6	-14.3%	20.0%
	PSYD	-	7	7	7	6	-14.3%	

Nathan Weiss Graduate College

School of Communication Disorder and Deafness

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
GND.Speech Upgrade Proj (GR)							
Stu HeadCnt	8	27	34	1			
Stu FTE	1.5	6.9	9.6	1.1			
Speech Lang. Pathology (GR)							
Stu HeadCnt	174	176	180	165	155	-6.1%	-10.9%
Stu FTE	138.9	152.0	160.0	140.0	126.5	-9.6%	-8.9%
Speech, Lang Hear. Sci. (UG)							
Stu HeadCnt	200	201	205	180	187	3.9%	-6.5%
Stu FTE	179.6	176.6	178.8	158.2	161.3	1.9%	-10.2%
COURSE SECTION FTE							
ASL (UG)				39.6	43.2	9.2%	
CDD (GR)	88.8	106.4	123.5	105.0	101.9	-3.0%	14.8%
CDD (UG)	140.4	139.3	140.1	94.5	87.0	-7.9%	-38.1%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Speech Lang. Pathology - Master	45	64	35	40	46	15.0%	2.2%
Speech, Lang Hear. Sci. - Bachelor	50	43	37	38	28	-26.3%	-44.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	9	9	9	10	12	20.0%	33.3%
CDD	-	9	9	8	7	-12.5%	
CMD	-			2	5	150.0%	

Nathan Weiss Graduate College

Department of Counselor Education

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Counselor Edu (GR)								
Stu HeadCnt		272	256	264	281	300	6.8%	10.3%
Union		260	232	244	231	236	2.2%	-9.2%
Ocean		12	24	20	50	64	28.0%	433.3%
Stu FTE		149.5	147.6	158.0	168.0	181.0	7.7%	21.1%
Union		144.8	136.3	147.3	139.5	142.3	2.0%	-1.7%
Ocean		4.8	11.3	10.8	28.5	38.8	36.0%	715.8%
COURSE SECTION FTE								
CED (GR)		153.5	148.0	161.5	171.5	182.8	6.6%	19.1%
Union		138.8	135.3	146.8	145.3	153.0	5.3%	10.3%
Ocean		14.8	12.8	14.8	26.3	29.8	13.3%	101.7%
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Counselor Edu - Master								
		85	64	62	72	71	-1.4%	-16.5%
Union		84	64	61	70	70	0.0%	-16.7%
Ocean		1		1	2	1	-50.0%	0.0%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		8	7	8	8	9	12.5%	12.5%
CED		-	7	8	8	9	12.5%	

Nathan Weiss Graduate College

Department of Educational Leadership

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
EdD. Edu Leader (GR_D)							
Stu HeadCnt	53	59	58	52	46	-11.5%	-13.2%
Stu FTE	20.9	20.8	20.3	19.0	18.9	-0.4%	-9.6%
Edu Admin. (GR)							
Stu HeadCnt	190	152	158	166	168	1.2%	-11.6%
Union	189	135	149	161	167	3.7%	-11.6%
Ocean	1	17	9	5	1	-80.0%	0.0%
Stu FTE	69.0	54.9	58.0	64.8	72.0	11.1%	4.3%
Union	68.5	49.4	55.5	63.1	71.8	13.7%	4.7%
Ocean	0.5	5.5	2.5	1.8	0.3	-85.7%	-50.0%
COURSE SECTION FTE							
EDD (GR)	23.2	22.0	22.3	21.5	20.2	-6.2%	-12.9%
EL (GR)	86.3	65.5	63.5	68.5	75.8	10.6%	-12.2%
Union	78.0	61.0	63.5	68.5	75.8	10.6%	-2.9%
Ocean	8.3	4.5					
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
EdD. Edu Leader - Doctor	8	4	5	11	12	9.1%	50.0%
Edu Admin. - Master	68	49	41	37	31	-16.2%	-54.4%
Union	63	49	41	36	28	-22.2%	-55.6%
Ocean	5			1	3	200.0%	-40.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	7	7	6	4	3	-25.0%	-57.1%
EDD	-				1		
EL	-	7	6	4	2	-50.0%	

Nathan Weiss Graduate College

Department of Occupational Therapy

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Occupational Therapy (GR)								
Stu HeadCnt		89	94	98	101	106	5.0%	19.1%
Stu FTE		87.2	96.2	98.3	102.4	105.2	2.8%	20.6%
COURSE SECTION FTE								
OT (GR)		78.9	86.2	87.9	92.1	94.9	3.1%	20.3%
OT (UG)		11.8	8.4	9.6	11.7	12.7	8.6%	7.4%
Union		11.8	8.4	7.6	11.7	12.7	8.6%	7.4%
Ocean				2.1				
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Occupational Therapy - Master								
		28	27	29	31	32	3.2%	14.3%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		4	5	5	5	5	0.0%	25.0%
OT		-	5	5	5	5	0.0%	

Nathan Weiss Graduate College

Department of Physical Therapy - PhD

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Physical Therapy (GR_D)								
	Stu HeadCnt					25		
	Stu FTE					33.3		
COURSE SECTION FTE								
	DPT (GR)					33.3		
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty			1	3	6	100.0%	
	PHYT	-		1	3	6	100.0%	

Nathan Weiss Graduate College

Department of Social Work - Graduate

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Social Work (GR)								
Stu HeadCnt		124	109	116	134	152	13.4%	22.6%
Union		118	103	116	134	152	13.4%	28.8%
Ocean		6	6					
Stu FTE		125.4	110.3	124.8	131.9	139.9	6.1%	11.6%
Union		120.9	104.3	124.8	131.9	139.9	6.1%	15.7%
Ocean		4.5	6.0					
COURSE SECTION FTE								
SW (GR)		126.4	110.5	124.7	131.9	139.8	6.0%	10.6%
Union		120.6	105.5	121.2	131.9	139.8	6.0%	16.0%
Ocean		5.8	5.0	3.5				
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Social Work - Master		57	50	48	46	47	2.2%	-17.5%
Union		57	50	43	45	47	4.4%	-17.5%
Ocean				5	1			
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
Total Faculty		5	6	6	6	6	0.0%	20.0%
SW		-	6	6	6	6	0.0%	

NJ Center For Science, Technology and Mathematics

New Jersey Center For Science, Technology and Mathematics

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Biotechnology (GR)							
Stu HeadCnt	30	27	25	16	22	37.5%	-26.7%
Stu FTE	20.8	18.3	17.0	12.6	17.3	37.7%	-16.8%
Instr Curr Sci Tech (GR)							
Stu HeadCnt	12	12	15	14	7	-50.0%	-41.7%
Stu FTE	11.5	11.3	15.3	13.8	7.0	-49.1%	-39.1%
Science & Tech. (GR)							
Stu HeadCnt	2	6	3	2	9	350.0%	350.0%
Stu FTE	2.0	6.5	3.5	2.3	9.6	325.9%	379.2%
Science & Tech. (UG)							
Stu HeadCnt	99	109	84	98	114	16.3%	15.2%
Stu FTE	96.2	105.9	83.1	97.4	112.3	15.3%	16.8%
COURSE SECTION FTE							
STME (GR)	18.6	26.9	20.7	19.3	33.7	74.1%	81.2%
STME (UG)	46.4	39.1	37.9	50.9	64.1	26.0%	38.3%
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Biotechnology - Master	14	13	13	17	6	-64.7%	-57.1%
Instr Curr Sci Tech - Master	17	11	11	14	12	-14.3%	-29.4%
Science & Tech. - Bachelor	21	20	20	18	23	27.8%	9.5%
Science & Tech. - Master	5	2	6	3	2	-33.3%	-60.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	9	6	7	7	8	14.3%	-11.1%
STME	-	6	7	7	8	14.3%	

Enrollment Trends, Fall 2012 - Fall 2016 (Wenzhou)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT							
Headcount	205	438	862	1,294	1,464	13.1%	614.1%
Undergraduate	205	438	862	1,294	1,464	13.1%	614.1%
F.T.E.	206.3	430	880	1,335	1,549	16.1%	651.0%
GENDER							
Male	77	167	348	534	607	13.7%	688.3%
Female	128	271	514	760	857	12.8%	569.5%
RACE/ ETHNICITY							
Asian	205	438	862	1,294	1,464	13.1%	614.1%
ATTENDANCE STATUS							
Full-Time	205	438	862	1,292	1,456	12.7%	610.2%
Part-Time	0	0	0	2	8	300.0%	-
ADMISSIONS STATUS							
Regular	205	438	862	1,294	1,464	13.1%	614.1%
REGISTRATION STATUS							
First-Time	205	236	434	477	476	-0.2%	132.2%
Stop-out/ Readmit	0	0	17	12	0	-	-
Continuing	0	202	411	805	988	22.7%	-
AGE							
<=26	205	438	862	1,294	1,464	13.1%	614.1%
Average Age	18	19	19	19	20	0.3%	5.8%
MATRICULATION STATUS							
Degree Seeking	205	438	862	1,294	1,464	13.1%	614.1%

Faculty Trends, Fall 2012 - Fall 2016 (Wenzhou)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
TOTAL FULL-TIME	13	24	43	69	90	30.4%	592.3%
GENDER							
Male	7	14	33	47	62	31.9%	785.7%
Female	6	10	10	22	28	27.3%	366.7%
RACE/ETHNICITY							
Black	0	2	3	7	8	14.3%	
Hispanic	0	2	4	2	5	150.0%	
Asian	5	8	17	20	30	50.0%	500.0%
White	8	12	18	36	43	19.4%	437.5%
Multi-Race	0	0	1	3	3	0.0%	
Not Reported	0	0	0	1	1	0.0%	
TENURE STATUS							
Tenured	0	2	0	0	0		
Tenure Track	12	13	17	19	29	52.6%	141.7%
Not on Tenure Track	1	9	26	50	61	22.0%	6000.0%
RANK							
Professor	0	2	0	0	0		
Associate Professor	1	1	0	0	1		0.0%
Assistant Professor	11	12	17	19	28	47.4%	154.5%
Lecturer	1	9	26	50	61	22.0%	6000.0%
EDUCATION							
Highest Degree							
Doctorate	12	16	20	31	42	35.5%	250.0%
Master's	1	6	20	38	48	26.3%	4700.0%
Bachelor's	0	1	0	0	0		
Not Reported	0	1	0	0	0		
Terminal Degree in Field	12	17	25	38	49	28.9%	308.3%
AGE							
Average Age	47	44	44	48	49	2.1%	4.4%
Faculty >= 60	2	4	9	14	19	35.7%	850.0%

* Numbers represent full-time faculty only, unless otherwise noted.

College of Business and Public Management (WZ)

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Accounting (UG)								
	Stu HeadCnt	50	119	272	437	495	13.3%	890.0%
	Stu FTE	50	116	270	453	525	15.9%	953.8%
Finance (UG)								
	Stu HeadCnt	48	116	253	375	429	14.4%	793.8%
	Stu FTE	48	113	258	390	460	17.9%	858.5%
International Business (UG)								
	Stu HeadCnt				43	122	183.7%	
	Stu FTE				45	132	192.4%	
Management Sci. (UG)								
	Stu HeadCnt		29	73	74	13	-82.4%	
	Stu FTE		29	72	76	12	-83.5%	
Marketing (UG)								
	Stu HeadCnt			51	67	91	35.8%	
	Stu FTE			53	67	96	43.3%	
COURSE SECTION FTE								
	ACCT (UG)		22	56	124	147	18.6%	
	BLAW (UG)				15	45	193.9%	
	FIN (UG)			40	60	95	57.6%	
	MGS (UG)		23	42	120	209	74.2%	
	MKT (UG)			23	29	31	5.1%	
		FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
	Accounting - Bachelor					47		
	Finance - Bachelor					65		
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty		2	8	14	25	78.6%	

Michael Graves College (WZ)

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Visual Comm (UG)								
	Stu HeadCnt			25	50	79	58.0%	
	Stu FTE			26	52	85	62.1%	
COURSE SECTION FTE								
	DSN (UG)				12	17	39.7%	
	GD (UG)				14	31	127.8%	
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty				3	5	66.7%	

College of Humanities and Social Sciences (WZ)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
English (UG)							
Stu HeadCnt	80	118	89	113	95	-15.9%	18.8%
Stu FTE	80	113	98	110	95	-13.8%	18.7%
COURSE SECTION FTE							
AS (UG)					2		
COMM (UG)		21	25	45	67	49.6%	
ECO (UG)		22	51	81	89	10.2%	
ENG (UG)	77	133	231	266	241	-9.2%	213.9%
ESL (UG)	77	89	165	179	208	16.6%	170.7%
GE (UG)	13	26	48	71	88	23.8%	585.9%
HIST (UG)			15	20	28	37.4%	
PHIL (UG)			27	27	20	-28.3%	
PS (UG)			9	17	16	-4.5%	
PSY (UG)				25	14	-43.6%	
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
English - Bachelor							
					48		
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	11	17	28	39	47	20.5%	327.3%

College of Natural, Applied and Health Sciences (WZ)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM							
Computer Science (UG)							
Stu HeadCnt	27	56	99	135	140	3.7%	418.5%
Stu FTE	28	59	104	142	144	2.0%	408.8%
COURSE SECTION FTE							
BIO (UG)			19	35	28	-20.6%	
CHEM (UG)					3		
CPS (UG)	40	38	66	91	93	3.0%	134.6%
ENV (UG)				3			
MATH (UG)		43	61	90	71	-21.3%	
	FY11-12	FY12-13	FY13-14	FY14-15	FY15-16	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED							
Computer Science - Bachelor							
					24		
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY							
Total Faculty	1	4	7	12	12	0.0%	1100.0%



Retention Committee

Ad-Hoc Chair: Dr. Karin Beck, Executive Director, School of General Studies

Co-Chairs:

- Serena Scalice, Student Success and Retention, Office of the Registrar
- Dawn-Marie Dowd, General Education Program, School of General Studies

College of Education

- Ronald Dowdell, Assistant to the Dean

College of Business & Public Management

- Dr. Veysel Yucetepe, Director of the MBA Program, Global Business School

College of Liberal Arts

- Dr. Brian Regal, Assistant Professor, History Department

College of Natural, Applied & Health Sciences

- Dr. Louis Beaugris, Executive Director, School of Mathematical Sciences

Michael Graves College

- Kristina Junkroft, Managing Assistant Director

New Jersey Center for Science, Technology & Mathematics

- Marianne Gass, Assistant to the Dean

Nathan Weiss Graduate College

- Dr. Jennifer Gardner, Assistant Professor, Occupational Therapy

Kean Ocean

- Maureen E. Morlando-Byrne, Associate Director, Administrative Operations

Exceptional Educational Opportunities Center

- Yvonne Segars, Executive Director EEO/EOF Programs

Financial Aid

- Karen Struthers, Associate Director

Student Accounting

- Tamara Alexander, Managing Assistant Director

Student Affairs

- Scott Snowden, Director, Center for Leadership and Service
- Joseph Sarno, Managing Assistant Director

Office of Registrar

- Ann-Marie Kay, Associate Director, One Stop Service Center

Residential Student Services

- Jennifer Van Dyk, Coordinator of Housing Services

University Relations

- Danielle Ford, Marketing Communications Strategist

4.21 Kean University Advisement Weeks Agenda

<u>Workshop</u>	<u>Description</u>	<u>Date/Time</u>
“Advisement 101: Mastering Your Advising Session & KeanWise”	Learn how to read your program evaluation and prepare for your advising session using KeanWise. Let us shed some light on your advising process. SNOW DATE APRIL 6	March 14 3:15pm-4:15pm
“One-Stop Service Center Open House: How Can We Serve You?”	We know you have questions. The One-Stop Service Center is here to guide you on your path to graduation. Drop by the office and check out the many ways we serve you.	March 15 3:15pm-4:15pm
“More Kean for Your Money”	Discover all the different ways to earn while you learn! Find out more about grants, work study opportunities, weekend classes, KeanBucks etc.	March 16 3:15pm-4:15pm
“Tutoring 101- Going From Good to Great”	Tour the tutoring center and learn more about how you can sign up for tutoring in courses that you are having difficulty with, from introductory-level through senior-level courses.	March 17 11 am-12 pm
“Major/ Minor Fair” ***RSVP is required for this event.	Stuck on deciding your major? Can you declare a minor? Academic departments are here to help you. We will be serving up some hot chocolate and cookies.	March 20 3:15pm-4:15pm
“Retooling Your Mental Toolbox”	Info session on managing stress and anxiety as a college student, along with vital information from KU Health Services Department.	March 21 3:15pm-4:15pm
“Is GPA In The Way?”	Is GPA getting in your way of declaring a major or graduating? There may be options for you. This session will explore these options.	March 22 3:15pm-4:15pm
CougarPride (unadvertised)	Students who are showing Cougar Pride by wearing/displaying Kean gear will be randomly chosen and rewarded for their school spirit.	March 23
“Using KeanWise to Register” First Year Students Only***RSVP is Preferred, walk-ins if space available.	This open lab will give students the opportunity to access Keanwise in order to view and browse available courses for the next semester. General Education Mentors will be available to help students navigate Keanwise and its features in order to prepare for registration.	March 27 3:15pm-4:15pm

4.21 Kean University Advisement Weeks Agenda

<u>Workshop</u>	<u>Description</u>	<u>Date/Time</u>
“Graduation 101: Where You Are On The Graduation Grid”	Charting your progress towards graduation: checking credit amount, info on graduation applications, instructions, deadlines, and commencement info. Can summer/winter classes help you along the way?	March 28 3:15pm-4:15pm
“Transfer 101: From Community College to Kean University”	Questions on current KU transfer policies; using NJTRANSFER.ORG; how to complete “Coursework at Another Institution”? We have answers.	March 29 3:15pm-4:15pm
“Using KeanWise to Register” First Year Students Only***RSVP is Preferred, walk-ins if space available.	This open lab will give students the opportunity to access KeanWise in order to view and browse available courses for the next semester. General Education Mentors will be available to help students navigate KeanWise and its features in order to prepare for registration.	March 30 3:15 pm-4:15 pm
Cougar Yoga	Stretch awhile and get ready for registration.	March 31 3:15pm-4:30pm
“Cougar Life 101”	There are so many benefits to being a student at Kean! Explore all your campus resources! <ul style="list-style-type: none"> • Discounts on dining, books, and other services • Free software including Microsoft Office 365 • Amazon prime discounts • Borrowing a laptop from library • Jobs on campus 	April 3 3:15pm-4:15pm
Fulfilling your GE Math requirements	Are you struggling with Math 1000 or other math courses? Come to this info session for tips on how to fulfill your GE Math requirements.	April 5 3:15pm-4:15pm
“Landing that Dream Job: Navigating Your Course to the Right Career”	Overview of services offered by Career Services area, including basic information on internship, job searching strategies, networking. The department will be on hand to answer questions and inquiries.	April 7 11 am-12 pm
Barbeque for our “REGI-Stars”	Books On Us – Did you earn the \$1000 gift voucher for fall text books? Come and find out while you enjoy a day of food and fun with your KU community.	April 24

4.21 Kean University Advisement Weeks Agenda

<u>Workshop</u>	<u>Description</u>	<u>Date/Time</u>
<i>DIGITAL EVENTS</i>		
<u>Workshop</u>	<u>Description</u>	<u>Date</u>
A Reggie's Journey- Success Story	Inspiring tips from Kean grads and graduate assistants on how to navigate the Kean landscape to achieve greater success.	March 24
Reggie Tips from the Registrar's Office	Need help logging in? Here are the essential tips from those who know. Also get tips on navigating KeanWise.	March 27
Reggie Tips from the Registrar's Office	Stop paying full price for your NJT ride. Here is how.	March 30
A Reggie's Journey- Success Story	Inspiring tips from Kean grads and graduate assistants on how to navigate the Kean landscape to achieve greater success.	April 4
RegistrationNOW!	Social Media Campaign to boost registration.	April 6

Kean University Program Enrollment Highlight**16/FA Undergraduate Programs**

	16/FA #		10-Year High Term	#	10-Year Low Term	#
UG Program Size						
Large UG Program (>500)						
Psychology	1217		14/FA	1342	06/FA	796
Biology	1087		16/FA	1087	06/FA	419
Management Sci.	837		11/FA	914	06/FA	669
Criminal Justice	738		11/FA	859	06/FA	530
Accounting	627		16/FA	627	06/FA	368
Communication	541		13/FA	553	08/FA	218
Elem/Mid/Sec Edu	500		10/FA	1069	16/FA	500
Small UG Program (<20)						
Art History	15		07/FA	22	10/FA	13
Music	13		12/FA	42	16/FA	13
Music - General Performance	13		16/FA	13	14/FA	2
Management Sci. (WZ)	13		15/FA	74	16/FA	13
Theatre Design & Tech.	9		14/FA	10	07/FA	2
Asian Studies	5		15/FA	6	13/FA	4
Growing UG Programs						
UG Prog Growing Every Year (5 Yrs)						
Accounting (WZ)	495		16/FA	495	12/FA	50
Finance (WZ)	429		16/FA	429	12/FA	48
Marketing	327		16/FA	327	06/FA	284
Computer Science	314		16/FA	314	08/FA	132
Information Technology	167		16/FA	167	07/FA	23
Computer Science (WZ)	140		16/FA	140	12/FA	27
UG Prog 1-Year Increase > 20%						
International Business (WZ)	122	184%	16/FA	122	15/FA	43
Architecture	52	136%	16/FA	52	15/FA	22
Visual Comm (WZ)	79	58%	16/FA	79	14/FA	25
Theatre Performance	34	36%	16/FA	34	07/FA	6
Marketing (WZ)	91	36%	16/FA	91	14/FA	51
International Business	152	31%	16/FA	152	14/FA	65
UG Prog 5-Year Increase > 50%						
Accounting (WZ)	495	> 200%	16/FA	495	12/FA	50
Finance (WZ)	429	> 200%	16/FA	429	12/FA	48
Computer Science (WZ)	140	> 200%	16/FA	140	12/FA	27
Theatre Performance	34	89%	16/FA	34	07/FA	6
Information Technology	167	86%	16/FA	167	07/FA	23
HIM	48	78%	06/FA	58	09/FA	25
Declining UG Programs						
UG Prog Declining Every Year (5 Yrs)						
Elem/Mid/Sec Edu	500		10/FA	1069	16/FA	500
Physical Edu	415		10/FA	743	16/FA	415
Nursing	338		12/FA	437	06/FA	253
Teacher of Stu with Disabilities	302		11/FA	534	07/FA	206
History	264		10/FA	451	16/FA	264
Math. Science	177		10/FA	307	16/FA	177
Interior Design	121		10/FA	171	16/FA	121
Chemistry	72		08/FA	111	16/FA	72
Spanish	47		07/FA	212	16/FA	47
UG Prog 1-Year Decrease > 20%						
Music	13	-35%	12/FA	42	16/FA	13
UG Prog 5-Year Decrease > 50%						
Music	13	-69%	12/FA	42	16/FA	13

Note: Comparisons are made among fall semesters only.

4.22 Kean University Program Enrollment Highlights (Fall 2016)

16/FA Graduate Programs					
	16/FA #		10-Year High Term #		10-Year Low Term #
GR Program Size					
Large GR Program (>200)					
Counselor Edu	300		16/FA 300		06/FA 220
Small GR Program (<10)					
Science & Tech.	9		16/FA 9		12/FA 2
Forensic Psy.	9		16/FA 9		16/FA 9
Instr Curr Sci Tech	7		11/FA 18		16/FA 7
Math. Edu.	2		13/FA 15		16/FA 2
Soc/SocJust	2		12/FA 34		16/FA 2
Growing GR Programs					
GR Prog Growing Every Year (5 Yrs)					
Occupational Therapy	106		16/FA 106		06/FA 61
MBA in Global Management	84		09/FA 112		06/FA 42
GR Prog 1-Year Increase > 20%					
Science & Tech.	9	> 200%	16/FA 9		12/FA 2
Psychology	84	56%	16/FA 84		09/FA 5
Biotechnology	22	38%	11/FA 38		15/FA 16
Early Childhood Edu.	64	25%	06/FA 102		13/FA 33
School Psychology	26	24%	06/FA 35		13/FA 18
Computer Info. Systems	22	22%	16/FA 22		11/FA 2
GR Prog 5-Year Increase > 50%					
Edu Psych	33	> 200%	15/FA 37		12/FA 2
Science & Tech.	9	> 200%	16/FA 9		12/FA 2
Computer Info. Systems	22	144%	16/FA 22		11/FA 2
Declining GR Programs					
GR Prog Declining Every Year (5 Yrs)					
Special Edu	170		09/FA 365		16/FA 170
Instruction & Curriculum	87		10/FA 237		16/FA 87
Soc/SocJust	2		12/FA 34		16/FA 2
GR Prog 1-Year Decrease > 20%					
Special Edu	170	-20%	09/FA 365		16/FA 170
Instruction & Curriculum	87	-21%	10/FA 237		16/FA 87
Communication Studies	29	-22%	14/FA 40		09/FA 14
Exercise Science	23	-23%	15/FA 30		09/FA 17
Reading Spec.	18	-25%	06/FA 93		16/FA 18
Criminal Justice	12	-29%	14/FA 18		09/FA 1
Holocaust & Genocide	16	-41%	14/FA 40		06/FA 5
Instr Curr Sci Tech	7	-50%	11/FA 18		16/FA 7
Math. Edu.	2	-60%	13/FA 15		16/FA 2
Soc/SocJust	2	-71%	12/FA 34		16/FA 2
GR Prog 5-Year Decrease > 50%					
Reading Spec.	18	-54%	06/FA 93		16/FA 18
Math. Edu.	2	-86%	13/FA 15		16/FA 2
Soc/SocJust	2	-94%	12/FA 34		16/FA 2

Note: Comparisons are made among fall semesters only.

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Undergraduate Program Enrollment

Undergraduate Program Enrollment 12/FA to 16/FA

Program	12/FA	13/FA	14/FA	15/FA	16/FA	1 Yr % Chg	5-Yr % Chg
BPM							
Accounting	541	551	548	591	627	6.1%	15.9%
Finance	211	185	191	256	295	15.2%	39.8%
Criminal Justice	820	660	748	755	738	-2.3%	-10.0%
Public Admin.	138	142	141	141	130	-7.8%	-5.8%
International Business			65	116	152	31.0%	
Management Sci.	874	835	833	774	837	8.1%	-4.2%
Marketing	299	303	305	316	327	3.5%	9.4%
EDU							
Elem/Mid/Sec Edu	830	674	597	534	500	-6.4%	-39.8%
Early Childhood Edu.	424	375	371	321	342	6.5%	-19.3%
Spanish	65	62	51	49	47	-4.1%	-27.7%
Physical Edu	591	469	458	421	415	-1.4%	-29.8%
Recreation Admin.	121	144	147	147	143	-2.7%	18.2%
Athletic Training	184	190	193	213	204	-4.2%	10.9%
Teacher of Stu with Disabilities	531	411	355	314	302	-3.8%	-43.1%
HSS							
Communication	540	553	546	546	541	-0.9%	0.2%
Media Film**	21	4	1			*	*
English	420	404	350	351	328	-6.6%	-21.9%
Asian Studies		4	4	6	5	-16.7%	
History	417	321	320	285	264	-7.4%	-36.7%
Psychology	1,316	1,279	1,342	1,306	1,217	-6.8%	-7.5%
Psych Rehab	102	105	95	107	105	-1.9%	2.9%
Economics	61	55	55	62	57	-8.1%	-6.6%
Political Science	105	98	90	78	89	14.1%	-15.2%
Sociology	262	227	257	270	218	-19.3%	-16.8%
MGC							
Architecture				22	52	136.4%	
Graphic Comm**	16	6	1			*	*
Visual Comm	213	233	248	210	176	-16.2%	-17.4%
Industrial Design	63	64	61	58	58	0.0%	-7.9%
Interior Design	155	148	137	133	121	-9.0%	-21.9%
NAHS							
Computer Science	210	235	265	284	314	10.6%	49.5%
Information Technology	90	92	121	153	167	9.2%	85.6%
Biology-BS Env		3	35	35	40	14.3%	
Sustainability Science	26	34	17	24	28	16.7%	7.7%
Earth Science	67	51	42	35	40	14.3%	-40.3%
Math. Science	259	209	204	179	177	-1.1%	-31.7%
Biology	997	1,000	970	1,020	1,087	6.6%	9.0%
Chemistry	103	99	96	83	72	-13.3%	-30.1%
HIM	27	43	38	40	48	20.0%	77.8%
Medical Tech.	87	75	70	74	76	2.7%	-12.6%
Nursing	437	421	417	389	338	-13.1%	-22.7%
NJSTM							
Science & Tech.	99	109	84	98	114	16.3%	15.2%

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Program	12/FA	13/FA	14/FA	15/FA	16/FA	1 Yr % Chg	5-Yr % Chg
NWGC							
Speech, Lang Hear. Sci.	200	201	205	180	187	3.9%	-6.5%
VPA							
Fine Arts	99	81	82	67	58	-13.4%	-41.4%
Studio Art	54	48	39	40	46	15.0%	-14.8%
Art History	16	18	15	17	15	-11.8%	-6.3%
Music Edu.	64	53	58	41	41	0.0%	-35.9%
Music	42	29	29	20	13	-35.0%	-69.0%
Music - General Performance		5	2	13	13	0.0%	
Speech & Theatre**				1		*	*
Theatre*	107	90	84	85	51		
* Theatre 16/FA number removed high school articulation agreement students out							
Theatre Design & Tech.	9	5	10	9	9	0.0%	0.0%
Theatre Performance	18	24	23	25	34	36.0%	88.9%
Wenzhou							
Computer Science	27	56	99	135	140	3.7%	> 200%
English	80	118	89	113	95	-15.9%	18.8%
Visual Comm			25	50	79	58.0%	
Management Sci.**		29	73	74	13		
Accounting	50	119	272	437	495	13.3%	> 200%
Finance	48	116	253	375	429	14.4%	> 200%
International Business				43	122	183.7%	
Marketing			51	67	91	35.8%	
BA.UNDECIDED							
BA.UNDECIDED	364	548	522	461	398	-13.7%	9.3%
Non-Matriculated	200	103	49	59	156	164.4%	-22.0%
Total UG	13,100	12,516	12,849	13,108	13,276	1.3%	1.3%

** Phasing-Out Program

Green: Grow every year over 5 years OR 1-Year increase > 20% OR 5-Year increase > 50%

Red: Decline every year over 5 years OR 1-Year decline > 20% OR 5-year decline > 50%

Data Source: Institutional Research Enrollment Database

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Graduate Program Enrollment

Graduate Program Enrollment 12/FA to 16/FA

Program	12/FA	13/FA	14/FA	15/FA	16/FA	1 Yr % Chg	5-Yr % Chg
BPM							
Accounting	43	40	38	44	51	15.9%	18.6%
Criminal Justice	12	16	18	17	12	-29.4%	0.0%
Public Admin.	154	145	145	148	121	-18.2%	-21.4%
MBA in Global Management	57	70	75	78	84	7.7%	47.4%
EDU							
Instruction & Curriculum	158	116	111	110	87	-20.9%	-44.9%
Early Childhood Edu.	44	33	41	51	64	25.5%	45.5%
Hindi/Urdu Lang. Pedagogy					10	*	
Exercise Science	22	25	24	30	23	-23.3%	4.5%
Special Edu	294	273	243	213	170	-20.2%	-42.2%
Reading Spec.	39	26	33	24	18	-25.0%	-53.8%
HSS							
Communication Studies	21	37	40	37	29	-21.6%	38.1%
English Writing	15	18	18	17	19	11.8%	26.7%
Holocaust & Genocide	16	18	40	27	16	-40.7%	0.0%
Psychology	66	58	52	54	84	55.6%	27.3%
Behavioral Sci**	2	1				*	*
Forensic Psy.					9	*	
Marri & Fam Therapy	37	42	47	40	36	-10.0%	-2.7%
Political Science	4	2	2			*	
Soc/SocJust	34	27	18	7	2	-71.4%	-94.1%
MGC							
Graphic Comm**	7	1	1	1		*	*
NAHS							
Computer Info. Systems	9	19	16	18	22	22.2%	144.4%
Math. Edu.	14	15	13	5	2	-60.0%	-85.7%
Comp/Stat/Math.**	2	2	1			*	*
M.S.N./M.P.A. in Nursing**	5	4	1			*	*
Nursing	113	135	123	130	107	-17.7%	-5.3%
PhD.Nursing Educ.Lead.			24	30	30	0.0%	
NJSTM							
Instr Curr Sci Tech	12	12	15	14	7	-50.0%	-41.7%
Biotechnology	30	27	25	16	22	37.5%	-26.7%
Science & Tech.	2	6	3	2	9	> 200%	> 200%
NWGC							
PsyD.School & Clinical Psych	37	28	28	28	29	3.6%	-21.6%
School Psychology	33	18	18	21	26	23.8%	-21.2%
Edu Psych	2	29	36	37	33	-10.8%	> 200%
Speech Lang. Pathology	174	176	180	165	155	-6.1%	-10.9%
GND.Speech Upgrade Proj	8	27	34	1		*	
Counselor Edu	272	256	264	281	300	6.8%	10.3%
Edu Admin.	190	152	158	166	168	1.2%	-11.6%
EdD. Edu Leader	53	59	58	52	46	-11.5%	-13.2%
Occupational Therapy	89	94	98	101	106	5.0%	19.1%
Physical Therapy					25	*	
Social Work	124	109	116	134	152	13.4%	22.6%
VPA							
Fine Arts Edu	36	30	28	35	28	-20.0%	-22.2%
Liberal Studies**	15	10	4	2		*	*
Undeclared	3	2	3	2	3	50.0%	0.0%
Non-Matriculated	248	168	180	160	153	-4.4%	-38.3%
Total GR	2,496	2,326	2,372	2,298	2,258	-1.7%	-9.5%

** Phasing-Out Program

Green: Grow every year over 5 years OR 1-Year increase > 20% OR 5-Year increase > 50%

Red: Decline every year over 5 years OR 1-Year decline > 20% OR 5-year decline > 50%

Data Source: Institutional Research Enrollment Database

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Second Major Enrollment Sorted by Current Semester Headcount

Second Major Enrollment 12/FA to 16/FA

Sorted by Current Semester Enrollment

Program	12/FA	13/FA	14/FA	15/FA	16/FA	1 Yr % Chg	5-Yr % Chg
Psychology	202	195	169	161	184	14.3%	-8.9%
Spanish	73	84	71	62	72	16.1%	-1.4%
English	112	79	73	62	65	4.8%	-42.0%
Math. Science	44	51	48	45	51	13.3%	15.9%
Earth Science	74	40	42	47	42	-10.6%	-43.2%
History	63	47	35	31	26	-16.1%	-58.7%
Communication	10	16	20	15	11	-26.7%	10.0%
Sociology	20	18	20	12	10	-16.7%	-50.0%
Biology	24	17	21	14	10	-28.6%	-58.3%
Art History	4	1	3	5	4	-20.0%	0.0%
Marketing	1	1	1	1	4	> 200%	> 200%
Criminal Justice	6	7	7	3	4	33.3%	-33.3%
Chemistry	2	1	2	5	3	-40.0%	50.0%
Computer Science	2	1	1	1	3	200.0%	50.0%
Interior Design	1				2		100.0%
Economics	8	2	4	1	2	100.0%	-75.0%
Biology-BS Env				1	2	100.0%	100.0%
Political Science	5	8	6	4	2	-50.0%	-60.0%
Public Admin.	1	3	2	1	2	100.0%	100.0%
Management Sci.	1	2	2	3	2	-33.3%	100.0%
International Business			1	2	1	-50.0%	0.0%
Fine Arts	3		1		1		-66.7%
Asian Studies	2		1	3	1	-66.7%	-50.0%
Finance	1			2	1	-50.0%	0.0%
Accounting	1		1		1		0.0%
Philosophy and Religion	1						
Theatre			2	1			
Studio Art		1	1				
Sustainability Science	1						
Teacher of Stu with Disabilities	1						
Physical Edu			1	1			
Music			1				
Recreation Admin.			1				
Total UG	663	574	537	483	506	4.8%	-23.7%

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Kean University Student Enrollment, Course FTE and Faculty Numbers by Department 12/FA to 16/FA

Department	Student Headcount							Course FTE							5yr % chg	Loc	FT Total	Prof	Faculty 16/FA				PT/A di
	12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg	12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg	Ass	Asst					Instr	Lect			
College of Business and Public Management																							
Accounting/Finance																							
Accounting	UG	541	551	548	591	627	15.9%	ACCT	UG	232.5	198.2	203.1	222.0	240.6	3.5%	12	3	1	5	3	23		
Finance	UG	211	185	191	256	295	39.8%	BLAW	UG	63.0	59.3	60.6	61.1	57.6	-8.6%								
Accounting	GR	43	40	38	44	51	18.6%	FIN	UG	131.6	102.4	103.5	118.5	120.9	-8.1%								
Dept Total:		795	776	777	891	973	22.4%	ACCT	GR	22.3	26.5	21.8	23.8	32.8	47.2%								
Accounting Sec Maj:		1		1		1		FIN	GR	2.3	4.0	6.0	5.0	5.5	144.4%								
Finance Sec Maj:		1			2	1		Dept Total:		451.6	390.3	394.9	430.4	457.3	1.3%								
CrimJust/PubAdm																							
Criminal Justice	UG	820	660	748	755	738	-10.0%	CJ	UG	280.6	230.8	257.1	284.6	299.1	6.6%	14	1	3	5	5	33		
Public Admin.	UG	138	142	141	141	130	-5.8%	ID	UG	3.8	3.6	3.8			-100.0%								
Criminal Justice	GR	12	16	18	17	12		PA	UG	106.5	114.0	110.1	107.1	109.5	2.8%								
Public Admin.	GR	154	145	145	148	121	-21.4%	CJ	GR	7.3	10.0	7.8	10.8	6.5	-10.3%								
Dept Total:		1,124	963	1,052	1,061	1,001	-10.9%	PA	GR	100.0	96.8	93.0	99.3	88.5	-11.5%								
Criminal Justice Sec Maj:		6	7	7	3	4	-33.3%	Dept Total:		498.1	455.1	471.6	501.7	503.6	1.1%								
Public Admin. Sec Maj:		1	3	2	1	2	100.0%																
Global Business																							
International Business	UG			65	116	152	133.8%	GBUS	UG			1.3	3.0	7.9	> 200%	3	1		2		1		
MBA in Global Management	GR	57	70	75	78	84	47.4%	GMBA	GR	26.5	30.3	31.3	35.3	32.8	23.6%								
Dept Total:		57	70	140	194	236	> 200%	Dept Total:		26.5	30.3	32.6	38.3	40.6	53.3%								
International Business Sec Maj:				1	2	1																	
Mgmt/Marketing																							
Management Sci.	UG	874	835	833	774	837	-4.2%	MGS	UG	296.6	352.1	379.9	443.2	539.1	81.8%	17	5	4	8		50		
Marketing	UG	299	303	305	316	327	9.4%	MKT	UG	159.8	146.4	153.9	160.8	176.8	10.7%								
Dept Total:		1,173	1,138	1,138	1,090	1,164	-0.8%	MGS	GR	10.3	7.3	6.5		14.5	41.5%								
Management Sci. Sec Maj:		1	2	2	3	2	100.0%	MKT	GR	4.3	4.8	3.8	12.5	8.8	105.9%								
Marketing Sec Maj:		1	1	1	1	4	> 200%	Dept Total:		470.8	510.5	544.1	616.4	739.2	57.0%								
College Total - College of Business and Public Management																							
College UG Total	UG	2,883	2,676	2,831	2,949	3,106	7.7%	CrsFTE UG	1,274.3	1,206.6	1,273.1	1,400.3	1,551.4	21.8%									
College GR Total	GR	266	271	276	287	268	0.8%	CrsFTE GR	172.8	179.5	170.0	186.5	189.3	9.6%									
College Total		3,149	2,947	3,107	3,236	3,374	7.1%		1,447.0	1,386.1	1,443.1	1,586.8	1,740.7	20.3%	46	10	8	20	8	107			
Sec Maj Total:		11	13	14	12	15																	
College of Education																							
CurriculumTeaching																							
Early Childhood Edu.	UG	424	375	371	321	342	-19.3%	EC	UG	71.3	60.3	49.5	30.4	36.9	-48.2%	16	2	8	4	2	48		
Elem/Mid/Sec Edu	UG	830	674	597	534	500	-39.8%	EDUC	UG	110.1	96.2	79.6	60.8	55.7	-49.4%								
Early Childhood Edu.	GR	44	33	41	51	64	45.5%	EMSE	UG	229.3	184.1	136.9	108.6	113.3	-50.6%								
Instruction & Curriculum	GR	158	116	111	110	87	-44.9%	ID	UG	42.4	41.8	37.3	30.0	25.7	-39.4%								
Dept Total:		1,456	1,198	1,120	1,016	993	-31.8%	EC	GR	12.5	12.8	13.5	22.5	23.3	86.0%								
								EDUC	GR		0.8	0.2		0.3	-55.6%								
								EMSE	GR	86.5	55.5	57.3	48.0	40.0	-53.8%								
								Dept Total:		552.0	451.5	374.3	300.3	295.1	-46.5%								
EDU Other																							
								ID	UG	51.6	37.5	36.0	38.4	28.3	-45.1%						17		

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount							Course FTE							Faculty 16/FA							
	12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg		12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg	Loc	FT	Prof	Ass	Asst	Instr	Lect	PT/A	
Dept Total:								51.6	37.5	36.0	38.4	28.3	-45.1%									
Global Edu Innovation																						
Spanish	UG	65	62	51	49	47	-27.7%	FL	UG				3.9	4.3	109.5%						13	
Hindi/Urdu Lang. Pedagogy	GR							FREN	UG	5.8	7.3	6.0	3.6	6.0	3.2%							
Dept Total:		65	62	51	49	57	-12.3%	GERM	UG	2.3		2.3	1.9		-100.0%							
Spanish Sec Maj:		73	84	71	62	72	-1.4%	ITAL	UG	5.3	3.8	3.0	3.2	2.4	-53.6%							
								PORT	UG	8.6	2.4	1.9	4.7	4.5	-47.8%							
								SPAN	UG	86.3	72.9	61.7	62.4	72.2	-16.3%							
								GLOB	GR					4.0								
								HIND	GR					3.3								
Dept Total:								108.2	86.4	74.8	79.7	96.7	-10.6%									
Phys Ed/Rec/Health																						
Athletic Training	UG	184	190	193	213	204	10.9%	HED	UG	303.6	285.6	295.9	318.6	331.3	9.1%	16	4	3	3		6 115	
Physical Edu	UG	591	469	458	421	415	-29.8%	ID	UG	166.9	160.3	176.3	162.9	125.1	-25.1%							
Recreation Admin.	UG	121	144	147	147	143	18.2%	PED	UG	318.5	279.3	265.3	254.1	272.1	-14.6%							
Exercise Science	GR	22	25	24	30	23	4.5%	REC	UG	82.1	101.4	93.7	105.2	99.9	21.7%							
Dept Total:		918	828	822	811	785	-14.5%	HED	GR	3.3		3.8	3.8	3.5	7.7%							
Physical Edu Sec Maj:				1	1			PED	GR	12.0	15.5	19.3	22.3	19.8	64.6%							
Recreation Admin. Sec Maj:				1				Dept Total:														
								886.3	842.1	854.1	866.8	851.6	-3.9%									
Special Edu/Literacy																						
Teacher of Stu with Disabilities	UG	531	411	355	314	302	-43.1%	CS	UG	79.1	92.6	82.7	64.7	66.2	-16.4%	12	5	3	2		2 33	
Reading Spec.	GR	39	26	33	24	18	-53.8%	ID	UG	123.6	105.0	97.3	95.1	74.4	-39.8%							
Special Edu	GR	294	273	243	213	170	-42.2%	SPED	UG	118.1	98.1	92.6	74.5	62.8	-46.9%							
Dept Total:		864	710	631	551	490	-43.3%	CS	GR	14.5	12.5	11.8	11.8	9.0	-37.9%							
her of Stu with Disabilities Sec Maj:		1						SPED	GR	123.0	104.5	91.5	84.0	71.8	-41.7%							
Dept Total:								458.3	412.7	375.9	330.0	284.1	-38.0%									
College Total - College of Education																						
College UG Total	UG	2,746	2,325	2,172	1,999	1,953	-28.9%	CrsFTE UG	1,804.6	1,628.6	1,517.9	1,422.9	1,381.0	-23.5%								
College GR Total	GR	557	473	452	428	372	-33.2%	CrsFTE GR	251.8	201.6	197.2	192.3	174.8	-30.6%								
College Total		3,303	2,798	2,624	2,427	2,325	-29.6%		2,056.4	1,830.2	1,715.0	1,615.2	1,555.8	-24.3%	47	12	14	11		10	226	
Sec Maj Total:		74	84	73	63	72																
College of Humanities and Social Sciences																						
Communication																						
Communication	UG	540	553	546	546	541	0.2%	COMM	UG	569.5	538.2	580.8	558.6	602.7	5.8%	14	1	5	5		3 43	
Media Film**	UG	21	4	1				ID	UG	31.7	27.6	26.8	24.9	31.5	-0.6%							
Communication Studies	GR	21	37	40	37	29	38.1%	COMM	GR	12.8	20.3	23.0	20.3	18.0	41.2%							
Dept Total:		582	594	587	583	570	-2.1%	Dept Total:														
Communication Sec Maj:		10	16	20	15	11	10.0%															
English																						
English	UG	420	404	350	351	328	-21.9%	ENG	UG	937.3	888.0	821.1	804.8	779.6	-16.8%	11	4	6			1 127	
English Writing	GR	15	18	18	17	19	26.7%	ESL	UG	54.4	33.4	36.8	46.7	60.2	10.7%							
Dept Total:		435	422	368	368	347	-20.2%	ENG	GR	18.2	13.4	17.2	16.6	18.7	2.8%							
English Sec Maj:		112	79	73	62	65	-42.0%	Dept Total:														
								1,009.9	934.8	875.0	868.0	858.5	-15.0%									
Gen Studies																						
Philosophy and Religion Sec Maj:		1						GE	UG	239.6	231.8	229.3	224.7	289.4	20.8%	15			1		14 41	

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount						5yr % chg	Course FTE						5yr % chg	Loc	FT Tota	Prof	Faculty 16/FA				PT/A di
	12/FA	13/FA	14/FA	15/FA	16/FA	12/FA		13/FA	14/FA	15/FA	16/FA	Ass o	Asst					Instr	Lect			
MATH UG								240.6	233.6	236.8	242.8	274.9	14.3%									
PHIL UG								177.9	179.3	165.6	105.6	81.2	-54.4%									
REL UG								26.3	39.8	38.6	39.0	35.3	34.3%									
Dept Total:								684.4	684.4	670.3	612.1	680.8	-0.5%									
History																						
Asian Studies UG		4	4	6	5	25.0%	AS UG	4.9	5.6	4.1	8.8	9.0	84.6%	12	3	4	4		1	31		
History UG	417	321	320	285	264	-36.7%	CHIN UG	3.4	3.4	3.2	6.8	3.4										
Holocaust & Genocide GR	16	18	40	27	16		HIST UG	460.1	409.1	410.1	358.5	352.5	-23.4%									
Dept Total:	433	343	364	318	285	-34.2%	ID UG	34.3	18.4	10.3	7.1	12.0	-65.0%									
Asian Studies Sec Maj:	2		1	3	1	-50.0%	MAHG GR	3.8	8.0	14.0	11.0	6.0	60.0%									
History Sec Maj:	63	47	35	31	26	-58.7%	Dept Total:	506.4	444.5	441.7	392.2	382.9	-24.4%									
Psychology																						
Psych Rehab UG	102	105	95	107	105	2.9%	ID UG	18.4	22.1	31.9	37.3	36.9	101.0%	18	2	4	4		8	95		
Psychology UG	1,316	1,279	1,342	1,306	1,217	-7.5%	PSRT UG	31.5	30.6	18.8	22.3	20.4	-35.1%									
Forensic Psy. GR					9		PSY UG	885.9	917.8	974.6	953.1	898.6	1.4%									
Marri & Fam Therapy GR	37	42	47	40	36	-2.7%	ID GR	6.8	6.5	6.3	4.0	5.8	-14.8%									
Psychology GR	66	58	52	54	84	27.3%	PSY GR	72.5	64.8	67.0	67.5	83.3	14.8%									
Dept Total:	1,521	1,484	1,536	1,507	1,451	-4.6%	Dept Total:	1,015.1	1,041.7	1,098.5	1,084.2	1,044.9	2.9%									
Psychology Sec Maj:	202	195	169	161	184	-8.9%																
Social Sciences																						
Economics UG	61	55	55	62	57	-6.6%	ANTH UG	35.3	33.2	27.9	27.8	18.9	-46.3%	18	8	1	5		4	36		
Political Science UG	105	98	90	78	89	-15.2%	ECO UG	175.5	144.4	170.6	173.3	162.8	-7.3%									
Sociology UG	262	227	257	270	218	-16.8%	PS UG	139.5	145.3	114.6	121.3	122.6	-12.1%									
Political Science GR	4	2	2				SOC UG	343.3	284.3	291.2	279.6	246.6	-28.2%									
Soc/SocJust GR	34	27	18	7	2	-94.1%	ECO GR	2.0	4.3	6.8	4.5	4.3	112.5%									
Dept Total:	466	409	422	417	366	-21.5%	PS GR	4.5	0.5				-100.0%									
Economics Sec Maj:	8	2	4	1	2	-75.0%	SOC GR	23.0	12.8	9.8	3.8	1.3	-94.6%									
Political Science Sec Maj:	5	8	6	4	2	-60.0%	Dept Total:	723.1	624.6	620.8	610.1	556.4	-23.1%									
Sociology Sec Maj:	20	18	20	12	10	-50.0%																
College Total - College of Humanities and Social Sciences																						
College UG Total	UG	3,244	3,050	3,060	3,011	2,824	-12.9%	CrsFTE UG	4,409.3	4,185.6	4,193.0	4,042.8	4,038.4	-8.4%								
College GR Total	GR	193	202	217	182	195	1.0%	CrsFTE GR	143.4	130.4	143.9	127.6	137.2	-4.4%								
College Total		3,437	3,252	3,277	3,193	3,019	-12.2%		4,552.7	4,316.0	4,336.9	4,170.4	4,175.6	-8.3%	88	18	20	19	31	373		
Sec Maj Total:		423	365	328	289	301																
College of Natural, Applied and Health Sciences																						
Computer Science																						
Computer Science UG	210	235	265	284	314	49.5%	CPS UG	181.4	172.3	187.0	187.5	195.3	7.6%	9	2		5		2	27		
Information Technology UG	90	92	121	153	167	85.6%	ID UG	33.0	25.3	26.3	26.3	31.5	-4.5%									
Computer Info. Systems GR	9	19	16	18	22	144.4%	TECH UG	33.6	38.4	50.6	69.4	77.4	130.1%									
Dept Total:	309	346	402	455	503	62.8%	CPS GR	6.4	15.5	10.3	12.5	14.0	118.2%									
Computer Science Sec Maj:	2	1	1	1	3	50.0%	Dept Total:	254.5	251.5	274.1	295.7	318.1	25.0%									
Env Sust Sci																						
Biology-BS Env UG		3	35	35	40	> 200%	ASTR UG	27.0	37.8	18.3	30.8	16.0	-40.7%	11	1	4	3		3	12		
Earth Science UG	67	51	42	35	40	-40.3%	BIOS UG	18.5	24.0				-100.0%									
Sustainability Science UG	26	34	17	24	28	7.7%	ENV UG			24.4	37.9	40.6	66.0%									

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount						5yr % chg		Course FTE						5yr % chg	Loc	FT Total	Prof	Faculty 16/FA				PT/A di			
	12/FA	13/FA	14/FA	15/FA	16/FA	12/FA			13/FA	14/FA	15/FA	16/FA	Ass o	Asst					Instr	Lect						
Dept Total:	93	88	94	94	108	16.1%		ES	UG	52.6	47.1	68.2	54.6	52.4	-0.4%											
Biology-BS Env Sec Maj:				1	2	100.0%		GEOG	UG	33.6	33.9	27.4	26.4	20.4	-39.1%											
Earth Science Sec Maj:	74	40	42	47	42	-43.2%		GEOL	UG	35.3	35.3	36.5	39.3	26.3	-25.5%											
Sustainability Science Sec Maj:	1							GEOS	UG	3.5		4.5	3.5		-100.0%											
								METR	UG	27.2	18.9	28.0	30.8	27.6	1.6%											
								OCEN	UG	9.0	4.0	7.3	4.5	5.0	-44.4%											
								SELS	UG	0.8					-100.0%											
								SUST	UG	19.4	25.0	3.6	9.8	10.9	-44.1%											
Dept Total:	226.8	225.9	218.1	237.4	199.2	-12.2%																				
Mathematics																										
Math. Science	UG	259	209	204	179	177	-31.7%	MATH	UG	455.1	437.9	457.4	472.0	479.9	5.4%	14	4	5	3					2	36	
Comp/Stat/Math.**	GR	2	2	1				MATH	GR	12.8	10.3	10.5	8.5	2.5	-80.4%											
Math. Edu.	GR	14	15	13	5	2	-85.7%	Dept Total:		467.9	448.1	467.9	480.5	482.4	3.1%											
Dept Total:		275	226	218	184	179	-34.9%																			
Math. Science Sec Maj:		44	51	48	45	51	15.9%																			
NAHS Dean Office																										
																1										1
Natural Sciences																										
Biology	UG	997	1,000	970	1,020	1,087	9.0%	BIO	UG	466.4	446.2	494.4	493.9	527.0	13.0%	23	5	7	4					7	88	
Chemistry	UG	103	99	96	83	72	-30.1%	CHEM	UG	180.1	184.8	191.1	187.5	174.9	-2.9%											
HIM	UG	27	43	38	40	48	77.8%	ID	UG	2.8	4.7	1.9	1.9	4.7	66.7%											
Medical Tech.	UG	87	75	70	74	76	-12.6%	PHYS	UG	63.3	50.6	54.0	55.4	53.9	-14.7%											
Dept Total:		1,214	1,217	1,174	1,217	1,283	5.7%	BIO	GR	13.7	11.3	11.0	11.3	11.0	-19.5%											
Biology Sec Maj:		24	17	21	14	10	-58.3%	CHEM	GR	1.0					-100.0%											
Chemistry Sec Maj:		2	1	2	5	3	50.0%	Dept Total:		727.2	697.6	752.3	750.1	771.5	6.1%											
Nursing																										
Nursing	UG	437	421	417	389	338	-22.7%	NURS	UG	140.5	128.8	121.8	105.4	93.8	-33.2%	9	2		1				5	19		
PhD.Nursing Educ.Lead.	iR_D			24	30	30	25.0%	NURS	GR	42.4	61.7	65.0	66.9	52.9	24.8%											
M.S.N./M.P.A. in Nursing**	GR	5	4	1				Dept Total:		182.9	190.5	186.8	172.4	146.7	-19.8%											
Nursing	GR	113	135	123	130	107	-5.3%																			
Dept Total:		555	560	565	549	475	-14.4%																			
College Total - College of Natural, Applied and Health Sciences																										
College UG Total	UG	2,303	2,262	2,275	2,316	2,387	3.6%	CrsFTE UG		1,783.1	1,714.8	1,802.5	1,836.8	1,837.5	3.1%											
College GR Total	GR	143	175	178	183	161	12.6%	CrsFTE GR		76.2	98.8	96.8	99.2	80.4	5.5%											
College Total		2,446	2,437	2,453	2,499	2,548	4.2%			1,859.3	1,813.6	1,899.3	1,936.1	1,917.9	3.2%	67	14	16	17				19	182		
Sec Maj Total:		147	110	114	113	111																				
College of Visual and Performing Arts																										
Fine Arts																										
Art History	UG	16	18	15	17	15	-6.3%	AH	UG	116.8	72.8	77.6	78.9	75.4	-35.5%	6	2	1	3						37	
Fine Arts	UG	99	81	82	67	58	-41.4%	FA	UG	223.0	181.4	165.9	139.1	144.9	-35.0%											
Studio Art	UG	54	48	39	40	46	-14.8%	FA	GR	13.1	12.6	9.6	14.2	14.9	14.0%											
Fine Arts Edu	GR	36	30	28	35	28	-22.2%	Dept Total:		352.9	266.8	253.1	232.2	235.2	-33.4%											
Dept Total:		205	177	164	159	147	-28.3%																			
Art History Sec Maj:		4	1	3	5	4																				
Fine Arts Sec Maj:		3		1		1	-66.7%																			

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount						5yr % chg	Course FTE						5yr % chg	Loc	FT Total	Prof	Faculty 16/FA				PT/A di
	12/FA	13/FA	14/FA	15/FA	16/FA	12/FA		13/FA	14/FA	15/FA	16/FA	Ass	Asst					Instr	Lect			
Studio Art Sec Maj:			1	1																		
Liberal Studies - MA																						
Liberal Studies**	GR	15	10	4	2		MALS GR	0.8														
Dept Total:		15	10	4	2	-100.0%	Dept Total:	0.8														
Music																						
Music	UG	42	29	29	20	13	-69.0%	MUS UG	166.6	120.3	124.5	106.7	97.8	-41.3%	6	4	1	1			39	
Music - General Performance	UG		5	2	13	13	160.0%	Dept Total:	166.6	120.3	124.5	106.7	97.8	-41.3%								
Music Edu.	UG	64	53	58	41	41	-35.9%															
Dept Total:		106	87	89	74	67	-36.8%															
Music Sec Maj:				1																		
Theatre																						
Speech & Theatre**	UG					1		DANC UG	6.4	6.1	9.7	7.6	7.9	24.5%	6	2	2	1			1	11
Theatre *	UG	107	90	84	85	51	-52.3%	ID UG	2.9		7.9	3.9	9.3	> 200%								
Theatre Design & Tech.	UG	9	5	10	9	9		THE UG	85.1	75.9	74.1	82.0	75.0	-11.8%								
Theatre Performance	UG	18	24	23	25	34	88.9%	Dept Total:	94.3	82.0	91.7	93.5	92.2	-2.3%								
Dept Total:		134	119	117	120	94	-29.9%															
* Theatre 16/FA number removed high school articulation agreement students out																						
Theatre Sec Maj:				2	1																	
College Total - College of Visual and Performing Arts																						
College UG Total	UG	409	353	342	318	280	-31.5%	CrsFTE UG	600.8	456.5	459.7	418.2	410.3	-31.7%								
College GR Total	GR	51	40	32	37	28	-45.1%	CrsFTE GR	13.8	12.6	9.6	14.2	14.9	7.8%								
College Total		460	393	374	355	308	-33.0%		614.6	469.1	469.3	432.4	425.2	-30.8%	18	8	4	5		1	87	
Sec Maj Total:		7	2	8	6	5																
Michael Graves College																						
Architecture																						
Architecture	UG				22	52	136.4%	ARCH UG				16.4	41.4	> 200%	4	1		1		2	2	
Dept Total:					22	52	136.4%	Dept Total:				16.4	41.4	151.7%								
Design																						
Graphic Comm**	UG	16	6	1				DSN UG	47.1	64.1	74.3	77.3	56.6	20.3%	9	4		3		2	48	
Industrial Design	UG	63	64	61	58	58	-7.9%	GCOM UG	3.6	2.3				-100.0%								
Interior Design	UG	155	148	137	133	121	-21.9%	GD UG	96.2	113.6	115.9	92.4	87.2	-9.4%								
Visual Comm	UG	213	233	248	210	176	-17.4%	ID UG	21.2	24.2	24.4	24.2	13.5	-36.3%								
Graphic Comm**	GR	7	1	1	1			IND UG	23.4	21.4	22.9	21.2	20.6	-12.0%								
Dept Total:		454	452	448	402	355	-21.8%	INTD UG	54.8	47.6	42.4	46.7	45.2	-17.5%								
Interior Design Sec Maj:			1			2	100.0%	GCOM GR	5.0					-100.0%								
Dept Total:								Dept Total:	251.2	273.2	279.8	261.8	223.1	-11.2%								
College Total - Michael Graves College																						
College UG Total	UG	447	451	447	423	407	-8.9%	CrsFTE UG	246.2	273.2	279.8	278.2	264.5	7.4%								
College GR Total	GR	7	1	1	1		-100.0%	CrsFTE GR	5.0					-100.0%								
College Total		454	452	448	424	407	-10.4%		251.2	273.2	279.8	278.2	264.5	5.3%	13	5		4		4	50	
Sec Maj Total:		1				2																
Nathan Weiss Graduate College																						
Adv Stu Psyc																						
PsyD.School & Clinical Psych iR_D		37	28	28	28	29	-21.6%	PSYD GR	54.7	53.9	57.5	63.0	60.9	11.3%	6		3	3			6	

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount							Course FTE							Faculty 16/FA							
	12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg		12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg	Loc	FT Total	Prof	Ass	Asst	Instr	Lect	PT/A di	
Edu Psych	GR	2	29	36	37	33	> 200%	Dept Total:	54.7	53.9	57.5	63.0	60.9	11.3%								
School Psychology	GR	33	18	18	21	26	-21.2%															
Dept Total:		72	75	82	86	88	22.2%															
Comm Disorder/Deaf																						
Speech, Lang Hear. Sci.	UG	200	201	205	180	187	-6.5%	ASL UG				39.6	43.2	109.2%	12	4		4		4	29	
GND.Speech Upgrade Proj	GR	8	27	34	1			CDD UG	140.4	139.3	140.1	94.5	87.0	-38.1%								
Speech Lang. Pathology	GR	174	176	180	165	155	-10.9%	CDD GR	88.8	106.4	123.5	105.0	101.9	14.8%								
Dept Total:		382	404	419	346	342	-10.5%	Dept Total:	229.2	245.7	263.6	239.1	232.1	1.3%								
Counselor Edu																						
Counselor Edu	GR	272	256	264	281	300	10.3%	CED GR	153.5	148.0	161.5	171.5	182.8	19.1%	9	1	1	4		3	15	
Dept Total:		272	256	264	281	300	10.3%	Dept Total:	153.5	148.0	161.5	171.5	182.8	19.1%								
Edu Leadership																						
EdD. Edu Leader	iR_D	53	59	58	52	46	-13.2%	EDD GR	23.2	22.0	22.3	21.5	20.2	-12.9%	3			2		1	14	
Edu Admin.	GR	190	152	158	166	168	-11.6%	EL GR	86.3	65.5	63.5	68.5	75.8	-12.2%								
Dept Total:		243	211	216	218	214	-11.9%	Dept Total:	109.4	87.5	85.8	90.0	95.9	-12.3%								
NWGC Other																						
	ID GR								14.3	22.8	17.0	14.8	10.8	-24.6%								
Dept Total:								Dept Total:	14.3	22.8	17.0	14.8	10.8	-24.6%								
Occupational Therapy																						
Occupational Therapy	GR	89	94	98	101	106	19.1%	OT UG	11.8	8.4	9.6	11.7	12.7	7.4%	5	1		4			5	
Dept Total:		89	94	98	101	106	19.1%	Dept Total:	90.7	94.5	97.5	103.8	107.6	18.6%								
Physical Therapy - PhD																						
Physical Therapy	iR_D					25		DPT GR					33.3		6		1	4			2	
Dept Total:						25		Dept Total:					33.3									
Physician Asst																						
															2		1					
Social Work - Graduate																						
Social Work	GR	124	109	116	134	152	22.6%	SW GR	126.4	110.5	124.7	131.9	139.8	10.6%	6		1	2		3	6	
Dept Total:		124	109	116	134	152	22.6%	Dept Total:	126.4	110.5	124.7	131.9	139.8	10.6%								
College Total - Nathan Weiss Graduate College																						
College UG Total	UG	200	201	205	180	187	-6.5%	CrsFTE UG	152.3	147.7	149.7	145.8	142.9	-6.2%								
College GR Total	GR	982	948	990	986	1,040	5.9%	CrsFTE GR	626.0	615.2	657.9	668.3	720.3	15.1%								
College Total		1,182	1,149	1,195	1,166	1,227	3.8%		778.2	762.9	807.6	814.0	863.2	10.9%	49	6	7	23		11	77	
NJ Center For Science, Technology and Mathematics																						
NJCSTM																						
Science & Tech.	UG	99	109	84	98	114	15.2%	STME UG	46.4	39.1	37.9	50.9	64.1	38.3%	8		2	5		1	3	
Biotechnology	GR	30	27	25	16	22	-26.7%	STME GR	18.6	26.9	20.7	19.3	33.7	81.2%								
Instr Curr Sci Tech	GR	12	12	15	14	7	-41.7%	Dept Total:	65.0	66.0	58.6	70.2	97.8	50.5%								
Science & Tech.	GR	2	6	3	2	9	> 200%															
Dept Total:		143	154	127	130	152	6.3%															
College Total - NJ Center For Science, Technology and Mathematics																						
College UG Total	UG	99	109	84	98	114	15.2%	CrsFTE UG	46.4	39.1	37.9	50.9	64.1	38.3%								
College GR Total	GR	44	45	43	32	38	-13.6%	CrsFTE GR	18.6	26.9	20.7	19.3	33.7	81.2%								

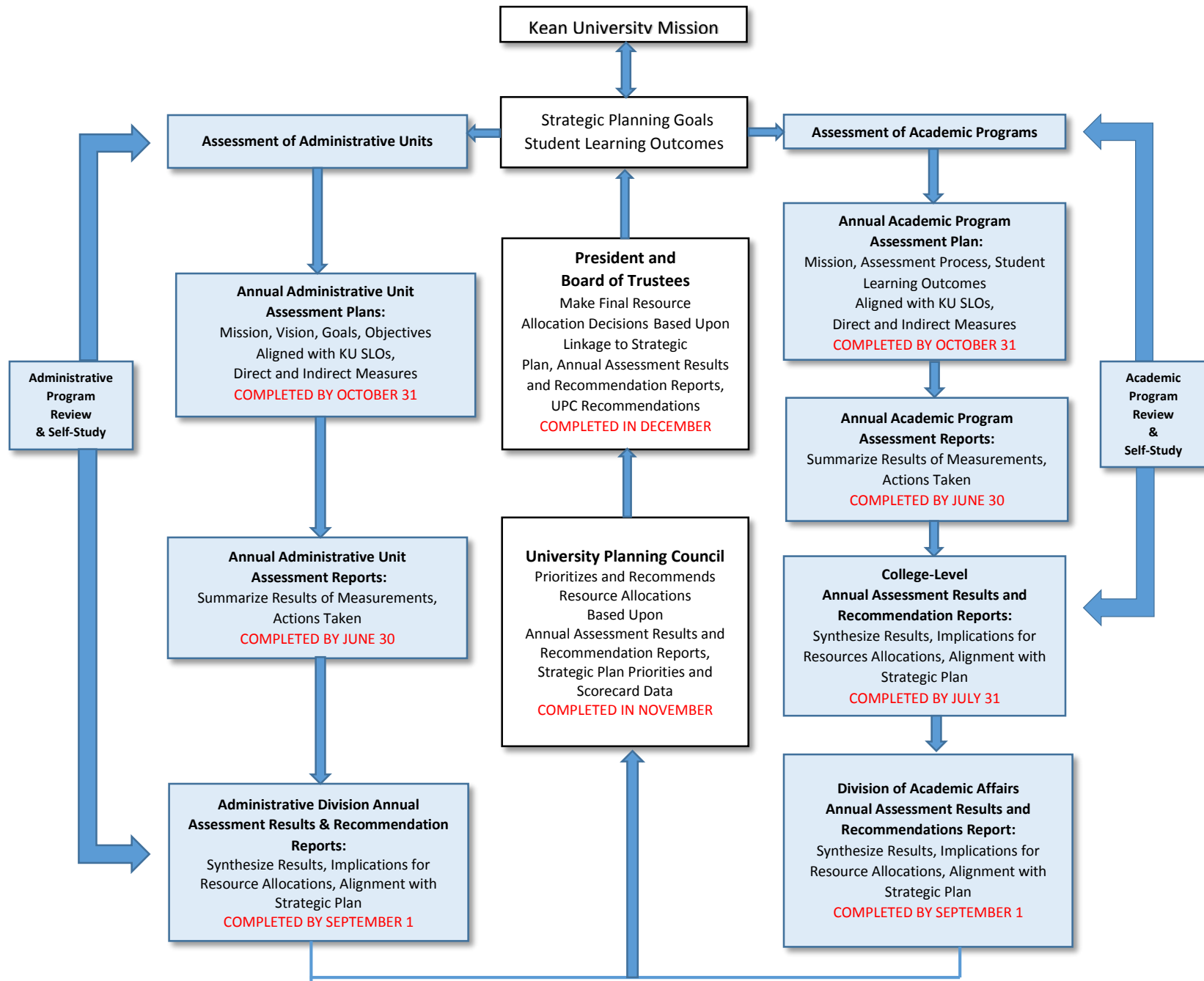
4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount							Course FTE							Faculty 16/FA						
	12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg		12/FA	13/FA	14/FA	15/FA	16/FA	5yr % chg	Loc	FT Total	Prof	Ass o	Asst	Instr	Lect	PT/A di
College Total	143	154	127	130	152	6.3%		65.0	66.0	58.6	70.2	97.8	50.5%	8		2	5		1	3	
Kean Wenzhou																					
Wenzhou																					
Accounting	UG	50	119	272	437	495	> 200%	ACCT	UG		22.3	56.3	123.8	146.8	> 200%		90	1	28		61
Computer Science	UG	27	56	99	135	140	> 200%	AH	UG					5.8							
English	UG	80	118	89	113	95	18.8%	AS	UG					1.9							
Finance	UG	48	116	253	375	429	> 200%	BIO	UG		19.0	35.3	28.0	47.4%							
International Business	UG				43	122	183.7%	BLAW	UG				15.4	45.2	> 200%						
Management Sci.	UG		29	73	74	13	-55.2%	CHEM	UG					3.0							
Marketing	UG			51	67	91	78.4%	COMM	UG		21.0	25.3	45.0	67.3	> 200%						
Visual Comm	UG			25	50	79	> 200%	CPS	UG	39.8	38.2	66.4	90.6	93.3	134.6%						
Dept Total:		205	438	862	1,294	1,464	> 200%	DSN	UG				11.8	16.5	139.7%						
								ECO	UG		22.3	50.8	80.8	89.1	> 200%						
								EMSE	UG					1.7							
								ENG	UG	76.9	133.3	231.2	265.9	241.3	> 200%						
								ENV	UG					2.8							
								ESL	UG	76.9	88.5	165.2	178.5	208.1	170.7%						
								FA	UG		15.9				-100.0%						
								FIN	UG			39.9	60.2	94.9	137.6%						
								GD	UG				13.5	30.8	> 200%						
								GE	UG	12.8	26.4	48.3	71.0	87.9	> 200%						
								HIST	UG			14.6	20.1	27.6	88.5%						
								MATH	UG		43.3	61.3	89.7	70.6	62.9%						
								MGS	UG		22.9	42.2	120.3	209.4	> 200%						
								MKT	UG			22.5	29.4	30.9	37.5%						
								PHIL	UG			27.2	27.2	19.5	-28.3%						
								PS	UG			9.4	16.5	15.8	68.0%						
								PSY	UG				24.9	14.1	56.4%						
								SPAN	UG				12.2	8.3	67.7%						
								Dept Total:		206.3	434.2	879.5	1,334.7	1,557.5	> 200%						
College Total - Kean Wenzhou																					
College UG Total	UG	205	438	862	1,294	1,464	> 200%	CrsFTE	UG	206.3	434.2	879.5	1,334.7	1,557.5	> 200%						
College Total		205	438	862	1,294	1,464	> 200%			206.3	434.2	879.5	1,334.7	1,557.5	> 200%	90	1	28		61	
Undeclared																					
Undeclared																					
BA.UNDECIDED	UG	364	548	522	461	398	9.3%														
Non-Matriculated	UG	200	103	49	59	156	-22.0%														
Non-Matriculated	GR	248	168	180	160	153	-38.3%														
Undeclared	GR	3	2	3	2	3															
Dept Total:		815	821	754	682	710	-12.9%														
University Total																					
UG Total	UG	13,100	12,516	12,849	13,108	13,276	1.3%			10,523.2	10,086.3	10,593.1	10,930.5	11,247.7	6.9%						

4.22 Kean University Program Enrollment Highlights (Fall 2016)

Department	Student Headcount						5yr % chg	Course FTE					5yr % chg	Loc	FT Total	Prof	Faculty 16/FA				PT/A di			
	12/FA	13/FA	14/FA	15/FA	16/FA	12/FA		13/FA	14/FA	15/FA	16/FA	Ass o					Asst	Instr	Lect					
GR Total	GR	2,494	2,325	2,372	2,298	2,258	-9.5%	1,307.6	1,265.0	1,296.0	1,307.4	1,350.5	3.3%											
Total		15,594	14,841	15,221	15,406	15,534	-0.4%	11,830.7	11,351.3	11,889.1	12,237.9	12,598.2	6.5%	426	73	72	132			146	1105			
Sec Maj Total:		663	574	537	483	506																		

5.1 Kean University Assessment System with Timelines



Academic Program Assessment Report

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

COLLEGE:

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

ACADEMIC YEAR: **2016-2017**

REPORT AUTHOR:

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

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

DIRECT MEASURE:

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

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

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

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

TARGET:

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

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

5.2 Annual Academic Student Learning Outcome Assessment Template

DATA COLLECTION AND RESULTS:

Semester(s): e.g. Fall 2016, Spring 2017, etc.

Number of students: _____

Number of sections: _____

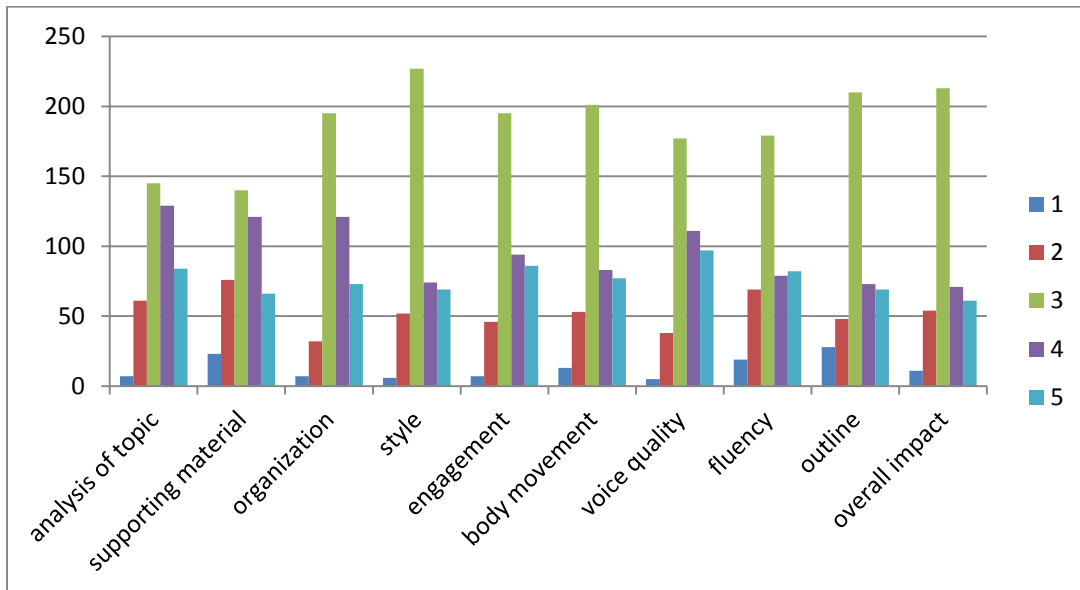
Mean scores overall:

Category/Criterion	Mean

Distribution of Scores:

COPY AND PASTE DISTRIBUTION BAR CHART FROM EXCEL (OPTIONAL).

Example:



5.2 Annual Academic Student Learning Outcome Assessment Template

Distribution of Scores:

COPY AND PASTE DISTRIBUTION TABLE FROM EXCEL. OR, ATTACH THE EXCEL SPREADSHEET WHEN SUBMITTING THIS REPORT VIA EMAIL.

Example:

	analysis of topic	supporting material	organization	style	engagement	body movement	voice quality	fluency	outline	overall impact
1	7	23	7	6	7	14	5	19	28	29
2	63	76	32	52	46	53	38	69	48	54
3	145	140	195	227	195	201	177	179	210	213
4	129	121	121	74	94	83	111	79	73	71
5	84	68	73	69	86	77	97	82	69	61
total	428	428	428	428	428	428	428	428	428	428

Discussion of Findings:

USE THIS SECTION TO DISCUSS THE RESULTS.

Curricular Actions/Closing the Loop:

USE THIS SECTION TO DISCUSS AREAS TO BE FOCUSED ON AND **SPECIFIC** CHANGES TO BE MADE TO CURRICULUM/TEACHING (NOT CHANGES TO ASSESSMENT).

Supporting Evidence (data):

PLEASE ATTACH DETAILED EVIDENCE (DATA) TO SUPPORT YOUR FINDINGS TO THIS REPORT.

Please check this box to indicate:

Supporting Evidence (Data) is attached.

2016-2017 Academic Year Administrative Unit Assessment Plan Template

(Insert Unit name here)

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

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

Goals and Objectives

A) 2013-2020 Strategic Plan Goal: Insert your division's 1st goal from the Strategic Plan here

1) Objective A.1 - Write your first objective here (select the appropriate **ACTION ITEMS** or **TIMELINE ITEMS** as indicated with **RED** in the 2013-2020 Kean University strategic plan. These items will represent your unit objective. If there are not objectives that are your units' primary responsibility to achieve, you may create your own unit level objectives as long as they contribute to institutional effectiveness.)

a) *Responsible Individual:* Who in your unit will be responsible for overseeing the achievement of this objective and who will work on this person's team?

b) *Measures:* Description of the measure(s) you will use to monitor your progress throughout the year. If it is not amenable to quantitative measurement, explain how progress will be measured. If you will need support from the OAA or others to collect the necessary data, explain the support you will need here.

c) *Timeline with milestones:* What do you expect to achieve by when throughout the year? What level on your measure(s) do you expect to achieve on these milestone date(s)?

d) *Implementation plan for this objective:* Description of the process you will use to achieve this objective.

2) Objective A.2 (if applicable) then repeat steps a-d

B) 2013-2020 Strategic Plan Goal: Insert your division's 2nd goal from the Strategic Plan here if applicable

1) Objective B.1 (repeat a-d)

C) 2013-2020 Strategic Plan Goal: Insert your division's 3rd (if applicable) goal from the Strategic Plan here if applicable

1) Objective C.1 (repeat a-d)

D) 2013-2020 Strategic Plan Goal: Insert your division's 4th (if applicable) goal from the Strategic Plan here if applicable

1) Objective D.1 (repeat a-d)

2016-2017 Academic Year Administrative Unit Assessment Report Template

(Insert Unit name here)

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

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

Goals and Objectives

A) 2013-2020 Strategic Plan Goal: Insert your division's 1st goal from the Strategic Plan here

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

2) Objective A.2 (if applicable) then repeat steps a-f

B) 2013-2020 Strategic Plan Goal: Insert your division's 2nd goal from the Strategic Plan here if applicable

1) Objective B.1 (repeat a-f)

C) 2013-2020 Strategic Plan Goal: Insert your division's 3rd (if applicable) goal from the Strategic Plan here if applicable

1) Objective C.1 (repeat a-f)

D) 2013-2020 Strategic Plan Goal: Insert your division's 4th (if applicable) goal from the Strategic Plan here if applicable

1) Objective D.1 (repeat a-f)

Kean University

ACADEMIC PROGRAM REVIEW GUIDELINES

Overview

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

Purpose of Program Review

Goal 1 of Kean University's 2013-2020 Strategic Plan is as follows:

To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions (2013, p. 4).

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

Program Review Outcomes

Through engaging in the program review process, faculty and leadership will:

1. Determine the program's viability.
2. Identify the program's strengths and weaknesses.
3. Develop recommendations for strengthening the program based on findings and determine the resources to facilitate them.

Overview of Evaluation Procedures for Academic Programs

Scope of the Process

1. Definition of Academic Program

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

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

2. Guidelines for Program Review

If the self-study report developed by the program faculty does not address such significant requirements of the program review process as outcomes assessment, then the program faculty will be expected to address those program review requirements as an addendum to the self-study report. All other programs shall be evaluated according to guidelines in this document, as approved by the President upon recommendation from the Provost and Vice President of Academic Affairs.

3. Frequency of Evaluation

Each academic program that is to be evaluated by the guidelines shall be evaluated every five (5) years. Exceptions to a five-year cycle may occur as needed if required by state or national accrediting requirements, or if the Provost or President identify a specific need that requires a change in the cycle.

The schedule for review has been developed by the Provost and Vice President of Academic Affairs in consultation with the Dean.

4. Selection of Programs to Be Reviewed

The Dean of each School will consult with the Executive Director, Chairperson, and/or program coordinator to determine the schedule for developing materials.

B. Methods for the Review Process

1. Review of Mission, Objectives, Curriculum Map, and Student Learning Outcomes

Each program should review the program's mission, objectives, curriculum map and student learning outcomes along with the mission of the college. Every program should have clearly articulated student learning outcomes. Within the review process, the program should determine whether these elements and activities remain consistent with the

University's mission statement, as well as academic and professional standards within the discipline. Programs should also review the student learning outcomes as outlined by the School of General Studies. The institution will continually modify and adapt its mission to be responsive to the needs of its constituencies and the mandates of the State. To remain viable, a program also needs to be responsive to these changes.

2. Review of Assessment Data and Use for Improving Teaching and Learning

Each program should review the program's assessment data and how that data can be used to improve teaching and learning. Programs should be collecting summative assessment data in capstones on a regular basis. Capstones should also have rubrics wherever possible. Indirect evidence includes surveys of students. At the conclusion of data gathering from the assessment mechanisms, there should be recommendations on improving student outcomes.

C. The Program Review Document

A. *Initiation and Individuals Involved*

The evaluation shall be initiated as a self-study by the program faculty, under the leadership of the executive director and coordinator. Provisions shall be made to involve in the program review faculty, students, administrators, alumni, and, where appropriate, employers and relevant professional associations. This process must begin during the first week of September.

B. *The Scope of the Document*

The overall emphasis of the program review report shall be on assessing the ways in which the program is meeting its goal and objectives and the relationship of these goals and objectives to the mission of the University. Specifically, the report shall provide descriptive and evaluative information about the program, incorporating multiple units of data to support its claims.

The report should follow the format outlined below.

1. Mission, Student Learning Outcomes, and Curriculum Map
 - Provide the mission statement of the academic degree.
 - Provide the explicitly stated student learning outcomes of the degree.
 - Provide the curriculum map for the degree-granting program.
2. Description of the Academic Program and Syllabi
 - Provide a catalog description of the academic program.
 - Provide syllabi for each required course (optional for other courses).
 - Provide all capstone syllabi.

- List all courses in the course catalog that have not been offered in the last three years.

3. Outcomes Assessment Plan

For each stated student learning outcome, provide the following:

- Describe the multiple methods that will be used to assess the SLO.
- Provide data on each SLO (Student Learning Outcomes).
- List the courses in which the SLO is addressed, advanced, and mastered.
- Provide feedback on the results gathered.
- Describe how the data will be used to improve teaching and learning.
- Describe the assessment used in capstone to ensure that the program has met its knowledge, skill, and ability goals as defined in the SLOs.
- Provide any relevant graduating student or alumni data.
- Provide any data from employers (if necessary)
- Provide a representative list of all internships.

4. Rubrics and Other Tools, Final Exams

- Provide copies of all rubrics used in the program.
- If there are any other tools used (e.g., checklists), please either describe them or provide copies.
- Provide a copy of final examination(s) for all mandatory or high-frequency courses.

5. Statistical Data

Provide the following statistical and trend data on the academic program for the last four years. Request such data from Institutional Research.

- Enrollment headcount.
- Graduation headcount.
- Number of transfer and native graduates.
- Time to graduation.
- Number of resident faculty at time of review.
- Number of adjunct faculty and the total number of sections taught during the fall semester before the review.
- List of all sites where courses are held (Union, Ocean, etc.).
- % of core courses that require a paper of seven pages or longer.

6. Discussion of Trends

- Provide a narrative explanation of the significant trends in any of the above.

7. Faculty

- Provide a roster of resident faculty, including their titles and the courses they've taught by semester over the last three years.
- Provide CVs for all resident faculty.

- Provide resumes/CVs for all adjunct faculty teaching longer than ten (10) years.
- Provide a sampling of other adjunct faculty.

8. Students

- Include a description of the academic profile of the students served and consideration of whether or not they reflect the diversity of the student body as a whole.
- Include any other survey data gathered from students, including but not limited to insight from SIR-IIs, etc.
- List any student-related groups that supported the program (e.g., Honors Society in Business).

9. Degree Criteria and Requirements

- Provide a copy of the latest guide sheet.
- Provide a breakout of course distribution (i.e. GE, major requirements, electives).
- List the admissions requirements (if any). Provide a rationale for any admissions requirements if they exist.
- If necessary, discuss any possible changes to any of the above.

10. Review Kean University's Semester Credit Hour Policy¹ (listed below). Provide a brief statement on methods employed to ensure adherence to the policy with respect to courses.

As defined by the New Jersey Administrative Code Title 9A- Higher Education, "Semester credit hour" means 50 minutes of face-to-face class activity each week for 15 weeks (or the equivalent attained by scheduling more minutes of face-to-face class activity per week for fewer weeks in the semester) in one semester complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length). The code further specifies that this hour-for-hour method of calculation is not required for certain types of courses, such as independent study, distance learning or blended (or hybrid) learning.

11. Nontraditional Course Delivery/Weekend College

- List any courses using nontraditional methods of instructional delivery (online, hybrid).
- List any courses under consideration for online and hybrid.
- List assessment procedures used to monitor the quality of instruction in these courses.

12. Accreditation Organizations

- Specify professional accreditation organizations to which the program may be subject (e.g., NCATE, CSWE, NASPA, etc). For each accreditation organization, list the last date(s) of their visit.

¹ Under Section 8 of the Verification of Compliance requirements, Middle States (2015) requires "evidence that the institution's credit hour policies and procedures are applied consistently across the full range of institutional offerings...evidence must include: Documentation from recent academic program reviews" (p. 12).

- Specify any professional accreditation organization with which the department may seek affiliation. If any, please describe the process needed for joining.

13. Summary and Recommendations

- Summarize the main elements included in the current review and curricular (and other related) changes proposed as a consequence of this review.

14. Additional Resources Requested

Indicate what new resources are needed over the next five years to:

- Enhance the current program.
- Preserve the strengths of the current program.
- Address the weaknesses in the program identified by the review.
- Address any technological impacts on the discipline.
- Address any material needs for the program.

Program review is a university requirement.

Program Review Procedures

A. Role of the Chair/Program Coordinator

In accordance with the schedule of program review, when a program is scheduled to begin its review, the Dean of the College notifies the Executive Director, Chair, and/or coordinator. In the case of graduate programs, the Graduate Dean is also notified. In consultation with the relevant program coordinators, the Executive Director selects one (or more, depending on the number of programs to be reviewed within the school) individual to assume responsibility for the review. This individual is referred to as the *Program Review Coordinator* in this document. A program review committee shall be formed within the School to provide support for the review effort, and the Program Review Coordinator shall periodically describe the status of the effort at program meetings. At the conclusion of the review, the final document shall be reviewed by program faculty and submitted to the Executive Director who will forward to the Dean. This report must be forwarded to the Dean and the Office of Accreditation and Assessment on, or before, June 30.

B. Role of the Dean

The program review document will be submitted to the Dean of the College. The College Dean will forward copies of graduate program review documents to the Graduate Dean. The College Dean (and Graduate Dean, in the case of graduate programs) group, serving as the Chair of the program review committee, reviews the program review documents and makes recommendations for improvement, data collection and resource requirements, if any. It is the responsibility of the Dean to recommend program or course elimination if necessary. The college program review committee shall comprise all Executive Directors and two faculty members and one student appointed by the Dean. College level review must be completed on, or before, July 31 and the report presented to the Vice President for Academic Affairs.

Based on this review and discussion, the College Dean will prepare a brief report. This report will include:

- (1) An evaluation of the findings and recommendations of the program review report.
- (2) A discussion of how the recommendations will be addressed within the framework of the School strategic plan and budget requests for ensuing years.

The Graduate Dean will provide a written response to the recommendations, in the case of graduate programs. The Graduate Dean's response will be appended to the College Dean's report.

C. University Planning Council in Program Review

In general, the group of documents generated in the program review process will serve as a source of input into the planning process for the academic area and for the University as a whole. The program review process will also provide an opportunity for faculty in the academic disciplines to receive feedback about the quality of their own academic programs and the quality of academic programs in general. The VPAA Office, in consultation with the deans and appropriate department chairs, will conduct an annual institute or forum to review and discuss outcomes and trends. The University Planning Council must assess all program review documents and make recommendations to the President and program faculty. If needed, UPC must also make recommendations for resources at the University level and revisions to the mission.

UPC will serve as the University's internal program review committee. Its recommendations must be submitted to the President by November 15 of each year.

D. Program Review Time-lines

1. Program review process initiated by the Dean and Executive Director and program review task-force is charged during the first two weeks in September.
2. Program level review is completed and results and reports submitted by June 30 to the Dean.
3. College level review is completed and report submitted to the VPAA (who forwards material to the UPC) on, or before, July 31.
4. The UPC must submit its report and recommendations to the President by November 15.

(Revised 3.6.17)

Overview:

Assessment is a University requirement for all units and programs.

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

A. Purpose of Program Review

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

Overview of Evaluation Procedures for Non-Academic Programs:

Scope of the Process

1. Definition of Non-Academic Program

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

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

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

2. Guidelines for Program Review

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

3. Frequency of Evaluation

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

4. Selection of Programs to Be Reviewed

The vice presidents of each administrative division will consult with the directors and other managers to determine the schedule for developing materials and outcomes measures. The tri-annual listing by division is attached to this document.

B. Methods for the Review Process

Review of Mission, Vision, Goals, and Objectives

Each program/department should review the program's mission, vision, goals, and objectives along with the mission of the University. Every program should have clearly stated goals, along with objectives, that are measurable. Within the review process, the program should determine whether these elements and activities are consistent with the University's mission statement. Kean will continually modify and adapt its mission to be responsive to the needs of its constituencies and the mandates of the state. To remain viable, a department also needs to be responsive to these changes.

Review of the Data for Improving Program/Department Outcomes, Impact, and Operations

Each program should review its goals and objectives and how that data can be used to improve operations and outcomes and have a positive impact on the University. Programs should be collecting ongoing data that allows for meaningful insights on a regular basis. Evidence can include surveys, focus groups, activity, and internal operations that can be coded. At the conclusion of the data gathering process, recommendations on improvement should be made.

C. The Program Review Document

A. Initiation and Individuals Involved

The evaluation shall be initiated as a self-study under the leadership of the director or manager. The program/department review process will involve administration, managers, and where appropriate, students, alumni, employers, and relevant professional associations

B. The Scope of the Document

The overall emphasis of the program review report shall be on providing evidence that shows the program is meeting its goals and objectives, and the relationship of these goals and objectives to the mission of the University. Specifically, the report shall provide descriptive and evaluative information about the program, incorporating multiple units of data to support its claims.

The report should follow the format outlined below (The Binder).

1. Mission, Vision, Goals, & Objectives

- Provide the mission statement of the department.
- Provide the vision statement of the program.
- Provide the stated goals and objectives of the department.

2. Description of the Major Functions and Services within the Unit

- List the major functions and services within the unit.
- List services and functions which do not currently exist. State why.
- Draw a flow chart(s) that shows the dynamic interactions among current functions, services, and personnel (Note: Do not provide the organizational chart in this section; that will be required later in the document).

3. Assessment of Goals and Objectives

- Review the goals and objectives.
- Provide data on each objective that can be measured.
- Provide some feedback on the results gathered.
- **Describe how the data will be used** to improve operations and University impact (closing the loop).
- Provide any other relevant data, especially internal supporting documents.

4. Evaluation Forms, Surveys, Policy Manuals, and Other Tools

- Provide copies of all employee evaluation forms used in the unit.
- Provide copies of all surveys used directly or indirectly by the unit.
- Submit a copy of any policy or operational manual used by the department (if there is no policy or manual, please discuss why).
- Provide a copy of or describe any other tool that may be used to gather data for the unit.

5. Personnel and Organizational Structure

- Provide a list of all full-time personnel in the unit.
- Provide resumes for all full-time personnel in the unit.
- List any long-term (three years or more) part-time personnel in the unit.
- Provide and date the most current organizational chart(s).

6. Facilities & Equipment

- Describe the adequacy of current facilities.
- Describe the adequacy of current equipment inventory.
- List and briefly describe any needs in this area -
(Please prioritize from 5=Urgent Need to 1=Needed but not Urgent).

7. Planning and New Initiatives

- List and describe any significant plans that will be undertaken in the next three years.
- List and describe any significant new initiatives in the next three years.

8. Summary and Recommendations

- Summarize the main elements included in the current review.
- Summarize the recommendations and changes that will be made.

9. Additional Resources Requested

- Indicate what new resources are needed over the next three years to:
 - Enhance the current program/department.
 - Preserve the strengths of the current program/department/unit.
 - Address the weaknesses in the unit.
 - Address any technological impacts on the unit.

10. Other

- Please place any other items, issues, etc. in this section.

Support and Coordination

Appropriate support will be given to ensure the successful coordination of the program review effort.

Program Review Procedures

A. Role of the Coordinator

In accordance with the schedule of program review, when a program is scheduled to begin its review, the vice president notifies the director, manager, and/or coordinator. In consultation with the relevant personnel, the director selects one individual (or more, depending on the number of programs to be reviewed within the department) to assume responsibility for the review. This individual is referred to as the *program review coordinator* in this document. At the conclusion of the review, the final document shall be submitted to the vice president, the Office of Accreditation and Assessment, and to the University Planning Council.

B. Role of the Vice President

The program review coordinator will update the director and vice president to discuss progress on the document as it is being developed.

The vice president can schedule meetings as needed to support the department undergoing review and to address critical findings as they emerge. Any such significant changes should be documented in the narrative of the final report.

Role of the Administration in Program Review

In general, the group of documents generated in the program review process will serve as a source of input into the planning process for the vice president and for the University as a whole. The program review process will also provide an opportunity to receive feedback about the quality of the unit. The Office of Accreditation and Assessment, in consultation with the vice presidents, will conduct an annual institute or forum to review and discuss outcomes and trends.

Exceptions

Certain units may require annual external and/or internal review as required by the federal or state regulators or mandated by the Board of Trustees. Financial operations and business services are among such units.

Program Review Cycle

1. In September the appropriate Vice President informs the directors of unit/department that the process of assessment must begin.
2. The Director/Manager will form the committee and request resources, if needed, no later than October 30.
3. The assessment/review document as outlined above is prepared with accompanying evidence and data and submitted to the Vice President by February 1.
4. The Vice President will review the document, as for clarification and evidence if needed, by March 1.
5. The final assessment document is forwarded to the University Planning Council by June 1.
6. The UPC review and recommendations are submitted to the President by July 1.

Approved on October 17, 2011.

Non-Academic Program Review Guidelines Template

5.7 Non-Academic Program Review Template

Summary Page

Review of Department's Mission	Department's Mission:	Changes to Department's Mission (If Any):
Is Department's Mission consistent with University Mission?	Please Explain:	
Review of Department's Vision	Department's Vision:	Changes to Department's Vision (If Any):
Review of Department's Goals	Department's Goals:	
Review of Department's Objectives	Department's Objectives:	Changes to Department's Objectives (If Any):
Review of Department's Student Learning Outcomes	Department's Student Learning Outcomes:	Change in Department's Student Learning Outcomes (If Any):
#1 Mission, Vision, Goals & Objectives		
Mission	Please attach a separate sheet if necessary	
Vision	Please attach a separate sheet if necessary	
Goals	Please attach a separate sheet if necessary	
Objectives	Please attach a separate sheet if necessary	
#2 Description of the Major Functions and Services within the Unit		
List the major functions and services	Please attach a separate sheet if necessary	

Non-Academic Program Review Guidelines Template

5.7 Non-Academic Program Review Template

within he unit.		
List services and functions which do not currently exist. State why.	Please attach a separate sheet if necessary	
Draw a flow chart(s) that show the dynamic interactions among current functions, services, and personnel (Note: Do not provide the organizational chart in this section; that will be required later in this document).	Please attach a separate sheet if necessary	

#3 Assessment of Goals and Objectives	
Provide Data on each objective that can be measured.	Please attach a separate sheet if necessary
Provide some feedback on the results gathered.	Please attach a separate sheet if necessary
Describe how the data will be used to improve the operations and University impact (Closing the loop)	Please attach a separate sheet if necessary
Provide any other relevant data, especially internal supporting documents.	Please attach a separate sheet if necessary
#4 Evaluation Forms, Surveys, Policy Manuals, and Other Tools	

Non-Academic Program Review Guidelines Template

5.7 Non-Academic Program Review Template

Provide copies of all employee evaluation forms used in the unit.	Please attach at the end of this section.
Provide copies of all surveys used directly or indirectly by the unit.	Please attach at the end of this section.
Submit a copy of any policy or operational manual used by the department (if there is no policy or manual, please discuss why).	Please attach at the end of this section.
Provide a copy of or describe any other tool that may be used to gather data for the unit.	Please attach a separate sheet if necessary
#5 Personnel and Organizational Structure	
Provide a list of all full-time personnel in the unit.	Please attach at the end of this section.
Provide resumes for all full-time personnel in the unit.	Please attach at the end of this section.
List any long-term (three years or more) part-time personnel in the unit.	Please attach a separate sheet if necessary
Provide and date the most current organizational chart(s)	Please attach at the end of this section.
#6 Facilities and Equipment	
Describe the adequacy of the current facilities	Please attach a separate sheet if necessary
Describe the adequacy of the current equipment inventory	Please attach a separate sheet if necessary
List and briefly describe any needs in this area (Please prioritize from 5=Urgent Need to 1=Needed but not urgent)	Please attach a separate sheet if necessary

Non-Academic Program Review Guidelines Template

5.7 Non-Academic Program Review Template

#7 Planning and New Initiatives	
List and describe any significant plans that will be undertaken in the next three years	Please attach a separate sheet if necessary
List and describe any significant new initiatives in the next three years	Please attach a separate sheet if necessary

#8 Summary and Recommendations	
Summarize the main elements included in the current review	Please attach a separate sheet if necessary
Summarize the recommendations and changes that will be made.	Please attach a separate sheet if necessary
#9 Additional Resources Requested – Indicate what new resources are needed over the next three years to:	
Enhance the current department	Please attach a separate sheet if necessary
Preserve the strengths of the current department/unit	Please attach a separate sheet if necessary
Address the weaknesses in the	Please attach a separate sheet if necessary
Address and technological impacts on the department/unit.	Please attach a separate sheet if necessary

#10 Other	
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Non-Academic Program Review Guidelines Template

5.7 Non-Academic Program Review Template

Please place any other items, issues, etc., in this section	Please attach a separate sheet if necessary
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The complete PowerPoint presentation is available at:

<http://www.kean.edu/sites/default/files/u7/Non-Academic%20Program%20Review%20PowerPoint%20Presentation.pdf>

Non-Academic Program Review



Ian Klein
Kean University
Office of Accreditation and Assessment
Associate Director

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Purpose of Review

**Identify strengths
& areas for
improvement.**

- **Non-Academic Program:**
 - Units at the University that support the students or institution but are not part of the grade-granting academic experience.
- **Guidelines:**
 - According to review process (explained later).
- **Frequency:**
 - Completed once every three years.
 - Begin in September and to be completed by the following July 1.
- **System for Program Review:**
 - VPs will consult with directors to determine the schedule for developing materials and outcomes measures.

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Methods for Review Process

<ul style="list-style-type: none"> • Review of Mission, Visions, Goals & Objectives. • Clearly stated & measureable goals and objectives. • Is Department/Unit mission consistent with University mission? 	<ul style="list-style-type: none"> • Review of Data for Improving Program/Department Outcomes, Impact, and Operations. • Surveys, focus groups, internal operations that can be coded. • Recommendations for improvement based on collected data.
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The Program Review Document

- **Initiation and the Individuals Involved:**
 - Self-study conducted under leadership of the director or manager.
 - Will involve administration, managers, and where appropriate, students, alumni, employers and relevant professional associations.
- **Scope of the Document:**
 - Providing evidence that program is meeting its goals and objectives.
 - Descriptive and evaluative information about the program.

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The Program Review Document (Step by Step)

Step 1
(Mission, Vision, Goals & Objectives)

Mission
& Vision

goals
& Objectives

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The Program Review Document (Step by Step)

Step 2
(Description of the Major Functions and Services within the Unit)


- List the major functions and services within the office.
- List services and functions that currently do not exist.
 - Explain why.
- Draw a flow chart(s) that show dynamic interactions among current functions, services, and personnel.

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The Program Review Document (Step by Step)

Step 3
(Assessment of the Goals and Objectives)


- Provide data on each objective that can be measured.
- Describe how the data will be used to improve operations and University impact.
- Provide some feedback on the results gathered.
- Provide any other relevant data, especially internal supporting documents.



The Program Review Document (Step by Step)

Step 4
(Evaluations Forms, Surveys, Policy Manuals & Other Tools)



- Evaluation forms for all employees during the review period.
 - (Can be found on the Human Resources website)
- All surveys used directly or indirectly by the unit.
- Department Policy Manual.
 - (If there is no policy manual please explain why)
- Any other tool utilized to gather data.



The Program Review Document (Step by Step)

Step 5
(Personnel and Organizational Structure)


- Provide a list of all full-time personnel in the unit.
- List any long-term (3 years or more) part-time personnel in the unit.
- Provide resumes for all full-time personnel in the unit.

The Program Review Document (Step by Step)

Step 6
(Facilities and Equipment)


- Describe the adequacy of the current facilities.
- Describe the adequacy of the current equipment inventory.
- List and describe areas of need.
 - (1=Needed but not Urgent to 5=Urgent).



The Program Review Document (Step by Step)

Step 7
(Planning and New Initiatives)


- List and describe significant plans that will be undertaken in the next three years.
- List and describe any significant new initiatives in the next three years.



The Program Review Document (Step by Step)

Step 8
(Summary and Recommendations)

- Summarize the main elements included in the current review.
- Summarize the recommendations and changes that will be made.



The Program Review Document (Step by Step)

Step 9
(Additional Resources Requested)

- Indicate what new resources are needed over the next three years to:
 - Enhance the current program/department.
 - Preserve the strengths of the current program/department/unit.
 - Address the weaknesses in the unit.
 - Address any technological impacts on the unit.

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The Program Review Document (Step by Step)

Step 10
(Other)

- Please place any other items, issues, etc. in this section.



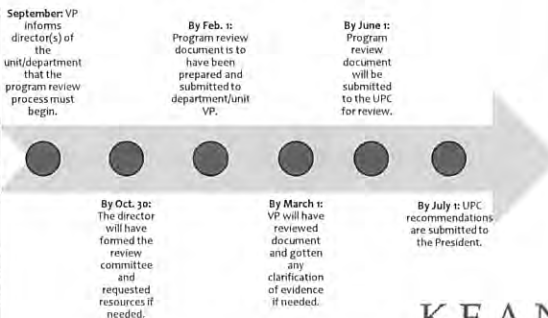
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Program Review Procedures

- **Role of the Coordinator:**
 - VP notifies director of upcoming review & director selects one individual (or more depending on number of programs being reviewed within the department) to assume responsibility for the review.
- **Role of the Vice President:**
 - Program review coordinator will update director and VP on progress of review. VP can schedule meetings to support review. Significant changes should be documented in the final report.
- **Role of the Administration:**
 - Program review documents will be utilized as a source of input into the planning process.
- **Exceptions:**
 - Certain units may require annual external and/or interview review as required by the federal or state regulators or by mandated by the BOT.
 - Financial operations and business services.

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Program Review Cycle



September: VP informs director(s) of the unit/department that the program review process must begin.

By Feb. 1: Program review document is to have been prepared and submitted to department/unit VP.

By June 1: Program review document will be submitted to the UPC for review.

By Oct. 30: The director will have formed the review committee and requested resources if needed.

By March 1: VP will have reviewed document and gotten any clarification of evidence if needed.

By July 1: UPC recommendations are submitted to the President.

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Thank you

- Any questions?

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

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

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

College	Primary Program [Related Programs & Options]	Last Program Review Year	Program Review Year (Due June 30 unless otherwise noted)*
Education	M.A. Special Education [Special Education - High Incidence Disabilities (M.A.), Special Education - Low Incidence Disabilities (M.A.), Certification in Teacher of Students with Disabilities, Post-Master's Certification - Learning Disabilities Teacher Consultant (LDTC)]		2017
Education	M.S. Exercise Science	2016 (OAA has e-copy)	2021
Graduate College (Nathan Weiss)	B.A. Speech Language Hearing Sciences	2014 (OAA has e-copy)	2019
Graduate College (Nathan Weiss)	DPL Professional Diploma - School Psychology	2016 (OAA has hard copy)	2021
Graduate College (Nathan Weiss)	DPT Physical Therapy	n/a - new program	2021
Graduate College (Nathan Weiss)	Ed.D. Educational Leadership	2014 (OAA has e-copy)	2019
Graduate College (Nathan Weiss)	M.A. Counseling [Alcohol and Drug Abuse Counseling (M.A.), Counseling - School Counseling (M.A.), Counseling - School Counseling (M.A.) and LPC Qualification, Counseling - Clinical Mental Health (M.A.), Certification in Substance Awareness Coordinator, Post-Master's Certification - Director of School Counseling, Post-Master's Non-Degree - Licensed Professional Counselor]	2012 (OAA has hard copy)	2017
Graduate College (Nathan Weiss)	M.A. Educational Administration [Educational Administration - School Business Administrator (M.A.), Educational Administration - Supervisor and Principal (M.A.), Educational Administration - Supervisors, Principals & School Business Administrators (M.A.), Post-Master's Certification – Supervisor, Post-Master's Certification – Principal, Post-Master's Certification - School Business Administrator, Post-Master's Certification - Supervisor, Principal & School Business Administrator]		2018
Graduate College (Nathan Weiss)	M.A. Speech Language Pathology [Speech-Language Pathology Pre-Professional Program]	2014 (OAA has e-copy)	2019
Graduate College (Nathan Weiss)	M.S. Occupational Therapy	2013 (OAA has hard copy)	2018
Graduate College (Nathan Weiss)	M.S. Physicians Assistant Studies	n/a - new program	2021
Graduate College (Nathan Weiss)	M.S.W. Social Work [Social Work - Extended Option (M.S.W.)]	2014 (OAA has e-copy)	2019
Graduate College (Nathan Weiss)	Psy.D. Combined School and Clinical Psychology	2015 (OAA has hard copy)	2020

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

College	Primary Program [Related Programs & Options]	Last Program Review Year	Program Review Year (Due June 30 unless otherwise noted)*
Humanities & Social Sciences	B.A. Asian Studies	n/a - new program	2018
Humanities & Social Sciences	B.A. Communication [Communication Studies Option, Film Option, Journalism Option, Media Option, Public Relations Option]	2012 (OAA has hard copy)	2017
Humanities & Social Sciences	B.A. Economics [Business Economics, Teacher Certification Option]		2017
Humanities & Social Sciences	B.A. English [Standard Option, Teacher Certification Option, Teacher of Students with Disabilities Option, Writing Option]	2015 (OAA has e-copy)	2018
Humanities & Social Sciences	B.A. English [Teaching English in Global Settings]	N/A New Program	2020
Humanities & Social Sciences	B.A. History [Teacher Certification Option, Teacher of Students with Disabilities Option, Honors Option]	2014 (OAA has e-copy)	2019
Humanities & Social Sciences	B.A. Political Science [International/Comparative Politics Option, Teacher Certification Option]	2014 (OAA has e-copy)	2019
Humanities & Social Sciences	B.A. Psychology	2013 (OAA has hard copy)	2017
Humanities & Social Sciences	B.A. Sociology	2016 (OAA has e-copy)	2019
Humanities & Social Sciences	B.S. Psychology/Psychiatric Rehabilitation (Rutgers)	2016 (hard copy)	2019
Humanities & Social Sciences	DPL Professional Diploma - Marriage and Family Therapy	2014 (OAA has hard copy)	2018
Humanities & Social Sciences	Interdisciplinary Programs [Asian Studies, Africana Studies, Jewish Studies, Latin American Studies, Women's Studies]	2016 (OAA has e-copy)	2019
Humanities & Social Sciences	M.A. Communication Studies [Conflict Resolution and Communication (Post-Bac Certificate), Leadership and Communications (Post-Bac Certificate), Public Relations and Journalism (Post-Bac Certificate), Public Speaking and Presentation Training (Post-Bac Certificate)]	n/a- new program	2017
Humanities & Social Sciences	M.A. English and Writing Studies	2015 (OAA has e-copy)	2018
Humanities & Social Sciences	M.A. Holocaust & Genocide Studies [Post-Baccalaureate Certificate Teaching the Holocaust & Prejudice Reduction]	2013 (OAA has hard copy)	2018
Humanities & Social Sciences	M.A. Psychology [Psychology - Human Behavior and Organizational Psychology (M.A.), Psychology - Psychological Services (M.A.)]	2014 (OAA has hard copy)	2018
Michael Graves College	B.A. Architectural Studies	n/a- new program	2020
Michael Graves College	B.F.A./B.I.D. Design [Graphic Design: Interactive, Print, Screen, B.F.A., Graphic Design: Interactive Advertising, B.F.A., Interior Design, B.F.A., Industrial Design, B.I.D., Visual Communications, B.F.A., Graphic Design, Advertising Design]	2012 (Interior Design), 2013 (Graphic Design) (hard copies)	2017 (Interior Design) 2018 (All Other Design)

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

College	Primary Program [Related Programs & Options]	Last Program Review Year	Program Review Year (Due June 30 unless otherwise noted)*
Natural, Applied, & Health Sci	B.A. Biology [General Option, Honors Option, DPT Physician Assistant, DPT Physical Therapy (Joint programs with Rutgers) Teacher Certification Option, Teacher of Students with Disabilities Option]	2014 (OAA has e-copy)	2019
Natural, Applied, & Health Sci	B.A./ B.S. Chemistry [General Option, Technical Sales and Marketing Option, Pre-professional Option, Teacher Certification Option, ACS Certified Chemical Instrumentation Option, ACS Certified Expanded Option]	2014 (OAA has hard copy)	2019
Natural, Applied, & Health Sci	B.A. Earth Science [General Option, Teacher Certification Option, Teacher of Students with Disabilities Option]	2014 (OAA has e-copy)	2019
Natural, Applied, & Health Sci	B.A. Mathematical Sciences [General Option, Statistics Option, Teacher Certification Option, Teacher of Students with Disabilities Option]	2014 (OAA has e-copy)	2019
Natural, Applied, & Health Sci	B.S. Biology [Cell and Molecular Biology Option]	2014 (OAA has hard copy)	2017
Natural, Applied, & Health Sci	B.S. Biology [Environmental Biology Option]	2014 (OAA has e-copy)	2017
Natural, Applied, & Health Sci	B.S. Computer Sciences [Information Systems Option]	2013 (OAA has hard copy), 2015 ABET Accreditation	2020
Natural, Applied, & Health Sci	B.S. Earth Science [Geo-Science Option, Geology Option, Meteorology Option]	2014 (OAA has e-copy)	2017
Natural, Applied, & Health Sci	B.S. Health Information Management (Joint program with Rutgers)	2012 (OAA has hard copy)	2017
Natural, Applied, & Health Sci	B.S. Information Technology	2016 (OAA has e-copy)	2019
Natural, Applied, & Health Sci	B.S. Medical Technology [General Option, Cytotechnology Option, Histotechnology Option]	2012 (OAA has hard copy)	2017
Natural, Applied, & Health Sci	B.S. Sustainability Science	2014 (OAA has e-copy)	2017
Natural, Applied, & Health Sci	B.S.N. Nursing	2015 (OAA has e-copy)	2020
Natural, Applied, & Health Sci	M.S. Computer Information Systems	2016 (OAA has e-copy)	2019
Natural, Applied, & Health Sci	M.S.N. Nursing [M.S.N. Nursing -Clinical Management, M.S.N. Nursing - Community Health Nursing, M.S.N. Nursing - School Nurse, Certification in School Nursing]	2015 (OAA has e-copy)	2020
Natural, Applied, & Health Sci	Ph.D. Nursing - Nursing Leadership Education (new program)	n/a- new program	2018
STEM (NJCSTM)	B.S. Science and Technology: [Biology Education Option, Biomedicine Option, Chemistry Education Option, Computational Math Option, Engineering Science Option, Math Education Option, Biology/Biotechnology Option]	2014 (OAA has e-copy)	2017
STEM (NJCSTM)	M.S. Biotechnology	2013 (OAA has e-copy)	2018

Academic Program Review Schedule by College

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

College	Primary Program [Related Programs & Options]	Last Program Review Year	Program Review Year (Due June 30 unless otherwise noted)*
Visual and Perf. Arts	B.A. Art History	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.A. Fine Arts [Teacher Certification Option]	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.A. Music (Conservatory)	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.A. Music Education	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.A. Theatre [Teacher Certification Option]	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.F.A. Studio Art [Photography Option]	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.F.A. Theatre Design and Technology	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.F.A. Theatre Performance	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	B.M. Music Performance and Pedagogy	2013 (OAA has hard copy)	2018
Visual and Perf. Arts	M.A. Fine Arts Education [Fine Arts Education - Studio (M.A.), Fine Arts Education - Initial Teaching Certification (M.A.), Fine Arts Education - Supervision (M.A.)]	2013 (OAA has hard copy)	2018

Administrative Units Program Review Schedule

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

2015-2016 Administrative Divisions Annual Assessment Results and Recommendations Report

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

Data from each individual unit is to be addressed:

Division: _____

Associate Vice President/Vice President: _____

Section 1: Summary of the State of the Division

A. Overall Summary of the Year

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

B. Summary of Outcomes Assessment by Unit and resulting recommendations

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

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

Section 2: General Division-level Planning

Using the information analyzed, discuss the following:

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

Section 3: Division Resource Needs

A. Staff Resource Needs

Discuss staff resource needs **using supporting data and a rationale** connected to Section 2 (General Division-level Planning), the university's Strategic Plan, and individual unit data.

B. General Resource Needs

Discuss general resource needs **using supporting data and a rationale** connected to Section 2 (General Division-level Planning), the university's Strategic Plan, and individual unit data with respect to the following:

- Technology (e.g. administrative software, computers, etc.)
- Office Equipment/Supplies
- Facilities
- Special Projects
- Furniture, etc.
- Memberships, Training support, Conferences etc.
- Consultancies/Outsourcing requirements

Section 4: Professional Development Needs

Staff development issues

Discuss staff development needs **using supporting data and a rationale** connected to Section 2 (General Division-level Planning), the Strategic Plan, and individual unit data where appropriate. (eg Assessment training, training in Datatel, Customer Service)

2015-2016 College-level Annual Assessment Results and Recommendations Report

This report serves to provide a summary of results and recommendations for the College-at-large.

Data from each individual program is to be addressed:

College: _____

Dean: _____

Section 1: Summary of the State of the College

A. Enrollment and Graduation Rate Analysis

Analyze and discuss the current year's program data as compared to the previous five years of collected data for each program with respect to:

- Program Enrollment
- Graduation Rates (4-year and 6-year graduation rates)

B. Program Student Learning Outcome Assessment Data and Recommendations

For each individual program, summarize the current year's program assessment (from annual reports and program reviews) including:

- Student learning outcomes data
- Recommendations based on findings

Section 2: General Academic Planning

Using the information analyzed, discuss the following:

- What do I open?
- What do I close?
- What needs to be supported with:
 - a. More faculty
 - b. Other resources?
- What actions will be taken to strengthen the programs and the College-at-Large?

Section 3: College Resource Needs

A. Faculty and Staff Resource Needs

Discuss faculty and staff resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning) and individual program data.

Finally, provide an itemized list of faculty needs (with reference to the data and rationale)

B. General Resource Needs

Discuss general resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning) and individual program data with respect to the following:

- Office Supplies, Travel
- Technology (e.g. administrative software, faculty computers, etc.)
- Office Equipment
- Facilities (Office Spaces, etc.)
- Furniture, etc.
- Memberships, Accreditation Fees, etc.

C. Pedagogical/Curricular Needs

Discuss pedagogical/ curricular resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning) and individual program data with respect to the following:

- Software (instructional)
- Instructional Technology (instructional software, LCD projectors, printers, etc.)
- Instructional Equipment (microscopes, etc.)
- Professional Services (Practice exams for licensure preparation, etc.)
- Library Resources (Databases, etc.)
- Facilities (Classrooms, Labs, etc.)

5.13 Prioritized Division Request Summary (November 2016)

	Request ID	Division	Program/ Unit	Request	Funding Request \$ Amount	One-Time/ Annual	Relationship to KU Strategic Plan
1	AA1	Academic Affairs	School of Global Business & University at large	Subscribe to Bloomberg data bases	\$60,000.00	Annual	Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 6 - Become a Globalized University, Goal 9 - Strengthen Technological Infrastructure
2	AA2	Academic Affairs	College of Education	Praxis I math series. Funding for supplemental instruction will ensure sustainability	\$6,400.00	Annual	Goal 1 - Strengthen academic initiatives, Goal 9 - Strengthen Technological Infrastructure
3	AA3	Academic Affairs	STEM	NJCSTM increase of funding to develop new marketing strategies as well as a newly designed website, as well as additional support to expand and diversify the Center's recruiting activities	\$50,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
4	AA4	Academic Affairs	STEM	Launch Institute for Life Science Entrepreneurism and develop relationship / opportunities for faculty interactions / support in research and teaching. Program in translational science	\$100,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
5	AA5	Academic Affairs	STEM	Further develop Computational Science Program, market research	\$20,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
6	AA6	Academic Affairs	STEM	Research funding, research collaboration – Request @ \$50,000.00 - \$75,000.00	\$75,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
7	IA1	Institutional Advancement	Foundation	The Foundation needs to hire a full time staff person to manage and increase the number of donor cultivation events. Recommend hiring a Program Assistant at \$42,369 - \$50,000.	\$50,000.00	Annual	Goal 7 - Strengthen Financial Infrastructure

5.13 Prioritized Division Request Summary (November 2016)

8	IA2	Institutional Advancement	Alumni Relations	Funding of academic specialist for Alumni Relations Office @ \$35 X15 hours per week	\$13,650.00	One-Time	Goal 7 - Strengthen Financial Infrastructure
9	IA3	Institutional Advancement	Foundation	Funding of an academic specialist for Institutional Advancement Office @ \$20 X 15 hours per week	\$7,800.00	One-Time	Goal 7 - Strengthen Financial Infrastructure
10	IA4	Institutional Advancement	Foundation	WayIn purchase for shift in communication strategy from print to digital, emails, websites, and social media @ \$2,000 per month	\$24,000.00	One-Time	Goal 7 - Strengthen Financial Infrastructure
11	M&P1	Media & Publications	University Relations	International marketing with the Global Business School to two new markets	\$150,000.00	One-Time	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University, Goal 7 - Strengthen Financial Infrastructure
12	M&P2	Media & Publications	University Relations	New Audio Engineer for Enlow Hall recording studio	\$60,000.00	Annual	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University, Goal 7 - Strengthen Financial Infrastructure
13	M&P3	Media & Publications	University Relations	Maintenance & transition of kean.edu website revisions	\$36,000.00	One-Time	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University
14	M&P4	Media & Publications	Conference and Events Services	Full-time program assistant to handle marketing and scheduling software system @\$35,000-\$38,000	\$38,000.00	Annual	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University, Goal 7 - Strengthen Financial Infrastructure
15	SA1	Student Affairs	Center for Leadership and Service	Hire a full-time driver for volunteer opportunities for students	\$42,369.03	Annual	Goal 2 - Attract and Retain Students, Goal 5 - Cultivate Partnerships
					\$733,219.03		

5.13 Prioritized Division Request Summary (November 2016)

	A	B	C	D	E	F	G	H	I
1		ID	Division	Program/Unit	Description of Resource Request	Quantity	Total Cost	Strategic Plan	Ranking
2	19	SA2	Student Affairs	Disability Services	Laptop Computers to Accommodate Students with Disabilities	3 @ \$800 ea	\$2,400	Goal 2 and 10	2.73
3	3	AA3	Academic Affairs	COE	Praxis II Practice Exams		\$2,816.50	Direct Assessment Related	2.70
4	1	AA1	Academic Affairs	COE BS Athletic Training	BOC Practice Exams for CAATE Licensure Exam Prep	100 @ \$25.50 ea	\$2,550.00	1.1.4.2	2.63
5	5	AA5	Academic Affairs	CVPA	Facilities Work with Acoustics in Wilkins		\$50,000	Indirect Assessment Related	2.63
6	24	P2-1	President 2	OAA	Online Anti-Discrimination Training License Renewal		\$5,300	Goal 4	2.45
7	21	EM2	Enrollment Management	Registrar	Transfer Evaluation and Student Planning Software		\$70,000	2.2	2.41
8	2	AA2	Academic Affairs	COE	COE Chalk and Wire Software for CAEP Assessment		\$4500 deployment fee + \$33,000 for Year One	College-Specific Strategic Action	2.39
9	11	AA11	Academic Affairs	CHSS Speech Lab	New Computer with Projector		\$1,095.96	2.3.1	2.32
10	18	SA1	Student Affairs	Student Conduct	Trainings for Federal Legislation (e.g., Title IX)	2 two-day trainings @ \$8200	\$16,400	Goal 2 and 10	2.32
11	20	EM1	Enrollment Management	Scholarship	NextGen Scholarship Software		\$8,750	Goal 9	2.23
12	10	AA10	Academic Affairs	CHSS Pol Science	Harvard Model UN and/or Chicago Model UN and/or Model African Union		\$4755 and/or \$3604 and/or \$3020	Direct Assessment Related	2.18
13	8	AA8	Academic Affairs	CNAHS	Metlab Software Licenses	40 computers	\$2,000	SESS and Biology Direct Assessment Related	2.14
14	14	AA14	Academic Affairs	CHSS	BA in General Studies Curriculum Development and Coordination	\$4500 per semester	\$9,000	2.3 and 2.4	2.14
15	15	AA15	Academic Affairs	CHSS	General Studies Curriculum Development for new GE Program	3 - 6 faculty \$1500 per 1-credit TCH	\$9,000	1.3	2.14

5.13 Prioritized Division Request Summary (November 2016)

	A	B	C	D	E	F	G	H	I
16	17	AA17	Academic Affairs	CIS	Terradotta Software for International and Study Abroad Students		One-time implementation @ \$6500 plus First Year Subscription @ \$18,000	Direct Assessment Related	2.14
17	9	AA9	Academic Affairs	CHSS Psychology	Prepare MFT Application for COAMFTE Accreditation		\$12,740	1.2.2.2	2.09
18	6	AA6	Academic Affairs	CNAHS	GRE Biology Subject Test for Capstone Assessment	80 @ \$150 ea	\$12,000	Direct Assessment Related	2.05
19	23	P1-2	President 1	CES	Funding for Website and Online Rental Development		\$35,000	Goals 1,4,5, and 7	2.05
20	29	P2-6	President 2	HRI, DC	Membership in AHO and Annual Conference		\$1,800	Goals 1,3 and 5	2.05
21	4	AA4	Academic Affairs	CBPM	AACSB Accreditation Seminars and Annual Meeting	2 trips @ \$2500 ea	\$5,000	1.1.4	1.96
22	13	AA13	Academic Affairs	CHSS	BA in Global Studies Curriculum Development and Coordination	\$4500 per semester	\$9,000	6.1.2	1.91
23	26	P2-3	President 2	HRI, HRC, DC	Special Projects -- Fall Conference		\$10,000	Goals 1,2,3 and 4	1.91
24	25	P2-2	President 2	OAA	Professional Development and Training		\$1,000	Goal 4	1.86
25	7	AA7	Academic Affairs	CNAHS	Professional Memberships (Biology, Computer Science, Math and Nursing)	5 (2 in Nursing)	\$8,708	1.1.4	1.82
26	16	AA16	Academic Affairs	NWGC	OT Pilot for Clinical Reasoning Skills		\$4,000	Direct Assessment Related	1.82
27	30	P2-7	President 2	OAA, HRI, HRC	Membership in AAHHE		\$1,500	Goal 1	1.82
28	31	P2-8	President 2	DC with HRC/HRI	Pilot Expanded Educators Conference		\$15,000	Goals 1,2,3,4 and 5	1.77
29	12	AA12	Academic Affairs	CHSS Economics	Economics Tutors	2	\$8,640	Direct Assessment Related	1.73
30	27	P2-4	President 2	HRI	Experiential Learning Companion Piece to HRI Conference	2 (1 Fall; 1 Spring) @ \$5000 ea	\$10,000	Goals 1,2,3 and 4	1.73
31	28	P2-5	President 2	HRI, DC	Visitors' Computer		\$1,500	Goals 4 and 5	1.73
32	32	P2-9	President 2	OIR	Consulting Services		\$15,000	Goals 1,2 and 3	1.73

5.13 Prioritized Division Request Summary (November 2016)

	A	B	C	D	E	F	G	H	I
33	22	P1-1	President 1	Kean Stage	Consultant Services Related to Training on New Sound, Theatre Equipment		\$15,000	Goals 1,4,5, and 7	1.64
34	33	P2-10	President 2	SI	Consulting Services		\$3,000	Goals 2, 3 and 8	1.64

5.14 President's Decisions on Division Requests in UPC Priority Order

	Request ID	Division	Program/Unit	Request	Funding Request \$ Amount	One-Time/ Annual	Relationship to KU Strategic Plan
1	AA1	Academic Affairs	School of Global Business & University at large	Subscribe to Bloomberg data bases	\$60,000.00	Annual	Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 6 - Become a Globalized University, Goal 9 - Strengthen Technological Infrastructure
2	AA2	Academic Affairs	College of Education	Praxis I math series. Funding for supplemental instruction will ensure sustainability	\$6,400.00	Annual	Goal 1 - Strengthen academic initiatives, Goal 9 - Strengthen Technological Infrastructure
3	AA3	Academic Affairs	STEM	NJCSTM increase of funding to develop new marketing strategies as well as a newly designed website, as well as additional support to expand and diversify the Center's recruiting activities	\$50,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
4	AA4	Academic Affairs	STEM	Launch Institute for Life Science Entrepreneurism and develop relationship / opportunities for faculty interactions / support in research and teaching. Program in translational science	\$100,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
5	AA5	Academic Affairs	STEM	Further develop Computational Science Program, market research	\$20,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
6	AA6	Academic Affairs	STEM	Research funding, research collaboration – Request @ \$50,000.00 - \$75,000.00	\$75,000.00	One-Time	Goal 1 - Strengthen academic initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars
7	IA1	Institutional Advancement	Foundation	The Foundation needs to hire a full time staff person to manage and increase the number of donor cultivation events. Recommend hiring a Program Assistant at \$42,369 - \$50,000.	\$50,000.00	Annual	Goal 7 - Strengthen Financial Infrastructure
8	IA2	Institutional Advancement	Alumni Relations	Funding of academic specialist for Alumni Relations Office @ \$35 X15 hours per week	\$13,650.00	One-Time	Goal 7 - Strengthen Financial Infrastructure

5.14 President's Decisions on Division Requests in UPC Priority Order

9	IA3	Institutional Advancement	Foundation	Funding of an academic specialist for Institutional Advancement Office @ \$20 X 15 hours per week	\$7,800.00	One-Time	Goal 7 - Strengthen Financial Infrastructure
10	IA4	Institutional Advancement	Foundation	WayIn purchase for shift in communication strategy from print to digital, emails, websites, and social media @ \$2,000 per month	\$24,000.00	One-Time	Goal 7 - Strengthen Financial Infrastructure
11	M&P1	Media & Publications	University Relations	International marketing with the Global Business School to two new markets	\$150,000.00	One-Time	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University, Goal 7 - Strengthen Financial Infrastructure
12	M&P2	Media & Publications	University Relations	New Audio Engineer for Enlow Hall recording studio	\$60,000.00	Annual	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University, Goal 7 - Strengthen Financial Infrastructure
13	M&P3	Media & Publications	University Relations	Maintenance & transition of kean.edu website revisions	\$36,000.00	One-Time	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 2 - Attract and Retain Students, Goal 3 - Attract and Retain Faculty Scholars, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University
14	M&P4	Media & Publications	Conference and Events Services	Full-time program assistant to handle marketing and scheduling software system @ \$35,000-\$38,000	\$38,000.00	Annual	Goal 1 - Expand and Strengthen Academic Initiatives, Goal 4 - Commitment to Diversity, Goal 6 - Become a globalized University, Goal 7 - Strengthen Financial Infrastructure
15	SA1	Student Affairs	Center for Leadership and Service	Hire a full-time driver for volunteer opportunities for students	\$42,369.03	Annual	Goal 2 - Attract and Retain Students, Goal 5 - Cultivate Partnerships
					\$733,219.03		

5.14 President's Decisions on Division Requests in UPC Priority Order

	ID	Division	Program/Unit	Description of Resource Request	Quantity	One-Time/ Annual	Strategic Plan	Ranking	President Decision
19	SA2	Student Affairs	Disability Services	Laptop Computers to Accommodate Students with Disabilities	3 @ \$800 ea	\$2,400	Goal 2 and 10	2.73	Approved
3	AA3	Academic Affairs	COE	Praxis II Practice Exams		\$2,816.50	Direct Assessment Related	2.70	Approved
1	AA1	Academic Affairs	COE BS Athletic Training	BOC Practice Exams for CAATE Licensure Exam Prep	100 @ \$25.50 ea	\$2,550.00	1.1.4.2	2.63	Approved
5	AA5	Academic Affairs	CVPA	Facilities Work with Acoustics in Wilkins		\$50,000	Indirect Assessment Related	2.63	To be included in Facilities/Capital Budget
24	P2-1	President 2	OAA	Online Anti-Discrimination Training License Renewal		\$5,300	Goal 4	2.45	To be included in OAA Operating Budget
21	EM2	Enrollment Management	Registrar	Transfer Evaluation and Student Planning Software		\$70,000	2.2	2.41	Approved
2	AA2	Academic Affairs	COE	COE Chalk and Wire Software for CAEP Assessment		\$4500 deployment fee + \$33,000 for Year One	College-Specific Strategic Action	2.39	Approved
11	AA11	Academic Affairs	CHSS Speech Lab	New Computer with Projector		\$1,095.96	2.3.1	2.32	Request through OCIS
18	SA1	Student Affairs	Student Conduct	Trainings for Federal Legislation (e.g., Title IX)	2 two-day trainings @ \$8200	\$16,400	Goal 2 and 10	2.32	Approved
20	EM1	Enrollment Management	Scholarship	NextGen Scholarship Software		\$8,750	Goal 9	2.23	Approved
10	AA10	Academic Affairs	CHSS Pol Science	Harvard Model UN and/or Chicago Model UN and/or Model African Union		\$4755 and/or \$3604 and/or \$3020	Direct Assessment Related	2.18	\$5000 to be included in Social Sciences/Political Science Budget
8	AA8	Academic Affairs	CNAHS	Metlab Software Licenses	40 computers	\$2,000	SESS and Biology Direct Assessment Related	2.14	To be included in CNAHS Operating Budget

5.14 President's Decisions on Division Requests in UPC Priority Order

14	AA14	Academic Affairs	CHSS	BA in General Studies Curriculum Development and Coordination	\$4500 per semester	\$9,000	2.3 and 2.4	2.14	Special Curriculum Developmental and Renewal Fund
15	AA15	Academic Affairs	CHSS	General Studies Curriculum Development for new GE Program	3 - 6 faculty \$1500 per 1-credit TCH	\$9,000	1.3	2.14	Special Curriculum Developmental and Renewal Fund
17	AA17	Academic Affairs	CIS	Terradotta Software for International and Study Abroad Students		One-time implementation @ \$6500 plus First Year Subscription @ \$18,000	Direct Assessment Related	2.14	Pending Clarification
9	AA9	Academic Affairs	CHSS Psychology	Prepare MFT Application for COAMFTE Accreditation		\$12,740	1.2.2.2	2.09	Approved
6	AA6	Academic Affairs	CNAHS	GRE Biology Subject Test for Capstone Assessment	80 @ \$150 ea	\$12,000	Direct Assessment Related	2.05	Approved
23	P1-2	President 1	CES	Funding for Website and Online Rental Development		\$35,000	Goals 1,4,5, and 7	2.05	OCIS Should Develop
29	P2-6	President 2	HRI, DC	Membership in AHO and Annual Conference		\$1,800	Goals 1,3 and 5	2.05	To be included in HRI Operating Budget
4	AA4	Academic Affairs	CBPM	AACSB Accreditation Seminars and Annual Meeting	2 trips @ \$2500 ea	\$5,000	1.1.4	1.96	Approved
13	AA13	Academic Affairs	CHSS	BA in Global Studies Curriculum Development and Coordination	\$4500 per semester	\$9,000	6.1.2	1.91	Approved for Implementation: Add to CHSS Budget
26	P2-3	President 2	HRI, HRC, DC	Special Projects -- Fall Conference		\$10,000	Goals 1,2,3 and 4	1.91	Not Approved
25	P2-2	President 2	OAA	Professional Development and Training		\$1,000	Goal 4	1.86	Not Approved
7	AA7	Academic Affairs	CNAHS	Professional Memberships (Biology, Computer Science, Math and Nursing)	5 (2 in Nursing)	\$8,708	1.1.4	1.82	To be included in CNAHS Operating Budget
16	AA16	Academic Affairs	NWGC	OT Pilot for Clinical Reasoning Skills		\$4,000	Direct Assessment Related	1.82	Pending Clarification
30	P2-7	President 2	OAA, HRI, HRC	Membership in AAHHE		\$1,500	Goal 1	1.82	To be included in HRI Operating Budget

5.14 President's Decisions on Division Requests in UPC Priority Order

31	P2-8	President 2	DC with HRC/HRI	Pilot Expanded Educators Conference		\$15,000	Goals 1,2,3,4 and 5	1.77	Not Approved
12	AA12	Academic Affairs	CHSS Economics	Economics Tutors	2	\$8,640	Direct Assessment Related	1.73	Pending Clarification
27	P2-4	President 2	HRI	Experiential Learning Companion Piece to HRI Conference	2 (1 Fall; 1 Spring) @ \$5000 ea	\$10,000	Goals 1,2,3 and 4	1.73	Not Approved
28	P2-5	President 2	HRI, DC	Visitors' Computer		\$1,500	Goals 4 and 5	1.73	Request through OCIS
32	P2-9	President 2	OIR	Consulting Services		\$15,000	Goals 1,2 and 3	1.73	Not Approved
22	P1-1	President 1	Kean Stage	Consultant Services Related to Training on New Sound, Theatre Equipment		\$15,000	Goals 1,4,5, and 7	1.64	Not Approved
33	P2-10	President 2	SI	Consulting Services		\$3,000	Goals 2, 3 and 8	1.64	Not Approved

Abbreviated

Professional Development Week June 23 - June 26, 2014 Program



CENTER FOR ONLINE LEARNING
AND PROFESSIONAL DEVELOPMENT



8:15am - 9:00am	Breakfast and Registration – Wilkins Theatre		
9:00am - 9:15am	Welcome – Wilkins Theatre		
9:00am - 10:30am	Keynote Speaker: Dr. Margaret M. McMenamin , President of Union County College - Wilkins Theatre		
10:30am - 10:45am	Beverage and Snack Service - Wilkins Theatre		
10:45am - 11:45pm	Introduction of Revised GE SLOs to be Connected with Program SLOs and Course SLOs <i>Wenjun Chi & GE SLO Committees</i> UC228	Nathan Weiss Graduate College Faculty Discussion on Assessment and Related Issues <i>Dr. Jeffrey Beck & Susan DeMatteo</i> Little Theatre	Strategic Planning for Administrative Units <i>Dr. Sophia Howlett</i> Wilkins Theatre
12:00pm - 1:00pm	Lunch Upper Class Dining Hall		
1:15pm - 2:15pm	How to Assess the Revised SLOs in GE and Capstone Courses <i>Wenjun Chi & GE SLO Committees</i> UC228	Academic Program Review Presentations by Faculty <i>Susan DeMatteo</i> <ol style="list-style-type: none"> 1. Dr. Kim Spaccarotella: B.A. Biology 2. Dr. Daniel O'Day: B.A. English 3. Dr. Barbara Glazewski & Dr. Christina Luna: Speech-Language Programs with Dr. Laurie Knis-Matthews & Dr. Mariann Moran: M.S. Occupational Therapy 4. Dr. Shanggeun Rhee: B.S. Management Little Theatre	Administrative Program Review Presentations by Units <i>Dr. Sophia Howlett</i> <ol style="list-style-type: none"> 1. EOC (Academic Affairs) 2. Premiere Stages (University Relations) 3. University Center Administration (Student Affairs) Wilkins Theatre
2:15pm - 2:30pm	Beverage and Snack Service UC Atrium		
2:30pm - 3:30pm	General Education SLOs Assessment Breakout Sessions <i>Wenjun Chi</i> UC226 and UC315	Interactive Norming Workshop <i>Bridget Lepore</i> UC228	Direct Assessment Tools for Administrative Units <i>Dr. Sophia Howlett & Susan DeMatteo</i> Wilkins Theatre
3:45pm - 4:30pm	Design a Standardized Test to Measure a GE SLO <i>Wenjun Chi, Linda Cifelli, Chrisler Pitts & Shirley Horbatt</i> UC228	Program Assessment Updates <i>Susan DeMatteo & Faculty Senate Assessment Committee</i> Little Theatre	Administrative Assessment Updates <i>Dr. Sophia Howlett & Dr. Joseph Cronin</i> Wilkins Theatre





Abbreviated

CENTER FOR ONLINE LEARNING
AND PROFESSIONAL DEVELOPMENT



Assessment Institute

January 5th-6th, 2015

Advisement Institute

January 12th, 2015

Teaching, Technology and Skills Development Days

January 13th-14th, 2015

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Center for Online Learning and Professional Development



KEAN
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World-Class Education

Professional Development Days

Assessment Institute

January 5th-6th, 2015

Advisement Institute

January 12th, 2015

Teaching, Technology and Skills Development

January 13th-14th, 2015

On behalf of The Kean University Center for Online Learning and Professional Development, we would like to welcome you to the January 2015 Professional Development Days. We are proud to present to everyone a wide variety of relevant and informative sessions. Over the next five days you will hear from many members of the Kean University community, as well as special guests to our campus. They will share their valuable knowledge and experience in the field of higher education. You will learn from our current partners about the technologies that exist on our campus for teaching, learning and professional development. Finally you will have the opportunity to hear from vendors about their services and how they can enhance our current and future efforts to serve our students and the broader Kean community. As you look over and attend our sessions, you will notice that they have been designed to be interactive, engaging, hands-on and inclusive.

We are interested in your feedback. You will have an opportunity to complete an evaluation form after each session you attend. Immediately following our week of Professional Development, you will receive an email to complete a survey asking for your overall impressions of the entire event. Please take time to give as much feedback as possible, so we can prepare an even better Professional Development event for you in the future.

Regards,

Corey Vigdor

Director of The Center for Online Learning and Professional Development

Monday January 5, 2015—Assessment Institute

8:15 - 9:00 am	Breakfast and Registration - Wilkins Theatre				
9:00 - 9:30 am	Welcome - Wilkins Theatre Dr. Jeffrey Toney and Dr. Sophie Howlett				
9:45 - 10:30 am	Program Assessment Updates Susan DeMatteo	Using Excel for Student Learning Outcomes Assessment Bridget Lepore, Karen Harris	Improving Your Graduate Assistantship Application to Improve the Graduate Student Experience Jeffrey Beck, Dallas Everett, Chad Austein	Building the Bridge: A Crosswalk for Transition from 14 Old GE SLOs to 8 new ones Donald Marks, Wenjun Chi and Dawn Marie Dowd	Strategic Planning Best Practices Joe Cronin
	Wilkins Theatre	CAS-202	UC-226	UC-228	Little Theatre
10:30 - 10:45 am	Beverage & Snack Service - UC Atrium				
10:45 - 11:45 am	Program Assessment Coordinators: College of Education (COE) Susan DeMatteo	SIR II, SIR II Online and eSIR at Kean Wenjun Chi	Working session: Identifying Obstacles to Persistence: Assessments and Interventions to Reduce Risk Jean Brown, Jane Webber, Rebekah Pender	Creating a New GE SLO Rubric for Quantitative Literacy Ramaydalis Kellis, Laura Golnab and Kikombo Ngoyi	The 2014-2015 Administrative Unit Level Assessment Planning Process Ian Klein
	UC-226	UC-228	CAS-106	Kean Hall 127	Little Theatre
12:00 - 1:00 pm	Lunch - Downs Hall				
1:15 - 2:15 pm	Program Assessment Coordinators: College of Humanities & Social Sciences (CHSS) Susan DeMatteo	Using Institutional Data for Student Learning Outcomes Assessment Shiji Shen	A Case Study: The Case of the Disappearing Graduate Student Jean Brown, Jane Webber, Rebekah Pender	Creating a New GE SLO Rubric for Values (Diversity) Wenjun Chi, Scott Snowden, Dawn M Dowd, Donald Marks and Lydia Kaplan	Identifying & Utilizing Direct Measures for your Unit Level Assessments Ian Klein
	UC-226	UC-228	CAS-106	Kean Hall 127	Little Theatre
2:15 - 2:30 pm	Beverage & Snack Service - UC Atrium				
2:30 - 3:30 pm	Program Assessment Coordinators: College of Business & Public Management (CBPM) Susan DeMatteo	Campus Labs Webinar on Assessment Tools Michael Weisman	Working Session: Sharing Best Practices Using Assessment [2 hour session] Mariann Moran	Creating a New GE SLO Rubric for Values: Ethical Judgment and Integrity Dawn M Dowd, Wenjun Chi and Matthew Mongelli	Administrative Unit assessment and the KU 2013-2020 Strategic Plan Ian Klein
	UC-226	UC-315		Kean Hall 127	Little Theatre
3:45 - 4:30 pm	Program Assessment Coordinators: College of Natural, Health, and Applied Science (CNHAS) and New Jersey Center for Science, Technology, and Mathematics (NJCSTM) Susan DeMatteo	Update on Revised Middle States Accreditation Standards Sophia Howlett		Creating a New GE SLO Rubric for Critical Thinking Ramaydalis Kellis, Laura Golnabi, Wenjun Chi	Resource Allocation Success: How to improve the likelihood that your resource allocation request will be approved Ian Klein
	UC-226	UC-228	CAS-106	Kean Hall 127	Little Theatre

Tuesday January 6, 2015—Assessment Institute					
8:15 - 9:00 am	Breakfast and Registration - UC Atrium				
9:15 - 10:15 am	Program Assessment Coordinators: College of Visual & Performing Arts (CVPA) Susan DeMatteo	Using Excel for Student Learning Outcomes Assessment Bridget Lepore, Karen Harris	Instructional Strategies for Graduate Research John Burke, Beverly Kling	Building the Bridge: A Crosswalk for Transition from 14 Old GE SLOs to 8 new ones Donald Marks, Wenjun Chi and Dawn Marie Dowd	Administrative Program Review Q & A: Examples from Units that have completed their Program Review Ian Klein & Guest Speakers
	UC-315	CAS-202	CAS-106	UC-228	Little Theatre
10:30 - 10:45 am	Beverage & Snack Service - UC Atrium				
10:45 - 11:45 am	Academic Program Review Q & A Session Susan DeMatteo	SIR II, SIR II Online and eSIR at Kean Wenjun Chi	Assessment Methods and Measures for Clinical Health and Wellness Programs Jennifer Pax, Jennifer Lerner, Andrew Wolanin, Bobby Kitzinger	Introducing the New GE SLO Rubric for Information and Technology Literacy Linda Cifelli, Chrisler Pitts, Robin Chang	Assessment Best Practices: Examples of the best 2013-2014 Administrative Unit assessments Ian Klein & Guest Speakers
	CAS-106	UC-315	UC-226	UC-228	Little Theatre
12:00 - 1:00 pm	Lunch - Downs Hall				
1:15 - 2:15 pm	Working Sessions: Academic Program Review/ Fall Data Collection & Analysis *Faculty to Work in Their Departments	Using Institutional Data for Student Learning Outcomes Assessment Shiji Shen	Program Assessment Coordinators: Nathan Weiss Graduate College (NWGC) Susan DeMatteo	Creating a Rubric for the New GE SLO: Transdisciplinarity Don Marks, Wenjun Chi, Dawn M. Dowd, Gregory Shepherd, Amy Brady	What is good data? What should be included - and not included - in your assessment report Ian Klein
		UC-228	UC-315	Kean Hall 127	Little Theatre
2:15 - 2:30 pm	Beverage & Snack Service - UC Atrium				
2:30 - 3:30 pm	Working Sessions: Academic Program Review/ Fall Data Collection & Analysis *Faculty to Work in Their Departments	Using Excel for Student Learning Outcomes Assessment Bridget Lepore, Karen Harris	Professional Accreditations and the Resources Needed to Sustain Them Susan DeMatteo	Creating a New GE SLO Rubric for Values (Active Citizenship) Wenjun Chi, Scott Snowden, Dawn M. Dowd, Lydia Kaplan and Gwen Beloti	Creating Partnerships with other offices: How to combine assessment goals from multiple offices Ian Klein & Guest Speakers
		CAS-202	UC-226	Kean Hall 127	Little Theatre
3:45 - 4:30 pm	Working Sessions: Academic Program Review/ Fall Data Collection & Analysis *Faculty to Work in Their Departments	Campus Labs Webinar on Assessment Tools Michael Weisman	Open discussion: Health and Wellness Programs Collaboration on Assessment (***) For ALL Health programs including undergraduate programs) Laurie Knis-Mathews, Medea Valdez, Barry Mascari, Mariann Moran, Don Marks, Chad Austein	Spring 2014 GE Assessment Report Review Bridget Lepore and Dawn M. Dowd	Putting lessons into practice: Open session to create or update your 2014-2015 assessment plan Ian Klein
		UC-315	UC-226	UC-228	Little Theatre



Assessment Institute

May 26th, 2015

Advisement Institute

May 27th, 2015

Teaching, Technology and Skills Development Days

May 28th and June 1st, 2015

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Center for Online Learning and Professional Development

May 26: Assessment Institute

8:30-9:15	Breakfast	UC Atrium
9:30-10:30	<u>Early Morning Sessions</u> -Program Assessment Track A: Assessing Creative Works -General Education Assessment Track: Assessing Values -Administrative Assessment Track: Enrollment Management & the Division of the President	Wilkins Theatre CAS106 Little Theatre
10:30-10:45	Snacks and Beverages	UC Atrium
10:45-11:45	<u>Late Morning Sessions</u> -Program Assessment Track A: Working Session- Writing/Revising Course Level Student Learning Outcomes -General Education Assessment Track: Closing the Loop Making Assessment Work for You and Your Students -Administrative Assessment Track: Academic Affairs Assessment	Wilkins Theatre CAS106 Little Theatre
12:00-1:00	Lunch	Downs Hall

May 26: Assessment Institute (continued)

1:15-2:15	<u>Early Afternoon Sessions</u>	
	-Program Assessment Track A: Using Qualtrics for Student Learning Outcomes Assessment	Wilkins Theatre
	-Program Assessment Track B: Interprofessional Health and Wellness Programs Collaboration Assessment Update and Planning	UC226
	-General Education Track: Using Rubrics – Possibilities in the Classroom	CAS106
	-Administrative Assessment Track: Student Affairs Assessment	Little Theatre
2:15-2:30	Snacks and Beverages	UC Atrium
2:30-3:30	<u>Mid-Afternoon Sessions</u>	
	-Program Assessment Track A: Working Session: Open Lab for Program Assessment Activities	CAS202
	-Program Assessment Track B: Interprofessional Health and Wellness Programs Collaboration Assessment Update and Planning	UC226
	-General Education Track: The Interaction between GE Research and Technology and Capstone Courses	CAS106
	-Administrative Assessment Track: Operations Assessment	Little Theatre
3:45-4:30	<u>Late Afternoon Sessions</u>	
	-Program Assessment Track A: Proposed Revision to Academic Program Review Guidelines	Wilkins Theatre
	-General Education Track: Building Transdisciplinary	CAS106
	-Administrative Assessment Track: University Relations & Institutional Advancement Assessment	Little Theatre

May 26: Assessment Institute Session Descriptions and Presenters

Academic Affairs Assessment

In this session we will complete our 2014-2015 assessment plans.

Presenter: Joseph Cronin

Assessing Creative Works

In this session, faculty from creative disciplines will discuss best practices for assessing creative works across mediums (e.g. performances, artistic expressions, etc.)

Presenters: Joe Amorino, Rachel Evans, Thomas Connors

Assessing Values

Values are personal. It seems difficult to assess them or even address them in the classroom. This workshop deals with different methods and work samples to discuss the difficult issue of evaluating and assessing values.

Presenters: Bridget White, Kim Chen, Lydia Kaplan

Building Transdisciplinarity (Interdisciplinary PLUS the Real World)

Transdisciplinarity seems to be an abstract term. This workshop discusses implementation and application of the concept with practical examples.

Presenters: Karin Beck, Don Marks and Michael Rizza

Closing the loop - Making Assessment Work for You and Your Students

How can assessment best be used to improve our Teaching and Learning? What does it do for me? What is the difference between assessing and grading?

Presenters: Karin Beck, Bridget Lepore and Juan Carlos Orejarena

Enrollment Management & Division of the President Assessment

In this session we will complete our 2014-2015 assessment plans.

Presenter: Joseph Cronin

Interprofessional Health and Wellness Programs Collaboration Assessment Update and Planning

Information will be presented to our health and wellness program faculty and staff on ways to collaborate together and develop plans for achieving program goals. [2 hour session] (For All Health and Wellness programs including undergraduate programs)

Presenters: Laurie Knis-Matthews, Chad Austein, Mary Falzarano, Mahchid Namazi and Danielle Cognori

Operations Assessment

In this session we will complete our 2014-2015 assessment plans.

Presenter: Joseph Cronin

5.17 Professional Development Days (May 2015)

Proposed Revision to Academic Program Review Guidelines (For all faculty)

The Faculty Senate Assessment Committee will share the draft of the proposed revisions to the Academic Program Review Guidelines with faculty for discussion and to obtain faculty input and suggestions.

Presenters: Faculty Senate Assessment Committee: Christina Luna, Bridget Lepore, Jessica Adams, Mariann Moran, Benito Sanchez, Jane Webber, Ray Viglione, Lynn Schraer-Joiner, Susan DeMatteo

Student Affairs Assessment

In this session we will complete our 2014-2015 assessment plans.

Presenter: Susan DeMatteo

The Interaction between GE Research and Technology and Capstone Courses - Mapping and Assessment (all R&T and capstone faculty)

Research and Technology introduces students to research methods and strategies in their fields: skills that the students need for their senior thesis. In this workshop, we want to explore ways for these two courses to cooperate and build upon each other.

Presenters: Ramaydalis Keddiss, Robin Rosen Chang, and Bridget Lepore

University Relations & Institutional Advancement Assessment

In this session we will complete our 2014-2015 assessment plans.

Presenter: Joseph Cronin

Using Qualtrics for Student Learning Outcomes Assessment

In this session, faculty will learn how to utilize Qualtrics for rubric-based data collection and reporting.

Presenter: Joseph Cronin

Using Rubrics - Possibilities in the Classroom

Rubrics can make everybody's life easier and can make requirements more transparent to students. The workshop explores different possibilities to use rubrics for teaching, evaluating and assessment.

Presenters: Leslie DaCosta and Kathleen Lodge

Working Session: Open Lab for Program Assessment Activities

Using a computer lab, faculty will use the time to work on their academic program assessment activities with support from the Office of Accreditation and Assessment. Note 1: Registration is limited to available computers, so please register as soon as possible to reserve a seat. Note 2: Participants must bring electronic copies of the documents they need to work on their assessment activities (e.g. 2014-2015 assessment plans, rubrics, spreadsheets, collected data, etc.)

Presenter: Susan DeMatteo

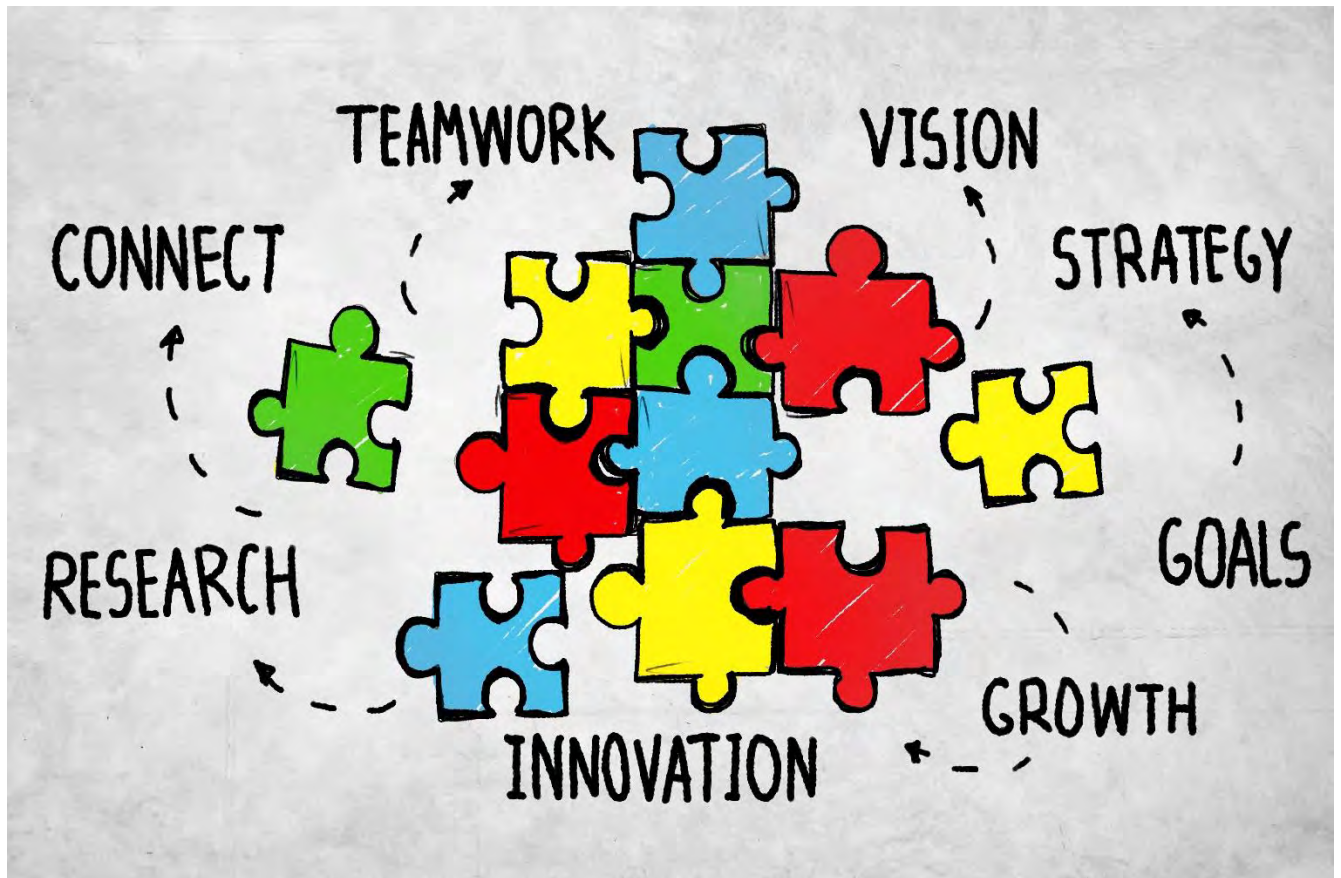
Working Session: Writing/Revising Course-level Student Learning Outcomes

In this session, faculty will bring course outlines of their choosing to create or revise measurable student learning outcomes articulating the skills and abilities that students will acquire upon completion of the course.

Presenter: Susan DeMatteo



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KEAN USA Professional Development Days

January 6th, 7th, 8th, 11th and 12th

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Updated 1/4/16

5.18 Professional Development Days (January 2016)

Thursday, January 7th

8:30-9:00	Breakfast	Wilkins Theatre
9:00-10:30	Session 1: Academic Program Assessment Coordinators: Training and Review	Wilkins Theatre
	Session 2: Administrative Units Meeting Time: Annual Assessment and Program Review	Agenda and Location as Per Director of Unit
	Session 3: Evidence Based Documentation for Middle States Reporting, Program Review and New Program Development	STEM Auditorium
	Session 4: Enrollment Management Update	J100
9:00-12:00	UCC Retreat: Manual Updates for Members and Invited Guests	Kean 127
10:30-10:45	Snacks and Beverages	Wilkins Theatre
10:45-12:00	A University Planning Council Perspective on Annual Assessment Reports and Resource Requests	Wilkins Theatre
12:15-1:30	Lunch	STEM Atrium & 6 th Floor
1:45-2:45	Session 1: An Update on General Education	STEM Auditorium
	Session 2: An Introduction to the Diversity Council	J100
	Session 3: Improving your Graduate Assistantship Position Request to Enhance the Graduate Student Learning Experience	B109
	Session 4: Top 5 Things to Know About the Deferred Compensation 457(b) Plan	HH113
	Session 5: Establishing a "Diversity Across the Curriculum" Working Group	K127
2:45-3:00	Snacks and Beverages	STEM Atrium
3:15-4:30	Session 1: I am an Assessment Coordinator...Now What?	HH113
	Session 2: East Meets West at WKU: First Hand Student and Faculty Perspectives on the Differences Between a Chinese and an American University Education	J100
	Session 3: Experiences with GE Rubrics	B109
	Session 4: Strategic Plan 2013-2020 Implementation Review	STEM Auditorium
	Session 5: Intro to ORSP and Research Resources at Kean University	Kean 127

5.18 Professional Development Days (January 2016)

Friday, January 8th

8:30-9:00	Breakfast	Wilkins Theatre
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: UCC: Overview and Developing New Programs	J100
	Session 2: The Bookstore's Role in the Course Material Selection Process	B109
	Session 3: Environmental Health and Safety Programs at Kean University	Wilkins Theatre
	Session 4: Teaching and Learning with Lynda.com	CAS202, 203, 204
	Session 5: Planning Programs Co-Sponsored with Outside Groups	GLAB617
10:30-10:45	Snacks and Beverages	Wilkins Theatre
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: UCC: Program Revisions	J100
	Session 2: PEOSH Hazard Communication Training for Fine and Visual Arts	VE112
	Session 3: Campus Police Presentation	Wilkins Theatre
	Session 4: Enrollment and You	STEM Auditorium
	Session 5: Establishing and Operating a Youth Focused University-Sponsored Pre-College Programs	GLAB617
12:15-1:15	Lunch	STEM Atrium & 6 th Floor
1:30-2:45	<u>Early Afternoon Sessions</u>	
	Session 1: UCC: Developing New Doctoral Programs	Kean Hall 127
	Session 2: PEOSH Laboratory Safety Training	B109
	Session 3: Campus Police Presentation	STEM Auditorium
	Session 4: The New University Relations	J100
	Session 5: Kean USA Faculty Teaching Opportunities at WKU	HH113
2:45-3:00	Snacks and Beverages	MSC Atrium
3:00-4:30	<u>Late Afternoon Sessions</u>	
	Session 1: UCC Meeting Time	Kean Hall 127
	Session 2: Team Dynamics	STEM Auditorium
	Session 3: Social Media is Your Friend	J100
	Session 4: The Research First Initiative	GLAB 617
	Session 5: Transfer Admissions and Advising Process	B109

5.18 Professional Development Days (January 2016)

Monday, January 11th

8:30-9:00	Breakfast	Wilkins Theatre
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: Blackboard Training: Mastering the Grade Center	CAS202, 203, 204
	Session 2: Motivational Interviewing for Student Success	J100
	Session 3: Engaging Kean's Alumni	B109
	Session 4: Managing Disruptive or Emotionally Distressed Students	Wilkins Theatre
	Session 5: General Education Math Advisement	Kean Hall 127
10:30-10:45	Snacks and Beverages	Wilkins Theatre
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: Campus Safety and Support in Compliance with the Elimination of Gender-Based Violence	STEM Auditorium
	Session 2: The Practice of Mindfulness to Assist Students	Wilkins Theatre
	Session 3: Virtual EMS: How to Reserve Space for My Events	GLAB327
	Session 4: "Hands-only" CPR	Kean Hall 127
	Session 5: Blackboard Training: Creating Effective Assignments	CAS202, 203, 204
12:15-1:15	Lunch	Downs Hall
1:30-2:45	<u>Early Afternoon Sessions</u>	
	Session 1: Blackboard Training: Modules	CAS202, 203,204
	Session 2: Online Course Development Process	STEM Auditorium
	Session 3: Role of the Supervisor	B109
	Session 4: Using True Colors to Improve Relationships with Students and Colleagues, and Build Efficient Teams (Part 1)	Kean Hall 127
	Session 5: Utilizing Psychological Science in Promoting Learning Outcomes among Diverse Students	J100
3:00-4:30	<u>Late Afternoon Sessions</u>	
	Session 1 An Intro to the use of Reference Management Software	J100
	Session 2: Campus Safety and Support in Compliance with the Elimination of Gender-Based Violence	STEM Auditorium
	Session 3: Kean Ocean: What is it and how can you get involved	B109
	Session 4: Using True Colors (Part 2: Continuation from the 1:30 Session)	Kean Hall 127
	Session 5: Transfer Transitions, GE Faculty Workshop	HH113

5.18 Professional Development Days (January 2016)

Tuesday, January 12th

8:15-9:00	Breakfast	Wilkins Theatre
9:00-10:00	Early Morning Sessions	
	Session 1: Online Education & Kean University: Market Overview and Discussion	STEM Auditorium
	Session 2: Campus Police Presentation	Wilkins Theatre
	Session 3: Cyber Security Awareness: Protecting Student Personal Information	CAS202, 203, 204
	Session 4: Exploring Cultural Openness in General Education	B109
	Session 5: Pseudoscience in Education	J100
10:15-11:45	<u>Mid-Morning Sessions</u>	
	-Session 1: Using EdPuzzle to Assess Engagement in the Flipped Classroom	HH113
	-Session 2: Cyber Security Awareness: Protecting Student Personal Information	CAS202, 203, 204
	-Session 3: Academic Technology and Computing Needs Assessment	B109
	-Session 4: The Art of Pecha Kucha	Kean 127
	-Session 5: Managing Disruptive or Emotionally Distressed Students	J100
12:00-1:15	Lunch	Downs Hall
1:30-3:00	<u>Early Afternoon Sessions</u>	
	Session 1: Blackboard Training: Presenting Dynamic Content	CAS202, 203, 204
	Session 2: Mastering APA Style	J100
	Session 3: The PARCC Assessments in Mathematics	B109
	Session 4: Sociology and Social Justice: Relevance and Practical Consideration	STEM Auditorium
	Session 5: University Senate Committee Workshops	Kean 127
3:15-4:30	Session 1: University Senate Meeting	Kean 127
	Session 2: How to Update the Kean.edu Website	CAS202 and 203
	Session 3: Managing Disruptive or Emotionally Distressed Students	J100
	Session 4: Blackboard Training: Creating Assessments	CAS 204
	Session 5: Redefining Pedagogical Development through Integrative Technology	B109

Thursday, January 7

Session Descriptions and Presenters

A University Planning Council Perspective on Annual Assessment Reports and Resource Requests

The University Planning Council (UPC) plays a vital role in the Kean University Institutional Assessment System. Each year, the UPC reviews Annual Assessment Reports prepared by each Division (e.g., Academic Affairs, Student Affairs); these reports include resource requests. (Annual Assessment Reports from individual units are also made available to UPC members for reference.) The UPC meets to discuss and prioritize Division requests for recommendation to the President and Board of Trustees. After completing four annual cycles, the UPC has gained valuable insight into the process and can share these insights with the university community as they engage in Assessment planning and reporting.

Presenter: Dr. Suzanne Bousquet, Chairperson, University Planning Council and Dean

Academic Program Assessment Coordinators: Training and Review

This session is intended for Academic Assessment Coordinators.

An Introduction to the Diversity Council

The Diversity Council (DC) is a partnership of member school districts, both public and private, and the Kean University College of Education, dedicated to the active pursuit of human dignity, harmony, understanding and mutual support of issues dealing with diversity that meet the challenges of the 21st Century. The mission of the DC of Kean University is to foster the continued growth of active and compassionate individuals in order to reduce intolerance, harassment/intimidation and to promote social justice in a democratic society. The Council offers many, many professional development opportunities for all educators. Learn more about the Diversity Council in this session as well as the upcoming 2016 Educators' Conference, "Closing the Opportunity Gap," scheduled on Thursday, Jan. 21, 2016 at Kean University.

Presenter: Ms. Janice Kroposky, Director, Holocaust Resource Center, Diversity Council

An Update on General Education

Last year, Kean developed new Student Learning Outcomes for the General Education Program. In the light of these new SLOs, it is time to think about further developing the GE program. In this session, we will present ideas for this development in order to discuss them with faculty and staff.

Presenters: Dr. Karin Beck, School of General Studies, Dr. Donald Marks, Chair GE Committee

East Meets West at WKU: First Hand Student and Faculty Perspectives on the Differences Between a Chinese and an American University Education

This is a first-hand assessment of integrating the Kean-USA culture and philosophy with the WKU campus: exploration of student and faculty expectations of a collaborative Chinese/American educational approach as compared to a traditional Chinese University approach. The presentation will include observations of the challenges and rewards facing both students and faculty as they actively bridge the cultural and pedagogical differences in a university setting. Presenter: Dr. Janine-Martins-Shannon, Psychology

Enrollment Management Update

Come and learn more about Kean's newest division as it celebrates its 1st anniversary. Get in the know about their 2015-2016 plan, infrastructure and who to work with to get the information and services you need for our future and current students.

Presenter: Marsha McCarthy, Acting Associate Vice President, Enrollment Management

Establishing a “Diversity Across the Curriculum” Working Group

We have recently been discussing the renewal of Diversity as a General Education Student Learning Outcome. Our discussion has reminded us that Kean's core values need to be taught and assessed across our curriculum and not simply within General Education. To this end, we wish to investigate a new initiative - 'Diversity Across the Curriculum' - as a project to ensure that Kean's commitment to Diversity is embedded in our curriculum and classrooms. Come and join us to think about this new initiative. Our goal is to form a Working Group that will act as the main driver of the project, and to start thinking of some assessable, timely and achievable goals (even if through a series of phased in changes) that will ensure that we represent our values in our practice.

Presenter: Dr. Sophia Howlett, Associate Vice President for Learning Support and Director of Accreditation and Assessment

Experiences with GE Rubrics

Along with the new SLOs, new rubrics have been used to assess the GE program in the fall. In this workshop, we will share experiences in the application of these rubrics and discuss possible revisions.

Presenters: Dr. Karin Beck, Lisa Sisler, and Bridget Lepore, School of General Studies

Evidence Based Documentation for Middle States Reporting, Program Review and New Program Development

Sharing best practices in preparing documents required by AIC, Middle States, or for institutional review. This workshop will focus on how we present our programs (whether new or current) to external audiences, especially those needing to review and judge our work for accreditation purposes. We will talk about our experience at the OAA in preparing such documents for AIC and Middle States, but also invite colleagues to share their own experiences/best practice ideas.

Presenter: Dr. Sophia Howlett, Associate Vice President for Learning Support and Director of Accreditation and Assessment

I am an Assessment Coordinator...Now What? Improving your Graduate Assistantship Position Request to Enhance the Graduate Student Learning Experience

This hands on workshop will guide Assessment Coordinators and other individuals involved in assessment in the management of Assessment Related Activities. Activities addressed will be timelines, organization, inventory of assessment duties, and developing individualized checklists. Provided participants bring necessary program related materials, they will leave the workshop with assessment tools and reports tailored to their specific programs.

Presenters: Dr. Jessica Adams, Co-Chair of Assessment Committee/ED of PERH and Dr. Jane Webber, Counselor Education

Improving Your Graduate Assistantship Position Request to Enhance the Graduate Student Learning Experience

The presentation will describe the educational goals of the Graduate Assistantship Program and how supervisors can craft effective G.A. Position Descriptions to maximize their chances of receiving G.A. support and to enhance the educational and career development experiences of G.A.s.

Presenters: Dr. Jeffrey Beck, Dean and Chad Austein, Executive Director

Utilizing Psychological Science in Promoting Learning Outcomes among Diverse Students

Educators and individuals tend to hold many thoughts on how to best motivate and impart knowledge to others. While well-intentioned, these notions are often based on our own experiences or intuition, rather than on science. This session will examine evidence-based practices that can help faculty improve their teaching effectiveness. We will start by reviewing and deconstructing common myths regarding ability, beliefs, and achievement that many hold. From there, we'll examine three proven practices that faculty and instructors can incorporate seamlessly into their instruction to promote learning. Participants will have opportunities to learn and apply these principles in this session.

Presenter: Dr. Aaron A. Gubi, Department of Advanced Studies in Psychology

Using True Colors to Improve Relationships with Students and Colleagues, and Build Efficient Teams

True Colors is a style assessment that helps you develop self-awareness and understanding of yourself and others. Learn how you can use the profile to adapt your classroom teaching and impact varying student styles. Participants will complete the inventory, work in groups to understand your colors and how to interact with the other colors, and develop a list of strategies to vary your approach in the classroom, interaction with others, and in work groups. This is an interactive and hands on workshop hosted by faculty who have been conducting True Colors training for more than 25 years.

Presenters: Dr. J. Barry Mascari and Dr. Jane Webber, Counselor Education

Virtual EMS: How to Reserve Space for My Events

This session will teach you the basic steps on how to request a classroom, meeting room or event space using the university's room reservation system, Virtual EMS.

Presenters: Gina Lampasona, Managing Assistant Director and Mary Wuethrich, Professional Service Specialist

Tuesday, January 12

Session Descriptions and Presenters

Academic Technology and Computing Needs Assessment

The Academic Technology Committee will report and share the results of a study conducted in Spring 2014 to assess the technology and computing needs of faculty on campus. Specific questions dealt with hardware and software needs in the classroom and in the offices. The survey also dealt with satisfaction with the current technology infrastructure.

Presenters: Dr. Sucheta Ahlawat, Dr. Sharon Mckenzie and Dr. George Avirappattu, Academic Technology Committee Members

The Art of Pecha Kucha

Having used Pecha Kuchas in her classroom since 2010, Professor Evans will trace the rise of this PowerPoint format, survey its features, present samples, and share pedagogical and assessment practices. One of Evans' students will attend to demonstrate and speak to the strengths and challenges of Pecha Kuchas as an assignment and learning experience. Participants will start to plan their own (elegant) Pecha Kuchas to take the place of (bland) PowerPoints.

Presenter: Rachel Evans, Theatre Department

How to Update the Kean.edu Website

Learn how to keep your department's page(s) on the Kean.edu website up-to-date with the latest text, photo and video content. This is a hands-on training so please bring your laptop.

Presenters: Pekens Antoine, University Webmaster and Justine Henderson, Social Media Manager

Managing Disruptive or Emotionally Distressed Students

This session is designed to address how to respond to a student who is disruptive or in distress and get them the campus resources they need. Scenarios will be reviewed so that participants will feel more comfortable managing real life cases. How to file a KUBIT report about a student who concerns you will be also be discussed.

Presenters: Lieutenant Mike Gorman, Operations and Investigations Commander, Kean Police
Nicole Rodriguez, Managing Assistant Director of Community Standards and Student Conduct
Sharon McNulty, Acting Director of Counseling and Disability Services

Mastering APA Style

This session will focus on applying the basic rules of APA style (sixth edition) in writing term papers, research proposals and reports, and publishing journal articles. Topics include manuscript structure and content, writing principles and style, using bias-free language, displaying results, selecting and crediting sources, and creating a reference list. Converting APA style papers to meet publication requirements in other disciplines will also be covered.

Presenter: Dr. Richard Conti, School of Psychology

Online Education & Kean University: Market Overview and Discussion

This session will provide an overview of the adult and online learner market, major trends in higher education that impact this opportunity, and facilitation of an open discussion around Kean University's place in this market and how it can maximize its success moving forward

Presenters: Dr. Kenneth Hartman, Senior Fellow, Eduventures and Mr. Richard Garrett, Chief Research Officer, Eduventures

Pseudoscience in Education

This session will focus on the scientific evidence regarding common brain-based approaches to teaching and education. Topics include distinguishing science from pseudoscience; a general overview of brain structure and function; visual, auditory, and kinesthetic learning styles; left-brain vs. right-brain thinking; and common misperceptions about the brain.

Presenter: Dr. Richard Conti, School of Psychology

The PARCC Assessments in Mathematics

This presentation will center on a discussion of the PARCC assessments in mathematics. Both the former assessment instruments and the newer instruments will be looked at, with suggestions on how it might impact instruction in mathematics.

Presenter: Dr. Thomas P. Walsh, Middle & Secondary Education

5.19 WKU Professional Development Days (May 2016)

PDD WKU May 23rd-27th

Monday

9.00-10.30	A: Academic Assessment: Overview and the Periodic Review (SH)		
10.45-12.15	A: Changes in GE (KB)	B: Using Experiential Learning in your classroom (FS-D)	C: Using Corpus for language research and pedagogy (G. Linebarger)
	LUNCH		
1.15-2.45	A: Academic Assessment- English and ESL - review of Spring data (SH and CN)	B: Human Resources (KG/YC)	C: Academic Assessment: Non-major and non-Eng courses - review of Spring data (KB)
3-4.30	A: Academic Assessment- Business and CompSci - review of Spring (CJ and JA)	B: Human Resources (rpt) (KG/YC)	C: Faculty Advising (PA and CN)

Staffing Required:
**Mon May 23rd-Wed
May 25th**
Sophia Howlett

Kenneth Green
Yvonne Caetino
Frances Stavola-Daly
Jessica Adams

Karin Beck

Paula Avioli
**Mon May 23rd-Fri May
27th**

Charles Nelson
**Thurs May 26th-Fri
May 27th**

Susan Kayne

Suzanne Bousquet

George Chang
Geoffrey Mills

Jeff Toney

Janice Murray-Laury
Cao Jiang

5.19 WKU Professional Development Days (May 2016)

Tuesday

WKU Registrar
 WKU faculty member
 to joint present on
 Cheating and
 Plagiarism

9.00-10.30	Plenary Session: Introduction to Program Review (F-S D and PA)		
10.45-12.15	A: GE Assessment (KB and SH)	B: Blackboard Training 1 (JA)	C: Supporting students in difficulty (FS-D)
1.15-2.45	A: Linguistic patterns and challenges	B: Blackboard Training rpt (JA)	C: Sensitivity Training (YC)
	in the WKU Classroom (J. Prince, S. Duff, G. Linebarger)		
3-4.30	A: HR Clinic: Q/A & Consultations (YC/KG)	B: Assessment Discussion extra (for those who would like discussion/time to analyse)(SH)	C: General Education - faculty meeting (KB)

Wednesday

9.00-10.30	A: Cheating and Plagiarism (PA, FS-D, KB plus a WKU faculty member)	B: Team Dynamics (YC)	B: Assessment Coordinators (JA and SH)
10.45-12.15	A: Making Program and Course Revisions	B: Using Zotero as a reference	C: HR Clinic: Q&A and consultations

5.19 WKU Professional Development Days (May 2016)

	(FS-D)	manager and a tool to "cite as write" (V. Gaikwad)	(YC/KG)	
	LUNCH			EXTRA TRACK for administrative staff
1.15-2.45	A: Preparing a new Course (FS-D and PA)	B: Blackboard Training 2 (JA)	C: Value of Reading Logs: Application to Content Courses (S. Manning)	B: Admin Assessment (SH) For all admin staff under Academic Affairs
3-4.30	C: Understanding the SIR II (SD)	B: Blackboard Training rpt (JA)	B: Faculty Advising (PA and CN)	B: Admin Assessment 2 (SH)
Thursday				
9.00-10.30	A: English Language Group Retreat (CN)	B: Datatel and Advisement (Registrar at WKU)	C: HR Session: Working with Students External Consultant	
10.45-12.15	A: English Language Group Retreat (CN)	B: Leadership in the classroom (S. Igoni)	C: Datatel and Advisement (Registrar at WKU)	
	LUNCH			
1.15-2.45	A: The WKU Website (SK)	B: Team Teaching with KU (GC and CN)		

5.19 WKU Professional Development Days (May 2016)

3-4.30	A: The role of the UPC and intro to QFI (SB)	B: Academic Integrity and Title IX briefings (JM-L and SS)	C: Datatel and Advisement (Registrar - WKU)
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Friday

9.00-10.30	A: Preparing your tenure-track portfolio (GC, CJ and JT)	B: Lecturer Evaluation at Kean (GM and SB)	
10.45-12.15	A: Business Professors' Retreat begins (GM/CJ)	B: The new University Relations (SK)	C: Flipping the Classroom (J. Atkins)

LUNCH

1.15-	College Meetings/Continuation of Business Professors' Retreat (GC, SB, GM/CJ)
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World-Class Education

KEAN USA Professional Development Days

June 13, 14, 15, and 16, 2016

www.kean.edu

5.20 Professional Development Days (June 2016)

Monday, June 13th

8:30-9:00	Breakfast	Downs Hall
9:00-12:00	Writing Your Assessment Report/Program Review (Group Time to Discuss and Write with OAA Present)	Downs Hall
10:30-10:45	Morning Refreshments	Downs Hall
12:15-1:30	Lunch	Downs Hall
1:45-2:45	<u>Early Afternoon Sessions</u> Session 1: Website Content Management Training Session 2: Periodic Review Report Committee Session 3: Campus Police Presentation Session 4: Faculty Resources to Support Student Writing Session 5: Ladders of Success	CAS 202/203/204 MSC 315 CAS 106 MSC 226 MSC Little Theater
2:45-3:00	Afternoon Refreshments	MSC Atrium
3:15-4:30	<u>Late Afternoon Sessions</u> Session 1: Enrollment Management Update Session 2: Managing Disruptive or Emotionally Distressed Students Session 3: Technology in the Classroom Session 4: If Your Parents Sold Your Bicycle the First time You Fell...: Promoting Active Learners Through Intentional Strategies Session 5: Paying Yourself	MSC 226 MSC Little Theatre MSC 315 MSC 228 CAS 106

5.20 Professional Development Days (June 2016)

Tuesday, June 14th

8:30-9:00	Breakfast	MSC Atrium
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: Periodic Review Report Update	MSC Little Theatre
	Session 2: Use a Clicker Type System that Works from any Device!	MSC 315
	Session 3: Money at Work: Sharpening Investments Skills	MSC 228
	Session 4: Time Management	CAS 106
	Session 5: The Studio Model for Intensive Instruction	MSC 226
10:30-10:45	Morning Refreshments	MSC Atrium
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: Student Group Advisor Training	MSC 315
	Session 2: Critical Reading and Community	CAS 106
	Session 3: Interprofessional Health Sciences Movement: Continuing our Commitment	MSC 226
	Session 4: The Accepted Transfer Student Experience and Engagement	MSC 228
	Session 5: FERPA: What You Need to Know	MSC Little Theatre
12:15-1:15	Lunch	Down's Hall
1:30-2:45	University Senate Committee Meetings	Down's Hall
3:00-4:30	University Senate Meeting	Kean Hall 127

5.20 Professional Development Days (June 2016)

Wednesday, June 15th

8:30-9:00	Breakfast	MSC Atrium
8:30-12:30	Institutional Review Board (IRB) –Criteria for Review: Social, Behavioral and Educational Research (Half Day Workshop)	MSC 228
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: Ladders of Success	MSC Little Theatre
	Session 2: The Deferred Compensation Plan: Is it right for you?	MSC 226
	Session 3: Let Us Help You: Alumni and Philanthropy	MSC 315
	Session 4: The Practice of Mindfulness to Assist Students	CAS 106
10:30-10:45	Morning Refreshments	MSC Atrium
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: Faculty-lead International Travelearn Programs	CAS 106
	Session 2: Investor’s Behaviors	MSC 226
	Session 3: Student Conduct Hearing Officer Training (By Invitation Only)	MSC 315
	Session 4: Environmental Health and Safety	MSC Little Theatre
12:15-1:15	Lunch	Downs Hall
1:30-2:45	<u>Early Afternoon Sessions</u>	
	Session 1: FERPA: What You Need to Know	MSC Little Theatre
	Session 2: UPC Meeting	MSC 315
	Session 3: Blackboard Training: Creating Effective Assignments	CAS 202/203/204
	Session 4: You Can Be a Media Resource	CAS 106
	Session 5: Using Qualtrics Surveys in Human Subjects Research	MSC 228
2:45-3:00	Afternoon Refreshments	MSC Atrium
3:00-4:30	<u>Late Afternoon Sessions</u>	
	Session 1: Catalog and Curriculum Management Software Demo	MSC 226
	Session 2: Campus Police Presentation	MSC Little Theatre
	Session 3: Blackboard Training: Creating Assessments	CAS 202/203/204
	Session 4: Teaching with Turnitin	CAS 106
	Session 5: Using Qualtrics Surveys in Human Subjects Research	MSC 228

5.20 Professional Development Days (June 2016)

Thursday, June 16th

8:30-9:00	Breakfast	MSC Atrium
8:15-4:00	GE3000/T2K Full Day Training by Invitation (See Page 6 for Details)	
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: E-books, Multimedia, and More: Tips for Embedding These and Other Specialized Library Resources in Your Classes	Library 115
	Session 2: Online Course Development Process	MSC 315
	Session 3: Customer Service Inside and Out	CAS 106
	Session 4: Collaborative Testing to Improve Executive Functioning	MSC 228
10:30-10:45	Morning Refreshments	MSC Atrium
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: Federal Work Study Supervisor Training	MSC 315
	Session 2: The Buzz about Writing Across the Curriculum	CAS 106
	Session 3: Blackboard Training: Presenting Dynamic Content	Library 115
	Session 4: Providing Accommodations to Students with Disabilities	MSC Little Theatre
12:15-1:15	Lunch	Downs Hall
1:30-2:45	<u>Early Afternoon Sessions</u>	
	Session 1: Educating Students about the Process of Education	MSC 226
	Session 2: Update on General Education	CAS 106
	Session 3: Hands Only CPR	MSC Little Theatre
	Session 4: Blackboard Tips and Tricks to Get Up and Running	Library 115
2:45-3:00	Afternoon Refreshments	MSC Atrium
3:00-4:30	<u>Late Afternoon Sessions</u>	
	Session 1: Cyber Security Awareness: Protecting Student Information	Library 115
	Session 2: Having Fun with Statistics	CAS 106
	Session 3: Legal Considerations for Purchasing	MSC Little Theatre
	Session 4: UCC Meeting	MSC 226

**School of General Studies Transition to Kean and Transfer Transitions Annual Instructor Training
Thursday June 16, 2016**

Check - In & Registration	8:15am to 8:40am, Little Theatre, MSC			
Welcome and Keynote Address	8:40am to 10:15am, Little Theater, MSC Dr. Christine Harrington, Ph.D. Professor, Psychology and Student Success Director, Center for the Enrichment of Learning and Teaching 2016 EXCELLENCE IN TEACHING FIRST-YEAR SEMINAR AWARD RECIPIENT FROM THE NATIONAL RESOURCES CENTER FOR THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION.			
Breakout Session 1:	10:25am to 11:15am			
	T2K Track GE 1000	Location	Transfer Transitions Track GE 3000	Location
	Blackboard for T2K	CAS204	Introduction to Transfer Transitions	CAS 205
<i>Split sessions – mini presentations</i>	Center for Leadership & Service	CAS250		
<i>Split sessions – mini presentations</i>	Pearson MSSL / E-Portfolio	CAS202		
<i>Split sessions – mini presentations</i>	Student Involvement / Student Tips	CAS252		
	Counseling / Health Services	CAS251		
Breakout Session 2:	11:20am to 12:10pm			
	GE 1000	Location	GE 3000	Location
	Blackboard for T2K	CAS204	Introduction to Transfer Transitions	CAS 205
	Center for Leadership & Service	CAS250		
<i>Split sessions – mini presentations</i>	Advisement	CAS203		
<i>Split sessions – mini presentations</i>	Pearson MSSL / E-Portfolio	CAS202		
<i>Split sessions – mini presentations</i>	Student Involvement / Student Tips	CAS252		
<i>Split sessions – mini presentations</i>	Counseling / Health Services	CAS251		
Lunch	12:15pm to 1:15pm, Downs Hall			
Breakout Session 3:	1:20pm to 2:10pm			
	GE 1000	Location	GE 3000	Location
	Blackboard for T2K	CAS204	Transfer Advisement Support	CAS 203
	Center for Leadership & Service	CAS250		
	Writing	CAS236		
<i>Split sessions – mini presentations</i>	Pearson MSSL / E-Portfolio	CAS202		
<i>Split sessions – mini presentations</i>	Student Involvement/Student Tips	CAS252		
<i>Split sessions – mini presentations</i>	Counseling / Health Services	CAS251		
Building the Perfect Teaching Team: Collaborating for Student Success	2:20pm to 3:50pm, MSC 228 INSTRUCTOR AND PEER MENTOR RECOGNITIONS WORKING GROUPS <i>*Dessert and beverage station at session*</i>			
Closing	3:50pm to 4:00pm, MSC228			

An Update on General Education

Last year, Kean developed new Student Learning Outcomes for the General Education Program. In the light of these new SLOs, it is time to think about further developing the GE program. In this session, we will present ideas for this development in order to discuss them with faculty and staff.

Presenters: Dr. Karin Beck, School of General Studies, Dr. Donald Marks, Chair GE Committee

Use a Clicker Type System That Works from any Device!

Socrative is a free instant response tool designed originally for the K-12 environment but can be used in any classroom. It can be accessed through web-enabled devices via app or browser. Socrative will be demonstrated using a "quiz" type activity and how to incorporate a "quick question" into a PowerPoint to judge understanding of the information, take polls or begin discussions.

Presenter: Mariann Moran, Associate Professor, Occupational Therapy

Using Qualtrics Surveys in Human Subjects Research

Qualtrics trainers will offer a course for all faculty researchers and research advisers covering the human subjects protections that must be included when conducting online surveys. The topics that will be covered during the course are: How to create basic surveys, Question options available through Qualtrics, How to ensure that personally identifiable information is not collected with survey responses, Adding a consent form to the beginning of a survey that must be completed before the survey can be taken, How to include a "bail out" option in the survey for participants who do not want to continue once they have started the survey, Various ways of increasing survey privacy (password protection, date/time to close a survey, making sure that the survey is only taken once by each individual), Various ways to preserve data for the required 5 years (without keeping the survey on the Qualtrics website), Giving access to the survey to the faculty adviser and IRB coordinator and Various ways to download survey data into SPSS for further analysis.

Presenter: Kyle Whittle, Qualtrics, LLC

You Can Be a Media Resource

For faculty and administrators interested in engaging with the media to promote their programs, expertise and research, this session will provide the basics of media outreach, such as how to use social media to interact with reporters, how to write an op-ed piece, and how to become a media expert who is interviewed on current topics and trends. A panel of faculty members who actively engage with the media will share experiences, offer advice and take questions from the audience.

Presenter: Margaret McCorry, Director of Media Relations, University Relations, Dr. Christopher Bellitto, Associate Professor of History, Dr. Soundaram Ramaswami, Assistant Professor, Educational Leadership, Robin Landa, Distinguished Professor, Robert Busch School of Design and Dr. Paul Croft, Executive Director, Environmental Science Program

Website Content Management Training

This session is a hands-on training for content representatives -- individuals who have been charged with managing content on their Kean.edu web page(s). Attendees will learn how to add text, images and video in the Drupal content management system and optimize their pages for search engines. We will also offer tips on how to write strong web copy.

Presenter: Pekens Antoine, Webmaster, University Relations

PDD WKU Oct 5-8

WED.

Track A

9.00-10.30 **Retreat Day English** - Part I:
Q&A English
(CN, LS) faculty

10.45-12.15 **Retreat Day English** - Part II:
Q&A English faculty

LUNCH

1.15-2.45 Reappointment

3-4.30 English Advising

Track B

Blackboard Training 1: Intro
(J M-S)

Blackboard continuing
(J M-S)

Introduction to GE
(KB)

Teaching T2K (KB)

Track C:

Business Retreat Day

Update on AACSB
Accreditation (CJ, SR)

Academic Assessment:
Review
of Spring '16 and planning
forward

(CJ, SR, with Steven Harris)

Advisement for Business
Majors I:
Global Business & Marketing
(SR, CJ)

Advisement for Business
Majors II:
Accounting & Finance (CJ, SR,
KW)

5.21 WKU Professional Development Days (October 2016)

THU.

9.00-10.30	<i>Plenary</i> : WKU Assessment Plans 2016/17 (Steven Harris)	<i>Plenary</i>	<i>Plenary</i>
10.45-12.15	Supporting your student's writing (KI)	English-language and task-based learning in content courses (Ted Slutterback)	Teaching T2K (KB)
1.15-2.45	How to be an Assessment Coordinator (KB and LS)	Blackboard Training 1: Intro (J M-S)	Using Datatel in Faculty Advisement (KW)
3-4.30	Using Project Management Principles in the Classroom for Success (Sunday Igoni)	Blackboard continuing (J M-S)	General Education - faculty meeting (KB)

5.21 WKU Professional Development Days (October 2016)

FRI.

General Education Staff Development

Learning Support Staff Development

9.00-10.30	English language and task-based learning in content courses (Ted Slautterback)	Blackboard Training 2: Intermediate (J M-S)	Introduction to Kean Online (SR, CJ & KW)	Retreat with Karin Beck	Retreat with Kathryn Inskeep (Writing Center Management)
10.45-12.15	Basic Linguistic and Cultural Differences between Chinese and English (Gary Linebarger)	Blackboard continuing (J M-S)	Academic Assessment (MSCHE and ABET) - CompSci (CompSci faculty, S. Harris)	Retreat	ELC and Writing Center: similarities and differences in mission, philosophy, and approaches
LUNCH					
1.15-2.45	A: Academic Assessment: English and ESL - what next from last year and summer's data? (CN, LS)	"Putting Power into your Power Point": Tips to unclutter your presentations (Randy Clark)	Using Datatel in your Advisement (KW)	Retreat continued, if necessary	Training and Professional Development
3-4.30	Critical Thinking (Scott Droege)	Making Course and Curriculum changes (CN and SR)	Darwin's Survival of the Fittest: Implications to Teaching in an Asian Context (Aloysius Wong)	Retreat continued, if necessary	Assessment

5.21 WKU Professional Development Days (October 2016)

SAT.

9.00-10.30	Introduction to ENG 1300 essays,	e-portfolios, and Program vs. Course Assessment	B: Blackboard Training 2: Intermed (J M-S)	Theory and Practice of Norming (Kinfu Adisu & Scott Droege)
10.45-12.15	Introduction to ENG 1300 norming (LS)		Blackboard continuing (J M-S)	Academic Integrity (KI)
	LUNCH			
1.15-2.45	Introduction to ENG 1430 essays and norming (LS)		Workshop: The Research Side of Twitter (Charles Greenberg)	Writing Workshop (KI)
3-4.30	Introduction to ENG 1430 essays and norming (LS)	- cont.'d	The good advisor at Kean University (SR & CJ)	Keeping Current: Library Database Auto-Alerts (Charles Greenberg)

Abbreviated



KEAN USA

Professional Development Days
January 9-12, 2017

**See Where A
World-Class Education
Takes You**

5.22 Professional Development Days (January 2017)

Monday, January 9th

8:30-9:00	Breakfast	Wilkins Theatre
9:15-10:30	<u>Early Morning Sessions-</u> Session 1: Undergraduate Recruitment Lifecycle Session 2: Graduate Student Lifecycle	Wilkins Theatre STEM Auditorium
10:45-12:00	<u>Mid-Morning Sessions</u> Session 1: Recipe for Success: Enrollment Communications, Analytics and Outcomes Session 2: Creating a World-Class Campus Experience	Wilkins Theatre STEM Auditorium
12:15-1:30	Lunch	STEM Atrium and 6 th Floor
1:45-2:45	<u>Early Afternoon Sessions</u> Session 1: Using Colleague and KeanWise for Advisement Session 2: "Where is My Advisor?" - Helping Students Navigate the Advising Process Session 3: Guidesheets, 4-Year Plans and Program Evaluations - Using Kean Resources in Advisement Session 4: Student - Centered Approach in Everyday Interactions Session 5: What You Need to Know About the 2017-18 Application for Financial Aid	Little Theatre STEM Auditorium MSC228 CAS106 J100
3:15-4:30	<u>Late Afternoon Sessions-Advising</u> Session 1: Using Colleague and KeanWise for Advisement Session 2: Helping Academically At-Risk Students: A Case Study Approach Session 3: YouCanBook.me Booking Software Explained Session 4: Student Accounting—We're More Than Just Tuition Bills Session 5: Student - Centered Approach in Everyday Interactions	Little Theatre STEM Auditorium MSC228 CAS106 J100

5.22 Professional Development Days (January 2017)

Tuesday, January 10th

8:30-9:00	Breakfast	Wilkins Theatre
9:15-10:30	<u>Early Morning Session</u> Session 1: Middle States Periodic Review Report (PRR) Committee Update	Wilkins Theatre
10:45-12:00	<u>Mid-Morning Sessions</u> Session 1: Administrative Assessment Updates Session 2: Developing and Using Rubrics to Measure Program Student Learning Outcomes (SLOs)	Wilkins Theatre STEM Auditorium
12:15-1:15	Lunch	STEM Atrium and 6 th Floor
1:30-2:45	<u>Early Afternoon Sessions</u> Session 1: Working with Non-Native Speakers Part 1 Session 2: Implementing the New GE Program Session 3: FERPA: What You Need to Know Session 4: Managing Conflict in the Workplace Session 5: Virtual EMS: How to Reserve Space for My Event	MSC228 CAS106 Little Theatre STEM Auditorium J100
3:00-4:30	<u>Late Afternoon Sessions</u> Session 1: Working with Non-Native Speakers Part 2 Session 2: Emotional Intelligence at Work Session 3: "Hands-Only" CPR Session 4: How to Get Your Content on Kean's Website Session 5: Identifying the "Stressed Out" Student	MSC228 Little Theatre J100 STEM Auditorium CAS106

5.22 Professional Development Days (January 2017)

Wednesday, January 11th

8:30-9:00	Breakfast	Wilkins Theatre
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: *Title IX Compliance: A Discussion and Update of the Law and Institutional Requirements	Wilkins Theatre
	Session 2: Rethinking What We Know About Learning: A Crash Course in the Brain and Teaching	STEM Auditorium
	Session 3: The Role of the Supervisor	Little Theatre
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: This Teachable Moment: Using Mindfulness Skills to Promote Student Engagement and Academic Success	Wilkins Theatre
	Session 2: The Therapeutic Workday: Incorporating Ergonomics, Occupational and Your Fitness Goals to be Productive and Happy at Work	Little Theatre
	Session 3: Kean Ocean and You: Perfect Together	CAS106
	Session 4: Managing Disruptive or Emotionally Distressed Students	STEM Auditorium
	Session 5: KU Health Professions and our Inter-professionalism Initiative	J100
12:15-1:15	Lunch	STEM Atrium and 6 th Floor
1:30-2:45	<u>Early Afternoon Sessions</u>	
	Session 1: *Title IX Compliance: A Discussion and Update of the Law and Institutional Requirement	Wilkins Theatre
	Session 2: The Role of the Supervisor	Little Theatre
	Session 3: Welcome to the New Normal in Higher Education: Preferred Pronouns, Gender-Neutral Bathrooms, and Pansexuality	STEM Auditorium
3:00-4:30	<u>Late Afternoon Sessions</u>	
	Session 1: Promoting Healthy Scientific Skepticism	CAS106
	Session 2: Managing Disruptive or Emotionally Distressed Students	Little Theatre
	Session 3: Library Research and Information Services Using EBSCO	L115
	Session 4: "It's all about 'SME'(Subject Matter Expert) when getting the word out..."	STEM Auditorium
	Session 5: Evaluating Your Investments	J100

**Attendance at one of the Title IX Compliance Sessions is Required by all Employees*

5.22 Professional Development Days (January 2017)

Thursday, January 12th

8:30-9:00	Breakfast	Wilkins Theatre
9:15-10:30	<u>Early Morning Sessions</u>	
	Session 1: Transferring to Kean: How to Create a World-class Impression for New Transfer Students	Little Theatre
	Session 2: Using News Literacy in the Classroom	CAS106
	Session 3: Public Safety Issues	Wilkins Theatre
	Session 4: Accommodating Students with Disabilities	STEM Auditorium
9:15-12:15	Transfer Transitions, GE 3000, Faculty Workshop	MSC226
10:45-12:00	<u>Mid-Morning Sessions</u>	
	Session 1: Faculty Mentor Program	Little Theatre
	Session 2: Supersize my iPad	CAS106
	Session 3: Workplace Violence Mitigation Training: "Understanding, Recognizing and Preventing through Education"	Wilkins Theatre
	Session 4: Academic Programs in the Age of Twitter	STEM Auditorium
	Session 5: Annual Update for University-Sponsored Youth Focused Summer Camps, Clinics and Pre-College Programs	J100
12:15-1:15	Lunch	STEM Atrium and 6 th Floor
1:30-2:45	<u>Early Afternoon Sessions</u>	
	Session 1: Public Safety Issues	Wilkins Theatre
	Session 2: Gaining Insight: Navigating Debt Consolidation and Understanding the Mortgage Process	J100
	Session 3: FEMA Model for PTSD	CAS106
	Session 4: Accommodating Students with Disabilities	HH113
	Session 5: Kean USA Faculty Teaching Opportunities at WKU	Little Theatre
3:00-4:30	<u>Late Afternoon Sessions</u>	
	Session 1: Student Group and Organization Advisor Training (By Invitation Only)	HH113
	Session 2: Workplace Violence Mitigation Training: "Understanding, Recognizing and Preventing through Education"	Wilkins Theatre
	Session 3: Ellucian (Datatel) Interface Upgrade Information	Little Theatre
	Session 4: Student Support Services Updates	CAS106
	Session 5: Please Don't Stretch the Seal! Kean University Branding	J100

Session Descriptions and Presenters

Academic Programs in the Age of Twitter

In this presentation the idea of academic programs and departments creating and using a virtual presence through web pages, twitter, and other forms of social media will be discussed.

Presenter: Dr. Brian Regal, Assistant Professor, History

Accommodating Students with Disabilities

This session will focus on the faculty's responsibility in providing approved, reasonable accommodations to students with disabilities who are registered with the Office of Disability Services. We will discuss the ODS Adaptive Testing room procedures and available technology. A question and answer session will be included in this session.

Presenter: Donna Dingle, Managing Assistant Director, Office of Disability Services

Administrative Assessment Updates

This session is intended to provide participants with the information they need to successfully complete their 2016-2017 administrative assessment reports and program reviews (as applicable).

Presenter: Susan DeMatteo, Director, Office of Accreditation and Assessment

Annual Update for University-Sponsored Youth Focused Summer Camps, Clinics and Pre-College Programs

Summer break is an excellent time for high school students to make new friends and experience Kean University programming. Last summer Kean University began the process providing an administrative framework for Pre-College programs already offered on campus. This session will provide an update about important changes in 2017. This session will provide an update on the administration of a summer program for existing University programs, and guidance to Departments seeking to establish a summer program.

Presenter: Christopher Hudak, Managing Assistant Director, Office of Conference & Event Services

Creating a World-Class Experience

Learn techniques that professionals and support staff can use to support enrollment management and ensure world-class campus visits.

Developing and Using Rubrics to Measure Program Student Learning Outcomes (SLOs)

In this session, faculty will share and discuss the rubrics they use in their departments to measure their academic program student learning outcomes (SLOs). They will discuss how these rubrics were developed, used to collect data, and analyzed to support programmatic improvements.

Presenters: Dr. Barry Mascari & Dr. Bob Kitzinger, Counselor Education, Dr. Mariann Moran, Occupational Therapy, Dr. Kim Spacoratella, Biological Sciences, Dr. Jane Webber, Counselor Education and Dr. Veysel Yucetepe Director of the MBA Program for the Global Business School

Ellucian (Datatel) Interface Upgrade Information

Members of the Office of Computer and Information Systems will be available to discuss the recent Ellucian Interface upgrades and answer questions.

Presenters: Joseph Marinello, Director, Butch Thorsen, Assistant Director and William Hood, System Administrator from the Office of Computer and Information Systems

5.22 Professional Development Days (January 2017)

Graduate Student Lifecycle

Topics will include the types of on/off campus events done for the 2016 campaign, what was successful, what is being improved upon, how do we track our strategies, what our plans are for 2017, what faculty/staff can, should and will be asked to do and fall 2016 results. This is specifically for community members who have a direct impact on the graduate population.

Presenters: Helen Ramirez, Pedro Lopes, Brittany Gerstenhaber

Guidesheets, 4-Year Plans and Program Evaluations - Using Kean Resources in Advisement

This session is designed for faculty who advise students in different Programs. Faculty advising is a crucial element in student success and timely graduation. This workshop discusses the many information resources Kean provides to support faculty in this process.

Presenter: Dawn Marie Dowd, Managing Assistant Director, School of General Studies

“Hands-only” CPR

Hands-Only CPR is CPR without mouth-to-mouth breaths. It is recommended for use by people who see a teen or adult suddenly collapse in an “out-of-hospital” setting (such as at home, at work, at school, or in a park). This course covers the essentials of hands-only CPR techniques.

Presenter: Dr. Nicholas Palmieri, School of Physical Education, Recreation and Health

Helping Academically At-Risk Students: A Case Study Approach

This session will discuss strategies for working with academically at risk students. Participants will work in groups to analyze case studies and make suggestions to help students have a better understanding of the resources and taking steps to achieve their goal(s).

Presenter: Dawn Marie Dowd, Managing Assistant Director, School of General Studies

Identifying the “Stressed Out” Student

The presenters will lead participants in a power-point presentation which will cover the topic of the negative effects of stress. The presenters will discuss the physical and psychological effects of stress on students and how faculty can identify students who appear to be having difficulty managing his or her stress. The presenters will specifically address the benefits of adjunctive stress management techniques along with where referrals can be made on campus. The presenters will reveal basic examples on how adjunctive stress management techniques can be incorporated into the curricula and how educators can help students develop effective stress management strategies.

Presenter: Medea Valdez, DHEd, PA-C, Executive Director, School of Physician Assistant Studies

How to Get your Content on Kean’s Website

A website, especially to those who've recently learned about an organization, is often seen as a direct reflection of that organization. This session will bring awareness to the campus community on how we can all do our part in keeping our webpages as up-to-date and organized as possible. We welcome not only website content representatives but anyone interested in learning what our current and future plans are for the management of the website.

Presenter: Pekens Antoine, Webmaster, University Relations

Implementing the New GE Program

In this session we will discuss the next steps in implementing the changes in the GE program that have been discussed at the last professional development days and during the year in the GE committee as well as with interested faculty members.

Presenters: Dr. Karin Beck, Executive Director, School of General Studies and Donald R. Marks, Psy.D. Assistant Professor, Director of Kean Psychological Services and Coordinator of Clinical Training

Managing Disruptive or Emotionally Distressed Students

This session is designed to address how to respond to a student who is disruptive or in distress and get them the campus resources they need. Scenarios will be reviewed so that participants will feel more comfortable managing real life cases. How to file a KUBIT report about a student you are concerned about will be also be discussed.

Presenters: Maximina Rivera, Assistant Vice President, Residential Student Services, Lt Mike Gorman, Operations and Investigations Commander, Kean Police, Nicole Rodriguez, Director of Community Standards and Student Conduct, Vincent Kiefner, Director of Counseling and Disability Services

Middle States Periodic Review Report (PRR) Committee Update

The Middle States Periodic Review Report (PRR) Committee will update the University community on their progress towards the completion of the PRR. Chairs and co-chairs will discuss their processes and summarize key information pertinent to the report.

Presenter: Donald R. Marks, Psy.D. Assistant Professor, Director of Kean Psychological Services and Coordinator of Clinical Training, Middle States Periodic Review Committee Co-Chair

Please Don't Stretch the Seal! Kean University Branding

In this session we will discuss proper Kean branding, including official University colors, logos, and usage for print, web, events, etc... with an emphasis on the importance of consistency and unity in our communications.

Presenters: Joey Moran, Creative Director, University Relations, Emmanuel Vozos, Lead Video Producer, University Relations and Margaret McCorry, Director of Media Relations, University Relations

Promoting Healthy Scientific Skepticism in the Classroom

This session will focus on the process of applying reason and critical thinking to determine the validity of topics related to teaching, education, and everyday life. Topics include distinguishing science from pseudoscience; understanding research methods and statistics; evaluating the validity of commonly held assumptions including superstitions and paranormal beliefs; and common misperceptions about claims made in advertising, alternative medicine, and education.

Presenter: Richard Conti, Assistant Professor/Coordinator, Forensic Psychology Program

Public Safety Issues

The Department of Public Safety will provide a presentation on how to handle suspicious packages; the process of communicating and notifying the Campus Community as it relates to the Clery Act. The Department will also present best practices for what to do in a fire.

Presenters: Ana A. Zsak, Director of Kean University Public Safety/Police Department, Lt Michael Gorman, Public Safety and Len Dolan, Managing Assistant Director, Fire Safety

Recipe for Success: Enrollment Communications, Analytics and Outcomes

This discussion will walk faculty and staff through the process of an undergraduate applicant, including the events they could attend, application process, communication and eventual registration. Additionally, faculty will learn how they can actively participate and contribute to the process and to positively affect the yield of our students, including advisement, calling campaigns and participation at University events.

Presenters: Marsha McCarthy, Acting Associate Vice President of Enrollment Management, Chad Austein, Executive Director of Enrollment Management Operations and Melissa Maiorino, Managing Assistant Director and Marketing Project Manager.

2013-2020 Strategic Plan Status Report (Fall 2016)

2013-2020 Strategic Plan Goals, Objectives and Actions (Final Version, Adopted by Board Resolution 12.07.13)

June 2016 Update

Completed

On the Way

In conversation

To be re-scheduled/re-thought

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

1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths

1.1.1. Establish 3-4 new doctoral programs in applied professional fields (e.g., Speech, Counseling, Physical Therapy) by 2020

1.1.1.1. Conduct a feasibility study of Doctor of Speech Therapy (DST) degree (to be completed by 12/13); degree established fall 2014, graduates by 2016

DSLP approved by UCC, approved by BOT, about to go into 30 day review with AIC, substantive change with MSCHE would be required, for admission Sept 2017.

1.1.1.2. Conduct a feasibility study of Doctor of Physical Therapy (DPT) degree (to be completed by 12/14); degree established by fall 2016; graduates by 2018

DPT started admitting Spring 2016 – ahead of schedule

1.1.1.3. Conduct a feasibility study of Doctor Counselor Education (DCEd) degree (to be completed by 12/15); degree established by fall 2016; graduates by 2018

PhD in Counselor Education in planning, for admission Sept 2017

1.1.1.4. Conduct a feasibility study of Doctor of fourth applied professional field area (to be completed by 12/16); degree established by fall 2017; graduates by 2019

Occupational Therapy (OT) in discussion for Doctoral program

1.1.2 Re-shape master's and post-baccalaureate programs to address regional and national needs

1.1.2.1. Review and clarify master's and post-baccalaureate programs to address regional and national

needs (TBC [to be completed] 2013-2014)

1.1.2.2. Identify new opportunities and develop strategic plan (TBC 2014)

Ongoing

Strategic Plan being developed now (Academic Plan) – 3 Year Plan to be completed by August 2016

1.1.2.3. Manage roll-out new opportunities (TBC 2015, 2016, 2017)

See above for Academic Plan

1.1.2.4. Establish Physician's Assistant program

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA). The M.S. Physician Assistant program was submitted to ARC-PA for "provisional accreditation" and the University was notified on April 5, 2017 that approval was not granted. The University voluntarily withdrew the application.

1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017

Started initially with Kean University (University decision to begin all programs at Kean USA before offering at WKU)

WKU to commence admission Fall 2017

1.1.3. Align undergraduate programs to address regional and national needs

1.1.3.1. Identify alignment opportunities to meet regional and national needs (TBC 2014)

1.1.3.2. Align undergraduate programs and communicate importance of undergraduate programs to regional and national needs (TBC 2015-2016)

Academic Planning Process Summer 2016

Use of Program Review to realign undergraduate programs

1.1.4 Increase the number of programs with the highest and most comprehensive certifications of excellence (i.e. special/subject accreditation) at the departmental level, college or school level, and university level where appropriate

Achieved new professional accreditation: ABET

Achieved new professional accreditation: APA

Candidacy achieved: CAPTE and NAAB

Candidacy sought: AACSB

Accreditation for additional campus sought: NASAD

1.1.4.1. Identify university programs seeking highest and most comprehensive certifications of excellence. (TBC 2014-2015)

Academic Planning Process Summer 2016 for Marriage and Family Therapy

1.1.4.2. In coordination with VPAA's office, develop specific plans for selected programs, including allocation of resources and goals for obtaining certifications of excellence, and provide supporting resources needed (TBC 2014-2015)

1.1.4.3. Implement short, mid, and long-term plans for acquisition and maintenance of external certifications of excellence, overseeing a regular schedule of initial designation and renewal (TBC 2015 and annually, following)

Achieved 10 year accreditation status for OT

Re-accreditation for NAST, NASAD, Social Work, SLP

Regular schedule produced

OAA taking on central responsibility for Professional Accreditation

CAEP prep

1.1.5 Support and build further the existing Centers of Excellence where appropriate and develop new Centers

1.1.5.1. Review existing Centers of Excellence: (TBC, 2014) The New Jersey Center for Science, Technology, and Mathematics Education; Human Rights Institute; Center for Global and Specialized Management; College of Visual and Performing Arts; College of Humanities and Social Sciences/Liberty Hall

1.1.5.2. Identify best practices and designate new Centers of Excellence, as needed in response to regional and national needs. (TBC 2015, ongoing)

1.1.5.3. Begin by designation the School of Global Business as a Center for Excellence and implement international internships by 2015

International Internship Program begun Spring/Summer 2015

1.1.6 Grow the programs in environmental and life sciences, and sustainability studies, by investing time and resources in a Regional Highlands Center in Oak Ridge, NJ so that students and faculty have opportunities to witness the ecology and sustainability of terrestrial and aquatic natural resources, the biogeochemical processes related to landscape management, and the impacts of climate change on ecosystems

Increase enrollment in environmental and life sciences, and sustainability studies by investing time and resources in a Regional Highlands Center in Oak Ridge, NJ.

1.1.6.1. With the President's Office, continue the integration of the Regional Highlands Center into Kean's international program planning. (TBC 2014, ongoing)

Highlands/Kean Union/Costa Rica connection

With the President's Office, continue the integration of the Regional Highlands Center into Kean's international program planning

1.1.6.2. Using scientists and researchers at Kean, include the Regional Highlands Center in national and international research agendas. (TBC 2014, ongoing)

1.1.6.2. Identify and employ scientists of distinction to conduct research and education symposia at Kean Highlands

Final Plan for Highlands underway – to be completed Summer 2016

May need re-designation in terms of focus

1.2 Increase the number and type of relevant and responsive certificate programs, lifelong learning, continuing education and practice-based opportunities for our students

1.2.1 Develop standard cross-disciplinary affiliation agreements (MOUs) to support new partnerships (e.g. hospitals, healthcare systems, schools, non-profits)

Multiple new agreements have been achieved, full list to be given by end of June

Which programs would like to improve their partnership levels?

What should be the targets and timelines?

1.2.1.1. establish the Office of Affiliation and Internships (OAI) (TBC 2013-2014) if financially feasible

Replaced by:

Reorganization of Office of Legal Counsel to support Affiliation Agreements

Provision of Internships Director to CBPM

1.2.1.2. Using OAI as the focus, strategically grow affiliations and partnerships in support of undergraduate and graduate opportunities and Centers of Excellence. (TBC 2015, ongoing)

See above for Next Steps

1.2.2 Increase the number of international and national internship opportunities

Report on CBPM Internships forthcoming

1.2.2.1. Identify current and potential internship opportunities (TBC 2014)

1.2.2.2. Engage national groups (inroads.org, internships.org) with academic units at Kean (TBC 2013-2014)

1.2.3 Develop online course/program offerings that increase learning opportunities for students by 5% to 10% annually

Ongoing

1.2.3.1. Hire a Director of Online Learning (TBC 2013-2014)

Done

1.2.3.2. Design and implement a Learning Commons Strategy (TBC 2014-2015)

Designing

1.2.3.3. establish a strategy and niche for distance learning (TBC 2014)

Done and ongoing

1.2.3.4. Design and deploy curriculum to support the plan. (TBC 2015 and ongoing)

Done

1.3 Provide support mechanisms for all programs consistent with regional, professional and national measures

Done and ongoing Actions:

1.3.1 Increase online learning opportunities in skills-based and developmental courses, or where online learning can be utilized as an important supplement to the core academic program to improve student learning/the student experience

1.3.1.1. With the Office of Accreditation and Assessment and School of General Studies, identify where online-learning can be used to improve student learning and experience. (TBC 2014-2015)

Ongoing

1.3.1.2. Implement areas of greatest return initially, with additional areas to follow. (TBC 2015)

Done

1.3.2 Utilize the Centers of Excellence model to facilitate ambitious program accreditation goals

Ongoing

1.3.2.1. Review local model, as well as national exemplars. (TBC 2013-2014)

1.3.2.2. Align Centers of Excellence with program accreditation goals (TBC 2014)

1.3.2.3. Integrate goals with Centers of Excellence effort (TBC 2015-2016, ongoing)

1.3.3 Develop an undergraduate research & honors program(s), and identify and develop students for such 'added value' opportunities

In discussion for Academic Planning process

1.3.3.1. Develop a working group to identify current undergraduate research and honors programs at

Kean (TBC 2014)

1.3.3.2. Define a structure, based on national norms, policies, procedures, and model to follow, building on Kean's existing elements university wide (TBC 12/14)

1.3.3.3. Migrate existing honors students into the program from incumbent students (3rd/4th years) (TBC 2014-2015)

1.3.3.4. Annually enroll students (1st, 2nd years) earlier (TBC 2015-2016)

1.3.4 Enhance the role of the University Career Services Office

Ongoing

1.3.4.1 Connect Career Services to existing national University Career Services organizations and groups, including alumni (TBC 2014)

1.3.4.2 Develop internship co-curricular experience for Kean Students, with progression through service and professional opportunities, culminating in graduation (TBC 2015)

1.3.4.3 Design a web-portal and presence to support students before they arrive at the Career Services physical office. (TBC 2014-2015)

1.3.4.4 Develop a 5-year co-op program, aligned with specific majors and employers, to provide substantial professional expertise during undergraduate study at Kean (TBC 2014, ongoing)

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

2.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques

2.1.1 Unique academic programs, such as sustainability, health sciences as well as our outstanding education programs will be promoted extensively integrated into marketing plan timeline to be determined by University Relations

Ongoing

Continue to offer academic programs and courses that are affordable and of high quality

Yes

2.1.2 Increase the convenience and accessibility of such programs and courses through variable delivery systems, including weekend and on-line programs

Yes

2.1.3 Utilize innovative technology and strategies more effectively to generate engagement of prospective students

Yes

2.1.4 Market new initiatives that support the student academic experience, such as the honors program, to raise visibility amongst high achievers: attracting highly qualified students and enhance reputation

In Progress, Honors programs in STEM and Global Business

2.1.5 Increase the numbers of merit scholarships to compete for top students in the region or nationally; timeline to be determined by the Office of Scholarships and the Foundation

2.1.6 Utilize Kean's diversity and commitment to global perspectives in all marketing, advertising, and recruitment efforts

Done.

2.1.7 Renew marketing initiatives, including web-based recruitment tools, for Kean Ocean, Wenzhou-Kean, the broader international community and other centers in the state

Done, PR Representative working to increase visibility, Apply Now/Inquire Now buttons added to website.

2.1.8 Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of marketing efforts

Ongoing. Periodically monitored.

2.1.9 Expand community based partnerships and entrepreneurial initiatives that will attract more people to the campus (i.e. Morris Avenue Corridor, Ursino, Liberty Hall Museum, and Conference Services)

Ongoing, interest in Merck property, Ursino-Ecoterra, Liberty Hall, Conference Services, Summer programs

2.2 Improve admissions processes, from recruitment to registration, to ensure that the Kean experience begins from the first 'touch'

2.2.1 Improve administrative coordination of application processing, financial aid processing student accounting processing, scholarship processing and advisement to respond to student needs more efficiently and timely

Ongoing. Moved to Recruiter, in which 1 program replaced 3 programs, Introduction of Common App

2.2.1.1 Formalize the Admissions and Enrollment Services Committee (Fall 2013)

2.2.1.2 Formalize a 'pipeline flow' from recruitment to registration (TBC Dec 2013)

2.2.1.3 Establish implementation timeline and enact implementation to ensure admission process through to notification is 24 hours (TBC Jan 2014) and follow up is within 72 hours

Ongoing. Admissions responds to students within 72 hours, able to use technology to record

submissions. WKU reevaluated their interview process.

2.2.1.4 Establish best practices at every stage of the admissions and enrollment processes – from recruitment to registration; establish such best practices as university policy; and provide the technical solutions to implement policy (from Fall 2013-June 2014)

Once the best practices are established, they are implemented, constant evaluation as to what are the new best practices.

2.2.1.5. Ensure that academic deans and program directors engage in follow-up contact with students expressing interest in their programs within 72 hours

Ongoing. President's initiative to make Open House follow up calls/emails within 72 hours.

2.2.2 Review available information and resources to improve administrative coordination and technological resources assigned to the enrollment process to support all admission categories, find how coordination and resource allocation can be improved and implement the necessary changes

2.2.2.1 Review Enrollment Management Report annually (Fall 2013)

Ongoing

2.2.2.2 Integrate Advancement Office for Merit Scholarships (Spring 2014)

2.3 Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation

2.3.1 In cooperation with the Office of Intervention and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention

2.3.2 Increase retention goals in proportion to an established enrollment paradigm that incorporates each admission category at each University location as the student population increases

Ongoing

2.3.3 Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success

Evaluation is ongoing.

2.3.3.1 Develop a Gateway Project Summer Immersion (pre-enrollment addressing of remediation) (feasibility study Spring-Fall 2014, pilot Summer Immersion courses offered Summer 2014; Gateway Project opened Summer 2015)

Pilot in progress for Mathematics

2.3.3.2 Develop and implement Kean's Developmental Courses online (first program to be implemented as a pilot 2015; three courses rolled out 2016- 2017)

Ongoing

2.3.3.3 Improve the relationships with high schools, and utilize special programs such as EEO and Upward Bound to bring pre-college remediation and/or review/placement testing preparation to our feeder high schools to improve the preparation of incoming students (2013/2014 feasibility research plus offering of pilot placement testing preparation; implementation of remediation programming pilots [pre-college developmental courses] 2014/2015; full program of pre-college courses to 10+ high schools by 2015/16)

Ongoing

2.3.3.4 Establish programs that send faculty to high schools for lectures, presentations and recruitment efforts

Ongoing

2.3.4. Establish and implement an academic advisement process ensuring regular contact between students and academic advisors; require academic deans and program directors to be accountable for compliance with advisement policies

Center for Academic Success (CAS) does incoming freshmen advisement; for transfer students, a weekly report is generated to Deans to schedule student advisor meetings.

2.4 To support student retention and graduation rates throughout our community by building or strengthening programs that embed each individual into 'communities of care' -- from a First Year Experience program, through ongoing Learning Communities that works in conjunction with, residential life, co-curricular and career-related programming Actions:

In second stage preparation at GE

2.4.1 Develop a comprehensive First Year Academic Experience program for entering undergraduate students that ties together academic affairs, student affairs and extracurricular experiences, to provide a more comprehensive and enriching experience

As above – new GE curriculum

2.4.1.1 Develop overall First Year Experience Program (develop plan Spring 2014; implement Summer 2014 for 2014-15 admission cycle; assess, review and revise for 2015-2016 admission cycle)

As above – new GE curriculum

2.4.1.2 Restructure T2K to include learning communities (pilot Spring 2014 with two common courses. Indicators of success will include co-curricular transcripts for involvement and retention. Explore the possibility of involving GA's as instructors for T2K).

As above – new GE curriculum

2.4.1.3 Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of the First Year Academic Experience (TBC by Dec 2014)

To be performed as final phase of new GE curriculum

2.4.2 Develop and staff academic and residential learning communities for student cohorts according to educational interests. Engage resident faculty members who are recognized mentors in their respective fields, and who are willing to be available to monitor each student's progress through graduation.

As above – New GE curriculum is being integrated with academic and residential life learning communities.

2.4.3 Increase full time faculty teaching General Education and other introductory level courses.

Achieved with GE 3000. In preparation for new GE curriculum at lower level.

2.4.4 Increase student engagement in residential, social, recreational, and co-curricular programs; utilize Campus labs and the Co-curricular transcripts to assess the progress in this area

2.4.5 Work collaboratively with academic and administrative units to enhance the advisement process by incorporating student success metrics, course mapping, co-curricular planning

Ongoing

2.4.6 Utilize Alumni Association and the Foundation for mentoring opportunities, career exploration and internship opportunities

Began 2015

2.4.7 Develop and centrally coordinate the internship process for students, so that students can come to one office to search for, investigate, prepare and apply for internships. Tie internships more closely to the curriculum.

Under discussion

2.5 Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion

Ongoing

2.5.1 Utilize the established Academic Advisement Task Force to develop and recommend an improved advisement process for all students. Have Academic Affairs take the lead during Spring 2014 to implement and assess the effectiveness of these changes and modify on an ongoing basis

Ongoing

2.5.2 Ensure the ongoing accuracy, usability, access to and use of our primary tools for effective planning of timely graduation

2.5.2.1 Update guide sheets and four year graduation plans (TBC Summer 2014) and revise annually each spring if any changes have occurred

Ongoing

2.5.2.2 Develop and implement a formalized plan and mechanism for the regular revision of guide sheets and four year graduation plans (development TBC Summer 2014; implementation TBC by Spring 2015)

Done

2.5.2.3 Establish a central repository of sheets and plans that students can easily access (TBC Summer 2014); the AVP of Academic Affairs is required to review and ensure accuracy.

Done

2.5.2.4 Establish mechanisms by which students and faculty need to access these tools as part of their advisement process (TBC by Spring 2015)

Ongoing

2.5.3 Fully develop and expand Project Readmit to the entire undergraduate population, to reach out to students who left the university without completing their degree, helping them to finish

Ongoing

2.5.3.1 Plan expansion (TBC Spring 2014) at each college, supervised by the Academic Dean

2.5.3.2 Implement (Summer 2014 and ongoing)

2.5.4 Strengthen the advisement program and process for first year students, undecided/undeclared students, student who are changing/have changes majors, those with academic difficulty, or probation or academically dismissed (beginning Fall 2013, new policies implemented from Spring-Summer 2014)

Ongoing through GE

2.5.5 Ensure close linkage and continued cooperation and collaboration between Student Affairs and Academic Affairs, especially those student experience initiatives, including T2K, New Student Orientation, academic advisement and retention programs

Ongoing

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

3.1 Expand full-time faculty (tenure-track and others) to match best practices in institutions across the nation

3.1.1 Expand the tenured, tenure-track and other full-time faculty with a particular emphasis on finding faculty with the appropriate subject mastery and who demonstrate a student-centered approach to teaching and advisement, instill critical thinking, and who have a strong commitment to pedagogy and scholarly and creative works

3.1.1.1 Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at Kean University's main campus in Union incrementally over time with a target of 5% increase annually

3.1.1.2 Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at both the branch

campus at Ocean County College and the branch campus at Wenzhou, China incrementally over time in same proportion as stated in 3.1.1.1

Ongoing, in progress

3.1.1.3 Task the Faculty Senate with recommending general guidelines as to the need for full-time faculty based on surveys of new programs created

3.1.1.4 Create full-time faculty positions to accommodate the needs in areas of technology transfer research and post-doctoral research at Kean

3.1.1.5 Increase the percentage of the University's total budget devoted to instructional and research full-time faculty as necessary to meet the goals in 3.1.1.1. phased-in by September 2020

In Progress, recruitment of faculty to take place 1 year in advance of hiring

3.1.2 Increase hiring of full time faculty to meet the accreditation, academic, disciplinary and staffing needs of existing and new programs and in furtherance of student retention and graduation rate goals

3.1.2.1 By September of each year, Academic Deans must submit proposals for full-time faculty and staffing levels needed to match or exceed minimum standards of external accrediting agencies in order to retain or secure external program accreditation

3.1.2.2 Prioritize hiring of full time faculty (from 2014 through 2016) to meet staffing needs of programs for the maintenance and expansion of program accreditation by external accrediting agencies

3.1.2.3 Academic programs not subject to external accreditation demands, shall create by September 2014 a plan with timelines for the hiring of full-time faculty to meet the goals and needs assessment generated at the programmatic level via Program Review

3.2 Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean

3.2.1 Expand regular faculty professional development sessions, specifically in the areas of research, grant acquisition, pedagogy, and the uses of technology in research and instruction

3.2.1.1 Each college will conduct a comprehensive self-assessment of its own professional development needs by September 2014

3.2.1.2 Increase the number and variety of professional development offerings, activities, workshops, training sessions, etc. offered by the Center for Professional Development (CPD) and the Office of Research & Sponsored Programs (ORSP) to provide the college-based needs by September 2015

3.2.1.3 Increase the number of faculty-led workshops and training sessions in areas of pedagogy and writing for publication by September 2014

3.2.1.4 Establish full time employee training and assessment schedule for each semester.

3.2.2 Improve/provide support services for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction

3.2.2.1 Develop an annual faculty survey, which identifies faculty interests, needs and ideas for professional support by September 2014 11

3.2.2.2 Develop a faculty mentoring program for full-time faculty by September 2014

3.2.2.3 Create a dedicated budget line to provide travel funding for conference attendance and other professional and career advancement activities for all qualified faculty by September 2014

Done.

3.2.2.4

3.2.2.5 Increase availability of graduate assistants for scholarly and pedagogical support by 2015 if financially feasible

In Progress.

3.2.3. Improve/provide support for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction by creating active communities of teachers, scholars and professionals on campus

3.2.3.1 Increase number of internally supported scholarly faculty activities on campus including colloquia, public forums, conferences, workshops, orientation programs, etc. by September 2016

3.2.3.2 Create a program targeted to foster resident faculty collaborations with other institutions matching intellectual capital on campus with appropriate partner organizations by September 2016

3.2.3.3 Establish a "Teaching and Learning Center" in collaboration with the Center for Professional Development and the Office of Research & Sponsored Programs which assimilates faculty grant and research efforts with pedagogical approaches and offers teaching and learning support for faculty by September 2015

Ongoing

3.2.3.3 Hire a Teaching and Learning Center leader in September 2014

In Progress

3.3 Support faculty recruitment and retention by offering career advancement opportunities consistent with standards of world-class education

3.3.1 Create clear institutional policies and commitment to the resources and professional time needed for important career goals for faculty such as research and scholarly activity and pedagogical innovation

3.3.1.1 Provide sabbaticals at levels appropriate to proposals submitted

3.3.1.2 Increase the number of awards of research support for full-time faculty via existing programs such as the Released Time for Research and Creative Works Program wherever appropriate based on the quality of the proposals submitted

3.3.1.3 Increase the number of awards of research support for untenured faculty via existing programs

such as the Untenured Faculty Research Initiative Program wherever appropriate based on the quality of the proposals submitted

3.3.1.4 Review the criteria for travel to conferences and presentations; seen input from the Council of Deans and the Faculty Senate

3.3.1.5 Provide annual financial support opportunities for faculty whose research necessitates start-up funds by September 2014

3.3.1.6 Provide greater flexibility for faculty “in load” teaching assignments to allow for faculty to select alternate assignments for research, service, advisement, etc. by September 2014 and fully implemented by September 2015

3.3.1.7 Establish a five-year cycle for replacement of faculty office computers with state of the art equipment phased in with full implementation by September 2018

3.3.2 Create clear institutional policies in support of and commitment to faculty career advancement opportunities

3.3.2.1 Increase promotions to full professor and associate professor based on the number of retirements, the size of annual new hires, merit and fiscal responsibility

3.3.2.2 Increase the number of range adjustment awards if merited and fiscally feasible

3.3.2.3 Establish annual promotional opportunities for tenured and tenure-track librarians with faculty rank whenever appropriate and merited

3.3.2.4 Strengthen faculty participation in peer review processes

3.4 Retain and further attract talented and professionally qualified adjunct faculty and support their work through professional development and enrichment opportunities

3.4.1 Provide adjunct faculty with the training and the professional development opportunities useful to incorporate emerging technologies into their teaching by September 2015

3.4.1.1 Invite adjunct faculty to professional development activities (Center for Professional Development), training opportunities, and assessment training programs by September 2014.

3.4.1.2 Ensure that office space is available for adjunct faculty by 2016

3.5 Expand non-teaching staff in specific areas to meet the challenges outlined in the strategic plan

In Progress

3.5.1 Make a comparative analysis (utilizing best practices) of current staffing by unit/service, and pinpoint areas of particular need both in terms of general staffing of services (within a comparative framework) and in terms of the specific and immediate challenges created by the implementation of the strategic plan

3.5.1.1 Organize and undertake analysis (Fall 2013-Spring 2014)

5.23 Kean University 2013-2020 Strategic Plan Status Report (Fall 2016)

3.5.1.2 Utilize the results to rank non-teaching staff and unit/services' needs according to priority with comparative data, the new strategic plan and the university's financial resources as guides (Summer 2014)

3.5.2 Establish a three year hiring cycle according to priority ranking if fiscal resources permit

3.5.2.1 Rank 1 priority hiring AY 2014-2015 3.5.2.2 Rank 2 priority hiring AY 2015-2016

3.5.2.3 Rank 3 priority hiring AY 2016-2017

3.5.3 Reassess and reappraise needs to build and then implement the next three year cycle

3.5.3.1 Reassessment and reappraisal of non-teaching staff and unit/service needs in conjunction with university-wide issues arising and the present strategic plan (Fall 2016-Spring 2017)

3.5.3.2 Formation of new three year cycle (Summer 2017)

3.5.3.3 Rank 1 priority hiring AY 2017-2018

3.5.3.4 Rank 2 priority hiring AY 2018-2019 3.5.3.5 Rank 3 priority hiring AY 2019-2020

3.6 Update and implement core policy for the professional development of nonteaching staff Actions:

3.6.1 Review professional development opportunities provided by the university and utilized by non-teaching staff

3.6.1.1 Study of past trends and opportunities including survey of professional association affiliations, professional relationships/networks (Fall 2013-Spring 2014)

3.6.1.2 Include a future-oriented survey to examine the present and (perceived) future interests/needs amongst non-teaching staff (Fall 2013-Spring 2014)

3.6.2 Develop and implement an internal training program for non-teaching staff

3.6.2.1 Create internal training program utilizing the results of 3.6.1 (above) (Summer 2014)

3.6.2.2 Implement pilot annual training schedule (AY 2014-2015)

3.6.2.3 Review, reorganize as required, and implement revised schedule (AY 2015-2016 and onwards)

3.6.3 Facilitate state and regional level engagement with the relevant local professional associations or local branches of national professional associations

3.6.3.1 Establish a clear policy framework for staff wishing to apply for funds to attend external professional development events (AY 2013-2014)

3.6.3.2 Establish a professional development fund for non-teaching staff to facilitate attendance at relevant events and membership of relevant professional associations (AY 2013-2014)

3.6.3.3 Pilot use of fund in AY 2014-2015 with review and reassessment

3.6.4 Depending on the rank and particular needs of the staff member, facilitate on a regular basis their

engagement with national level professional associations including attendance at occasional relevant out-of-state association conferences/networking events (use the action and timeline under 3.6.3 for this same purpose simply using additional criteria)

3.7 Implement on a regular and published schedule for performance-based promotion for non-teaching staff, if fiscally possible

3.7.1 Develop and implement a university wide policy for recognizing high achieving/performing individuals

3.7.1.2 Establish policy in conjunction with the relevant interest groups (Fall 2013- Spring 2014)

3.7.1.2 Implement policy as a part of this Academic Year's performance review process

3.7.1.3 Offer first performance related promotions following this Academic Year's non-teaching staff's performance review

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

4.1 To continue to cultivate a University community that is diverse and inclusive based on our social principles

4.1.1 Shape the academic and administrative services of Kean University to provide for the specific and changing needs of a growing and heterogeneous Kean University student population to the best extent possible

Ongoing

4.1.1.1 Complete an evaluation by the conclusion of the 13-14 AY of the Kean University academic programs and administrative departments to determine a baseline of specialized student needs, e.g., Spanish speaking services, etc., that currently might require improvement

4.1.1.2 Create and implement an action plan by the conclusion of AY 14-15 that will address the needs identified by the specialized student needs evaluation

Ongoing, deaf interpreter through OCC

4.1.1.3 Institute annual review of specialized student needs and changing demographics in relation to services provided by the conclusion of AY 14-15

In conversation/discussion. Item needs clarification and revision, e.g. formalize annual review process. Move date to 2017-18

4.1.1.4 Evaluate the success of the specialized needs action plan by the conclusion of AY 17-18 and identify areas for improvements

4.1.1.5 Close the loop and allow for the results of annual review to impact program and office annual assessments, recommendations and resourcing for change

4.1.2 To enhance Kean University's personnel already strong perceptions of inclusivity, equity, diversity

and social justice, including all faculty, staff, administration and students

In discussion, ongoing.

4.1.2.1 Complete an evaluation of the Kean University population by Winter 2015 which will identify University personnel's perceptions of inclusivity, equity, diversity and social justice

Ongoing

4.1.2.2 Utilize the NSSE on a tri-annual basis, to begin again in 2016, in order to collect student perceptions on diversity, equity and inclusivity

Done

4.1.2.3 Beginning in 2015, utilize the information that was collected via university evaluations and the NSSE to identify areas for improvements

NSSE Done.

4.1.2.4 Beginning in 2016, utilize the information from the NSSE to identify areas for improvement

Done

4.1.2.5 Develop and implement new programs/information sessions/awareness raising if and where necessary – beginning Fall 2015 for personnel, Fall 2016 for students and onwards

Course on Diversity first instituted.

Diversity-related curriculum and assessments revised in GE courses.

4.1.3 Develop a comprehensive evaluation process that will explore equity issues related to demographic discrepancies re: salaries, promotion and length of employment

4.1.3.1 By the conclusion of AY 14-15, create a baseline of demographic characteristics for salary ranges, promotions and length of employment to identify any discrepancies

4.1.3.2 By the conclusion of AY 15-16, create and implement an action plan which will address any discrepancies found by the evaluation process

4.1.3.3 Reassess identified areas again in AY 18-19

Analysis of university's record on diversity prepared by the university

4.2 Continue to organize and build our physical resources to reflect our diverse campus community
Actions:

4.2.1 Investigate the utilization of labs (computer & science) that serve Kean University students in different programs including students with special needs

4.2.1.1 By the conclusion of AY 14-15, create a baseline of the utilization of labs by differing student body population

Item needs rewording or clarification; KU is compliant; emphasis on proactive and responsive to needs of all students

4.2.1.2 By the conclusion of AY 15-16, develop and implement an action plan that will address any deficiencies identified by lab utilization evaluation

This needs to be re-discussed for clarification

4.2.1.3 By the conclusion of AY 17-18, reassess the modifications made during the 16-17 AY to determine if further modifications are necessary to meet the needs of the students

4.2.2 Provide convenience and resources (space, food, instruments, supplies etc.) to different demographic groups to host multicultural events

WKU Students Club. Expansion of events and food options

Student Affairs

4.2.2.1 By the conclusion of AY 13-14, identify all areas on campus which are specifically available to student groups for multicultural purposes

University is inclusive regarding student support spaces. University is proactive and responsive. Kean Ocean includes an Involvement Center, Student Support Space for Organizations, full time student affairs person

4.2.2.2 By the conclusion of AY 14-15, allocate space and related facilities based on needs discovered by the space evaluation, the university's known demographics and the evaluation of student special or specific needs (see 4.1.1.1)

Ongoing and collaborative e.g. Commuter Resource Lounge Fall 2016, Veteran and Military Lounge

4.2.2.3 Reassess on an annual basis beginning in AY 15-16

4.3 Continue to provide and then expand upon physical services that reflects our diverse campus community

4.3.1 Expand the food service options to reflect Kean University's different religions, countries and social groups

4.3.1.1 By the conclusion of AY 13-14, create a monthly cultural food day which will highlight a pre-identified subset of the student population

Ongoing, e.g. Kosher items at convenience store

4.3.1.2 Ensure through student government that the special dietary needs of the student body are being met on a daily basis, or as required during specific times of the year, by the conclusion of AY 13-14

4.3.1.2 Reassess annually to ensure student needs are being met beginning in AY 14-15.

Dining Services Committee to address requests

4.3.2 Ensure Kean students, with different demographic characteristics, have equal access to academic and financial assistance, research and experiential learning opportunities and are equally successful in finishing the school (Retention, graduation, license passing rate and length to graduate etc.)

Analysis performed.

Implementation /Timeline:

4.3.2.1 By the conclusion of AY 13-14, determine by student demographic characteristics the success rates – e.g., retention, graduation, etc., across all pre-identified fields

4.3.2.2 By the conclusion of AY14-15, utilizing the baseline, create and begin implementation of an action plan that will address deficiencies in specified demographic fields

4.3.2.3 Reassess on a bi-annual basis beginning in AY 16-17 4.4 Further develop a learning environment that reflects and encourages diversity, equity and inclusivity

Actions:

4.4.1 Utilize innovative technology to improve advising, scheduling and registration process

Enrollment has re-organized use of Datatel for admissions etc.

Scheduling has been improved through the Event Management System (EMS) software system.

Smart Catalogue software has been purchased and is in the implementation phase.

Division of Enrollment

4.4.1.1 By the conclusion of AY 13-14, identify the main issues resulting from the scheduling process for students

4.4.1.2 By the conclusion of AY 14-15, implement a degree audit program that will ensure equity for students in the registration process – e.g., ensure students with the greatest need for a specified course receive the spot in the course

4.4.1.3 By the conclusion of AY 16-17, assess the degree audit system to ensure that the needs of the students have been achieved by implementing this registration function

4.4.2 Incorporate curriculum in all programs at Kean with diversity and global perspectives (see also Goal 6)

More programs introduced with Global perspectives (e.g. Global Business), as well as other academic programs.

4.2.1 By the conclusion of AY 14-15, determine a baseline of all of the courses which includes a component of diversity as well as global perspectives

Need disability and campus planning; in discussion

4.4.2.2 Incorporate diversity alongside Goal 9 actions to internationalize the curriculum

4.4.2.3 By the conclusion of AY 17-18, assess Goal 9's actions and ensure the implementation of both diversity and the global dimension into all Kean courses

4.4.3 Provide professional development opportunities, training and funds to educators and programs to support curriculum transformation or integration related to diversity/multiculturalism

Ongoing bi-annual.

4.4.3.1 By the conclusion of Winter 2014, determine the baseline of developmental opportunities available to faculty and professional staff related to diversity/multiculturalism

4.4.3.2 By the conclusion of 2014, develop an action plan which will address those areas in need of improvement as identified by the baseline figure

4.4.3.3 By the end of AY 2014/2015 develop a training program that will address those areas that need improvement

4.4.3.4 Implement pilot new trainings and any additional required programs in AY 2015/2016

4.4.3.5 Assess impact of pilot trainings and programs offered to faculty and professional staff at end of AY 2015/2016

4.4.3.6 Implement necessary changes to pilots, determine cycle of trainings/programs required ('one off', regular, etc.) and implement as appropriate for AY 2016/2017. Continue assessment and adjustment for each cycle

4.4.4 Ensure that a diverse group of Kean students engage in the university's internationalization efforts.

Development of WKU Study Abroad and Sobel Scholarships

4.4.4.1 By the conclusion of AY 14-15, determine the baseline of different demographic groups' utilization of internationalization opportunities at the university – e.g., study abroad, Kean China, etc.

4.4.4.2 Utilizing the baseline received by the conclusion of AY 14-15, create and implement an action plan that will encourage demographic groups that underutilize internationalization opportunities to take part in these opportunities by the conclusion of AY 15-16

4.4.4.3 Reassess on an annual basis beginning at the conclusion of AY 16-17

4.4.5 Improve the remediation courses for students with learning disabilities

Remediation approaches have been improved in Mathematics and are being explored in other subjects.

4.4.5.1 By the conclusion of AY 13-14, determine the baseline of retention for students with learning disabilities, and provide research on the factors underlying retention within this specific group

4.4.5.2 By the conclusion of AY 14-15, create an action plan that will address the deficiencies discovered by the previous year's evaluation

Note students with learning disabilities had a relatively higher cumulative GPA compared to the general student population.

4.4.5.3 Reassess on a bi-annual basis beginning in AY 16-17

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

5.1 Build the Kean University local extended community of students, parents, alumni, and surrounding residents such that all Kean sites become centers of value-added activities that educate, inform, enliven, and entertain

5.1.1 Create new advertising campaigns to capture all potential markets (students, parents, alumni, and area residents) at all campuses

Reorganization of University Relations:

Enrollment Strategy Committee from Oct 2015 and in progress

5.1.1.1 Identify specific audience and markets for advertising campaigns (TBC January 2014)

5.1.1.2 Conduct study at end of 2013-2014 AY to measure advertising effectiveness (TBC June 2014)

5.1.2 Explore new “episodic” learning opportunities to the extended university community with consideration of the diverse community in which Kean Union is situated (e.g., lectures for senior citizens, lectures for various ethnic groups, special continuing education opportunities)

Ongoing including proposals for Quality First Initiatives (QFI) for funding.

5.1.2.1 Identify academic departments to take lead on this initiative (TBC Fall 2013)

5.1.2.2 Roll out initiative to community with limited offerings as a trial (TBC Spring 2014)

5.1.2.3 Measure effectiveness of initiative in terms of attendance and community awareness/interest (TBC late Spring 2014)

5.1.2.4 If interest is enough to sustain program, continue roll out of new additional offerings Fall 2014 and Fall 2015) with measuring occurring late spring of each AY (Spring 2015 and 2016)

5.1.3 Construct an academic research and training center in the Regional Highland Center in a joint initiative with the NJ Department of Environmental Protection. The facility will support research, marketing and ongoing course work at the Highland center

In progress, to commence semi-full operation Fall 2017

Construct an academic research and training center at Regional Highland Center in a joint initiative with the NJDEP

5.1.3.1 Identify programs that will benefit from new center (TBC Fall 2013) 20

In progress

5.1.3.2 Based on program identification efforts, resources should then be lined up internally to aid with

the development of this effort (TBC Fall 2013)

5.1.3.3 Formally integrate this center into any and all planning efforts undertaken by the university (TBC Winter 2014)

In progress

5.1.3.2 Start construction on new center (TBC Fall 2014)

Ongoing

5.2 Build local relationships with the surrounding economic community in Union by developing Morris Avenue corridor into a “university boulevard” and cultivate future economic partnerships at all our sites by being an incubator for small business and community development programs that would also provide educational and professional development opportunities for students and members of the Kean community

Ongoing

Actions:

5.2.1 Finalize relationship with New Jersey Transit to revitalize the Elizabeth train station

5.2.1.1 Conduct financial evaluation to determine what cost of renovation will be (Fall 2013)

5.2.1.2 Pursue final discussions to conclude deal and start revitalization efforts (TBC Spring 2014)

5.2.2 Explore shuttle service between Union and Elizabeth train stations

5.2.2.1 Conduct research to determine logistics (schedule, etc.) and cost of such a service (TBC by end of 2014)

5.2.3 Continue to cultivate relationship between Kean Union and the city of Elizabeth
Implementation/Timeline

5.2.3.1 Involve the city of Elizabeth in all planning of this project (ongoing)

5.2.4 Explore revenue sources to establish funds for “startup” programs and businesses

See College of Business for Small Business Incubator. Also see STEM

5.2.4.1 Work with Institutional Advancement to pursue donors interested in providing “start-up” funds to help get these programs and businesses going (Fall 2013 and ongoing)

5.2.4.2 Work with Small Business Development Center to target and then engage with businesses that could benefit from being a part of this initiative (Winter 2014 and ongoing)

5.2.5 Offer Kean Union campus as meeting and conference space for local businesses and professional groups

5.2.5.1 Start launch of campaign to bring more local businesses to Union campus (from Winter 2014 and

ongoing)

5.3 Expand Kean University's award-winning community service and outreach efforts in the communities surrounding the Kean Union, Kean Ocean, and Wenzhou Kean campuses

In progress: e.g. Executive English programming under consideration for Fall 2016, first national internships for WKU and KU students in China Summer 2016

5.3.1 Bring initiatives such as "Be the Change" to Kean Ocean and Wenzhou Kean

Support for Autism School in Wenzhou

5.3.1.1. Explore possibility to bring this initiative to both campuses (TBC Fall 2013)

5.3.1.1. Expand Kean University's Center for Leadership and Service programs and opportunities

5.3.1.2. Explore possibility to bring this initiative to both the Kean Ocean and Wenzhou campuses (from Winter 2013 onwards)

Done.

5.3.1.3. Take the Union programs to the next level of national recognition (Fall 2013-Spring 2015)

5.4 At the regional level, continue to build and maintain a collaborative and integrated relationship with Ocean County College that allows Kean University to provide the programs, services and support necessary to maintain Kean-Ocean as a successful additional site A

5.4.1 Provide physical and virtual connections between Kean Union and Kean Ocean including Ocean County College wherever possible (for example, scheduling regular shuttle bus transportation between campuses; providing faculty development opportunities)

PDD for all. New PDD day for Kean Ocean in January 2017

5.4.1.1. Look into feasibility of scheduling shuttle service between two campuses and whether it would be economically viable (By the end of Winter 2014)

Determined to be not financially viable.

5.4.1.2. Let new faculty know about opportunities available on both the Kean Union and Kean Ocean campuses (AY 2013-14)

5.4.1.3. Inform Kean Ocean students about events on Kean Union campus and Kean Union students about events at Kean Ocean, building a process whereby information sharing will continue as a semi-automated feature of Kean community life (AY 2013-14)

5.42 Use new Kean Ocean building in Toms River as a focal point and opportunity to engage in more "cross" participation at Union and Kean Ocean and OCC campuses

5.4.2.1 Establish committee of faculty/staff from both campuses to work on establishing connections (From Fall 2013)

5.5 Strategically expand offerings at community colleges in the state so that Kean University becomes a first choice for transfer students

In progress: new articulation agreements, dual admissions

5.5.1 Leverage data from current transfer statistical reports to identify new offerings/opportunities to bring in new populations of transfer students (i.e., explore strengths of programs at county colleges and schedule Kean courses to appeal to county college students)

In progress, Transfer Award Honor Roll

5.5.1.1 After reviewing data, identify and pursue initiatives aimed at attracting more transfer students to Kean (AY 2013-2014, start to implement initiatives Spring 2014-2015)

5.5.1.2 Look at success of these initiatives and determine from the numbers of transfer students whether or not they should continue (Winter 2016). Amend and repeat as necessary (Spring 2016 and ongoing)

5.6 Cultivate new and expand the scope of current relationships with partnering universities in the tri-state region (e.g., Rutgers, NJIT, Drexel University) to include opportunities for visiting learning, research and teaching opportunities

Ongoing

5.6.1 Collect data regarding number of faculty currently engaged in partnerships (i.e., co-authorships, co-investigators, etc.)

5.6.1.1 Gather information via faculty survey (Fall 2013) to assess where faculty currently have partnerships

5.6.2 Plan professional development activities to help others establish partnerships with other universities in the tri-state region

5.6.2.1 Work with CPD and ORSP on workshops aimed at promoting partnerships (to be planned AY 2013-2014, and implemented 2014 onwards)

5.6.3 Explore grant opportunities for collaborative projects

5.6.3.1 Continue to identify the collaborations that make the most sense given the strengths of our institution and our faculty (TBC 2014 and ongoing)

5.6.3.2 Create a set of targets for collaborations during AY 2013-2014, and develop an internal strategic plan accordingly to increase collaboration both in depth and breadth

5.7 Cultivate partnership sites and establish affiliation agreements for internships, externships, and field placements with state-wide school districts as well as 23 businesses, hospitals and nonprofit agencies across the tri-state region to promote participation in related career advancement and professional development opportunities for students, faculty, staff and administrators

Key area of development at NWGC

Actions: 5.7.1 Collect data on current affiliation agreements and internship, externship and field placements sites to identify strengths to leverage and opportunities for expansion

5.7.1.1 Gather information from faculty as well as through agreements and grant documentation (Fall 2013) to assess current agreements

5.7.2 Establish a position or office to provide oversight for affiliation agreements and to process contracts (see also 1.2.1.1)

5.7.2.1 Have position work closely with budget and grant offices (Fall 2014 and ongoing)

5.8 Enhance national recognition of our accomplishments and increase federal sponsorship of community-based programs and faculty research

Ongoing

Actions:

5.8.1 Develop further regional and national centers of excellence that highlight Kean University's unique strengths in applied research and in community-based programs which have positive social impact (e.g., the Human Rights Institute, Liberty Hall, the Speech Clinic in the School of Communication Disorders and Deafness, Psychological Services in the Department of Advanced Studies in Psychology, etc.)

5.8.1.1 Conduct internal assessment of current centers (TBC 2014), and from there determine which centers would best fit Kean to pursue moving forward (TBC 2014) and then provide the resources/support the raising of the relevant resources to allow new centers to begin to achieve their goals and old centers to further their present activities

5.8.2 Encourage members of the Kean community to participate and assume leadership roles in regional organizations and national associations as a venue for building professional partnerships

5.8.2.1 Measure via faculty survey baseline data of those faculty involved with groups/organizations (TBC AY 2013-2014) and follow up each year

5.8.2.2 Explore revenue sources to fund new professional memberships and create competitive application process to underwrite memberships for new faculty and staff (TBC AY 2014-2015)

5.8.2.3 Conduct annual survey of members of the Kean community to identify areas requiring expansion (beginning AY 2014-2015, and then ongoing to utilize the data to build on the identification and provision of relevant trainings, 24 resources, and any other support that will improve external engagement with one's profession) * International partnership activities are part of Goal 6 (see below)

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

6.1 Globalize our curriculum in terms of substance and quality

Ongoing

6.1.1 Finish the process of building our new global degree programs (e.g. the Global MBA and Global Nursing)

6.1.2 Produce more global-oriented programs (e.g. Global Health) (for instance, by potentially creating a 'global dimension' certificate for Kean majors)

6.1.3 Establish and promote the School of Business both regionally and globally

6.1.4 Internationalize Kean's curricula through the introduction of comparative studies, international case studies and examples, internationalized text offerings, and developing foreign communication

6.1.5 Promote where possible international recognition of Kean programs through professional accreditation routes, international branding and marketing, international ranking

Ongoing

6.1.6 Establish a program in American language studies for international students to prepare for full University study

Ongoing

6.1.7 Create global interactive courses where Kean students work with students from foreign universities to accomplish collaborative projects/research.

Ongoing

6.2 Provide a world of opportunities to our students and faculty: building and implementing an internationalization abroad strategy

Actions:

6.2.1 Build a substantive study abroad program with worldwide options that also allow our diverse body of students to engage (for instance, by making thinking about Study Abroad and visiting the

International Office a required element of the Transition to Kean class)

Ongoing

6.2.2 Turn our TravelLearn program into an opportunity for university partnerships Implementation:

Under discussion

6.2.2.1 Evaluate successful and current TravelLearn programs to identify strengths and create models for implementation

Yes – see Center for International Studies (CIS)

6.2.2.2 Gather data on which overseas institutions have strong and renown academic programs which would be appealing to our students 25

6.2.3 Embed international travel/research into the proposed Honors Programs

Honors Program in the new Academic Plan

6.2.4 Build a substantial overseas Service Learning component - bringing the Kean record of dedication

to community service in New Jersey out to the world

To be done

6.2.5 Promote faculty opportunities overseas (through Fulbright, international research projects etc.) to benefit faculty by broadening their understanding of their field, supporting their ability/desire to work with the best wherever they may come from or reside, and so to come home with that new understanding to further Kean's commitment to World Class Education. (for instance, by requiring faculty to teach a relevant class to the area they went, or to introduce new relevant case studies, examples, books, and original research from the area they visited)

A work in progress

6.2.6 Expand faculty engagement in international consultancies

6.2.6.1 Conduct survey of members of the Kean community to identify current international consultancies and identify possible opportunities

6.2.6.2 Explore revenue sources to fund new international consultancies

6.2.7 Increase funding for projects which address global/international issues particularly if based on international partnerships/consortiums

6.2.7.1 Create a competitive application process to underwrite projects which address global/international issues

6.2.8 Strengthen the structures at home to support Study Abroad (for instance by strengthening our student ambassador program on campus, connecting students to alumni abroad, building awareness, developing internships, and promoting funding opportunities for students to utilize for their international travel)

In progress

6.3 Bring the world into Kean: building and implementing an internationalization at home strategy
Actions:

6.3.1 Build a substantial body of international full-time, full degree students at the Kean Union campus

To be done

6.3.2 Bring our Chinese students to Kean as a part of their educational experience

Done

6.3.3 Participate in more global projects to support developing countries/emerging democracies by providing places for young scholars/practitioners in relevant Kean programs

To be done

6.3.4 Build relationships with the relevant federal and international agencies/non-for profits that can involve Kean in their programming - utilizing Kean's resources to bring a new constituency onto campus,

and to provide further opportunities for consultancies and research overseas through IOs, federal agencies and non-for-profits 26

To be done

6.3.5 Raise the numbers of visiting international scholars, teachers, and leaders in government, businesses and non-for-profits

To be done

6.3.6 Raise the percentage of international full-time faculty at Kean

Under discussion with Human Resources

6.3.7 Create the structures on campus to welcome and support international students and faculty (for instance, cross cultural friendship classes for international students which use classrooms to welcome international students while establish international connections for students)

Done

6.3.8 Support globalization within each of our communities by bringing the international dimension of the university into the local surrounding communities, ensuring that each local community is part of the Kean experience, and making ties between our different local communities - place-to-place

6.4 Create a new model of the 'global university'

6.4.1 Create a new model for the US university 'global campus' idea by forming a genuine branch campus overseas that provides the same programs and educational experience as at home but within new exciting communities/constituencies. This new model will allow our students 'at home' to have genuinely easy and affordable access to our international campuses (taking with them their financial aid, for instance). The first example will be Kean-China

Done: Established an additional location at Wenzhou Kean

6.4.2 Seek to plan a replication of the Kean-China model in at least one other international site within the period of this strategic plan

In progress as a question for research

6.4.3 Integrate and formulate all campus facilities at home and abroad to reflect both a central Kean experience and the globalized nature of the university (through for instance, residences, student centers, grounds and classrooms) with the aim that these two should become one and the same - the US/global university

In progress

6.4.3.1 Provide virtual connections between Kean USA and Wenzhou Kean for broad-based participation in programs, services and support

6.4.3.2 Provide opportunities for exchange programs between Wenzhou Kean and Kean USA which allow faculty, staff, and students from both institutions the opportunity to travel and learn more about the

other campus and programs

6.4.4 Continue to build and maintain a collaborative and integrated relationship with Wenzhou University that allows Kean University to provide the programs, services and support necessary to maintain Wenzhou-Kean as a successful additional location

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

7.1 Develop and continuously update a comprehensive and aggressive fundraising plan in order to tap new or previously underutilized sources of revenue by increasing the amount of private giving through donations from alumni, friends of the university, corporations, private foundations and grants

7.1.1 Develop a series of giving and cultivation programs to encourage individual and corporate interest in Kean University (The Arts Council and Alumni Association through the Alumni Leadership Initiative, ALIS, among others)

7.1.1.1 Maintain and increase annual giving by 20% through the Kean Fund for Excellence (accepting gifts of any amount) and the William Livingston Society (Accepting gifts of \$1000 or more)

In Progress

7.1.1.2 Establish gift giving as the norm for faculty and staff

7.1.1.3 Cultivate and grow major gifts from a variety of donors pools to secure gifts of \$25,000 or more through relationship building, with the goal of increasing gifts by 25% over time

In Progress

7.1.1.4 Develop an active and robust Planned Giving Program to encourage supporters to name Kean University as beneficiary in their estate plan

7.1.2 Develop a recruiting program to grow recruiting efforts by alumni; track the number of incoming students who are recruited as a direct result of alumni efforts and set targeted goals after establishing baseline metrics

7.1.3 Ensure that Kean Alumni would be directly involved in recruiting, mentoring or fundraising, through the Alumni Association Board of Directors: the Office of Alumni Relations shall hold at least two events per year to engage as many Alumni as possible and shall send four to five direct mail/email contacts throughout each year while cooperating with the Director of Annual Giving to increase Alumni giving by 50% over the time of this plan

In Progress

7.2 Make federal and state government and University constituencies and University advocates aware of the financial needs and unique circumstances of higher education in general and our students' financial needs in particular

Done through Institutional Research

7.2.1 Provide quarterly communication with Federal and State Government officials and other University constituencies

7.2.1.2 Provide reports on the number of students at Kean under federal and state financial aid

7.3 Encourage transparency of the institutional budget in order to link the budget process to strategic planning and articulate our responsibility as a public, higher education institution

Done through UPC

7.3.1 Maintain budget and resource allocation models that are strategic and reward progress towards established goals and priorities

On Target, QFI process took place recently

7.3.1.1 Support University Planning Council activities and maintain funding levels for resource allocation as available

7.4 Strengthen the budget and planning processes to ensure the short to medium term needs of the institution are met as well as supporting its long term financial viability

7.4.1 Ensure that our university-wide, multi-year financial plan addresses long-term financial strength for all programs by focusing resources on sustainable academic programs/courses and curtail or repackage those that are not sustainable

In Progress, develop 5 year financial plan. It is in place in WKU.

7.4.1.1 Compile and analyze data on student need through statewide and national job market trends

7.4.1.2 Compile and analyze data on numbers of admissions applications

7.4.1.3 Compile and analyze current number of majors

7.4.2 Utilize differential tuition pricing among colleges and cohorts

In Progress

7.4.2.1 Examine the possibility of establishing fees for labs, private music lessons and studio courses to make offering courses with low enrollments and low capacities possible

7.4.3 Create a market-responsive academic program development fund to support strategic enrollment growth and allow for seeding longer-term entrepreneurial opportunities

Done

7.4.3.1 Research and establish academic program development based on student need, and statewide and national job market trends

7.4.3.2 In addition to our diverse student population, attract and retain sufficient numbers of traditional-age students to maintain full occupancy so that we strengthen our tuition revenue

7.4.3.3 Streamline application processes

Ongoing. Common App has helped the pool of students.

7.4.3.4 Support and maintain academic services and co-curricular activities for freshmen as well as our diverse student population

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

8.1 Provide the physical infrastructure for new student learning environments (including integrated learning/clinical sites), an expanding roster of opportunities in applied research/scholarship, creative work, and for the innovative uses of technology at the Union campus and Kean's additional sites

In progress and documented extensively. Kean Ocean: ongoing, no additional buildings, updated Kean Ocean Facilities Master Plan, resolved need for computer laboratory for on Kean Ocean

8.1.1 Enhance existing facilities at the Union Campus through a systematic review 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 in accordance with the campus master plan

8.1.1.1 Develop a system to assess and rate (Very Good, Fair, Poor, etc.) new and existing facilities (TBC December, 2013)

8.1.1.2 Develop a capital spending plan for renovations of the facilities based on the results of the building evaluations (TBC February, 2014)

8.1.2 Create more energy efficient and sustainable facilities to promote material and energy conservation and reduction of waste in all new and existing buildings

8.1.2.1 Investigate available resources and opportunities for sustainable power sources including but not limited to solar power, geothermal systems, water management and LED technology (TBC December, 2014)

8.1.2.2 Prioritize buildings and individually meter each building utility – electricity, water, gas (TBC June, 2014)

8.1.2.3 Based on individual meter data obtained, develop capital plan for implementing energy savings initiatives (TBC September, 2014)

8.2 Plan, design, and construct additional on- and off-campus housing opportunities for the campus community at the Union campus

Highlands capital development plan done

8.2.1. Provide faculty housing opportunities on campus to attract faculty scholars and high-caliber faculty from across the country and around the world

8.2.1.1 Construct 18 faculty housing 18 units (2 bedroom, single story) (TBC March, 2013) and continue such efforts if demand grows

Done.

8.2.2 Utilize the current Public-Private Partnership legislation to explore new opportunities for Graduate, Undergraduate, and International student housing

8.2.2.1 Construct 600 additional beds on the main campus for Undergraduate, Graduate, and International students (TBC August, 2016)

In Progress, Public-Private Partnerships

8.2.2.2 Construct 600 additional beds on the main campus for Undergraduate, Graduate, and International students (TBC August 2019)

8.3 Design and construct state-of-the-art facilities at multiple campuses across New Jersey and other remote locations. All locations will be providing Kean University students with the same World Class Education at a facility consistent with the high standards established in Goal/Objective 8.1

Under discussion

8.3.1 Continue to support growth at Kean Ocean through future expansion and development on the Ocean County College campus.

8.3.1.1 Complete construction of the Kean Ocean Gateway building for use by Fall 2013 (completed)

Complete

8.3.1.2 In consultation with our partners at OCC, revisit and revise the Kean Ocean Master Plan through 2020 (TBC December, 2014)

Kean Ocean Facilities Master Plan update done

8.3.2 Plan, design and construct a LEED Silver certified facility in the NJ Highlands that will support academic programs as well as provide an alternative revenue source during the Summer months through summer camps, conferences, and events

8.3.2.1 Work with the NJDEP and the NJ Highlands Council to determine permitting requirements and establish an approved site plan for future development (TBC December, 2013)

8.3.2.2 Complete existing facility renovations including but not limited to asbestos removal, ADA compliance, and facility modernization (TBC December, 2014)

8.3.2.3 Construct, commission, and occupy new facility (TBC September, 2016)

8.3.3 Working with our Chinese partners, plan and construct world class facilities consistent with the Kean USA standards to be experienced by Wenzhou Kean students, faculty and staff

8.3.3.1 Complete Phase 1 of the Wenzhou Kean Campus (TBC September 2013)

8.3.3.1 Complete Phase 2 of the Wenzhou Kean Campus by 2016

8.4 Develop off-campus partnerships and opportunities with the surrounding communities

8.4.1 Continue partnership with the City of Elizabeth and NJ Transit in order to re develop and revitalize of the Elizabeth Train Station and develop Morris Avenue, from North Avenue to the train station as University Boulevard

8.4.1.1 Work with the City of Elizabeth and NJ Transit to determine the planning parameters, requirements, and market study needs in order to establish long term planning timeline (TBC June 2014)

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

9.1 Build a university community where communication can be instant, integrated and multi-logical by expanding computing capabilities of any device so that it can be used anywhere, at anytime

9.1.1 Establish a university-wide “Virtual Computing Environment” whereby classroom design for all future classrooms, and any upgrades to older classrooms, studios, laboratories, offices, print stations, or buildings will:

Provide electricity for all participants

Provide charging feeder stations

Support the specific technology needs of all academic departments/programs

Provide and support 24-7 technology service expectations

Provide standardized connectivity

9.1.2 Provide seamless and immediate real-time access and “rapid connectivity” through high-speed networks, remote and wireless access

9.2 Establish innovative pedagogical technique utilizing technology as a norm in the Kean classroom leading towards the ‘classroom without walls’ concept

9.2.1 Establish and regularly maintain a suite of pedagogical practices utilizing technology to act as a ‘menu’ for Kean faculty

9.2.2. Establish and implement introductory and ongoing training so that faculty may utilize this ‘menu’ appropriately

In Progress

9.2.2.1 Provide the training to faculty

In Progress

9.2.2.2 Ask those who are moving ahead at college, department or individual level to provide a leadership role to others

9.2.2.3 Build trained faculty and model groups into project groups that will focus on pedagogical innovations utilizing technology in specific areas

9.2.3 Ensure an appropriate technological infrastructure to meet the challenges of pedagogical innovation through the normalization of a replacement and/or upgrading cycle of campus wide technology

9.2.3.1 Audit and put in place a regular audit rotation of technological resources on campus including all software and hardware. Make results available to the community and keep an online list of available software

9.2.3.2 Create and implement a cycle for replacement of software and hardware

9.2.3.3 Utilize the audit to determine which areas require a more 'cutting edge' approach and research appropriate solutions

9.2.4 Move to an expectation of all students possessing computers from the first day of school thereby reducing dependency on labs and allowing further utilization of technology both inside and outside of the classroom

9.2.5 Develop and maintain a few Master Labs (reducing program specific labs with fewer, relevant, highly maintained College specific labs that utilize quick, effective technology) within each college

9.3 Establish innovative management solutions for globalizing a multi-site university with an increasingly mobile and diverse community.

9.3.1 Establish an integrated data management system that follows students from admission through alumni

9.3.2 Establish an integrated administrative data management system for the processes required in managing multiple campuses

9.3.3 Create a paperless university

9.4 Keep research technology (i.e. equipment, software) current, if not cutting edge, to allow our students a competitive edge in today's job market.

9.4.1 Establish relationships with local, regional and national partners/companies to establish the technological needs or requirements for new hires.

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

10.1 Educate and raise awareness of Kean University's commitment to protect the health and safety of the entire university community at every campus

10.1.1 Develop a university wide marketing program for public health and safety information (TBC 2014)

In discussion.

10.1.2 Develop for all incoming students a program of personal and institutional safety best practices for all University sites, programs, and activities including Kean-Ocean, Wenzhou-Kean, Travel Learn, and courses on all satellite campuses (TBC 2014); provide a university wide program to raise awareness of personal safety, a to strengthen personal resiliency (TBC 2015)

Ongoing for all instructional sites

10.1.3 Orient all faculty and staff to current personal and institutional safety practices including Campus Alert, crisis response/emergency procedures and special needs members of the community with disabilities (TBC 2016)

In progress, ongoing. Panic button for front entrance, no lockdown capability.

10.1.4 Encourage the formation of multi-disciplinary student and faculty research agendas that incorporate public health and safety issues (TBC 2014)

10.1.5 Develop a prominent web link for prospective students regarding public health and safety (TBC 2014)

In discussion – need to integrate links.

10.2 Have planned responses to potential safety and security challenges based on ongoing effective risk assessment

Campus Police/ Security guards for residence halls, training for students, bystander awareness program, “It’s on Us” campaign.

10.2.1 Establish a system of timely and continual assessment of University response capabilities to public health and safety related issues (TBC 2014); implement assessment process by 2015

Ongoing

10.2.2 Incorporate public health and safety best practices in all aspects of university planning (TBC 2014)

10.2.3 Develop a system to project estimates of losses to university assets based on ongoing risk management (TBC 2014); implement by 2015

10.2.4 Develop a system of University wide self- critical analysis of ongoing and completed incidents activities and events (TBC 2014); implement by 2015

10.3 Maintain an effective emergency management system that is inclusive of all aspects of the university operations and is responsive to the ever-changing challenges of our world

Ongoing. ...EMS

10.3.1 Develop a system that involves all aspects of university operations in awareness, training, and applications of the emergency management systems (TBC 2016/2017)

Continually updated.

10.3.2 Develop a system of safety captains for all University buildings and functions to assist with the evacuation or shelter in place of a diverse population of disabled persons (TBC 2016)

10.3.3 Develop a system of post-incident response to assist the members of the university community impacted by an incident or disaster (TBC 2015)

Team Participation in Crisis Management, postcards for resources are available, Campus Police has a crisis plan in place, Office of Computer Information Services (OCIS) participates, faculty, staff and students access to wellness cards, suicide services, and awareness materials.

10.3.4 Conduct annual reviews of all incidents events and activities involving the university community as well as neighboring and surrounding communities to use lessons learned for future planning and response (TBC 2016)

Done. Constant maintenance of planning and response efforts, all reports are timely submitted

Upon adoption of this Strategic Plan by the Board of Trustees, the President shall assign the implementation of each goal or objective, if necessary, to a specific office, department or individual for implementation. A particular committee or subcommittee of the University Planning Council also should be designated to implement a specific objective or goal and the assessment of such work should follow. The Office of Assessment and Accreditation should serve as the repository of all relevant data and must inform the President when timelines are not met.



KEAN

Scorecard

Facts and Figures

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

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

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

FINANCIAL AID - ACADEMIC YEAR 2014-2015

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

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

University	Student/Faculty Ratio
Kean	17 to 1
Montclair State	17 to 1
William Paterson	14 to 1
Rowan	18 to 1
Rutgers-Newark	14 to 1
Rutgers-New Brunswick	15 to 1

Source: National Center for Education Statistics, September 2016

University	Socio-Economic Diversity*
Kean	42%
Montclair State	38%
William Paterson	42%
Rowan	30%
Rutgers-Newark	52%
Rutgers-New Brunswick	30%

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

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



KEAN Scorecard

Points of Distinction

Wenzhou-Kean University (WKU) – Kean University is the only public American university with a campus in China. The partnership between Kean and Wenzhou University in Wenzhou, China offers Chinese students an English-speaking, Western-style higher education and Kean USA students the opportunity to gain a global perspective through study in China.

Kean Ocean – The Kean University-Ocean County College partnership in Toms River, N.J., a model of higher education affordability, accessibility and cooperation in New Jersey and the nation, is the only public higher education institution offering bachelor's and advanced degrees in Ocean County.

School of Environmental and Sustainability Sciences (SESS) – With programs in Union and the Highlands in New Jersey as well as Costa Rica and China, SESS prepares students to solve the environmental and sustainability problems facing the world today.

Highlands Campus – A “living laboratory” in the Highlands region of New Jersey, the 41 acres of pristine forest offer real-world research and educational opportunities for SESS, education and design students.

New Jersey Center for Science, Technology & Mathematics (NJCSTM) – NJCSTM is cited by STEMJobs.com for connecting its academic programs to meet the ever-changing demands of real-world job requirements, and for preparing students for success after graduation.

Michael Graves College (MGC) – Michael Graves College at Kean University carries the name and endorsement of a man who was one of the world's leading architects and designers – Michael Graves. Home of the Kean School of Public Architecture and the Robert Busch School of Design, MGC has a track record of growth and student success.

Global Business – The Global Business School provides students with a uniquely global, comprehensive, and personalized learning experience. With more than 4,000 students on two continents, Kean's business school is one of the largest in the Northeast. The Global Practicum, the signature piece of the Global Business major, currently has consulting sites (clients) in Northern Ireland, Germany, Panama, China, and metro NYC locations.

College of Education (COE) – College of Education alumni were named New Jersey Teacher of the Year for three consecutive years, and school districts across the state are filled with Kean alumni who are prepared to serve their diverse student populations. COE is lauded for its historic and successful programs and the production of more educators than any other institution of higher education in the state of New Jersey.

Top 5 Most Diverse Schools in the U.S. – DiversityInc magazine rates Kean University as one of the top-five most diverse schools in the nation.

President's Higher Education Community Service Honor Roll for Six Straight Years – Kean University has been named to the President's Higher Education Community Service Honor Roll for six straight years, specifically this year for student volunteerism and community service in three categories, Education, General Community Service and Economic Opportunity.

Top Public Dorms in New Jersey – Niche.com ranks Kean University #1 for having the best dorms among public universities in New Jersey.

Top 100 College for Hispanics in America – Hispanic Outlook in Higher Education magazine has ranked Kean University among its Top 100 Colleges for Hispanics in America, citing Kean's total enrollment and first bachelor's degrees granted.

Human Rights Institute – The Human Rights Institute (HRI) at Kean University broadens the university's long-standing efforts to promote the awareness of human rights issues and violations around the world and to develop initiatives designed to help eradicate these atrocities and their root causes. Its annual conference brings students, educators and activists together to explore a major human rights issue in the world.

Holocaust Resource Center – Supported by the Holocaust Resource Foundation, a private philanthropic organization, the Holocaust Resource Center strives to strengthen the conditions for a just and humane life in our society by collecting and disseminating knowledge of the Holocaust. It has an extensive collection of Holocaust Survivor and Liberator testimonies; conducts an annual distinguished scholar lecture series; and offers tuition-free graduate level courses on teaching the Holocaust to thousands of New Jersey educators.

Liberty Hall Museum – Built in 1772, Liberty Hall is home to over 200 years of American history. The Museum houses extensive collections of antique furniture, ceramics, textiles, toys and tools owned by seven generations of the Livingston and Kean families and runs a variety of programs throughout the year.

Kean University Farm – An organic farm in the heart of an urban University, Kean Farm is quickly becoming an essential part of the learning experience for Kean University students. The compost used on the 11-acre farm is provided by the University, which recycles food waste from campus dining facilities.



KEAN Scorecard

Clery Data

Crime Reporting Statistics: Union Campus

January 2013 - December 2015
In Compliance with the Jeanne Clery Act

Calendar Years	2015				2014				2013			
	1/1/15-12/31/15				1/1/14-12/31/14				1/1/13-12/31/13			
Reported Criminal Offenses	A	B	C	D	A	B	C	D	A	B	C	D
Criminal Homicide	0	0	0	0	0	0	0	0	0	0	0	0
Murder/Non Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	1	0	0	0	0	0	0	0	0	0
Aggravated Assault	1	0	0	1	0	0	0	0	1	0	0	0
Burglary	3	0	0	0	8	0	0	0	6	0	0	1
Motor Vehicle Theft	3	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	A	B	C	D	A	B	C	D	A	B	C	D
*Forcible					1	0	0	1	6	0	0	6
Non-Forcible					0	0	0	0	1	0	0	0
Rape	4	0	0	4								
Fondling	0	0	0	0								
Incest	0	0	0	0								
Statutory Rape	0	0	0	0								
Hate Crime	1**	0	0	0	0	0	0	0	0	0	0	0
** Intimidation indicated a racial bias.												
	A	B	C	D	A	B	C	D				
Domestic Violence	0	0	1	0	0	0	0	0				
Dating Violence	6	0	0	4	6	0	1	3				
Stalking	0	0	0	0	0	0	0	0				

*Sexual assaults count victims, not actors.

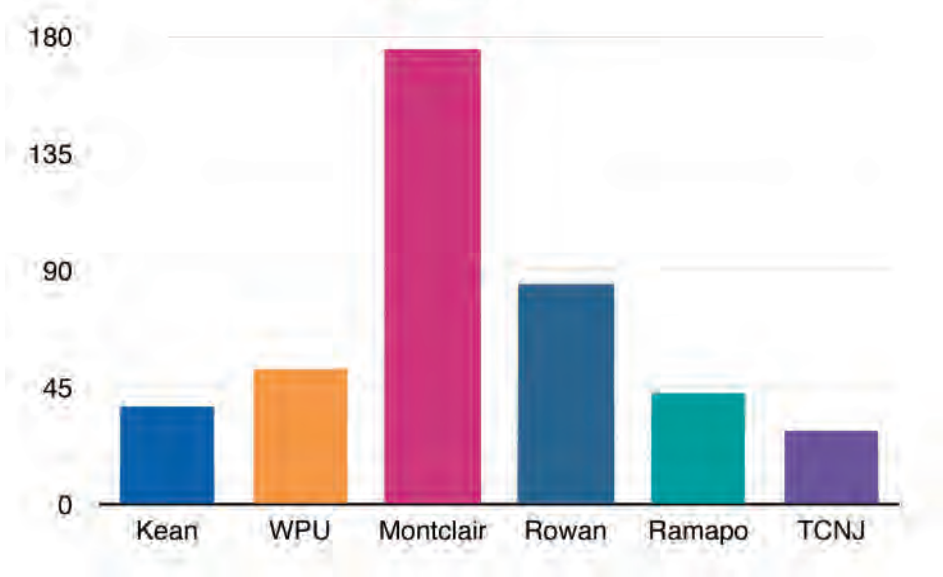
Crime Reporting Statistics: Ocean Campus

January 2013 - December 2015
In Compliance with the Jeanne Clery Act

Calendar Years	2015				2014				2013			
	1/1/15-12/31/15				1/1/14-12/31/14				1/1/13-12/31/13			
Reported Criminal Offenses	A	B	C	D	A	B	C	D	A	B	C	D
Criminal Homicide	0	0	0	0	0	0	0	0	0	0	0	0
Murder/Non Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	A	B	C	D	A	B	C	D	A	B	C	D
*Forcible					0	0	0	0	0	0	0	0
Non-Forcible					0	0	0	0	0	0	0	0
Rape	0	0	0	0								
Fondling	0	0	0	0								
Incest	0	0	0	0								
Statutory Rape	0	0	0	0								
Hate Crime	2**	0	0	0	0	0	0	0	0	0	0	0
**Vandalism indicated a racial bias.												
	A	B	C	D	A	B	C	D				
Domestic Violence	0	0	0	0	0	0	0	0				
Dating Violence	0	0	0	0	0	0	0	0				
Stalking	0	0	0	0	0	0	0	0				

*Sexual assaults count victims, not actors.

Number of Criminal Offenses Reported
Comparable Sized NJ Public Colleges/Universities





KEAN
UNIVERSITY
www.kean.edu

Student Learning Outcomes Annual Assessment Plan

Introduction

This document's purpose is to communicate the following:

- Guiding principles for assessment
- 2014-2015 assessment initiatives
- Expectations for documenting assessments
- Assessment examples
- Assessment due dates
- Assessment support staff and resources

Guiding Principles

- Faculty are the content experts.
- Effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained¹.
- Assessment results:
 - provide convincing evidence that the institution is achieving its mission and goals, including key learning outcomes¹.
 - are shared in useful forms and discussed widely with appropriate constituents¹.
 - lead to appropriate decisions and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans¹.

¹Developed by Middle States (2005) "Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations" pp.4-7.



2014-2015 Assessment Initiatives

1. Identify program assessment coordinators for the academic year and submit their names to OAA.
2. Conduct and submit program assessment reports that show evidence of "closing the loop".
3. Develop a plan to ensure all course outlines are kept current and contain student learning outcomes aligned to program and institutional learning outcomes.
4. For specified academic programs, complete program reviews.

How Should Kean Document Assessment?

STUDENT LEARNING OUTCOMES (SLOS):

Clearly articulated statements of what each institution expects its students to learn at the course, program, and institutional levels (Middle States SLA, 2007, p. 10).

- ❑ Institutional and General Education SLOs are articulated on the General Studies website: <http://www.kean.edu/KU/General-Studies-Mission-and-SLOs>
- ❑ Program mission and SLOs should be articulated on the department's program web page.
- ❑ Course SLOs should be articulated on each course outline and syllabus (Middle States. (2011). Characteristics of Excellence. Standard 11, p. 41).

EXAMPLE: Students will be able to evaluate information and its sources critically.
(Derived from AAC&U VALUE Rubric for Information Literacy)

DIRECT MEASURES:

Provides evidence in the form of student products or performances. Such evidence demonstrates that actual learning has occurred relating to a specific content or skill.

COURSE LEVEL EXAMPLES:

- Course and homework assignments
- Examinations and quizzes
- Term papers and reports
- Research projects
- Case study analysis
- Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances
- Artistic performances and products

PROGRAM LEVEL EXAMPLES:

- Capstone projects, senior theses, exhibits, or performances
- Pass rates or scores on licensure, certification, or subject area tests
- Employer and internship supervisor ratings of students' performance

[Middle States Commission on Higher Education. (2007). Student Learning Assessment: Options and Resources. (2nd ed.) pp. 28-29.]

CLOSING THE LOOP:

Provides evidence that assessment results are used to improve teaching and learning.

INSTITUTIONAL LEVEL EXAMPLE:

- Develop a required information literacy program that includes examples of erroneous conclusions drawn from reviewing inappropriate sources.

PROGRAM LEVEL EXAMPLE:

- Change capstone course from a special-topics course to a course that requires an independent, integrative project.

COURSE LEVEL EXAMPLE:

- Revamp required course to include several practice assignments drawing on scholarly research skills in the discipline.

[Middle States Commission on Higher Education. (2007). Student Learning Assessment: Options and Resources. (2nd ed.) pp. 65-66, 69.]

Example of an Annual Assessment Report

Adapted from 2012-2013 B.S. Finance Assessment Report *(used with permission)*

Program Level Student Learning Outcome	Assessment Measure(s)	Assessment Criteria (Method of Collection, etc.)	Results of Assessment (Data Collected)	Action Taken (Closing the Loop)
<p>SLO #3</p> <p>Use concepts and techniques from business disciplines to evaluate and solve business problems.</p>	<p>Direct Measure:</p> <p>7 problem-solving questions embedded in blue-printed assessment exams.</p> <p>A Target: 70% or more correct answers are considered acceptable.</p> <p><i>(Author attached test blueprint indicating where learning outcomes were embedded with itemized assessment results for each question)</i></p>	<p>FIN 3310: Management of Corporate Finance I</p> <p>B (Fall 2012)</p> <p>C (N=232 students)</p>	<p>D Students did exceptionally well with problem-solving questions related to the analysis of financial statements (96.6% correct answers). However, students had major difficulties on questions related to “bond pricing” and “finding equal payment” (less than 35.3% correct answers).</p> <p>E Some Faculty may not have devoted enough time to solving problems involving “finding equal payment” and “bond pricing”</p>	<p>F Results of the assessment exams were communicated to Faculty teaching FIN 3310.</p> <p>The assessment committee recommends reinforcing the concepts of “bond pricing” and “finding equal payment” in FIN 3310.</p> <p>Faculty recommended having students solve more practice problems covering those topics.</p>

- A** The target (cut-score) for student acquisition of learning outcomes is identified.
- B** The semester for data collection is identified.
- C** The number of student works is identified. (If a sample was used, indicate the sample size in comparison to the total student population.)
- D** Summary of Results is clear. (Mean averages of rubric criteria are also acceptable provided that the rating scale is specified.)
- E** Summary analysis of data is evident.
- F** “Closing of the Loop” resulting in curricular changes is evident.



2014-2015 Assessment Timeline

October 1: Identify program assessment coordinators for the academic year and submit their names to OAA. email: assessment@kean.edu

December 22: Collect Fall semester data, if applicable.

June 30: Submit program assessment reports that show evidence of "closing the loop". email: assessment@kean.edu

June 30: For specified academic programs, complete program reviews and submit a copy to OAA. email: assessment@kean.edu

What Should Kean Document Regarding Assessment?

When submitting information on their assessment efforts to the [Middle States] Commission, institutions are expected to document:

- clear statements of key goals, including expected student learning outcomes;
- an organized and sustained assessment process (referred to in some Commission documents as an "assessment plan") including:
 - institutional guidelines, resources, coordination, and support for assessment;
 - assessment activities and initiatives that are presently underway;
 - plans to develop and implement future assessment activities and initiatives.
- assessment results demonstrating that the institution and its students are achieving key institutional and program goals
- uses of assessment results to improve student learning and advance the institution. (Middle States SLA, 2007, p. 56)

Assessment Support

The Office of Accreditation and Assessment (OAA) is located in Townsend 126 (T-126)

Dr. Sophia Howlett, Associate VP for Learning Support
T: 908-737-3358, F: 908-737-3355, sohowlet@kean.edu

Ian Klein, Associate Director
T: 908-737-3354, F: 908-737-3355, iklein@kean.edu

Wenjun Chi, Acting Associate Director
T: 908-737-3352, F: 908-737-3355, wchi@kean.edu

Susan DeMatteo, Acting Associate Director
T: 908-737-3356, F: 908-737-3355, sdematte@kean.edu

OAA Website

<http://www.kean.edu/KU/Office-of-Accreditation-and-Assessment>



Resources

- ❖ AAC&U Assessment Website: <http://www.aacu.org/resources/assessment/index.cfm>
- ❖ Assessment Update: Free Articles: <http://www.assessmentupdate.com/article-directory.aspx>
- ❖ Internet Resources for Higher Education Outcomes Assessment Website: <http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm>
- ❖ Middle States Website: <https://www.msche.org/>
- ❖ Middle States Commission on Higher Education (2006). *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. Philadelphia, PA: Middle States Commission on Higher Education.
- ❖ Middle States Commission on Higher Education (2007). *Student Learning Assessment: Options and Resources. Second Edition*. Philadelphia, PA: Middle States Commission on Higher Education.
- ❖ Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide*. San Francisco, CA: Jossey-Bass.



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Student Learning Outcomes Annual Assessment Plan



Introduction

This document's purpose is to communicate the following:

- Guiding principles for assessment
- 2015-2016 assessment initiatives
- Expectations for documenting assessments
- Assessment examples
- Assessment due dates
- Assessment support staff and resources

Guiding Principles

- Faculty are the content experts.
- Effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained¹.
- Assessment results:
 - provide convincing evidence that the institution is achieving its mission and goals, including key learning outcomes¹.
 - are shared in useful forms and discussed widely with appropriate constituents¹.
 - lead to appropriate decisions and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans¹.

¹Developed by Middle States (2005) "Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations" pp.4-7.

2015-2016 Assessment Initiatives

1. Identify program assessment coordinators for the academic year and submit their names to OAA (**due Oct. 10**).
2. Submit annual program assessment plans that specify the SLOs being assessed and the direct measures used to assess them (**due Oct. 31st**).
3. Conduct and submit program assessment reports that show evidence of "closing the loop" (**DUE JUNE 30th**).
4. For specified academic programs, complete program reviews (**DUE JUNE 30th**).

How Should Kean Document Assessment?

STUDENT LEARNING OUTCOMES (SLOS):

Clearly articulated statements of what each institution expects its students to learn at the course, program, and institutional levels (Middle States SLA, 2007, p. 10).

- ❑ Institutional and General Education SLOs are articulated on the General Studies website: <http://www.kean.edu/KU/General-Studies-Mission-and-SLOs>
- ❑ Program mission and SLOs should be articulated on the department's program web page.
- ❑ Course SLOs should be articulated on each course outline and syllabus (Middle States. (2011). Characteristics of Excellence. Standard 11, p. 41).

EXAMPLE: Students will be able to evaluate information and its sources critically.
(Derived from AAC&U VALUE Rubric for Information Literacy)

DIRECT MEASURES:

Provides evidence in the form of student products or performances. Such evidence demonstrates that actual learning has occurred relating to a specific content or skill.

COURSE LEVEL EXAMPLES:

- Course and homework assignments
- Examinations and quizzes
- Term papers and reports
- Research projects
- Case study analysis
- Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances
- Artistic performances and products

PROGRAM LEVEL EXAMPLES:

- Capstone projects, senior theses, exhibits, or performances
- Pass rates or scores on licensure, certification, or subject area tests
- Employer and internship supervisor ratings of students' performance

[Middle States Commission on Higher Education. (2007). Student Learning Assessment: Options and Resources. (2nd ed.) pp. 28-29.]

CLOSING THE LOOP:

Provides evidence that assessment results are used to improve teaching and learning.

INSTITUTIONAL LEVEL EXAMPLE:

- Develop a required information literacy program that includes examples of erroneous conclusions drawn from reviewing inappropriate sources.

PROGRAM LEVEL EXAMPLE:

- Change capstone course from a special-topics course to a course that requires an independent, integrative project.

COURSE LEVEL EXAMPLE:

- Revamp required course to include several practice assignments drawing on scholarly research skills in the discipline.

[Middle States Commission on Higher Education. (2007). Student Learning Assessment: Options and Resources. (2nd ed.) pp. 65-66, 69.]

Academic Program Reviews

The following Academic Program Reviews are due **June 30, 2016**. Program Review Guidelines are located within “Accreditation and Assessment Resources” on the Office of Accreditation and Assessment web site: <http://www.kean.edu/offices/accreditation-and-assessment>.

COLLEGE OF BUSINESS & PUBLIC MANAGEMENT

- ❖ M.S. Accounting

COLLEGE OF EDUCATION

- ❖ M.A. Instruction and Curriculum
[Includes Instruction and Curriculum - Bilingual/Bicultural Education (M.A.)
Instruction and Curriculum - Teaching English as a Second Language (M.A.)
Non-Degree ESL/EMSE Alternate Route]
- ❖ M.S. Exercise Science

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- ❖ B.A. Economics
[Includes Business Economics and Teacher Certification Options]
- ❖ B.S. Psychology/Psychiatric Rehabilitation (Joint Program with Rutgers)
- ❖ Interdisciplinary/ Minor Programs
[Includes Asian Studies, Africana Studies, Jewish Studies
Latin American Studies, and Women's Studies]
- ❖ B.A. Psychology
- ❖ B.A. Sociology

COLLEGE OF NATURAL, APPLIED, & HEALTH SCIENCES

- ❖ B.S. Information Technology
- ❖ M.S. Computer Information Systems

NATHAN WEISS GRADUATE COLLEGE

- ❖ DPL Professional Diploma - School Psychology



2015-2016 Assessment Timeline

October 10: Identify program assessment coordinators for the academic year and submit their names to OAA. email: assessment@kean.edu

October 31: Submit annual program assessment plans identifying the SLOs being assessed and the direct measures used to assess them.

December 19: Collect Fall semester data.

May 13: Collect Spring semester data.

JUNE 30: Submit program assessment reports that show evidence of "closing the loop". email: assessment@kean.edu

JUNE 30: For specified academic programs, complete program reviews and submit a copy to OAA. email: assessment@kean.edu

What Should Kean Document Regarding Assessment?

When submitting information on their assessment efforts to the [Middle States] Commission, institutions are expected to document:

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 - assessment activities and initiatives that are presently underway;
 - plans to develop and implement future assessment activities and initiatives;
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Resources

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2016-2017

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COLLEGE OF BUSINESS & PUBLIC MANAGEMENT

- ❖ B.A. Public Administration
- ❖ M.P.A. Public Administration

COLLEGE OF EDUCATION

- ❖ B.A. Physical Education
- ❖ B.A. Recreation Administration
- ❖ M.A. Special Education

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- ❖ B.A. Communication
- ❖ B.A. Economics
- ❖ B.A. Psychology
- ❖ M.A. Communication Studies

COLLEGE OF NATURAL, APPLIED, & HEALTH SCIENCES

- ❖ B.S. Biology (Cell & Molecular Biology Option)
- ❖ B.S. Biology (Environmental Biology)
- ❖ B.S. Earth Science
- ❖ B.S. Health Information Management (Joint Program with Rutgers)
- ❖ B.S. Medical Technology
- ❖ B.S. Sustainability Science

MICHAEL GRAVES COLLEGE

- ❖ B.F.A./B.I.D. Design (Interior Design only)

NATHAN WEISS GRADUATE COLLEGE

- ❖ M.A. Counseling

NJ CENTER FOR SCIENCE, TECHNOLOGY & MATHEMATICS

- ❖ B.S. Science and Technology



2016-2017 Assessment Timeline

October 21: Identify program assessment coordinators for the academic year and submit their names to OAA. email: assessment@kean.edu

October 31: Submit annual program assessment plans identifying the SLOs being assessed and the direct measures used to assess them.

December 21: Collect Fall semester data.

May 12: Collect Spring semester data.

JUNE 30: Submit program assessment reports that show evidence of "closing the loop". email: assessment@kean.edu

JUNE 30: For specified academic programs, complete program reviews and submit a copy to OAA. email: assessment@kean.edu

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OAA Website

<http://www.kean.edu/KU/Office-of-Accreditation-and-Assessment>



Assessment Plans due **October 31st**

Resources

- ❖ AAC&U Assessment Website: <http://www.aacu.org/resources/assessment/index.cfm>
- ❖ Assessment Update: Free Articles: <http://www.assessmentupdate.com/article-directory.aspx>
- ❖ Internet Resources for Higher Education Outcomes Assessment Website: <http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm>
- ❖ Middle States Website: <https://www.msche.org/>
- ❖ Middle States Commission on Higher Education (2006). *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. Philadelphia, PA: Middle States Commission on Higher Education.
- ❖ Middle States Commission on Higher Education (2007). *Student Learning Assessment: Options and Resources. Second Edition*. Philadelphia, PA: Middle States Commission on Higher Education.
- ❖ Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide*. San Francisco, CA: Jossey-Bass.

5.28 Office of Accreditation and Assessment Budget (AY2016-2017)

Office of Accreditation and Assessment Budget (AY2016-2017)

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/datatel/live/coll18/production/apphome/_PH_/O UTS148_SDEMATTE_47581_17942 established
KEAN UNIVERSITY          BUDGET STATUS INQUIRY          XCCIPURCHASING-FINANCE
SYSTEM          FISCAL YEAR 2017          13:13:01 02-13-17
COST CENTER: 11-71360 ACCREDIATION & ASSESMENT

OBJ. DESCRIPTION..... BUDGET..... ENCUM          ACTUAL          AVAILABLE
                        CURRENT          BRANCES..... EXPENSES..... BALANCE.....

5021 PRINT/OFF SUPPLIES          2,000.00          0.00          1,089.49          910.51
5023 ED SUPPLIES          20,925.00          1,769.39          19,155.61          0.00
5024 HOUSEHOLD & CLOTHING
5028 STUDENT TRAVEL
5029 MILEAGE REIMBURSEMEN          500.00          0.00          0.00          500.00
      T
5030 TRAVEL          1,000.00          24.39          935.12          40.49
5034 COMPUTER SER/SOFT
5036 PROF SERV          40,075.00          0.00          0.00          40,075.00
5038 RECEPTION
5039 MEMBRSHPS-FEES-SBSCR          5,000.00          0.00          0.00          5,000.00
5041 REPAIR - EQUIPMENT
5047 RENTALS
5050 EXTRAORDINARY
5076 EQUIPMENT-ALL OTHER
5077 COMPUTER EQUIPMENT
KEAN UNIVERSITY          BUDGET STATUS INQUIRY          XCCIPURCHASING-FINANCE
SYSTEM          FISCAL YEAR 2017          13:13:01 02-13-17
COST CENTER: 11-71360 ACCREDIATION & ASSESMENT

OBJ. DESCRIPTION..... BUDGET..... ENCUM          ACTUAL          AVAILABLE
                        CURRENT          BRANCES..... EXPENSES..... BALANCE.....

5111 SAL-ACADEM SPEC          2,000.00          0.00          0.00          2,000.00
5112 SAL-REGULAR          103,500.07          0.00          60,275.50          43,224.57
5113 SAL-ADJUNCT
5114 SAL-GRAD ASST          5,000.00          0.00          2,938.39          2,061.61
5115 SAL-OVER TIME
5116 SAL-OVERLOAD
5118 SAL-STDT AIDES
5134 SAL-GRAD ASST SUMMER

-----
                        180,000.07          1,793.78          84,394.11          93,812.18
=====
TOTAL          180,000.07          1,793.78          84,394.11          93,812.18
23 records listed
    
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Office of the Provost and Vice President for Academic Affairs

Generic Job Title: Director III

Working Job Title: Director of the Office of Accreditation and Assessment

Under the direction of the Provost and Vice President for Academic Affairs, the Director of the Office of Accreditation and Assessment will work closely with faculty, staff and University administration to develop and implement comprehensive programs of assessment designed to meet both institutional strategic goals and accreditation standards.

Job Duties

- Organizes, plans and directs the assessment of instructional processes and institutional outcomes; sets goals and develops policies and procedures in accordance with university goals and objectives.
- Provides leadership to academic departments and General Education which includes an ongoing evaluation of the effectiveness of educational programs as well as utilizing the results of assessment to improve program quality.
- Provides leadership to administrative divisions and their departments to ensure ongoing evaluation of the effectiveness of non-academic activities across the campus and the utilization of the results to improve administrative effectiveness and efficiency.
- Provides leadership in working with faculty, staff and administration to sustain a campus-wide environment of inquiry and culture of assessment.
- Establishes and maintains effective communication and cooperative working relationships with administrators, faculty and staff, with direct access to and support from the Office of Institutional Research and the Office of Computer and Information Services.
- Supervises staff and directs work operations, develops performance standards, makes performance evaluations, provides guidance and counsel to staff and approves personnel actions within the office including promotions, hiring and disciplinary actions in accordance with university policies and state regulations.
- Directs the establishment and maintenance of the university's assessment website to share assessment outcomes.
- Coordinates with faculty and staff to identify and implement appropriate and sustainable outcomes and measures relevant to and in support of student learning.
- Maintains plans and data for ongoing study, implementation, utilization and documentation purposes.
- Interprets assessment results and makes recommendations for improvement of instructional processes in order to enhance program and institutional effectiveness.
- Participates in professional development activities in order to remain abreast of current developments and best practices in assessment and external accreditation including MSCHE and discipline-specific accrediting organizations.
- Promotes a campus-wide culture of assessment.

- Advises departments in developing assessment-based plans for program improvement, including goals, measures and indicators for assessment, in particular student learning outcomes.
- Advises departments in their preparation of reports (as required for academic departments).
- Directs the ongoing implementation of the university's assessment plans.
- Directs assessment activities including assessment data collection and maintenance.
- Works with the Director of Institutional Research in the identification and collection of data useful for assessment.
- Analysis and interpretation of assessment data, both quantitative and qualitative.
- Serves as a resource in the use of assessment data for planning and decision-making.
- Prepares and/or directs the preparation of reports for administration and external agencies.
- Provides assessment consultation and workshops for faculty and staff.
- Works with programs with discipline-specific accreditations in their assessment efforts.
- Integrates discipline-specific assessment efforts with those for MSCHE.
- Collaborates with programs in their efforts to attain discipline-specific accreditation.
- Directs the maintenance of systematic records of assessment activities.
- Implements and supervises student evaluation of teaching.
- Meets with the Faculty Senate as needed.
- Serves on the University Planning Council.
- Performs other duties as assigned.

Qualifications

Graduation from an accredited college with a Master's degree and three years of professional experience in an institution of higher education required. Professional experience in academic and/or institutional assessment preferred. An earned doctorate is also preferred and may be substituted for two years of the required experience.

Knowledge, Skills and Abilities

- Student learning outcomes assessment methods and instruments in higher education AND/OR expertise in Strategic Planning, administrative assessment and ongoing assessment of implementation of institutional Strategic Plans
- Institutional assessment methods and instruments in higher education.
- Quantitative AND/OR qualitative data collection expertise
- Ability to use statistical AND/OR analytical research methods
- Report preparation.
- Knowledge of regional higher education accreditation standards.
- Knowledge of national accrediting organizations in higher education.
- Strong organizational and project management skills.
- Excellent written and oral communication skills.

**OFFICE OF ACCREDITATION AND ASSESSMENT
ASSOCIATE DIRECTOR III**

Reporting to the Director of Accreditation and Assessment, the Associate Director assists in the administration of the Office of Academic Assessment and provides leadership for the University's institutional and student learning outcomes assessment processes. The Associate Director works closely with faculty, staff, administrators and the University Planning Council to manage activities required for campus-wide assessment efforts to improve student learning. This position is tasked with assisting the Director of Accreditation and Assessment in managing ongoing institutional compliance with all Standards of the Middle States Commission on Higher Education and does related work as required.

Examples of Work

- Assists the Director in the management of University-wide Assessment activities with specific areas of management (e.g. non-academic assessment, professional accreditation or database development and management) assigned based on expertise and prior experience
- Acts with the authority of the Director in his or her absence
- Assists in the formulation of guidelines, policies and procedures in accordance with University policies, goals and objectives in collaboration with and for review by the Director
- Assists in developing and sustaining a comprehensive program of institutional effectiveness utilizing both quantitative and qualitative methods
- Assists the University Planning Council in fostering a campus-wide culture of evidence that supports assessment activities for ongoing improvement , providing recommendations for strategic planning based on the outcomes assessment data and interpretation
- Provides management oversight in the design, development, interpretation and implementation of student learning outcomes assessment plans for academic and/or support activities or administrative units
- Works with Vice Presidents, academic Deans, Department Chairs, Executive Directors, Coordinators and/or department administrators in developing, maintaining and conducting effective and consistent institutional assessment activities
- Assists with the organization and facilitation of the institution's Annual Assessment Institute and May Assessment Day

5.30 Associate Director of OAA (Kean USA) Job Description (01-2017)

- Manages the preparation of materials for Middle States accreditation review as well as other accrediting bodies
- May work with programs with discipline-specific accreditations in their assessment efforts if assigned with academic assessment duties
- Manages and assists in assessment training to faculty/staff and administrators
- Maintains current knowledge about assessment programs, activities and mechanisms
- Works independently collecting, compiling and analyzing data
- Maintains all technology necessary to keep the institution's assessment efforts transparent, cohesive and available
- Works independently collecting, compiling and analyzing data
- Supervises graduate assistants and Office of Accreditation staff; develops performance standards and reviews and makes performance evaluations as necessary
- Works effectively with senior administration and faculty
- Effectively writes research reports and other technical writing assignments
- Responds efficiently and accurately to internal requests
- Prepares or directs the preparation of quality reports within assigned deadlines
- Gathers participants for ongoing studies
- Interprets assessment results and makes recommendations for improvement of instructional processes in order to enhance program and institutional effectiveness
- Manages the Office of Accreditation and Assessment's social media initiatives and the establishment and maintenance of the university's assessment website to share assessment outcomes
- Participates in professional development activities in order to remain abreast of current developments and best practices in assessment and external accreditation including MSCHE and discipline-specific accrediting organizations.
- Performs other related work as required

Required Qualifications

5.30 Associate Director of OAA (Kean USA) Job Description (01-2017)

- Master's degree and a minimum of two (2) years of professional experience in academic outcomes assessment and/or institutional assessment and related activities within a higher education setting required
- An Ed.D. or Ph.D. may be substituted for two (2) years of the required experience
- Experience with regional accreditation (e.g. Middle States) is preferred.
- Working knowledge of research methods and design, statistics, qualitative analysis, technology in assessment and tests/measurements
- Knowledge of current issues in higher education accountability
- Strong organizational and project management skills
- Demonstrated ability to work successfully and collaboratively with faculty and personnel at all administrative levels
- Excellent written and public presentation skills
- Experience with Microsoft Office including Excel, Access and PowerPoint

Preferred Qualifications

- For academic assessment duties: experience with regional or professional accreditation processes and with course-embedded assessment principles and methods
- For non-academic assessment and institutional assessment duties: experience in assessing strategic plan implementation and the use of annual report cards
- Experience with the use of electronic statistical analysis tools such as SPSS or SAS
- Proficiency in database software and other technologies used in assessment

Wenzhou-Kean University
Director of Accreditation and Assessment
Director III

Kean, a comprehensive New Jersey state university, is seeking a Director of Accreditation and Assessment for its additional instructional location in Wenzhou, China. Wenzhou is one of the most vibrant and economically advanced cities on China's East Coast, located one hour by plane and just over three hours by high-speed train from Shanghai and Hong Kong. Launched in 2012, Wenzhou-Kean University (WKU) sits on approximately 500 beautiful acres and is now in the midst of a growth phase that will bring enrollment to more than 5,000 students. WKU offers a unique model of higher education provided by a comprehensive, public University, approved by the Chinese Ministry of Education and is accredited by the Middle States Commission on Higher Education. All instruction is in English and all curriculum is provided by Kean USA.

Wenzhou-Kean University offers a competitive salary and benefits plan, which includes healthcare coverage and a partnership with the best medical hospital in Wenzhou. In addition, faculty and staff are provided with an annual housing subsidy, round trip airfare(s) and a reimbursement to cover relocation expenses. *This position is contingent upon funding from Wenzhou-Kean University.*

Under the direction of the Associate Vice President for Academic Affairs responsible for assessment at the Kean USA campus, the Director of Accreditation and Assessment at Wenzhou-Kean University will work closely with faculty, staff and University administration to develop, implement and manage comprehensive programs of assessment designed to meet both institutional strategic goals and accreditation standards; and does related work as required. *This is an international assignment and the hired employee must be willing and able to relocate to Wenzhou, China. Travel is required to the Kean USA campus.*

Qualifications: Master's degree from an accredited college and three years of professional experience in an institution of higher education is required. A minimum of two (2) years of the required experience must be in academic outcomes assessment and/or institutional assessment and related activities within a higher education setting. Experience with the Middle States Commission on Higher Education (MSCHE) is preferred. An earned doctorate is preferred and may be substituted for two years of the required experience.

Application: Please send cover letter, resume and contact information for three professional references to: Ms. Susan DeMatteo, Director of Accreditation and Assessment, Kean University, 1000 Morris Avenue, Union, NJ 07083 or email assessment@kean.edu. Candidacy review begins immediately and continues until appointment is made. Official transcripts for all degrees and three current letters of recommendation are required prior to the starting date of employment.

Kean University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer

Program Assessment Coordinators

Program Assessment Coordinators (PACs) are faculty who have been designated by their College Deans to assist the University in supporting Student Learning Outcomes assessment processes and practices. By September 30th, Deans identify the program assessment coordinators and provide the list of faculty to OAA. For information regarding PAC selection and other logistical questions, please contact the individuals from the table below.

College	Dean	College Staff Member
Business & Public Management	Michael Cooper	Maria Alonso
Education	Anthony Pittman	Heather Stender
Humanities and Social Sciences	Suzanne Bousquet	Ilaf Sattar
Michael Graves College	David Mohney	Kristina Junkroft
Nathan Weiss Graduate	Jeffrey Beck	Angela Ortiz
Natural, Applied, and Health Sciences	George Chang	Dina Stoudmire
Science, Technology, and Mathematics	Keith Bostian	Judy April
Visual and Performing Arts	Suzanne Bousquet	Alfred Brown

Roles and Responsibilities

Program Assessment Coordinators have the following roles and responsibilities:

- **To serve as the communication liaison between OAA and faculty in their disciplines/programs.**
 - Reading and responding to emails from OAA about assessment of their disciplines/programs in a timely manner.
 - Sharing/disseminating assessment information (e.g. guidelines, dates, etc.) with their faculty.
- **To provide assessment guidance and support on program assessments to the faculty in their disciplines/programs.**
 - Answer faculty questions on direct measures, using rubrics, closing the loop, etc.
 - Reviewing program assessment plans and reports to ensure they meet the expectations established by Middle States (articulated in the 2014-2018 Student Learning Outcomes Assessment Guide).
- **Coordinate the process of data collection and analysis.**
- **To be responsible for the completion and submission of annual assessment reports using departmental feedback (due June 30th).**
- **To assist in the completion of other annual program assessment initiatives (articulated in the Annual Student Learning Outcome Assessment Plan)** (e.g. Assist faculty in updating course outlines to include clearly articulated course learning outcomes).
- **To be responsible for ensuring that assessment documents (data, reports, etc.) are accessible to all program faculty and staff (e.g. shared google folder, web page, etc.).**
- **To participate in training, as needed, to support academic program assessment.**

5.33 University Senate Assessment Committee Membership and Charges (2016-2017)

Assessment Committee 2016-2017 Membership				
College	Name	School/Dept.	Term Begins	Term Ends
College of BPM	Eunji Lim	Management and Marketing	May 2016	May 2018
College of BPM	Benito Sanchez	Accounting and Finance	May 2015	May 2017
College of ED	Gregory Shepherd	Global Education	May 2016	May 2018
College of ED			May 2016	May 2018
College of HSS	Richard Braxton	General Education - WKU	May 2016	May 2018
College of HSS	Davide Girardelli	Communication, Media & Journalism - WKU	May 2015	May 2017
College of NAHS	Ray Viglione	School of Mathematics	May 2015	May 2017
College of NAHS	Dongyan Mu	SESS	May 2016	May 2018
College of VPA	Marguerite Mayhall	Fine Arts	May 2016	May 2018
College of VPA	Karen Lee Hart	Theatre	May 2016	May 2018
M. Graves College			May 2016	May 2018
M. Graves College			May 2016	May 2018
NJCSTM			May 2016	May 2018
NJCSTM			May 2016	May 2018
NW Grad College	Jane Webber, Chair	Counselor Education	May 2016	May 2018
NW Grad College	Efthimia Christie	Educational Leadership	May 2016	May 2018
Appointed, Non-Voting				
Assessment	Susan DeMatteo	Office of Assessment		
Prof Staff	Rosa Paolino	Center for Academic Success	Oct 2016	June 2017
Comp Services				
Student Affairs				
KFT	Barbara Lee	Spec Ed	Oct 2016	June 2017
Student Org				
Graduate and Part-Time Students				

Updated: December 16, 2016 ad

Assessment Committee

Revised charges approved at the June 5, 2012 Senate meeting

The domain of this committee involves matters related to student-learning outcomes and program (institutional) effectiveness.

Standing Charges:

1. 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.
2. To monitor academic program review guidelines and assist faculty in implementing the goals and objectives of their program review cycles.
3. 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 Faculty Senate. As a communication liaison, the Assessment Committee will help disseminate data related to student learning outcomes and program/institutional effectiveness.
4. To collaborate with the Faculty Senate and its standing committees to incorporate data regarding student learning outcomes and program/institutional effectiveness into policies, procedures, and reports.
5. 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.
6. To plan, implement, and evaluate, in collaboration with the Office of Accountability and Assessment, one annual professional development workshop, seminar, or on-line assistance which focuses on student learning outcomes and/or program/institutional effectiveness.
7. To recommend resources for faculty members and staff in the development, integration and use of assessment techniques, tools, exemplars, journals, guides, etc. to measure student learning outcomes and program/institutional effectiveness.
8. To periodically review online assessment-related documents to ensure accuracy and clarity for the University community.
9. To work cooperatively with other committees including Academic Standards, Admissions, Student Retention, UCC, College Curriculum, GE, and Distance Learning.
10. To fulfill any specific or special charges from the Faculty Senate.
11. To report mid-year progress to the Faculty Senate, and issue a final report to the Faculty Senate at the conclusion of the academic year.

2013-2014 Assessment Issues:

All Deans:

Annual Assessment Reports:

- Of 71 anticipated annual program assessments, 70 (99%) were submitted for AY2013-2014.
 - 20% of all Annual Assessment Reports were submitted to OAA by the June 30th deadline.
 - Of those submitted late, the range was 1 to 36 days late (mean average of 17 days late).
- Direct Measures: Several reports used the GE Writing and Speech rubrics for program assessment.
 - If the SLO is specific to written or oral communication, than these are appropriate.
 - If the SLO is specific to a program skill or ability (e.g. Financial skills, Nursing skills, Computer skills, etc.), than GE writing and speech rubrics are not the most appropriate measure.
 - Results may yield how well students do with citing sources, grammar, punctuation, etc. but does not tell us about the program-specific outcome being measured.
- Data: All reports need to include the following:
 - course name
 - number of sections
 - number of students assessed
 - when (semester) the data was collected
 - detailed evidence/ data to support findings

Program Reviews:

- 47% of all program reviews were submitted to OAA by June 30th
 - Of those submitted late (the remaining 53%), the range was 1 to 52 days late (mean average of 19 days late).
- Some Guide sheets, Website, and Catalog information show conflicting degree/ course requirement information. (They all need to match).
- Course Syllabi:
 - Program Review Requirements ask for individual faculty course syllabi (not “master” course outlines). Recommendation: Program Review Requirements need to be changed to ask faculty to present course outlines to ensure they have been reviewed, contain course learning outcomes, and are kept current.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CBPM	B.A. Criminal Justice	SLO4: Design and conduct an original research study on a topic related to the study of Criminal Justice.	Final Research Paper graded via a departmental rubric.	CJ 4600	n=94 students n= 5 sections (3 Union, 2 Ocean)	The survey research method using human subjects may have become too complex and time – intensive for some students (e.g., IRB protocols, too many sub-tasks to keep track of).	The survey research method was changed to a content analysis research method that does not require IRB protocols.
CBPM	B.A. Public Administration	SLO1: Students should be able to write a career plan in a logical way. SLO3: Students should demonstrate the ability to communicate effectively orally	Final writing and research paper, presentation and mock interview graded via departmental rubric.	PA 4000	n=22 students n=1 section	Overall more than 80% of the class received a mean score of 4 or higher on each of the criterion assessed in both the oral communication and writing assignment. The class mean score met or exceeded the proficiency standard set by the department faculty.	Next semester PA 4000 class should focus on mock interviews. A few students had difficulty in articulating their skills and experiences in the mock interviews, which would improve with experience.
CBPM	B.S Accounting	SLO5: Have in-depth knowledge of their discipline.	This SLO is assessed using embedded questions in the final exam of Advanced Accounting (ACCT 4210).	ACCT 4210	N = 50 students N = 1 section	Schedule of Partnership Liquidation: 78.30% (80% required) Governmental Statement of Activities :70.50% (80 % required)	It is recommended to disseminate this report to Accounting Faculty so that they take actions to improve the students’ performance in the topics where they had more difficulties. For instance, Faculty should give more examples of alternative ownership options: sole proprietor, partnership, corporation and discussions of both public and private accounting.
CBPM	B.S. Finance	SLO5: Have in-depth	This SLO is assessed using embedded	FIN 4300	N = 14 students N = 1 section	Regarding in-depth knowledge of finance concepts, the major difficulties are in “put options”	It is recommended to disseminate this report to Finance Faculty so that they take actions to improve the students’

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		knowledge of their discipline.	questions in the final exam of Investment and Portfolio Management (FIN 4300).			(derivatives), "Sharpe Ratio" (risk and return), "money market instruments" (security types), "duration" (bond concepts), and "stock growth rate and its relation to valuation" (stock concepts). There were the areas which 80% correct rate was not obtained.	performance in the topics where they had more difficulties. For instance, Faculty should give more examples of put options and clearly emphasize the difference between call option and put option.
CBPM	B.S. Global Business ***New Program	No Students Enrolled 2014-2015	n/a	n/a	n/a	n/a	n/a
CBPM	B.S. Management	SLO3: Use concepts and techniques from business disciplines to evaluate and solve business problems	Final exam and three tests taken throughout the course graded via departmental rubric.	MGS 2150	n=136 students n=5 sections	In all rubrics, students met the target expectation, i.e., an average of 3 or higher is achieved in all criteria.	To achieve better performance in "Calculation", instructors can place more emphasis on teaching calculation. Instructors can allocate more time to cover this area, or encourage students to use the free service of math tutors provided by the department.
CBPM	B.S. Marketing	SLO7: Have in-depth knowledge of their discipline	Exams, term papers, homework assignments, and group case-application project graded via department grading rubrics.	MKT 2500 MKT 3510 MKT 3550	MKT 2500 n=63 students n=2 sections MKT 3510 n=86 students n=3 sections MKT 3550 n=15 student n=1 section	In MKT 2500, students did relatively well on the marketing math quiz across both sections. In MKT 3510, students passed exams with 89% correct. In MKT 3550, the level of competency demonstrated was sufficient to meet the target of 75% competency.	Giving more written assignments may be one way to get the students to practice their writing skills. More hands on exercises to gather data, input and then analyze the data would be helpful. At the same time more emphasis needs to be on how to define a research problem and then develop hypothesis.
CBPM	M.A. Criminal Justice	SLO1: Students will design and conduct an	Thesis assessed via a faculty-approved rubric	ID 5801	n=2 students	During the 2014-15 academic year, two students completed and submitted graduate theses	Department faculty have discussed the feasibility of students continuing to take the ID 5801 thesis option, rather than the

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		original research study, with a clearly stated research question or hypothesis, on a topic related to the study of CJ	comprised of 12 criteria. Students conduct an approved original research study (SLO1) under the supervision of a faculty member.			to complete their M.A. in Criminal Justice degree. SLO1, clearly stated research question or hypothesis. Mean score: 4.0	masters exam, as a way to complete their MA in CJ degree. Presently, the number of students wanting to complete the thesis outnumber the faculty able to supervise a thesis
CBPM	M.B.A. Business Administration	SLO#1: Demonstrate a broad-based knowledge and critical appreciation of the economic, cultural, ethical, and legal dimensions of global business operations. (KU 1, 3)	Term project, overall company performance in global business simulation competition, content testing	GMBA 5075 GMBA 5900	GMBA 5075 n=37 students n=2 sections GMBA 5900 n=18 students n=2 sections	GMBA 5075 Fall 2014: 60% exceeded the expectation; 30% met the expectation; 10% below expectation. Spring 2015: 40% exceeded expectation, 40% met expectation, 20% below expectation GMBA 5900 Fall 2014: 25% exceeded expectation; 50% met expectation; 25% didn't meet expectation. Spring 2015 20% exceeded expectation; 60% met expectation; 20% below expectation.	Need to create better teams for the project with more equal ability. In both semesters the variance in performance was group related. Not all groups functioned well. Instructor need to create more equal groups. Also, it appears there is a need to increase the number of practice rounds, to let weaker groups to catch up” on the principles of the simulation.
CBPM	M.S. Accounting	SLO7: Know the code of conduct and the ethical issues germane specifically for accountants.	This SLO is assessed using embedded questions in final exams of “Seminar in	ACCT 5990	Not specified in report.	There were two questions related to “independence” and “standards must be higher than it’s not illegal”. We find no major difficulties in student learning these ethical concepts.	There are no major changes to the curriculum other than ensuring students have taken all prerequisites for this course.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			Professional Accounting”				
COE	B.A. Elementary Education	SLO # 1: Knowledge- The candidate has understanding of knowledge of subject matter and of national and NJ State Standards.	Praxis II: Elementary Education Content Knowledge (0014) Elementary Education Multiple Subjects (5031 combined)	Pre- Rec for Student Teaching	Education Content Knowledge 2012-2015 data (0014) N=143 Elementary Education Multiple Subjects 2012-2015 data (5031) N=98	100% of program completers passed Education Content Knowledge (0014) and 100% of program completers passed Elementary Education Multiple Subjects (5031)	The 100% pass rate for program completers indicates that the current praxis review sessions are effective. Therefore, we will continue to encourage teacher candidates to participate in these sessions.
COE	B.A. Recreation Administration	SLO# 2: Advocate for the rights of people with disabilities to leisure and enhanced quality of life.	Assessment Portfolio	REC 4903	REC 4903 N= 45 students 2 sections Fall and Spring semesters	Average score on the portfolio for 45 students was 20.2. Overall 80% of the students scored a B or better. A representative sample reflected provision of materials and representative samples of SLOs need additional support.	Have portfolio created in entry REC 2901 class and review portfolio requirements and learning outcomes. Review course outlines to insure that portfolio appropriate assignments are indicated. Increase review of portfolio requirements in core classes.
COE	B.A. Spanish	SLO#2: Demonstrate linguistic and cultural understandings while comparing language systems and cultures	Two direct measures: SPAN 3100 and SPAN 4700	SPAN 3100 and all SPAN 4700	n=108 students n= 4 sections (2 3100 and 2 4700)	Mean for 4700 (FA14) 27.44/30 and 4700 (SP15) 27.8. For 3100 (FA14) 20.6 and 3100 (SP15) 19.5. Weaknesses perceived in students editing and argument development skills in 3100.	New ACTFL-aligned rubrics and assessments will be implemented beginning AY 2015-16 for Civilization, writing and phonetics courses to better measure development of linguistic and cultural analysis skills. Foundations courses created to address this and other SLOs are in course and program approval process--they will be implemented in AY 2017-18.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		through the interdisciplinary products, practices and perspectives they convey.					
COE	B.A. P-12 Spanish Certification	SLO#2: Demonstrate linguistic and cultural understandings while comparing language systems and cultures through the interdisciplinary products, practices and perspectives they convey.	Two direct measures: SPAN 3100 and SPAN 4700	SPAN 3100 and all SPAN 4700	n=108 students n= 4 sections (2 3100 and 2 4700)	Mean for 4700 (FA14) 27.44/30 and 4700 (SP15) 27.8. For 3100 (FA14) 20.6 and 3100 (SP15) 19.5. Weaknesses perceived in students editing and argument development skills in 3100.	New ACTFL-aligned rubrics and assessments will be implemented beginning AY 2015-16 for Civilization, writing and phonetics courses to better measure development of linguistic and cultural analysis skills. Foundations courses created to address this and other SLOs are in course and program approval process--they will be implemented in AY 2017-18.
COE	B.A. Special Education	SLO # 1: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to	Departmentalized publisher exam	ID 2052 cornerstone course for all SPED majors	N=144 students, N=8 sections	Data collected on the ID 2052 course grades indicate that by Spring 2013, candidates exceeded the minimum 80% rate. Performance in the Introductory Foundations course improved each semester with the exception of Spring 14, which showed a sizable decline in performance.	The faculty will meet further to review the data and will explore the variability in section scores. Study and review sessions continue to be offered in Fall 2014, two sections did not achieve the 80% target. Consideration may also be given to increasing the percentage given to the mid-term and final exams.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		provide meaningful and challenging learning experiences for individuals with exceptionalities.					
COE	B.S. Athletic Training	SLO # 3: Students will critically analyze health related medical situations and draw logical conclusions and resolutions to those solutions.	SLO #3 uses two direct measures are used: 1. Fieldwork Assessment 2. Proficiency Assessment	Juniors PED 3693 PED 3694 Seniors PED 4692 PED 4693	Juniors PED 3693 Fall N= 18 PED 3694 Spring N= 21 Seniors PED 4692 Fall N=20 PED 4693 Spring N=21	The target of 90% of juniors will earn 50% or higher on field work assessment evaluations except during pre-season clinical skills where 86% of students met this target. The target of 100% of seniors to score 70% or higher on the fieldwork assessment. The target was met every time except preseason was met 93% and mid term spring 2015 was 92%.	Summer scenario workshops were instituted for Juniors in the summer of 2015. Seniors will be involved in summer scenarios as well to allow them to understand their changing role.
COE	B.S. Physical Education (not until 2015-2016) B.A. Physical Ed(2014-2015)	SLO #2: Physical Education teacher candidates are physically educated individuals with knowledge and skills necessary to demonstrate competent movement performance and health	Skills and Fitness Assessments evaluated with departmental rubric	PED 3608 PED 3609	Two sections N= 22 N=18 Total N = 40	100% scored acceptable or target	Continue to integrate assessment familiarization and practice opportunities in corresponding coursework. Continue to require the fitness component of the curriculum.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		enhancing levels of fitness.					
COE	M.A. Early Childhood Education	SLO 1: Knowledge- Candidate understands the field as an evolving and changing discipline and shows knowledge of theory, teaching strategies, and developmentally appropriate practice.	Case Study: aligned with a rubric aligned with NAEYC standards.	EC 5230	N =11	A rubric criterion score of 3 or higher indicates that candidates have either met or exceeded expectations. Met Expectations = 3 Exceeds Expectations = 8	<i>Note. Assessment is for Standard 1 but analysis and closing loop discussion addresses Standard 5.</i>
COE	M.A. Instruction and Curriculum (Assessment deferred due to low enrollment)	n/a Note. Program was formally discontinued in 2015-2016.	n/a	n/a	n/a	n/a	n/a
COE	M.A. Reading Specialization	SLO 1: Candidates will evidence understanding of major theories and empirical research that describe the cognitive, linguistic, motivational	3 class to life assignments evaluated with rubrics aligned with Standards	CS 5480	Not specified in report.	Examination of the data for the first SLO show that students improved their performance on the class-to-life assignments as they progressed throughout the semester. Data for the second SLO are being collected this semester (Summer Session II, 2015) and are not yet available for analysis.	During the 2014-2015 academic year, all course outlines for the Master's in Reading Specialization Program were fully updated to align with the International Literacy Association's standards (our accrediting body). All course outlines now explicitly state which ILA standards are covered in each course. Assignments and rubrics have also been developed to address each standard. As Program Coordinator, I now

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		and socio-cultural foundations of reading and writing development processes , and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.					meet with each faculty member before the start of each semester to insure that the identified standards are covered in the coursework, have an aligned assessment and rubric, and that data will be collected and submitted each semester.
COE	M.A. Special Education (Autism and Developmental Disabilities) M.A. Special Education (Learning and Behavioral Disabilities)	SLO1: Candidates will design and implement assessments that effectively evaluate programs and practices.	Thesis Proposal	SPED 5198	Autism and Developmental Disabilities N = 19 Learning and Behavioral Disabilities N = 22	100% earned acceptable or above. 100% earned acceptable or above	Since 100% of students were acceptable or higher, an additional component (IRB submission) was introduced for the development and approval of assessment research.
COE	M.S. Exercise Science	SLO 1: Students will know and apply theories of Exercise Science.	Comprehensive exam 2 mandatory questions, the last 2 questions are selected from a possible 3 questions.	Occurs following completion of 27 graduate semester hours.	Rubrics are available for each question. Students must pass all questions for a pass. If they pass 3 of 4	Fall 2014 N = 6 Passed = 3 Pass with conditions = 2 Fail -1 Spring 2015 N = 6	Shared questions and corresponding rubrics with faculty responsible for teaching relevant courses. Two review sessions occurred prior to comprehensive exam.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
					questions, conditional pass is granted with the opportunity to re-take. Target is pass with conditions.	Passed = 3	
NWGC	B.A. Speech Language Hearing Sciences	SLO3: Ability to discuss research and professional issues relevant to speech-language pathology and audiology.	Evaluation using rubrics of student writing and oral presentation that integrates information relevant to development of human communication.	CD 4275 Capstone	n = 50 students n = 2 sections	87% of students achieved scores of 3 or above (out of 4) on writing rubric. 92% achieved scores of 3 or above on oral presentation rubric.	Program has infused writing assignments throughout the curriculum to create additional opportunities for development of written communication skills.
NWGC	DPL Professional Diploma - School Psychology	SLO 2: Use effective strategies and skills to help school students succeed academically, socially, behaviorally, and emotionally.	Ratings from school-based practicum supervisors.	n=16 students, n=1 section	n = 23 n = 2 cohorts (first-year; second-year)	100% of students attained target scores on more than 80% of rating items. Student survey indicated preference for more practice with counseling techniques in first year courses.	Curriculum revised for seminar accompanying first-year practicum, to include more experiences related to counseling.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
NWGC	Ed.D. Educational Leadership	SLO 3: Demonstrate knowledge and ability to promote success of all students by managing organization, operations, and resources.	Students are evaluated on two examinations, simulation projects, and discussion.	EDD 6102	n = 8 students n = 1 section	Six (75%) students achieved average rating of B or better on tasks required. Weakest performance was on simulations.	Instructors provided students with additional time and opportunity to complete simulations.
NWGC	M.A. Counseling	SLO 3: Apply theories and approaches to facilitate individual and group counseling.	Students are rated using rubric scoring on Internship Case Presentation, Group Facilitation Project, and Individual Skills Assessment Video.	CED 5950 CED 5963 CED 5985 CED 5986	Internship Case Presentation n = 50 students n = 6 sections Group Facilitation Project n = 63 students n = 4 sections Individual Skills Assessment n = 28 students n = 2 sections	Target mean rating (2.75 out of 4) was exceeded for all domains. Lowest mean scores were Leadership Skills for Group Facilitation Project (2.84) and Advanced Skills (2.53) in Individual Skills Assessment Video.	Instructors will place more emphasis on specific group counseling skill-building exercises in class meetings.
NWGC	M.A. Educational Administration	SLO 1: Candidates can promote success of all	Students are rated using rubric scoring on group and individual	EL 5502	n = 21 students	100% of students completed tasks required with grade of B+ or better.	Continue monitoring SLO.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		students by facilitating development, articulation, implementation , and stewardship of a school or district's vision of learning.	research and presentations, including a vision statement and a research project.				
NWGC	M.A. Speech Language Pathology	SLO 5: Have knowledge of processes used in research and integration of research principles into clinical practice.	This learning outcome in research design and process is assessed by the completion of the required IRB application and approval, completion of the study, analysis of the data, completion of the thesis, and presentation of the study at the CDD Research Forum, KU Research Day and the NJSHA Annual Convention.	CDD 4275 Capstone	In Fall 2014, 8 students will present at ASHA.	All students completed IRB application, completion of study, analysis of data, completion of thesis, and presentation of study at CDD Research Forum, KU Research Day, or NJSHA Annual Convention.	Does Not List Action Taken

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			Program rubric				
NWGC	M.S. Occupational Therapy	SLO 3: Demonstrate professionalism throughout all phases of academic career and into entry-level practice.	Rating of “meets expectations” or higher on professionalism items in fieldwork level 1 evaluations.	OT 6920 Psycho-social Practice, OT 6921 Adult Rehab Practice OT 6923 Pediatric Practice	n = 95 students n = 6 sections	95% of students obtained target scores.	Continue to monitor trends to see if any one area of professionalism receives lower ratings than others.
NWGC	M.S. Physician Assistant Studies ***New Program	No Students Enrolled 2014-2015	n/a	n/a	n/a	n/a	n/a
NWGC	M.S.W. Social Work	SLO 6: Engage in research and informed practice and practice informed research.	Ratings of “confident” on Student Self-Efficacy Survey and “strong” on faculty assessment of competencies in research-informed practice.	SW 5101 SW 5102 SW 6102 SW 6202	n = 42 students	79% of students obtained target scores.	Provide training in research-informed practice for fieldwork instructors; implement new capstone assignment including literature review; increase emphasis on literature review and integration of research-informed practice in foundation courses.
NWGC	Psy.D. Combined School and Clinical Psychology	SLO 2: Preparation of practitioners who understand scientific foundations of practice in	Passing grade (avg. of 4 or higher on 18 scoring criteria) for school and clinical Assessment	n/a	n = 16 students taking ACE n = 16 students taking ICE	14/16 (87.5%) attained target scores on ACE. 13/16 (81.13%) attained target scores on ICE.	Develop individualized remediation plan for each non-passing student based on subsection scores and feedback supervisor. Remediation plan involves rewriting sections of failed exam, other practices, and retaking exam.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		school and clinical psychology.	Competency Exam (ACE) and Intervention Competency Exam (ICE).				
CHSS	B.A. Asian Studies	SLO 1: Mastery of an Asian language	Midterm Oral Exam	CHIN 1101	n=7 students n=1 section	The result reflects the typical issues with students learning Chinese, that is they are good at learning grammar, but struggle with pronunciation.	We plan to change class schedule from three times a week to twice a week, and then require them to meet with instructor 15 minutes per week beside class time, in order to improve their pronunciation.
CHSS	B.A. Communication	SLO #1 Understand how the power of communication helps change and shape society	Assessment tool created for Monroe Motivated Speech	COMM3590 (Business and Professional Communication)	n=126 students n= 6 sections	31% earned Excellent for Organization, 34% earned Excellent for Delivery, 35% earned Excellent for Persuasion, 24% earned Excellent for Research and 26 earned Excellent for Preparation. In the spring of 2015. 169 students were assessed. Of these 26 earned Excellent for Organization, 28% earned Excellent for Delivery, 22% earned Excellent for Persuasion, 16% earned Excellent for Research and 23% earned Excellent for Preparation.	During the annual meeting of COMM3590 instructors, emphasis will be placed upon helping students to become stronger in researching their topic as well as in preparing for their speech.
CHSS	B.A. Economics	SLO 1: Utilize economic tools and critical analysis to explore potential or current	Chapter tests	ECO1020	n=100 students n=4 sections	On the basis of the average grade received in the chapters shown, 86% and 82% of them respectively, met rubric criteria A (broader criteria) and B (stricter criteria).	Students should take a remedial or refreshing course in mathematics (Algebra or Pre-Calculus math) prior to taking the course. It would be helpful, particularly for special students, to have access to teaching assistants during the semester. Finally, homework sets should be transformed into

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		Economic problems such as unemployment, international trade and economic development.					quizzes, allowing one trial answers, in the hope that students do their homework after studying the assigned materials.
CHSS	B.A. English [Standard Option, Writing Option]	SLO 1: Students will produce essays through a series of drafts that include exploratory writing or talk, as well as revisions that include addition, deletion, substitution and rearrangement.	Major writing project (the student defines the exact form).	ENG 4817	n=26 students n=3 sections	We saw very little growth between ENG 2020 and 4817. We think the reason might be a mismatch in the writing that was assessed. ENG 4817 uses the students' capstone manuscript as the assessment point, which uses a genre of the student's choice. It does not have to be a narrative, nor does it need to have the analytic elements we expect in ENG 2020's literacy narrative.	We will review the amount of time students have to write the critical-reflective essay. It cannot be completed until they finish their capstone manuscript, and we want to be sure students have sufficient time to conduct the kind of analysis we expect.
CHSS	B.A. History	SLO5: Demonstrate well-developed written and verbal skills in dissecting and creating nuanced analyses of historical events and historiographica	Senior Seminar final essay	HIST4990	n=30 students n=3 sections	Department of History students met or exceeded expectations in four of the five categories. In particular, our increased emphasis on historiography throughout the history curriculum have yielded papers which indicate a strong level of understanding. Students struggled the most in the area of Organization.	Department of History faculty will continue with our ongoing efforts at strengthening student writing skills but holding regular writing workshops. We hope to partner with the Kean University Writing Center in this effort in order to bring their expertise to our more of our students. We expect these efforts will also improve student outcomes in the areas of grammar and style.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		l interpretations of those events.					
CHSS	B.A. Political Science	SLO3: Identify and assess the extent to which political positions might be influenced by factors such as world view, cultural differences, race, class, ideologies, and gender.		PS 4130	n=17 students n=1 section	In f PS 4130, the culminating Senior Seminar, the vast majority of students displayed a good to excellent level of achievement across the SLOs measured. Where there was a decline in student performance, it tended to be less at the level of substantive knowledge and critical abilities and more at the level of writing clarity (i.e. grammar and syntax).	The members of the Program need to consider ways of incorporating SLO3 and SLO5 more extensively into the Political Science curriculum.
CHSS	B.A. Psychology	<u>SLO #5</u> Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology	Individual research project scored via a faculty-developed rubric	PSY 4230	Not specified in report.	For PSY 4230, approximately 18.4% of the students had a writing style that skillfully reflected the global, cross-sectional, interdisciplinary, or multicultural nature of psychology. An awareness of the role of diversity in psychological research was more likely to be mentioned in the poster presentations with 73.6% clearly mentioning the need for external validity Or generalizability and another 28% having most of the background demographic characteristics of their sample mentioned accompanied with	The School of Psychology has developed a faculty website for use by all residential and adjunct faculty. We have started and will continue to post exercises and assignments that faculty may use to facilitate proficiency in this SLO.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
						vague/unclear coverage of external validity.	
CHSS	B.A. Sociology	SLO1: : Demonstrate an understanding of the core concepts and theories within the sociological perspective through a rigorous analysis of society and social behavior.	The selected learning outcomes are assessed based on the student's final research paper using the General Education Writing, Speaker Evaluation, and Critical Thinking Rubrics created by the Kean University General Education Department.	SOC 4060	N = 2 sections	Regarding the Senior Seminar Capstone Course, faculty found that students need more practice with oral presentations and minimize the overreliance on videos. Students should also deliver powerpoint presentations more often to better develop a professional presentation. Assistance from the Center for Professional Development Speech Lab should be emphasized. The average mean for Oral Presentations across all the Senior Seminar courses evaluated was 4.06.	Breaking the research process into manageable parts. Assigning outlines and discussing those with the students before final papers and oral presentations. In-class exercises to organize, develop and analytically explain supportive evidence as well as exercises to help identify well developed arguments in the literature examined. Accommodate the delivery of first drafts of final papers for revision and discussion before deadline. More practice with oral presentations and to show videos of well received oral presentations to identify the components that make an oral presentation strong and engaging.
CHSS	DPL Professional Diploma - Marriage and Family Therapy	SLO 2: Understand the principles of human development, human sexuality, gender development, psychopathology, couples processes, and family	Written papers and in class exams	Comp Exam Score	n= 10 students	Of the 10 students who attempted the Spring 2015 comprehensive exam, 100% received passing scores. Of those 10, 3 received the highest scores possible.	Faculty are incorporating a variety of instructional methods and in class activities to help students gain a thorough understanding of the principles of human development, human sexuality, gender development, psychopathology, couples processes, and family development and processes

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		development and processes.					
CHSS	M.A. Communication Studies	SLO3: Engage in critical dialogue to become reflective practitioners.	Final written exam	n=17 students	n/a	Seventeen graduating students completed the comprehensive exam. Students earned a mean score of 4.08. This mean is slightly lower than last year's mean 4.19.	We will reinforce the importance of such training with every graduate faculty and graduate student.
CHSS	M.A. Holocaust & Genocide Studies *** Director on Sabbatical- Assessment deferred until 2015-2016.	n/a	n/a	n/a	n/a	n/a	n/a
CHSS	M.A. Psychology	SLO2: Discriminate among the methods of psychological research and apply the appropriate statistical techniques to these methods.	Completed thesis.	PSY 5910 PSY 5920	n=13 students, n=1 section.	Thesis is assessed based on knowledge of the subject of research, a specified research problem and its justification, selection and use of research methods, data collection and analysis, presentation and interpretation of the results, and mastery of grammar and language and use of research sources. Thesis will be assessed by the main thesis adviser and separately by a 2nd content adviser. 92% of Thesis students completed their thesis for the Spring 2015 Semester	No changes
CHSS	M.A. Sociology and Social Justice	SLO3: Demonstrate the importance of critical thinking, critical	Sociology and Social Justice Thesis		n= 6 students n= 2 sections	Students obtained an average of 4.375 overall, indicating that most students met or exceeded expectations. All students scored higher than the 3 point minimum	We are implementing a Graduate Students Basic Skills Checklist to provide an in-house baseline assessment of their sociological perspective. We have developed a Sociology Critical Thinking Rubric that is fine tune with

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		pedagogy, and critical social theory to develop autonomous, self-reflective and socially responsible qualities.				to demonstrate the importance of critical thinking, critical pedagogy, and critical social theory to develop autonomous, self-reflective and socially responsible qualities. The titles of the thesis examined are:	the sociology student learning objectives and which will serve to better assess sociological critical thinking skills. This rubric will be implemented in the AY 2015-2016 assessment for both: Introduction to Social Justice Course and Thesis requirement.
MGC	B.F.A./B.I.D. Design	SLO1: Recognize, apply and use underlying concepts that govern design and the visual arts and provide opportunities to develop two and three-dimensional design skills (thus preparing the student for more advanced study).	Entry portfolio review. Continuation portfolio review for advancement in the program. Research papers and presentations in DSN 1100 Design and Visual Culture.	INTD 3100 GD 3020 DSN 1100	INTD 3100: n=25 students, n=2 sections GD 3020: n=55 students, n=4 sections DSN 1100: n=113 students, n=4 sections	Not reported	Not reported
CNAHS	B.A./B.S. Chemistry	SLO1: Demonstrate a firm understanding of (1) basic chemical principles and (2) reviewing of	ACS exam grades in all sub-disciplines of chemistry.	CHEM 1084 CHEM 2582 CHEM 3284 CHEM 3382	n= 117 in 7 sec. n= 99 in 5 sec. n= 12 in 1 sec. n= 12 in 1 sec.	The primary factors influencing students performance are their preparation, cumulative learning skills, and mastery of course prerequisites. ACS exams for CHEM 3581 & 4481 were given after only 1 semester testing a year's worth	Prerequisite screening was expanded to all chemistry courses. Course schedule was altered for CHEM 4481 & 4483 so that ACS exam can be administered at the end of CHEM 3383. A new ACS exam will be used for CHEM 3581.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		the primary literature and dictated by the American Chemical Society.		CHEM 3581 CHEM 4481	n= 24 in 1 sec. n= 5 in 1 sec.	of material due to scheduling problems.	
CNAHS	B.A. Biology	SLO 1-7 (e.g. Develop the ability to apply biological principles to understand current issues)	Preparation of two lab reports (Draft & Final) using lab report rubric in BIO 1300; Case Study Review in BIO 4970 Comparative analysis of course scores (2012-13 & 2014-15)	BIO 1300 BIO 4970	BIO 1300 N=98 in 4 sections BIO 4970 N=54 in 4 sections Data will not be available until July 2016.	When comparing the gains of BIO 1300 students, abstract development and interpretation yielded the lowest scores with 5 and 6 point gains made respectively over time. BIO Capstone students continued to have greater difficulty in abstract development (+4) and interpretation (-4) than in the other areas of lab report development process.	Effective lab report writing is an industry standard for Kean students to master before graduating from college. Faculty members successfully integrated lab report writing activities into the BIO 1300, 1400 and 4970 curriculum so that there is an ongoing opportunity for the skills to be effectively reinforced.
CNAHS	B.A. Earth Science	SLO1: Demonstrate technical knowledge and skills of the basic mechanisms and processes associated with various environmental systems relevant to their	Pre- and post-assessment questions as well as the weekly quizzes and midterm tests. The weekly and mid-term exams were made up of multiple choices, true false questions, short answers, and	ES 1000	N = 75 in 5 sections	Similar average change in the assessment test scores were observed regardless of the sections confirming that student learning outcomes have been effective and successful based on the curriculum designs and contents. However, sections with bi-weekly quizzes demonstrated slightly higher improvements in the overall learning achievements reflected in the post-assessment tests.	All ES 1000 sections were recommended to implement bi-weekly quizzes in addition to the exams and HWs to reinforce student learnings.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		own discipline and to those related disciplines in an operationally oriented research environment	essay questions. The pre- and post-assessment questions were composed of ten multiple questions covering a wide range of topics.				
CNAHS	B.A. Mathematical Sciences	SLO 1-5 (e.g. problem solving, recognizing connections, understanding and communicating mathematical argument, technology usage)	Common questions throughout all sections embedded in the final exam, dealing with limits, differentiation, integration, and word problems.	MATH 2416	164 students over 8 sections	Student performance has improved across the board from the previous academic year, especially for word problems and integration, which are typically very taxing for students. As a result of last year's assessment and loop closing, a new textbook was adopted that focuses on conceptual development. It is clear from the data that our students now have a better understanding of the concepts and how to apply them.	We are heading in the right direction with the new textbook, and the concomitant increased usage of technology in the classroom (online assignments, graphing calculators) has made a positive impact on our students. The technology aspect of the course, as well as the increased focus on concepts and applications, will continue to be fine-tuned as we analyze subsequent assessment data.
CNAHS	B.S. Biology [Cell and Molecular Biology Option]	SLO 1-5 (e.g. Acquire Knowledge of fundamental concepts, laboratory and field skills, critical thinking skills, apply	Preparation of two lab reports (Draft & Final) using lab report rubric in BIO 1300; Case Study Review in BIO 4970	BIO 1300 BIO 4970	BIO 1300 N=98 in 4 sections BIO 4970 N=54 in 4 sections Data will not be available	When comparing the gains of BIO 1300 students, abstract development and interpretation yielded the lowest scores with 5 and 6 point gains made respectively over time. BIO Capstone students continued to have greater difficulty in abstract development (+4) and	Effective lab report writing is an industry standard for Kean students to master before graduating from college. Faculty members successfully integrated lab report writing activities into the BIO 1300, 1400 and 4970 curriculum so that there is an ongoing opportunity for the skills to be effectively reinforced.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		biological principles, and ability to find, organize and use literature resource for oral and written communication)	Comparative analysis of course scores (2012-13 & 2014-15)		until July 2016.	interpretation (-4) than in the other areas of lab report development process.	
CNAHS	B.S. Biology [Environmental Biology Option]	SLO1: Demonstrate technical knowledge and skills of the basic mechanisms and processes associated with various environmental systems relevant to their own discipline and to those related disciplines in an operationally oriented research environment	Assessed based on the student's pre- and post-assessment questions as well as the exam grades and writing assignments. The pre- and post-assessment questions were composed of ten multiple questions covering a wide range of topics. Writing assignments were on the current topics of environmental issues and they were graded based on the	ENV 1000	N = 75 in 4 sections	Individual student improvements have been observed and correlated to their quiz and HW grades. Relatively strong correlation between HW efforts and exam grades as well as the final course grades for students were observed. Students who do not turn in or have low grades in the essay and writing assignments also demonstrated relatively low final grades suggesting that correlation between the concept comprehension and expression exist.	More writing and discussion opportunities are going to be implemented in all sections. Students will receive more in-class time for discussing the concepts and environmental issues within a group and as a class to ensure comprehension of concepts. Implementation of oral presentation on group projects will be carried out next year to reinforce student learning.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			university rubrics.				
CNAHS	B.S. Computer Science	SLO4: Use current techniques, skills and tools necessary for computing practice	CS Senior Project The student chooses a project, and then research, design, implement, test, document, demonstrate and present results to the class.	CPS 4951: CS Senior Project	26 students 2 sections	On the 5-point scale, 22 out of 26 of students scored a 4 or better on the overall assignment. Although the target of 4 or higher was reached for 85% of students, lowest criterion scores related to SLO #1 (M=3.85) and SLO #2 (M=4.12) will be addressed.	In 2015-2016: Examples of requirements documents will continue to be discussed with the class, to establish expectations. The role of the design document will continue to be outlined, using additional detail.
CNAHS	B.S. Earth Science	SLO1: Demonstrate technical knowledge and skills of the basic mechanisms and processes associated with various environmental systems.	Weekly homework assignment, exams, and pre- and post-assessment questionnaires were used as a direct measure of SLO #1 this semester	GEOL 1200	N = 25 in 1 section	For most of the students, strong correlation between weekly quiz and HW grades was observed. However, exam average grade for individual student did not show strong correlation with other grades, suggesting that students struggle when studying for more chapters or contents.	Review sessions and notes prior to each exam will be emphasized. Students will be encouraged to make their own review guide sheets and notes during review sessions as to reinforce their learning and help them to prepare for exams.
CNAHS	B.S. Information Technology	SLO2: Identify and analyze user needs and take them into account in the selection, creation, evaluation, and	IT Senior Project Students choose a project that involves a solution to an enterprise problem and	Tech 4512: IT Senior Project	19 students 2 sections	On a 100-point scale, most of the students scored 70% or better on the overall assignment.	In 2015-2016: Examples of requirements documents will continue to be discussed with the class, to establish expectations. The role of the system requirements will continue to be outlined, using additional detail.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		administration of computer-based systems.	then research, design, develop, test, document, demonstrate and present results to the class.				
CNAHS	B.S. Medical Technology	SLO 1-7 (e.g. Develop the ability to apply biological principles to understand current issues	Preparation of two lab reports (Draft & Final) using lab report rubric in BIO 1300; Case Study Review in BIO 4970 Comparative analysis of course scores (2012-13 & 2014-15)	BIO 1300 BIO 4970	BIO 1300 N=98 in 4 sections BIO 4970 N=54 in 4 sections Data will not be available until July 2016.	When comparing the gains of BIO 1300 students, abstract development and interpretation yielded the lowest scores with 5 and 6 point gains made respectively over time. BIO Capstone students continued to have greater difficulty in abstract development (+4) and interpretation (-4) than in the other areas of lab report development process.	Effective lab report writing is an industry standard for Kean students to master before graduating from college. Faculty members successfully integrated lab report writing activities into the BIO 1300, 1400 and 4970 curriculum so that there is an ongoing opportunity for the skills to be effectively reinforced.
CNAHS	B.S. Sustainability Science	SLO2: Articulate and	Used pre- and post-course tests	SUST 1000	N = 20 in 1 section	Significant improvement was observed based on pre- and post-	Students tend to study for exam but not for quizzes as more details are covered in the

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		demonstrate critical thinking/analyses with regard to application of methods and findings.	in addition to quizzes and exam grades to evaluate the student learnings			assessment test for most of the students. Progressive improvements on the exam grade was also observed but quiz grades did not show any strong trend.	quizzes. Emphasis on the weekly reviews of concepts will be focused as part of lectures.
CNAHS	B.S.N. Nursing *** Assessment deferred to 2015-2016 for department to focus on 2014-2015 program review and assessment planning	n/a	n/a	n/a	n/a	n/a	n/a
CNAHS	M.S. Computer Information Systems	M.S. Computer Information Systems	SLO1: Apply advanced knowledge of computing and mathematics appropriate to the discipline	A software implementation project was selected and assessed.	CPS 5995	N= 4, 1 section	All students performed at 70% or greater.
CNAHS	M.S.N. Nursing *** Assessment deferred to 2015-2016 for department to focus on 2014-2015 program review and assessment planning	n/a	n/a	n/a	n/a	n/a	n/a
STEM	B.S. Science and Technology	SLO 1-4, Communication, Applied and	Final presentations in STME 3610	STME 3610	N = 23 N = 19	3610 posters scored on a rubric assessing mastery of applied knowledge, critical thinking,	Previous years data showed potential for growth in students overall writing and presentation of quantitative information.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		Holistic Knowledge, and Critical Thinking	(poster) and 4610 (written paper with oral defense) were selected and assessed.	STME 4610		<p>graphics, presentation and organization, and verbal communication on a 4 point scale. Average score was 3.82 or better across all categories</p> <p>4610 papers were scored using the GE writing rubric. Average scores were 4.89 or better across all categories.</p> <p>4610 oral presentations scored using GE presentation rubric. All categories averaged 4.68/5 or higher.</p>	We have worked to address this in the GE 2024 and STME 4610 classes, adding additional writing assignments and lessons on the use of graphics in presentation. Students are scoring satisfactorily in areas of communication and presentation.
STEM	M.S. Biotechnology	SLO 1,2, and 4 Applied Knowledge, Holistic Knowledge, and Communication	Final paper and presentation in STME 5410 (Biotechnology Internship/Externship)	STEM 5410	N=14 (scored over 2 years)	<p>Papers were scored according to length, problem statement, integrity, purpose, content, support, focus, language, sources, citations, mechanics, and annotated sources. Average scores ranged from 4.18 (Sources and citations) to 4.82 (integrity) out of 5.</p> <p>Oral Presentations were scored on content, delivery, preparation,</p>	All scores were above departmental minimums so no action is suggested at this time.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
						and impact. Average scores were over 4.5 out of 5.	
CVPA	B.A. Fine Arts	SLO#3: Demonstrate professional studio skills, and knowledge of content and history.	Rubric assessing professional portfolio presented in methods course.	FA 3901	N = 15	All students met or surpassed target of 50% of ratings in the 3 (capable) to 5 (accomplished) range, indicating that they have exceeded expectations in both studio and art history. Avg. rating was 4.9/5.0 for studio art and 4.75/5.0 for art history.	Additional emphasis through lecture, readings, and lesson plan development will be placed on the application of art history.
CVPA	B.A. Music (Conservatory)	SLO#2: Demonstrate competencies in music theory and analysis.	Rubric assessing examinations and essays.	MUS 3111	N = 17	94% (16/17) students attained the expected rubric score of 3 or higher on each criterion.	Evaluation of student outcomes facilitated modification of curriculum to to allow students meaningful entry into composition theory and concepts at average, advanced, and expert levels.
CVPA	B.A. Music Education	SLO#4: Perform works representing various genres, styles, and cultures.	Rubric assessing private studio lessons and student recitals.	MUS 3610	N = 11	100% of students in the studio excelled in their preparation of these reports as well as in their presentations of the materials.	Students who met or exceeded expectations will be introduced to more challenging repertory and varied performance experiences (e.g., chamber music ensembles) to advance their performance skills.
CVPA	B.A. Theatre	SLO#2 Demonstrate oral, written, and graphic communication skills as appropriate to theatre	Rubric assessing research papers	THE 3700 Script Analysis	N = 16	60% of students failed to demonstrate sufficient oral and written analytical skill in regard to the basics of play reading. Similarly, students in theatre design classes were found to be lacking fundamental knowledge of design concepts, causing them to falter in being able to verbally explain design processes	Faculty have written two new pre-req courses, THE 1300 Introduction to Performance Design and IS 2701 Plays: On the Page and On the Stage, to better prepare students for THE 2300 and THE 3700.

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CVPA	B.F.A. Studio Art	SLO#1: Attain foundational skills in creating art in two and three dimensions.	Rubric assessing portfolio of work completed in foundation courses.	FA 1100 FA 1101 FA 1230 FA 2405 FA 2100 FA 2200 FA 2277/6	N = 5	100% of students achieved scores of 2 (acceptable) or higher on all ratings categories. Weakest average rating was in Drawing Ability (2.6).	Photography program option was enhanced to strengthen emphasis on drawing instruction.
CVPA	B.F.A. Theatre Design and Technology	SLO#5: Demonstrate competence in the major area of theatrical specialization by producing theatrical work	Technical skills checklist, Student Self-Eval, Faculty Checklist	THE 2301-6 Theatre Lab	N =60	Students have difficulty identifying lighting instruments, programing/running a light board or follow spot. Due to the lack of a fulltime lighting or sound faculty member, only a very few students have the opportunity to work on the lighting crew to any significant extent. Also weak was the proficiency with basic power tools (table saw and pneumatic nail gun). Within the equipment budget for the new VE scene shop, many power tools will be replaced.	In replacing theatre lecturer who had been a scenic designer, the decision was made to hire a lighting designer instead, which will require an adjunct scenic designer - not ideal. Upon opening new scene shop, assure that all lab students receive detailed training on use of new tools and all safety features.
CVPA	B.F.A. Theatre Performance	SLO#5: Demonstrate competence in the major area of theatrical specialization by producing theatrical work	Rubric assessing memorization, vocal technique, physical expression, emotional connection, concentration,	THE 1100 THE 1165	N = 176	Scores for Vocal Technique and Physical Expression fell below the target -- 80% of students with rating of 3 (capable) to 5 (accomplished) -- among both majors and non-majors. Scores on Emotional Connection fell below target for non-majors.	Identification or hiring of faculty with movement skills to enhance student experiences in these areas of the curriculum

5.35 2014-2015 Assessment Summary

College	Primary Program	2014-2015 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			and other objectives.				

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CBPM	B.A. Criminal Justice	SLO4: Students will design and conduct and original research study related to criminal justice SLO5: Students will communicate effectively	Final research paper assessed using the same rubric as in past years. Exams	CJ 4600	n=150 students (76 Fall, 74 Spring) n= 2 sections	Extremely difficult to read this review. Cant view full doc.	
CBPM	B.A. Public Administration	SLO2: Have the ability to critically analyze public administration issues	Case analysis on specific aspects of public administration graded using a 5 point rubric.	PA 4000	n=29 students N-2 sections	The classes mean scores met or exceeded the requirement by the department (at least 3 on a 5 point scale). They were successful in perceiving the genre/audience and also had relatively high scores on development and organization but there is room to improve. Grammar and mechanics did have some room to improve as well since it was the lowest category.	The faculty agreed to pay continued attention to increasing students writing abilities in development and organization of the paper and to utilize the university writing center to improve their grammar and mechanics.
CBPM	B.S Accounting	SLO4: Know the key concepts in all major disciplines	Assessment tests at the end of the year	ACCT 2	n=79 students n=3 sections	The class did not meet expectations of 70%. The overall average of correct answers was around 58% Students seem to struggle with problem solving questions as well as questions related to "common accounts-equity"	The instructors will devote more time helping students cope with both conceptual and problem solving questions, they will also review important topics from time to time over the semester in an attempt to achieve deeper learning. Spending more time explaining the solution and logic behind some difficult questions so students can have a better understanding may also be helpful.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CBPM	B.S. Finance	SLO1: Communicate Effectively	Both courses require a research paper and a presentation that is graded by a rubric with a 5 point scale	FIN 3350 FIN 4310	FIN 4310 n=19 students n=2 sections FIN 3350 n=12 students n=2 sections	In both courses student met the expectation of either 3 or 4 on the rubric scale and both courses met the required percentage of student who received the expected score. However some students did struggle with genre/audience, development and presentation. Others struggled analyzing the information they provided and did not work as a group.	Both courses proved to be successful for SLO1 despite some individuals that had trouble. To address those issues lectures will incorporate more case studies or real world examples for students to relate to. They plan to encourage teamwork and cooperating with the faculty for (COMM3590/ENG3090) to improve their presentation skills.
CBPM	B.S. Global Business	SLO5: Consider, compare and contrast the role of global environment in a political, economic, and social and business context and identify the challenges and opportunities of operating in international settings.	Exams, Case research analysis, presentations, written assignments	MGS 3035 GBUS 4320 GBUS 4330	MGS 3035 n=29 students n=1 section GBUS 4320 n=19 students n=1 section GBUS 4330 n=15 students n=1 section	In all three courses the students met or exceeded the required performance criteria of 80%, there was one exam in MGS 3035 where the average fell to 78.67% on the topics of Global Strategy; Organization & Design.	Results will be communicated with faculty. In regards to the one exam they plan to do more of a review session or perhaps a practice exam so students can meet the standards. Their main concern it staying current and relevant as well as fully integrating this program with WKU. That will involve more communication in both locations and more travel.
CBPM	B.S. Management	SLO6: Know the key concepts in all the major business disciplines.	A final exam and 3 tests throughout the course of each semester. Used critical thinking rubrics to assess.	MGS 2150	n=103 students n=4 sections	In 2 out of the 5 areas students met the criteria of 80% receiving a score of 3 or above. However in the remaining 3 areas (explanation of issues, students position, and conclusions and related outcomes) only around 70% received a 3 or higher.	To achieve better performance instructors can place more emphasis on teaching how to set-up issues and make conclusions. They can also allocate more time to cover these areas or encourage students to complete practice problems.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CBPM	B.S. Marketing	SLO1: Communicate Effectively	Written cases analysis and final exam case studies.	MKT 4500	n=44 students n= 3 sections	The students seemed to perform very well in this class. There is still evidence of a struggle retaining information from past courses. Overall the scores on their written case analyses and final exam case study met the criteria of at least 80%.	The huge challenge in this course is retaining the information they have learned from previous classes. As per the previous year's closing the loop they included a review of concepts from the past but found it not to be helpful. However they did an extensive review leading up to the case studies which was beneficial and suggest making this part of the course. But overall the students did well.
CBPM	M.A. Criminal Justice	SLO1: Students will design and conduct an original research study with a clearly stated research question or hypothesis on a topic related to the study of CJ.	Thesis assessed via a faculty-approved rubric comprised of 12 criteria. Students conduct an approved original research study (SLO1) under the supervision of a faculty member.	CJ 5900	n=4 students	There were 4 Students who completed a thesis this year while 7 students took the master's exam. There was a mean score of 3.5 for SLO1 Which was to clearly state a research question or hypothesis.	In order to meet the demands of increasing interest in writing a thesis they set up a thesis proposal committee review while some opted for the master's exam which was more in line with faculty availability. They will continue this approach next year.
CBPM	M.B.A. Business Administration	SLO2: Make effective decision-making by utilizing quantitative techniques and research methods relevant to global management environment	Assessed by developing a 3 year strategic business plan as well as make primary business function decisions applying all	GMBA 5900	n=29 students n=2 sections	The data shows that the mean score was greater than 3 in all of the areas. However in 2 of the 6 criteria they did not reach the expectation of 80% of the students receiving a 3 or higher. Those two areas were "Quantitative and Analytical Techniques"(75.9%) along with Grammar and Mechanics(62.1%).	They suggest that the students need more practice with writing projects/cases involving analytical techniques. They should also be required to have more presentations during the semester. Does not acknowledge the issue in grammar and mechanics.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			necessary techniques both will be graded by a rubric(80% should have 3 or higher)				
CBPM	M.P.A. Public Administration	SLO1: To be able to lead and manage in public governance SLO3: Ability to analyze, synthesize, think critically, solve problems and make decisions	Budget analysis research paper that is assessed using a rubric with 5 criteria	PA 5040	n=27 students(9 Fall; 18 spring) n=2 sections (1 Fall; 1 Spring)	Students met the proficiency standard in all of the criteria except for analysis and discussion.	In the next semesters the faculty may use models of what a good analysis looks like, provide guidance through the writing process, give students small analysis tasks throughout the semester, and ask students to analyze each other work in small groups.
CBPM	M.S. Accounting	SLO5:in-depth knowledge of discipline	Final Research Paper	ACCT 5990	n=11 students n=1 section	This final paper shows that 3 of the 4 student learning outcomes were met. For SLO 5 the average fell below the 80%. Found many difficulties with the higher order skills of analysis and evaluation.	In order to work on the effectiveness of learning instructors will regularly assign brief writing exercise and have the students explain, more mini case studies, encourage participation and make group work.
COE	B.A. Early Childhood Education	SLO 1: Use knowledge of young children’s characteristics and needs to promote children’s development and learning and to create healthy, respectful, supportive, and	Philosophy Statement		Spring 2015 N=12 Fall 2015 N=9	Spring 2015 67% scored capable or accomplished Fall 2015 89% scored capable or accomplished	This semester brought attention to a need to work with students to better understand individual school contexts and expectations. As a result, faculty worked diligently with students to better align their work with the expectations at each assigned school.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		challenging learning environments.					
COE	B.A. Elementary Education	SLO1: Knowledge (KU 2, 4; GE S4) -- Candidate has understanding and knowledge of subject matter, and of national and New Jersey state standards.	Assessment Description: Licensure Test: Professional Examination of Content Knowledge Praxis II: Elementary Education Multiple Subjects	Pre-req. for EMSE 4810 (K-6) and EMSE 4812 (K-6/5-8)	The aggregated data outlines the number of teacher candidates from Kean Union, Kean Ocean County, and Kean's Post Bac Program that took one of the following three tests: For 014 the total number of test takers is 143 , for the 5031 series the total is 95 , and for 5001 series the total is 3 .	Given the extremely low number of test results from the 5001 series, the data from the newest version of the Praxis II Multiple Subjects test is the least reliable, but when we compare data from the 5031 series and the 5001 we can see that Kean's teacher candidates remain on par with national averages and score higher on the majority of the subtests than their New Jersey state peers.	The pass rate is 100% because students do not become program completers if they do not do so. This ultimately skews the data and denies us from getting a truly clear picture of how our students are doing on these exams. Questions arise here such as: What do we do to assist our teacher education candidates that do not pass one or more sections of the Praxis II? Faculty need to be involved in analyzing the types of thinking and the forms of knowledge teacher candidates need to have acquired to pass the Praxis II Multiple Subjects Exam. Faculty should take the exam.
COE	B.A. Recreation Administration	SL # 3 Demonstrate knowledge the value of leisure and recreation in supporting healthy lifestyles and	The Philosophy statement is worth 10 points. This assignment is scored with course specific	REC 2901	N= 31 (34)	Grading rubrics for the philosophy paper demonstrated that after the revision of the first draft student's papers were well organized. Students provided	1. Revise course outline to reduce class size to 20 to provide more time to focus on written assignments. 2. Connect with the writing center to provide the class with a specific

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		communities from a local and global perspective.	rubric as well as on the GE writing rubric. Students are expected to submit a first draft of the required paper and a revised version of the paper for assessment and designation of a final grade. A score of 6/7 represents a C on the paper. A score of C or better is required to successfully pass this assignment.			good insights into to their understanding of the field and their own personal experience of leisure. Areas in need of improvement included general writing skills including aspects of writing related to grammar and punctuation. Organization of information in order to provide a paper that was cohesive and focused required at least 2 drafts until final paper was submitted for grading. Average score on the philosophy paper was an 8.7 which.	workshop on successful writing techniques including paraphrasing etc. 3. Utilize Turnitin in or Safe to assess the papers for plagiarism. 4. Create classwork groups where students can share and discuss each other's Health and Philosophy papers to assess with editing and focusing of information. 5. Organize small group meeting with library personnel to provide students with research support when appropriate.
COE	B.A. P-12 Spanish Certification	SLO #2: Demonstrate linguistic and cultural understandings while comparing language systems and cultures through the interdisciplinary perspectives, products, and practices...	group projects, short reflective papers, formal written assignments of 8-10 pages, final exam. Rubric-based evaluation of all measures by Capstone Instructor	Span 4700	N=1	SP 16: Mean: 27.7/30 for Writing Mean: 46/50 for Speech. Improvements seen in students' editing and argument development skills.	We are still midstream on the implementation of ACTFL-aligned rubrics for Civilization, Writing and Phonetics courses. Following on last year's recommendations—foundations courses created and will go through approval process AY 16-17. Continue collecting data using existing and newly developed rubrics established to measure SLOs.

5.36 2015-2016 Assessment Summary

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COE	B.A. Special Education	SLO # 1.0: to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	All seven CEC Standards and Elements are assessed as being one of the following: Not Acceptable, Acceptable, or Target.	SPED 4135	N= 68(Spring) N=25 (fall)	All of the students scored at the acceptable or target level. These ratings are consistent with the outcomes of our Professional Internship Competency Assessment.	Following this process, meetings are scheduled with the pertinent faculty and adjuncts who teach the courses where syllabi and course outlines are reviewed. Those individuals adjust course material, lectures, and assignments accordingly.
COE	B.S. Athletic Training		Individual School Report from the Board of Certification of the NATA. BOC results from March/April 2015 exam through Jan/Feb exam 2016. This includes class of 2015 BOC data. Target: Meet or exceed a three year aggregate of 70% first time pass rate on the BOC exam	All graduates	N = 19	16 out of 17 students in the 2015-2016 cohort passed on their first try. First time pass rate = 94%	The newly implemented strategies of the university purchasing and implementing BOC practice exams and faculty domain review sessions for the BS in AT students class of 2016 have resulted in a minimum of a 94% first time pass rate compared with the 2015 cohort of a 68% first time pass rate.

5.36 2015-2016 Assessment Summary

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COE	B.S. Physical Education	SLO 3: Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with standards to address the diverse needs of all students.	There are 2 direct measures. The Teacher Work Sample (written portfolio document) addresses planning. The internship (implementation of Teacher Work Sample in the field) addresses implementation.	PED 4610 Capstone PED 4699 Student Teaching	Spring 2015 N= 31 (3 sections of each course) Fall 2015 N= 24 (2 sections of each course)	All TCs scored acceptable or target on all elements of Standard 3 as addressed by the Teacher Work Sample and Supplemental Assessments.	Since all TCs scored acceptable or target on all elements, course instructors will continue to provide clear expectations at the start of the project. Since there is still variability between the course instructor and university supervisor, additional clarification will be provided at the start of the semester indicating that the assessment rubrics for this standard are based on the rubrics.
COE	M.A. Early Childhood Education	SLO 1: Knowledge- Candidate understands the field is evolving and changing discipline SLO 3: Skills- Candidate applies knowledge and content pedagogy	Measured through the Curriculum Project Portfolio, a rubric is used to assess based on 10 criteria on a 5 point scale.	EC 5000	Spring 2015 N= 15 2 Sections	All 15 candidates met the target of coring at least a 3 or above. Only 2 candidates fell below in the category or writing and mechanics	More explicit discussions on the standards will be emphasized, and more concrete examples of best practices for early childhood will be provided and discussed.
COE	M.S. Exercise Science	SLO 2: Students will be able to assess client needs and determine appropriate nutritional recommendations for exercise and	National Council for Strength & Fitness: Sport Nutrition Specialist Exam Candidates have 3 hours to complete	PED 5103	Newly implemented, only 1 student has taken the exam to date.	N=1 100% passed Required passing score = 65% as determined by the National Council for Strength and Fitness (a nationally accredited certifying body)	Pass rate was 100% of an N of 1. Need to require this exam as a component of the course and align course objectives with the student learning outcomes associated with the certification Note: PED 5103 has been updated in name (EXSC 5103) and content to

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		weight management.	150 questions on the topics below Nutrient Intake: 11% Physiological Aspects of Nutrition: 18% Macronutrients: 34% Micronutrients and Supplementation: 17% Nutrition and Physiological Adaptations to Exercise: 20%				reflect the learning objectives essential for a Certified Sport Nutrition Specialist.
NWGC	B.A. Speech Language Hearing Sciences	SLO5: Acquire knowledge of and ability to use technological tools and resources standard to the professions of speech-language pathology and audiology in laboratory and clinical settings.	Evaluation of improvement in written and oral presentations concerning Communication Disorders from CDD 2251 to CDD 4275; post-test and completer survey.	CDD 2251 CDD 4275	Not specified	95% of students enrolled in a 4000-level course scored below 80% on an APA-style quiz; only 15% of program completers strongly agreed that they have had exposure to and use of technology in laboratory and clinical settings.	Program will incorporate APA-style training into the curriculum, as well as additional exposure to technology used in laboratory and clinical settings.
NWGC	DPL Professional Diploma - School Psychology	SLO1: Elaborate student knowledge bases for	Minimum score of 32/44 for first-year students on	n/a	N = 16 students	14 of 16 students passed the first-year comprehensive examination on the first administration. The	Based upon syllabi review, content for PSYD 5500, Statistical Methods and Analysis, will be modified to include

5.36 2015-2016 Assessment Summary

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		psychology and education, including theories, models, research, empirical findings, and techniques, as well as ability to explain important principles and concepts.	comprehensive exam, which consists of 22 key terms/concepts related to the field of school psychology drawn from first-year courses.			remaining 2 students passed the examination on the second attempt.	greater emphasis on understanding and applying specific types of statistics in applied research.
NWGC	Ed.D. Educational Leadership	SLO3: Produce educational leaders with the knowledge and ability to manage organization's, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	midterm and final examinations, as well as simulations and participation in EDD 6102 Finance course.	EDD 6102	N = 8	Six of 8 students met the objective criteria for the course and satisfactorily completed the tasks assigned on the first attempt.	Students unable to meet the objective were given further opportunity to attempt the assigned tasks following consultation with the professor.
NWGC	M.A. Counseling	SLO4: Interpret and utilize professional research and existing data.	Internship case presentation (minimum score of 2 out of 5 on rubric; mean of 2.8) and Counselor Preparation Comprehensive Exam (CPCE) score within 1.5	CED 5985 CED 5896	N = 65 students N = 4 sections	Mean for internship case presentation was 2.77, just below target; CPCE scores exceeded national mean..	Instructors will use live and video demonstrations to emphasize evidence-based practice research and use of existing data to improve effectiveness of the counseling process.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			standard deviations of national mean.				
NWGC	M.A. Educational Administration	SLO2: Acquire the knowledge and ability to promote positive school culture, providing an effective instructional programs, and applying best practices to student learning and designing comprehensive professional growth plans for staff.	Final written paper for EL 5607 Supervision and Evaluation of Instruction using a 5-point rubric.	EL 5607	N = 23 students	Over 80% of students scored a rating of 3 or higher on all items on the rubric. The lowest mean scores were found in the areas of Organization and Focus.	EL 5607 will address these areas through use of discussion and demonstrations to improve student understanding.
NWGC	M.A. Speech Language Pathology	SLO1: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.	Passing Praxis II examination;	n/a	N = 29 students	27 of 29 students passed the Praxis II, a 93% pass rate, which was 1% below target pass rate.	Evaluating curriculum changes; considering administering a pretest followed by post-test for the first 4 courses of the program: CDD 5202, CDD 5229, CDD 5231, and CDD 5235.

5.36 2015-2016 Assessment Summary

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NWGC	M.S. Occupational Therapy	SLO2: Utilize clinical reasoning skills to develop client centered assessment, goals, and interventions that facilitate participation in meaningful occupation across populations, settings and practice areas.	Mean rating of 3 or above (out of 4) on Fieldwork Level 2 evaluations completed by clinical instructors as part of OT 6960- Advanced Fieldwork Seminar I and OT 6961- Advanced Fieldwork Seminar II.	OT 6960 OT 6961	N = 57 students N = 2 sections	Exceeded target of 80% of students average of 3 or better. No question had below a 90%, with all means 3.30 or above. Lowest scores were found on two items concerning intervention planning.	Intervention planning will continue to be areas of emphasis in the three seminar classes in the second year of the program.
NWGC	M.S.W. Social Work	SLO4: Engage in practice-informed research and research-informed practice.	Mean score of 4 or higher (out of 5) from student self-efficacy survey, field supervisor evaluation tool, and faculty reviewed capstone assignment.	n/a	N = 120 N = 3 cohorts	Only one area that did not meet the benchmark. For Research, benchmark was 80% benchmark, 79% achieved).	Students will have opportunities in Research I and Research II and electives to carry out research projects. Faculty will demonstrate through instruction how research material can be transferred into course assignments and fieldwork/practice. Education on implementing research practice behaviors into fieldwork/practice will be offered to field instructors. Specific field task examples will be provided.
NWGC	Psy.D. Combined School and Clinical Psychology	SLO2: Preparation of practitioners of school and clinical psychology who understand the scientific body of knowledge that	Assessment Competency Exam (ACE), Individualized Educational Plan, Response to Intervention	n/a	N = 19	Average scores on the intervention (4.42/10.0) and consultation (4.33/10.0) subsections of the Individualized Education Plan (IEP) project (School Assessment Competency Exam) are low relative to scores	Developed individualized remediation plans for students failing the IEP project, based on student's subsection scores, as well as feedback from student's practicum supervisor when relevant; examined need for increased attention to intervention- and

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		serves as the foundation of practice.	Project, Intervention Competency Exam (ICE) -- exams and projects completed during second and third years			on other sections of the exam and other exam scores generally.	consultation-related skills in coursework that prepares students for the IEP project.
CHSS	B.A. Communication	SLO1: Understand how the power of communication helps change and shape society	an assessment tool created on Monroe's Motivated Sequence. Assessment categories included: organization, delivery, persuasiveness, research, and preparation.	COMM 3590	Fall 2015: N= 134 (6 sections) Spring 2016 N= 118 (5 sections)	In the fall of 2015 and the spring of 2016, the data show that a "majority" of the students were assessed in the Excellent/Good/Acceptable ranges. This is in line with where student scores should be. There were only a few students who fell below the acceptable range specifically in the category of research.	Will provide an opportunity for COMM 3590 instructors to meet (similar as COMM 1402) and discuss their perceptions of students' needs in the class. In addition, this meeting can provide an opportunity for instructors to grade/assess a single speech for reliability purposes.
CHSS	B.A. Economics	SLO 1: Introduction to the Keynesian model of aggregate expenditures, understanding the framework of the IS-LM model (real and monetary sectors of the economy). Critical understanding of the various	The student were tested, by doing their homework on line, using MyEconLab, an Internet based software. The questions were picked by the publishers and it reflects the key concepts a	ECON 3020	N=86 4 Sections	The results, prove that the overall population of the students, developed a good command of the Keynesian model. Students understood how the economy works, the inner workings of its various components.	The next step is the familiarization of the students with the IS-LM model (Chapter 4) that specifies the description of the monetary and real sectors of the economy, and the critical role of the rate of interest, that creates the appropriate adjustments for the realization of macroeconomic equilibrium, both in the monetary and real sectors

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		multipliers and their impact on the economy.	student should know at the end of each chapter The rubric consists of 5 criteria and student performance is rated on a five point scale				
CHSS	B.A. English [Standard Option, Writing Option]	SLO1: Students will produce essays through a series of drafts that include exploratory writing or talk, as well as revisions that include addition, deletion, substitution and rearrangement.	ENG 2020 and ENG 2021 through a literacy narrative assignment	ENG 2020 & 2021 & 4817	ENG 2021: N=10 (fall 2015) ENG 2020: N=45	The target was met for 50% of students receiving a 3 or above but was much too high in the spring. The rater for ENG 2021 may have been influenced by his years of working with ESL students. The rater for ENG 2021 may have been influenced by his years of working with ESL students.	These results indicate that training and norming with the rubric is needed to ensure that the findings are reliable. In addition, as ENG 2020 is similar to ENG 2021 in the Teaching English in Global Settings option, cross-training and norming between instructors in these two courses/options may be conducted in the future.
CHSS	B.A. History	SLO2: Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of historical events	final essay will be scored using the rubric created by the department for assessing this final writing assignment.	History 4990	Spring 2016 n= 21 Sections: 2	students met or exceeded expectations in four of the five categories. They struggled the most in the area of Bibliographic sophistication. Although students are receiving considerable instruction in historiography and have preliminary bibliographies reviewed, they still rely too heavily on internet sources and fail to utilize appropriate library resources, databases, etc.	The introduction of HIST 3990 – Junior Seminar – in Fall 2016 will provide history majors the opportunity to spend additional time on historical thinking and methods. Additional emphasis on the use of library resources, historical databases, and other peer-reviewed sources will be emphasized in assignments. A class visit to the library and a session with one of the research librarians will be suggested.

5.36 2015-2016 Assessment Summary

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CHSS	B.A. Political Science	SLO 1: Compare and contrast the nature of political relationships based on an understanding of political structures, organizations, and constitutions. SLO2: Examine and evaluate the relationship between underlying theoretical principles and their practical political ramifications	PS 1010 (01 & 05): Intro to Politics, multiple choice/true/ false questions. PS 1010 (02 & 03): Intro to Politics, essay graded on basis of attached PS Rubric.	PS 1010	N=351 (16 sections) Fall 2015 N= 340(16 sections) Spring 2016	The average for the multiple choice portion for both semesters across all sections remained around 80% with the spring semester being slightly higher. In terms of the essay the average was high in the fall (above 4) while in the spring one section average dropped below 4.	greater emphasis needs to be placed across the curriculum, not only at the programmatic but at the university level as well, on writing skills. while each instructor covers an array of substantive matters across each of the SLOs, he/she naturally emphasizes those subfields of political science that correspond to his/her area of academic expertise. Also, methods of evaluation differ from instructor to instructor, ranging from multiple choice/true-false questions to shorter or longer essays to some combination thereof.
CHSS	B.A. Psychology	SLO2: Differentiate basic concepts and principles of the major theories of psychology SLO3: Critically evaluate classic and contemporary issues, advances, and research in psychology SLO6: Master current technological tools in the field including	Assessed based on students' Individual Research Project Paper using a rubric developed by the Kean University School of Psychology faculty. The writing rubric consists of 11 criteria and student performance is	PSY 4940,	n= 96 8 Sections	The means for evaluating SLO2, SLO3, and SLO6 were assessed at the advanced level range from 4.07 to 4.13, and 75% or more of the students who were assessed attained scores of a 4 or higher in all 3 of the SLO's assessment. In SLO6, 45% of all assessed students achieved a score of a 5.	In future faculty meetings this report will be discussed to elicit potential improvements that could be made with how the department delivers PSY 4940. We should consider systematically examining those students who scored below a 4 on each item to determine what they need to improve their performance. For example, perhaps more of these students are transfer students or they took psychology courses in a non-recommended order.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports	rated on a five-point scale.				
CHSS	B.A. Sociology	<p>SLO1: : Demonstrate an understanding of the core concepts and theories within the sociological perspective through a rigorous analysis of society and social behavior.</p> <p>SLO2: : Critically analyze the effects of social structures and social forces on human lives, organizations and groups.</p> <p>SLO 5: Articulate, analyze and describe the relationship between their personal lives, the</p>	The selected learning outcomes (SLO 1, 2, and 5) will be assessed based on the student's final research paper using the Sociological Critical Thinking and Diversity Rubrics.	SOC 4000	<p>Fall 2015 N= 23 2 sections</p> <p>Spring 2016: N-</p>	<p>Students in the Senior Seminar Capstone Course in Sociology (Soc 4600, section 01 and K1) scores exceeded expectation with scores above the three (3) point. Students in Senior Seminar performed well with an average of 3.78 for the criteria of <u>perspective taking within the context of cultural humility</u>.</p> <p>In the spring scores were lower with one falling below 3. Faculty reported that students' passion for their research influenced the clarity of their presentations and that they arrive to the class with a real work commitment and strong background learned in other classes. However, and this might be a possible explanation to the lower average score in the influence of context criteria, faculty observed that students found it difficult to integrate</p>	<p>Faculty suggested the following activities to improve student sociology critical thinking skills:</p> <ul style="list-style-type: none"> - Written assignments where students use sociological concepts learned in previous sociology courses to explain and analyze issues they confront in their social world. - Requiring drafts and revisions from written work. - Help students develop time management skills. - One to one advisement for the development of research papers for the course. - Series of assignments with clear questions to help students develop analytic thinking using the critical thinking rubric.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		history of their world, and contemporary social arrangements in local, national, environmental, and global context.				several sociological perspectives and that some might need more help in making significant connections between a sociological analytical perspective and their empirical research topics	- Dividing research process into small tasks throughout the semester.
CHSS	DPL Professional Diploma - Marriage and Family Therapy	<p>SLO5: Know legal and professional ethics and standards of practice that apply to the practice of marriage and family therapy.</p> <p>□ SLO6: Know and use the extant MFT literature, research, and evidence-based practice to inform clinical practice</p>	They are required to submit a critique/annotated transcription of an entire audio or video taped therapy session. Transcription should be verbatim, including all utterances and pauses. The exam includes a description of the course of treatment and an overall critique of the case including goals, techniques, outcome and prognosis.	N/A	N=6	Every MFT student passed the comprehensive exam. Three students passed with commendations.	We are moving forward with a Self-Study to submit to the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) to seek accreditation of the MFT program. With the addition of our new faculty member, high quality curriculum, and the success of our graduates, we are in an excellent position to meet all accreditation requirements.
CHSS	M.A. Communication Studies	SLO2: Demonstrate diverse communication	The three committee members evaluate each student's	N/A	n=14	Students earned a mean score of 3.64 on integration of theory and praxis. This mean is slightly lower than last year's mean 3.76.	sometimes students understand the dynamics of a communication situation, yet they may not be able to connect the situation to a specific

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		styles: oral, written, nonverbal and visual SLO3: Engage in critical dialogue to become reflective practitioners as a communication professional SLO4: Apply the ability to balance theory and experience	written and oral performance using a rubric. The rubric consists of six criteria, and the student performance is rated on a five point scale			Students earned a mean score of 3.79 on communication scholarship. This mean is slightly higher than last year's mean 3.76. Ten students (approximately 71%) obtained a mean score of 4.0 or higher. Two students received a mean score that is close to 4.0. Three students earned a mean score lower than 3.5. We recognize that the qualifications of our students vary. Some have earned very high scores, and some got relatively low scores.	theory or articulate the exact theoretical terms. Also, some of our classes are taught by professionals who are more practice-oriented. We have asked all graduate instructors to incorporate more theoretical components into their classroom instruction
CHSS	M.A. English and Writing Studies	SLO1: Students will identify key theoretical contributions associated with schools of research within composition studies.	MA in Writing Studies Thesis Rubric applied to the ENG 5698/5699 literature review and the final student thesis.	ENG 5698/5699	n=5	For both Fall 2015 & Spring 2016, the target of 100% of students reaching a 2 or higher was achieved in all categories. With a mean of 2.6, it should also be noted that SLO1 had the most varied score for 2015-2016, with 3 students receiving high proficiency marks while 2 received only proficient scores.	Identifying further theoretical contributions associated with schools of writing and composition research will be an emphasis in planning student coursework in the next academic cycle. Further emphasis on theories of creativity and the development of fiction (invention & discovery) will be included in ENG 5698/5699
CHSS	M.A. Holocaust & Genocide Studies	SLO1: Demonstrate basic standards of scholarly literacy	Assessed based on the student's Thesis using the Thesis Evaluation	n/a	N=2	Based on these findings, the students are exceeding the standards established by the program. Faculty attribute their success to the individualized	It is the recommendation of program faculty that advisors continue to provide the one-on-one mentorship that engages students and increases student engagement. Additionally,

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		and perspective SLO2: Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of genocide	rubric , The rubric consists of 5 criteria and student performance is rated on a five point scale;			feedback, time, and attention to their needs by their faculty advisor.	faculty will continue to provide experiential learning activities to promote student engagement.
CHSS	M.A. Psychology	SLO1: Demonstrate advanced and comprehensive knowledge of psychological constructs SLO2: Discriminate among the methods of psychological research and apply the appropriate statistical techniques to these methods	The comprehensive exam includes seven questions from which students are required to answer three questions of their choice. The questions appear in Appendix _____. The scoring rubric includes Fail (0), Questionable (.5), Pass/Average (1), Better than Average (1.5) and Honors (2).	Not Specified	n=14	In both the developmental and learning theory category the mean fell below one during this year. many classes have been taught by adjunct faculty members who may not offer the depth necessary to pass the particular comprehensive exam item. However The students did well on the exam. Every student received a passing grade and one student passed with commendations	We are planning on offering a thorough review of the comprehensive exam questions in ID 5020

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
MGC	B.F.A./B.I.D. Design	SLO6: Synthesize studies in the liberal arts, visual arts, business, and design in the creation of a portfolio of work that demonstrates conceptual design thinking and creative skill building on a professional level.	Exit portfolio review upon completion of all RBSD design programs- assessed using a rubric, Senior exit survey	INTD 4113 GD 4099	N=22 Sections 2 N=43 3 Sections	In INTD 4113 all students did well and met the target and did better than the previous cohort. In GD there were a handful of students who fell below satisfactory.	Create and offer a new special topics DSN 4000 Portfolio Development course in Spring 2017, for any design program, to guide design students in developing their projects before they enter the last semester in their program. Work with faculty advisors to ascertain that a student is prepared in their junior year for their final year of study. Faculty is discussing alternate ways to teach and coordinate internships for all design disciplines. Students internships and job opportunities is a frequently asked question at Open Houses.
CNAHS	B.A./B.S. Chemistry	SLO1: Demonstrate a firm understanding of basic chemical principles. SLO2: Analyze multiple sources of data to synthesize scientific conclusions	ACS exam grades in all subdisciplines of chemistry. Quality and quantity of cited references	CHEM 1084 CHEM 2582 CHEM 3284 CHEM 3382 CHEM 3581 CHEM 4481 CHEM 3381 CHEM 4908	n= 239 in 14 sec. n= 76 in 4 sec. n= 30 in 2 sec. n= 13 in 1 sec. n= 14 in 1 sec. n= 20 in 1 sec. n= 13 in 1 sec. n= 13 in 1 sec.	Signs of leaked exam was detected in Gen. chem exam. Despite prereq.screening, ACS exam scores remain about 1 standard deviation below national averages. ACS exams for CHEM 3581 & 4481 were given after only 1 semester testing a year's worth of material due to scheduling problems.	New versions of ACS exams were purchased. Placement exams and Chem I final will be converted to computer based format. Need to move away from staffing all adjunct. GE 2024 is not enough for scientific writing. In AY 16-17, we will generate a document on expectations in scientific writing. It will be used in assessing all writing assignments in chem courses.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CNAHS	B.A. Biology	SLO #1: Acquire the knowledge of fundamental concepts and principles which characterize living organisms and biological functions	In BIO 4970, the Transdisciplinarity rubric is used to assess student success in the development of a final grant proposal or research report. Specifically the literature review/background sections are examined to determine successful integration of other disciplines into the Biology study	BIO 4970	N=107 in 8 sections	When the Transdisciplinarity rubric was introduced to Biology majors in fall 2015, student scores ranged between 3.25 and 3.42. One year later, the range of scores are similar with an eight point increase. Integration of prior learning (3.25) still appears to be a problem for students to grasp, while they are most successful with curiosity (3.5) that is related to performance of research.	Faculty have taken the lead on introducing examples of Transdisciplinarity-related events for participation credit (i.e. STEM research, stress reduction activities, ecology field trips, and Research Day presentations).
CNAHS	B.A. Earth Science	SLO #1: Demonstrate technical knowledge and skills as well as an understanding of the basic mechanisms and processes associated with biological, atmospheric, geologic, hydrologic, and	In ES 1000 (Introduction to Earth Science), student learning outcome #1 was assessed based on the student's using pre- and post-assessment questions as well as the weekly quizzes and midterm tests. The weekly and	ES 1000	N = 57 in 4 sections	Our assessment test clearly indicates that students as an individual or as student body of entire class significantly improved in their learning and gained knowledge on the specific topics after a semester of class. On average, the pretest scores on average were 2-30% on all of the questions for targeted SLOs. On the post-assessment scores, all the questions were consistently scored on average of 6 -70%. This clearly and quantitatively	Based on this year's assessment, we conclude that using pre-and post-assessment test scores to evaluate student learning outcome for BA ES majors are good. However, there is some discrepancy between the test scores and the assessment scores. For example, students scored on average of 5-60% on the post-assessment test while the same individual students scored on average of 80% or above on their in-class exams. This is due to the fact assessment tests are reflected on their grades so students may not have

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		<p>geographic systems as unifying principles of contemporary environmental and earth science relevant to their own discipline and to those related disciplines in an operationally oriented research environment. This includes basic principles, theories, methods, and protocols for scientific discovery and problem-solving.</p>	<p>mid-term exams were made up of multiple choices, true false questions, short answers, and essay questions. The pre- and post-assessment questions were composed of ten multiple questions covering a wide range of topics. These means of assessment includes the basic principles, theories, methods, and protocols for scientific discovery and problem-solving confirming the evaluation of the SLO #1 will be sufficiently monitored and addressed through our assessment methods.</p>			<p>indicates that students have gained knowledge and improved in their learning. As we set the target measure to be SLO #1 for AY 15-16 assessment report, we observed similar data. Scores on the questions targeting SLO#1 was 25.9% on the pre-assessment test whereas they were 41.3% on the post-assessment test. Such results were consistent throughout all four sections confirming that the teaching methods and delivery was fairly consistent and universal regardless of instructors. Students have exceeded the overall expectations by achieving significant improvements on the measured assessment expectations throughout the most of the measured categories. Clearly students learned the materials and improved in their learning and knowledge.</p>	<p>been taken the test seriously. Going forward, we will plan to give extra credits to students based on their improvements on the assessment scores so that way we can justify the assessment tests to be more reflective of actual student learning outcomes. It is clear that we have met the goals of improving our students in SLO#1 for this year. We also would like to request and suggest hiring additional faculty members focusing on quantitative skills in the course. Part of the reasons our students lack in their ability of digesting and compiling large set of data in quantitative manner is due to lack of courses offered in our curriculum. Our students certainly learn and improve in their progress as shown in this report based on ES 1000 course, but they are not well prepared in the analysis part as shown in our ES 4981 capstone course. It is clear that we need to have additional faculty to support the student learning outcome for the program.</p>

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CNAHS	B.A. Mathematical Sciences	SLO 1-5 (e.g. problem solving, recognizing connections, understanding and communicating mathematical argument, technology usage)	Ten multiple-choice assessment questions were included in final examinations over all sections. These questions assessed material throughout the course, including prerequisites, limits, continuity, differentiation, integration, and various interrelated topics. The questions assessed both conceptual and computational aspects of the course.	MATH 2416	155 students over all sections	The data show that students as a whole perform well on questions that are primarily computational, but still struggle with conceptual questions. The large amount of difficult conceptual content, the amount of material packed into the each of the calculus sequence courses, poor student preparation, and lack of sufficient help/support outside the classroom are possible reasons for students' poor performance on some of the questions.	We are continuing our effort to trim the content breadth, provide better support, and assess entering students in order to elevate performance. The calculus faculty group will continue to meet to streamline, update, and, where appropriate, reduce content in Calculus 1 to better facilitate our students' learning. Additionally, students will now be assessed on their preparedness in the first week of classes, so that we can understand the deficiencies of the Calculus 1 student population at the very beginning of the course, and plan our course of action accordingly. Also, we have recruited better-prepared tutors for Calculus 1, and encourage our students to avail themselves of this support.
CNAHS	B.S. Biology [Cell and Molecular Biology Option]	SLO #1: Acquire the knowledge of fundamental concepts and principles which characterize living organisms and biological functions	In BIO 4970, the Transdisciplinarity rubric is used to assess student success in the development of a final grant proposal or research report.	BIO 4970	N=107 in 8 sections	When the Transdisciplinarity rubric was introduced to Biology majors in fall 2015, student scores ranged between 3.25 and 3.42. One year later, the range of scores are similar with an eight point increase. Integration of prior learning (3.25) still appears to be a problem for students to	Faculty have taken the lead on introducing examples of Transdisciplinarity-related events for participation credit (i.e. STEM research, stress reduction activities, ecology field trips, and Research Day presentations).

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			Specifically the literature review/background sections are examined to determine successful integration of other disciplines into the Biology study.			grasp, while they are most successful with curiosity (3.5) that is related to performance of research.	
CNAHS	B.S. Biology [Environmental Biology Option]	SLO #1: Demonstrate technical knowledge and skills as well as an understanding of the basic mechanisms and processes associated with biological, atmospheric, geologic, hydrologic, and geographic systems as unifying principles of contemporary environmental and earth science relevant to their own discipline and to those related	Student learning outcome #1 was assessed based on the student's using pre- and post-assessment questions as well as the weekly quizzes and midterm tests. The weekly and mid-term exams were made up of multiple choices, true false questions, short answers, and essay questions. The pre- and post-assessment questions were composed of ten multiple questions	ENV 1000	N = 75 in 4 sections	All the sections shared the same pre- and post-assessment test questions. Students were asked to take the multiple choice questions on the first day of class and took the exact same test on the last day of class. This assessment tool is homogeneous assessment throughout the different sections in order to analyze the student learning outcomes regardless of the instructors. Our assessment test clearly indicates that students as an individual or as student body of entire class significantly improved in their learning and gained knowledge on the specific topics after a semester of class. On average, the pretest scores on average were 30% on all of the questions regardless of the targeted SLOs. On the post-	Based on this year's assessment, we conclude that using pre-and post-assessment test scores to evaluate student learning outcome for BS EB majors are good. However, there is some discrepancy between the test scores and the assessment scores. For example, students scored on average of 60% on the post-assessment test while the same individual students scored on average of 80% or above on their in-class exams. This is due to the fact assessment tests are reflected on their grades so students may not have been taken the test seriously. Going forward, we will plan to give extra credits to students based on their improvements on the assessment scores so that way we can justify the assessment tests to be more reflective of actual student learning outcomes. It is clear that we have met the goals of improving our students in SLO#1 for

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		disciplines in an operationally oriented research environment. This includes basic principles, theories, methods, and protocols for scientific discovery and problem-solving.	covering a wide range of topics. These means of assessment includes the basic principles, theories, methods, and protocols for scientific discovery and problem-solving confirming the evaluation of the SLO #1 will be sufficiently monitored and addressed through our assessment methods.			assessment scores, all the questions were consistently scored on average of 60%. This clearly and quantitatively indicates that students have gained knowledge and improved in their learning. As we set the target measure to be SLO #1 for AY 15-16 assessment report, we observed similar data. Scores on the questions targeting SLO#1 was 31.05% on the pre-assessment test whereas they were 61.88% on the post-assessment test. Such results were consistent throughout all four sections confirming that the teaching methods and delivery was fairly consistent and universal regardless of instructors.	this year. We also would like to request and suggest hiring additional faculty members focusing on quantitative skills in the course. Part of the reasons our students lack in their ability of digesting and compiling large set of data in quantitative manner is due to lack of courses offered in our curriculum. Our students certainly learn and improve in their progress as shown in this report based on ENV 1000 course, but they are not well prepared in the analysis part as shown in our SUST 4000 capstone course. It is clear that we need to have additional faculty to support the student learning outcome for the program.
CNAHS	B.S. Computer Science	SLO1: Apply advanced knowledge of computing and mathematics appropriate to the discipline. SLO2: Analyze a problem and identify and define	CPS 4951: CS Senior Project This capstone is a software implementation project course that integrates theory and practice in design and development of a	CPS 4951: CS Senior Project	38 students 2 sections	On the 5-point scale, 31 out of 38 of students scored a 4 or better on the overall assignment. Although the target of 4 or higher was reached for 82% of students, lowest criterion scores related to SLO #2 (M=4.16) will be addressed.	In 2016-2017: Examples of requirements documents will continue to be discussed with the class, to establish expectations. The role of the design document will continue to be outlined, using additional detail.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		<p>the computing requirements appropriate to its solution.</p> <p>SLO3: Design, implement, test, and evaluate a computer-based system, process, component, or program to meet desired needs.</p> <p>SLO4: Use current techniques, skills and tools necessary for computing practice.</p>	<p>large computer information system. The student chooses a project, and then research, design, implement, test, document, demonstrate and present results to the class.</p> <p>This project is graded using a 5-point scale rubric. Rubric criteria measure the mastery of all program student learning outcomes (SLOs). A criterion score of "5" = excellent.</p>				
CNAHS	B.S. Earth Science	SLO #1: Demonstrate technical knowledge and skills as well as an	Students are expected to learn the physical, geological, chemical, and	GEOL 1200	N = 24 in 1 section	Our assessment test clearly indicates that students as an individual or as student body of entire class significantly improved in their learning and gained	Based on this year's assessment, we conclude that using quiz and test grades to evaluate student learning outcome and their progress for BS ES majors are sufficient. However, it

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		<p>understanding of the basic mechanisms and processes associated with biological, atmospheric, geologic, hydrologic, and geographic systems as unifying principles of contemporary environmental and earth science relevant to their own discipline and to those related disciplines in an operationally oriented research environment. This includes basic principles, theories, methods, and protocols for scientific discovery and problem-solving.</p>	<p>biological processes that occur within geological and hydrological systems. To assess SLO #1, which is to demonstrate technical knowledge and skills as well as an understanding of the basic mechanisms and processes associated with biological, atmospheric, geologic, hydrologic, and geographic systems, their weekly homework assignment, exams, and pre- and post-assessment questionnaires were used as a direct measure of SLO #1 this semester.</p>			<p>knowledge on the specific topics after a semester of class. SLO#1 is to evaluate student on how well they can demonstrate technical knowledge and skills as well as an understanding of the basic mechanisms and processes associated with biological, atmospheric, geologic, hydrologic, and geographic systems as unifying principles of contemporary environmental and earth science relevant to their own discipline and to those related disciplines in an operationally oriented research environment. Exams, quizzes, and lab assignments all adequately address the SLO#1.</p> <p>While the distribution of the quiz scores are consistent, the two exams given in the course have significant differences in the grades distribution. Students did very well on the first one while did relatively poorly on the second one. As our assessment data and results indicate, students generally do well on their performance during the weekly or in class assignments but tend to do not so well on the individual based assessment.</p>	<p>would be more effective if we could implement a pre- and post-assessment tool for the course. Furthermore, assessing performance of students who are only our majors will be more effective in addressing the student learning outcome for the program. Going forward, we will plan to achieve assessment tests for next academic year and allow students to indicate whether they are SESS majors or not so that we can follow the student performance for both majors and non-majors.</p> <p>We also would like to request and suggest hiring additional faculty members focusing on quantitative skills in the course. Part of the reasons our students lack in their ability of digesting and compiling large set of data in quantitative manner is due to lack of courses offered in our curriculum. Our students certainly learn and improve in their progress as shown in this report based on GEOL1200 course, but they are not well prepared in the analysis part as shown in our ES 4981 capstone course. It is clear that we need to have additional faculty to support the student learning outcome for the program.</p>

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
						Their grades for quiz and tests need to be more improved to demonstrate their learning outcomes.	
CNAHS	B.S. Information Technology	SLO 1-4 Current technical concepts and practices in the core information technologies; Selection, creation, evaluation, and administration of computer-based systems; Integrate IT-based solutions into the user environment; best practices and standards and their applications.	student's Requirements Document, Design Document, project report and oral presentation in Tech 4513 using a rubric and embedded exam questions in Tech 1010;	Tech 1010 and Tech 4513	84 students; 4 sections	All SLOs reached 80%+ (on average 91.5%)	<ul style="list-style-type: none"> • Examples of requirements documents will continue to be discussed with the class, to establish expectations. • The role of the system requirements will continue to be outlined, using additional detail
CNAHS	B.S. Health Information Management (HIM)	SLO #1. Acquire knowledge of fundamental principles (diversity of organisms/ biological fundamentals/ evolutionary biology)	Transdisciplinarity and application of the scientific method are assessed in BIO 1000. The departmental General Biology Assessment Exam is used for this purpose.	BIO 1000	N = 434 in 21 sections	It was expected that most students would be at the benchmark level in the Transdisciplinarity categories. The expected level score was between 61 and 70 for 80% of students. The mean scores met expectations for integration of prior learning (81-89%) and were similar to the past in the other categories: applying methods (60%), Connection to discipline (70-80%), and taking risks (70-80%).	Instructors were provided with a variety of tools to promote student understanding of real-world applications of biology, including a new laboratory manual that directs students to read, discuss and write about articles, and complete related web-based activities. Faculty were instructed to use discussions about data interpretation. In Summer 2016, an adjunct workshop was held to

5.36 2015-2016 Assessment Summary

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							<p>ensure new BIO 1000 instructors were aware of the integration expectations.</p> <p>Additionally, the college-algebra prerequisite was tracked and only 32% of the cohort had met the requirement in 2015. The KeanWise registration system was adopted to restrict students from enrolling in the course unless they met the math requirement.</p>
CNAHS	B.S. Medical Technology (Note: BIO 1000 or 4970 are not required courses for this major; therefore, BIO 1300 & 1400 Pre-Post Survey are used to assess student learning in this discipline.)	SLO # 1. Acquire the laboratory and field skills to gather and analyze data-related to biological questions.	Lab reports are considered an integral part of the scientific process. They are used to develop skills related to understanding the scientific method, critical thinking, and applied communication.	BIO 1300 & BIO 1400	BIO 1300 N=173 in 7 sections BIO 1400 N=25 in 1 section	In BIO 1300, students prepare two lab reports (draft & final) that are worth 60 points toward their grade. BIO 1400 requirements include the submission of two lab notebook collections for 20 points. It was expected that 75% of the draft reports would range between 1.0 and 2.0 in all areas, then improve to an overall 2.5 for the final work. In BIO 1300, most improvements appeared in the Result category (.47), followed by Abstracts (.45) and Literature Cited (.43). In BIO 1400, the overall mean (2.6) had exceeded the expected 2.5 for this group.	Effective lab report writing is critical for students to master before graduation. The Lab Report rubric enables students to gain this skill as they prepare for careers. Faculty are becoming more comfortable with incorporating lab report writing exercises in their courses. The Lab Report exercise has also been added to the BIO 4970 Capstone curriculum. Additional research is needed to quantify the benefits of reviewing Lab Report writing as students prepare to graduate from college.
CNAHS	B.S. Sustainability Science	SLO #2: Articulate and demonstrate critical thinking/analysis with regard to application of	This course is an introductory course to the academic approach of Sustainability and	SUST 1000	N = 20 in 1 section	Only one section was offered during the AY 15-16 for SUST 1000. Total of 20 students took the course. Pre- and post-assessment test questions were surveyed. Students were asked	Based on this year's assessment, we conclude that using pre-and post-assessment test scores to evaluate student learning outcome for BS SUST majors are sufficient. However, there is some discrepancy between the test

5.36 2015-2016 Assessment Summary

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		<p>methods and findings. This includes designing and conducting efficient and targeted scientific studies of contemporary problems in the environmental biological and earth sciences. Synthesize and integrate multiple dynamic and system processes and their interactions as well as impacts on, and interactions with, human and societal systems</p>	<p>principles of the long-term well-being of human. The course will primarily focus on environmental sustainability, but will cover economic and social dimensions of sustainability. Possible solutions to the sustainability issues will be presented and discussed in the course as well. This course is a required course for sustainability science major. To assess the SLO #2, which is how well students articulate and demonstrate critical thinking/analysis with regard to application of methods and findings, we used pre- and post-</p>			<p>to take the multiple choice questions on the first day of class and took the exact same test on the last day of class. Our assessment test clearly indicates that students as an individual or as student body of entire class significantly improved in their learning and gained knowledge on the specific topics after a semester of class. On average, the pre-test scores on average were 20% on all of the questions regardless of the targeted SLOs. On the post-assessment scores, all the questions were consistently scored on average of 4-50%. This clearly and quantitatively indicates that students have gained knowledge and improved in their learning. As we set the target measure to be SLO #2 for AY 15-16 assessment report, we observed similar data. Scores on the questions targeting SLO#2 was 24.5% on the pre-assessment test whereas they were 51.8% on the post-assessment test. SLO#2 is aimed to evaluate whether students have learned to synthesize and integrate multiple dynamic and system processes and their interactions as well as</p>	<p>scores and the assessment scores. For example, students scored on average of 50% on the post-assessment test while the same individual students scored on average of 80% or above on their in-class exams. This is due to the fact assessment tests are reflected on their grades so students may not have been taken the test seriously. Going forward, we will plan to give extra credits to students based on their improvements on the assessment scores so that way we can justify the assessment tests to be more reflective of actual student learning outcomes. It is clear that we have met the goals of improving our students in SLO#2 for this year. We also would like to request and suggest hiring additional faculty members focusing on quantitative skills in the course. Part of the reasons our students lack in their ability of digesting and compiling large set of data in quantitative manner is due to lack of courses offered in our curriculum. Our students certainly learn and improve in their progress as shown in this report based on SUST 1000 course, but they are not well prepared in the analysis part as shown in our SUST 4000 capstone course. It is clear that we need to have additional faculty to support the student learning</p>

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
			course tests in addition to quizzes and exam grades to evaluate the student learnings.			impacts on, and interactions with, human and societal systems. Even though students have shown improvements in the assessment tests, it is still under our departmental aimed expectations. The final class average was C+/B- (i.e., 78-80%). Again, it is still not satisfying the departmental goal of achieving more than B+ targeted goal. We also tested for the GE SLOs. It has been shown that individual students are are excelling in the classes tend to consistently do well on the assessment tests confirming that our approach of using the pre- and post-assessment tests are the appropriate and effective means of measurement for student learning outcome for BS SUST.	outcome for the program.
CNAHS	B.S.N. Nursing	SLO # 3 Demonstrate the use with a conceptual model for nursing practice. SLO # 4 Synthesize learning from the humanities, and the physical, social and nursing	A rubric aligned to the listed SLO's was used to grade a written assignment "Critique of a Research Report" to determine if the students met the objectives.	NURS 4200	N = 21 in 1 section	Analysis of the data form the written assignment in this course indicates all the students passed the course. Based on the alignment of the SLO's to the course objectives and grading elements of the written assignment, it is noted that SLO # 3, 5 and 8 as represented on the written assignment rubric; the students had mean score greater than 4. The scores were ranked	Based on this finding, the faculty proposed the following interventions to close the loop: <ul style="list-style-type: none"> ● Require APA manual instead of recommending it ● Provide a course orientation that includes review of APA style of writing ● Collaborate with the English department to see if any changes are needed in the English courses required for nursing students.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		<p>science into the practice of nursing.</p> <p>SLO # 5 Incorporate research in the nursing process.</p> <p>SLO # 8 Characterize their practice by leadership in assuming responsibility and accountability for the quality of nursing care delivered to their clients.</p>				<p>from 5 as the highest score to 1 as the least score with 3 being the mean score. Majority of the mean scores fell between 4.09 to 4.8 which is above the benchmark of 3.5. SLO # 4 represented as writing style on the rubric was ranked the lowest with majority of the students not meeting the benchmark. The mean score for SLO #4 is 3.3 representing the lowest mean score for all the categories represented.</p>	
CNAHS	M.S. Computer Information Systems	SLO 1-4: knowledge of computing and mathematics appropriate to the discipline; computing requirements appropriate to its solution; computer-based system, process, component, or program to meet desired needs;	This capstone is a software implementation project course that integrates theory and practice in design and development of a large computer information system. Students choose a project that involves a solution to an	CPS 5995	10 students; 1 section	All SLOs reached 5 (4 required)	A small class and excellent interaction between the faculty and the students contribute to the good measure. Revisit of current environment setting is necessary when the program grows in the future.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		analysis and presentation of the project.necessary for computing practice	enterprise problem, and then research, design, develop, test, document, demonstrate and present results to the class.				
CNAHS	M.S.N. Nursing	SLO5: Devise collegial strategies with all levels of health care providers to achieve a collaborative network. SLO6: Serve as recruiters, role models and mentors to RNs to develop their expertise in clinical nursing administration and leadership SLO7: Model behavioral characteristics of client advocacy and ethical perspectives	assessed based on the student's final oral presentation using the Speaker Evaluation rubric created by the Kean University Communications Department. The rubric consists of 10 criteria and student performance is rated on a scale (3.5 = excellent).	NURS 5910	n=6 2 sections	All students met or exceeded to goal of scoring at least a 2.	Encourage a broader range of theoretical frameworks. Foster the selection of more culturally diverse topics Given the global/world class education vision of Kean University, the student as an aggregate will integrate health delivery models in a compare and contrasting framework across all continents.
STEM	B.S. Science and Technology	SLO1: (Applied Knowledge)	STME 4610 GRE general exam	STME 4610		All students met the target in the verbal section, with one student	As the mean scores are on target, and even the lowest scores were close to

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		Graduates will be strong candidates who may continue their education by pursuing doctoral degrees in related fields of study or otherwise seek career employment in the sciences.	score			missing the target by a single point. However most students did not meet the target in the Quantitative Section – more than half missed the target score, but only by 2 or 3 points. It is worth noting that all Math Ed and computational Math Students met the target score in the quantitative section	target, we do not recommend any action
STEM	M.S. Biotechnology	LO1: (Applied Knowledge) Graduates will possess adequate analytical laboratory and research skills, demonstrate instrumentation operation and applicable software knowledge currently used in biotechnology and related disciplines to enter the biotech or pharmaceutical industry. SLO4: (Communication) Graduates will be	STME 5410-15 final paper scored with rubric. And Oral Presentation Departmental expectation is that mean score for each category is at least a 4.0 on a 5.0 scale, with minimum score of 3.0.	STME 5410-15	n=14	Each presentation was evaluated by individual student's internship/externship. All scores are within target.	Scores are within target, no action suggested.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		able to verbally express themselves and communicate scientific comprehension and knowledge in both formal oral presentations and in written format clearly, concisely and accurately.					
CVPA	B.A. Art History	SLO1: Demonstrate content knowledge of European, U.S., and one non-western area of art history.	Passing score (70% or higher) on content exam given in the last year of degree.	n/a	N = 9	Mean passing score was achieved in only one domain (Terms). Students are not getting consistent access to courses in non-western art history, their grasp of time periods in art history fluctuates, and formal analysis is a particular problem.	Identify courses where formal analysis of 3- dimensional and 2- dimensional art can be taught and create a guide to what students need to master. Increase access to and enhance assessment of exposure to non-Western art. Formal analysis needs to be a major focus for key courses in the program, and students should be exposed several times.
CVPA	B.A. Fine Arts	SLO1: Experiment with, understand, and master a variety of techniques, materials, and concepts that are basics of the art-making process.	Rubric score 3 or higher (out of 4) for exit portfolio review, verbal critique of portfolio.	FA 4800	N = 8	Average rubric score of exit portfolio presentation was 3.91, with all students meeting target score of 3 or above.	Continue monitoring student progress and outcomes.
CVPA	B.A. Music (Conservatory)	SLO5: Rehearse and perform, in both large and small ensembles,	Minimum mean rubric score of 3 or higher assessing	MUS 3868 MUS 3800	N = 160 students N = 4 sections	Students progressed significantly from fall to spring semesters in all evaluated courses.	Continuing scheduled music performances, enhancing repertoire through addition of diverse composers, including Wenzhou Kean students, and

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		works representing various genres, styles, and cultures.	performance skills during both large ensemble rehearsal and one-on-one performance examinations. Rubric score requirements increase according to year in program.				proposing upgrades to concert facilities to improve acoustics and student resources.
CVPA	B.A. Music Education	SLO3: Demonstrate aural skills in sight-singing and ear training.	Mean rubric score of 4 or higher (out of 5) on individual assessments of sight-singing and ear training skills during class and one-on-one sight-singing examinations.	MUS 4114	N = 15 students N = 1 section	Fall 2015 cohort in the area of ear training did better with melodic dictation than chord progressions. Students were stronger when sight singing in major keys than minor keys. Students sang better in groups than individually.	Faculty will marry written theory with ear-training so students recognize the correlation between and relevance of both. Also, courses will add focus on minor keys earlier in semester to promote students' versatility in both major and minor keys at the end of term. More individual singing will be incorporated in the classroom.
CVPA	B.A. Theatre, BFA Performance, BFA Design and Technology	Accreditation Review - all NAST standards	NAST Self Study	October 2015 visitation	Entire theatre program: Operations, size/scope, faculty, facilities, governance, curricula, finances, record keeping, admissions,	Commission approved continued accreditation for ten years, with a request for a progress report concerning: Governance: Assure time and autonomy for theatre executive to fulfill necessary functions. Governance: Provide job description for theatre executive Curricula: Provide status update on the under-enrolled Theatre teacher certification program	Progress report on the items listed will be submitted by 2/1/17 for NAST commission action in 3/17. Theatre Ed curriculum has been under review and the university elected to maintain it with increased attention to recruitment for the time being.

5.36 2015-2016 Assessment Summary

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
					recruitment, library, planning		
CVPA	B.A. Theatre	SLO # 2 Demonstrate oral, written, and graphic communication skills as appropriate to theatre	Oral presentation and research paper rubrics	THE 2300 Tech Theatre THE 3700 Script Analysis	N = 38 3 sections	As new foundation courses have been introduced, attention is being paid to whether or not these foundation courses are providing the fundamental skills to improve performance in higher level theatre courses. Initial sampling is small, but it appears that the reinforcement of material is strengthening the acquisition of skills and knowledge.	Continued attention to the progressive improvements of students who complete the recently added pre-requisite courses for THE 2300 and THE 3700 will provide a broader sampling of students so as to demonstrate whether these new courses serve the purpose for which they were designed. This loop remains open until we have a 3 yr sampling of students completing the new curricula.
CVPA	B.F.A. Studio Art	SLO4: Attain verbal and written communication skills, including the ability to evaluate and describe works of art.	Minimum score of 2 (out of 4) on evaluation rubric completed by faculty mentor in capstone, FA 4797 Mentor Sequence 3, after student installs final solo exhibition.	FA 4797	N = 15	Students exceeded expectations with results also showing improvement from assessment of this SLO at midpoint to senior level. Of 15 students, 13 (87%) obtained scores of 4 (excellent), 1 student received a score of 3 (good), and only 1 student had a score of 2 (acceptable)	Continue development of faculty resources, including appropriate adjuncts, to offer the range of mentoring opportunities students need for successful presentation of their work.
CVPA	B.M. Music Performance and Pedagogy	SLO4: Rehearse and perform, in both large and small ensembles, works representing various	Mean rubric score of 4 or higher (out of 5) on individual assessments of sight-singing and ear training skills during class	MUS 3868 MUS 3800	N = 160 students N = 4 sections	Students progressed significantly from fall to spring semesters in all evaluated courses.	Continuing scheduled music performances, enhancing repertoire through addition of diverse composers, including Wenzhou Kean students, and proposing upgrades to concert facilities to improve acoustics and student resources.

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College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
		genres, styles, and cultures.	and one-on-one sight-singing examinations.				
CVPA	M.A. Fine Arts Education	SLO4: Demonstrate clarity in verbal and written communication.	Score of 3 or higher (out of 5) on rubric-based evaluation of verbal and written communication in student's final presentation of the Professional Portfolio and student's communication regarding lesson plans.	FA 4900 FA 4990	N = 5	All students achieved the desired level of performance. Results indicated strong written and verbal skills as reported by both coordinator and field supervisors.	Continued emphasis will be placed on development and assessment of written and oral performance skills.

Academic Program Assessment Report

COLLEGE: College of Natural and Applied Health Sciences

ENTER PROGRAM NAME: RN-BSN Program (Face-to-face and Online Learning Modalities):

ACADEMIC YEAR: 2016-2017

REPORT AUTHOR: Dr. Prisca Anuforo and Dr. Portia Johnson

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

- SLO1:** Apply the nursing process as the method for professional nursing practice with culturally diverse client systems. (KU 1, 3, 4; GE K1-3, S1-2, V4-5)
- SLO2:** Characterize their practice by an orientation to the family as the basic unit of professional care. (KU 1-4, GE K2-4, S1-2, V4-5)
- SLO3:** Demonstrate the use with a conceptual model for nursing practice. (KU 1-2, GE K2-3, S1-5)
- SLO4:** Synthesize learning from the humanities, and the physical, social and nursing science into the practice of nursing. (KU 1-2, 4, GE K1-4, S1-5)
- SLO5:** Incorporate research in the nursing process. (KU 1-2, 4, GE K1-2, S1-5)
- SLO6:** Demonstrate a commitment to continuous personal and professional development. (KU 2, 4, GE K1-2, 4, S1-2, 4-5)
- SLO7:** Collaborate with members of the health team to provide and improve care delivered to their clients. (KU 1-3, GE K1-3, S1-5)
- SLO8:** Characterize their practice by leadership in assuming responsibility and accountability for the quality of care delivered to their client. (KU 1-3, GE K1-3, S1-5)
- SLO9:** Demonstrate the role of client advocate in the health care system. (KU 1-3 GE K1-4, S1-5)

DIRECT MEASURE:

In NURS 3010 (face-to-face and online sections for Spring 2016, Fall 2016, and Spring 2017), these learning outcomes were assessed based on a comprehensive 50 item multiple choice examination. The examination is blueprinted to course learning outcomes and program learning outcomes (SLO #1, 5, and 9).

The results were compared across semesters and instructional modalities.

NURS 3010 (Health Assessment): These learning outcomes are assessed based on the student's performance on a 50-question comprehensive health assessment exam. This exam is blueprinted to the **NURS 3010 Course Learning Outcomes** as follows:

1. Perform a comprehensive nursing assessment of an essentially well individual.
2. Demonstrate the use of therapeutic, effective communication skills in history taking/interviews with clients.
3. Appreciate the importance of an expanded, holistic approach to determining a client's health status.
4. Synthesize data/documentation to formulate health promotional activities for well clients.
5. Interpret health information to clients to identify positive, health lifestyle behaviors and/or modifications to maximize health states.
6. Demonstrate responsibility and accountability for the design and provision of individually sensitive age and culturally appropriate, and confidential, creative professional care.

TARGET:

A score of 70% or higher indicates that students have either met or exceeded expectations. Since this is a junior level course, the expectation was that 75% of the students in this course will score 70% or higher on this comprehensive examination.

DATA COLLECTION AND RESULTS:

Semester(s): Spring 2016, Fall 2016, and Spring 2017

Number of students: 30

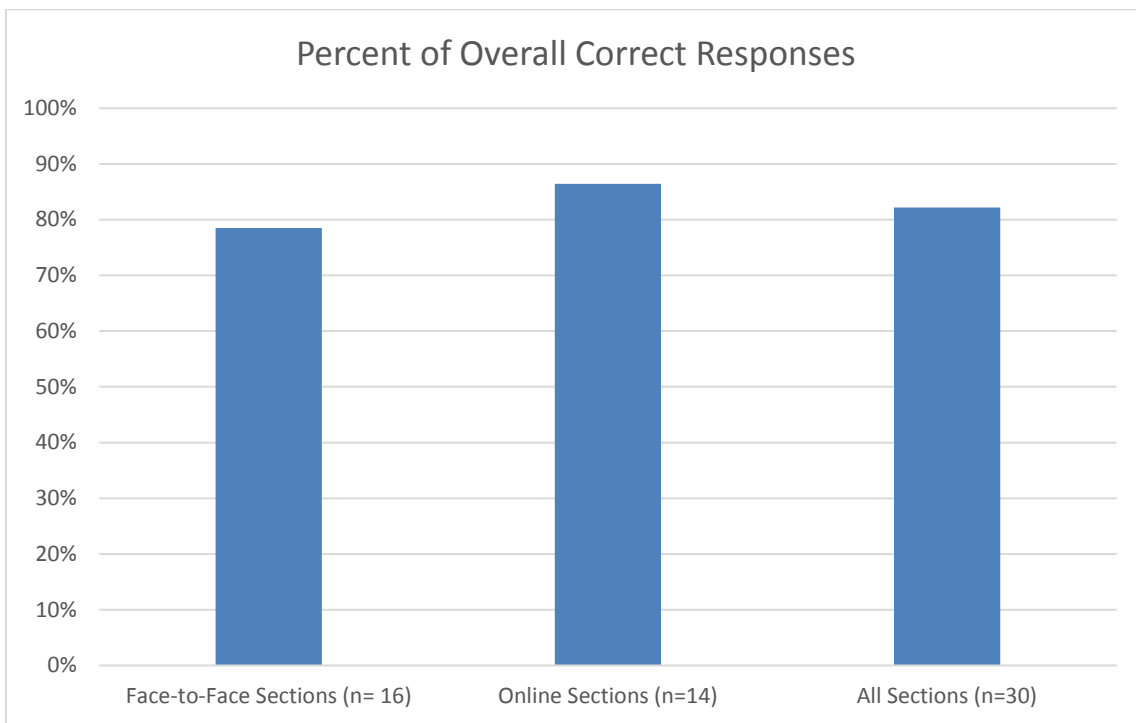
Number of sections: 6 (3 online sections and 3 face-to-face sections)

Spring 2016	N	Fall 2016	N	Spring 2017	N
NURS 3010-04 (face-to-face)	8	NURS 3010-ONH01 (online)	7	NURS 3010-ONH01 (online)	5
		NURS 3010-ONH02 (online)	2	NURS 3010-01 (face-to-face)	3
		NURS 3010-02 (face-to-face)	5		
Total Students	8	Total Students	14	Total Students	8
				Total Students (Aggregated)	30

Online Sections	N	Face-to-Face Sections	N
NURS 3010-ONH01 (FA 16)	7	NURS 3010-04 (SP 16)	8
NURS 3010-ONH02 (FA 16)	2	NURS 3010-02 (FA 16)	5
NURS 3010-ONH01 (SP 17)	5	NURS 3010-01 (SP 17)	3
Total Students	14	Total Students	16
		Total Students (Aggregated)	30

Distribution of Scores:

Instructional Modality	Percent of Overall Correct Responses
Face-to-Face Sections (n= 16)	78.5%
Online Sections (n=14)	86.4%
All Sections (n=30)	82.2%



Item Analysis: Percent of Correct Responses (n=30)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Discussion of Findings:

The results of the data analysis indicate that the course student learning outcomes (CSLOs) program student learning outcomes (PSLOs 1, 5, and 9) were met. Overall, 82.2% of the students scored above 70%. In comparing the data from online and face-to-face, both cohorts performed well with a score of 86.4% and 78.5% respectively. The data indicates that a higher percentage of online students (86.4%) performed better than face-to-face students (78.5%). When looking at the aggregated data combining all sections, semesters and modalities, the following questions presented the most challenge for the students:

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
41	The angle of Louis is best described which of the following statements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	14	16	47%
34	Which of the following describes the closure of the valves in a normal cardiac cycle_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	16	14	53%
47	The instrument used to measure angles of joint flexion is a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	16	14	53%
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	30	18	12	60%
45	The functional units of the musculoskeletal system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	18	12	60%

Conclusions and Recommendations:

The Nursing Faculty's conclusions and corresponding recommendations ("closing the loop") are as follows:

Question 41 – There was an error in the exam scoring in the face-to-face cohort aggregated data (erroneously showing that 25% of students answered correctly). This error was corrected across modalities and is reflected in the online cohort aggregated assessment (71% having answered correctly).

Question 34 - This item had only a 25% passing score in the face-to-face cohort. Students may not have understood the concept (cardiac assessment); therefore more attention will be given to the cardiac system. Simulations for cardiac assessment will be introduced in the Fall 2017 semester to increase student practice.

Question 47 - This is a knowledge question (instrument used to measure the angle of the knee) and the instrument was available in the laboratory. Faculty will increase demonstration using this instrument to reinforce student learning.

Question 22 - This concept (air conduction/ hearing) may be considered specialized, advanced practice nursing. Although the students are generalists at this stage in their studies, the Nursing faculty concur

that students should be exposed to more advanced concepts. Therefore, the concept will be reinforced to challenge students at an advanced level.

Question 45 – This question is related to anatomy and physiology. This knowledge was gained by students much earlier in their academic course of study and they may not have retained some aspects of prior learning. The recommendation is to require students to review the anatomy and physiology of the body system before the concept is introduced in the NURS 3010 Health Assessment Course.

Additionally, aggregate data from face-to-face course sections indicates 15 items from the 50-item comprehensive examination were scored below the benchmark of 70%. In comparison, the online aggregate data indicates that only 5 items were scored below the benchmark of 70%. Further analysis indicates that students who are currently not licensed RN's (but enrolled as dual admission students) performed lower than students who are licensed RNs in the face-to-face cohort. At the time when exams were administered, only licensed RNs were permitted to take NURS 3010 in the online modality. This may be the reason why there is a difference between the scores. Their low scores may have further decreased the overall score of the face-to-face cohort.

To ensure equal access and opportunities for all Nursing students (regardless of RN licensure), all students are now permitted to take the course in either face-to-face or online modalities. The faculty recommend devoting more attention to dual-enrolled students who are not yet licensed RNs. This will be accomplished through incorporating formative assessments throughout the course to determine which students may require additional instructional interventions.

Nursing faculty will continue to trend and aggregate the data from this instrument in future semesters with an increased target of overall correct responses established as a success rate of "at or above 78%" (current face-to-face overall score) for continuous improvement. We will also be using future data to determine that implemented changes were effective.

Supporting Evidence (data):

Supporting Evidence (Data) is attached.

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-ONH01 (online)

#	Question	Attempts	Correct Responses	Incorrect Responses
48	The two parts of the nervous system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	3	4
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	3	4
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	3	4
45	The functional units of the musculoskeletal system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	4	3
46	The normal response seen for the brachioradialis reflex is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	4	3
47	The instrument used to measure angles of joint flexion is a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	4	3
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	5	2
40	Inspection of a person's right hand reveals a red, swollen area. To further assess for infection, you would palpate the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	5	2
41	The angle of Louis is best described which of the following statements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	5	2
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	5	2
43	The main reason auscultation precedes percussion and palpation of the abdomen is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	5	2
44	Which of the following is a normal finding in the abdominal assessment _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	5	2
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
22	Which of the following statements is true concerning air conduction? _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	7	6	1
23	The projections in the nasal cavity that increase the surface area are called the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
25	In your assessment of an 80-year-old male, you would expect to find _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-ONH01 (online)

26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE) _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
30	Which of the following is correct use of the stethoscope to auscultate breath sounds _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
31	Expected assessment findings in the normal adult lung include the presence of _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
32	The most important technique when progressing from one auscultatory site on the thorax to another _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
33	When auscultating the chest in an adult, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
34	Which of the following describes the closure of the valves in a normal cardiac cycle _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
37	In the performing auscultation of heart sounds, which sequence would you use _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
38	In cardiovascular assessment a "thrill" is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	6	1
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
2	You are obtaining a history from a 30-year-old male and are concerned about health promotion activities. Which of the following questions would you ask _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
3	In obtaining review of systems of a "healthy" 7-year-old girl, it would be important to include the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
4	You are assessing a patient's skin during an office visit. What techniques should you use to best assess the temperature of his skin _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
5	When performing the physical assessment, the examiner should _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-ONH01 (online)

6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	7	7	0
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
8	Which of the following measurements is the best index of a child's general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
9	In assessing the radial pulse of a patient, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull's eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
17	Which of the following would you expect to find when examining the eyes of a black patient_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
18	Which of the following is an expected normal finding when performing the extraocular movements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
20	The tympanic membrane should appear _____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	7	7	0
		350	299	51
	Percentages Correct and Incorrect		85.4%	14.6%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-ONH02 (online)

#	Question	Attempts	Correct Responses	Incorrect Responses
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
5	When performing the physical assessment, the examiner should_____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	2	2	0
6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	2	2	0
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
8	Which of the following measurements is the best index of a child’s general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
9	In assessing the radial pulse of a patient, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-ONH02 (online)

17	Which of the following would you expect to find when examining the eyes of a black patient_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
18	Which of the following is an expected normal finding when performing the extraocular movements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
19	In using the ophthalmoscopes to assess a patient’s eyes, you note a red glow in the client’s pupils. You would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
20	The tympanic membrane should appear_____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	2	2	0
23	The projections in the nasal cavity that increase the surface area are called the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
25	In your assessment of an 80-year-old male, you would expect to find_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
26	During an annual physical exam, your 43-year-old patient states that she doesn’t perform monthly breast self-examinations. She tells you that she believes that mammograms “do a much better job than I ever could to find a lump.” You should explain to her that_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE)_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
32	The most important technique when progressing from one auscultatory site on the thorax to another_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
33	When auscultating the chest in an adult, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-ONH02 (online)

34	Which of the following describes the closure of the valves in a normal cardiac cycle_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
37	In the performing auscultation of heart sounds, which sequence would you use_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
38	In cardiovascular assessment a “thrill” is_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
40	Inspection of a person’s right hand reveals a red, swollen area. To further assess for infection, you would palpate the_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	0	2
41	The angle of Louis is best described which of the following statements_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
43	The main reason auscultation precedes percussion and palpation of the abdomen is_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
44	Which of the following is a normal finding in the abdominal assessment_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	0	2
45	The functional units of the musculoskeletal system are the_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	0	2
46	The normal response seen for the brachioradialis reflex is_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
47	The instrument used to measure angles of joint flexion is a_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	1	1
48	The two parts of the nervous system are the_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information_____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	2	2	0
		100	83	17
	Percentages Correct and Incorrect		83.0%	17.0%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP17-ONH01 (online)

#	Question	Attempts	Correct Responses	Incorrect Responses
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
5	When performing the physical assessment, the examiner should_____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	5	4	1
6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	5	5	0
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
8	Which of the following measurements is the best index of a child’s general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
9	In assessing the radial pulse of a patient, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP17-ONH01 (online)

#	Question	Attempts	Correct Responses	Incorrect Responses
17	Which of the following would you expect to find when examining the eyes of a black patient _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
18	Which of the following is an expected normal finding when performing the extraocular movements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
20	The tympanic membrane should appear _____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
22	Which of the following statements is true concerning air conduction? _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	5	3	2
23	The projections in the nasal cavity that increase the surface area are called the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
25	In your assessment of an 80-year-old male, you would expect to find _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE) _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
30	Which of the following is correct use of the stethoscope to auscultate breath sounds _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
31	Expected assessment findings in the normal adult lung include the presence of _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
32	The most important technique when progressing from one auscultatory site on the thorax to another _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
33	When auscultating the chest in an adult, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP17-ONH01 (online)

#	Question	Attempts	Correct Responses	Incorrect Responses
34	Which of the following describes the closure of the valves in a normal cardiac cycle _____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
37	In the performing auscultation of heart sounds, which sequence would you use _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
38	In cardiovascular assessment a “thrill” is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
40	Inspection of a person’s right hand reveals a red, swollen area. To further assess for infection, you would palpate the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
41	The angle of Louis is best described which of the following statements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
43	The main reason auscultation precedes percussion and palpation of the abdomen is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
44	Which of the following is a normal finding in the abdominal assessment _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
45	The functional units of the musculoskeletal system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
46	The normal response seen for the brachioradialis reflex is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
47	The instrument used to measure angles of joint flexion is a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
48	The two parts of the nervous system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	2	3
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
		250	223	27

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
SP17-ONH01 (online)

#	Question	Attempts	Correct Responses	Incorrect Responses
	Percentages Correct and Incorrect		89.2%	10.8%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
SP16-04 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	7	1
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
5	When performing the physical assessment, the examiner should_____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	8	7	1
6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	8	6	2
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
8	Which of the following measurements is the best index of a child’s general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	7	1
9	In assessing the radial pulse of a patient, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	7	1
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	5	3
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	4	4
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	1	7
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP16-04 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
17	Which of the following would you expect to find when examining the eyes of a black patient_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
18	Which of the following is an expected normal finding when performing the extraocular movements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	5	3
20	The tympanic membrane should appear_____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	8	2	6
23	The projections in the nasal cavity that increase the surface area are called the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	7	1
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	3	5
25	In your assessment of an 80-year-old male, you would expect to find_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE)_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	7	1
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
SP16-04 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
32	The most important technique when progressing from one auscultatory site on the thorax to another _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
33	When auscultating the chest in an adult, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
34	Which of the following describes the closure of the valves in a normal cardiac cycle _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	3	5
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	5	3
37	In the performing auscultation of heart sounds, which sequence would you use _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
38	In cardiovascular assessment a "thrill" is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	4	4
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
40	Inspection of a person's right hand reveals a red, swollen area. To further assess for infection, you would palpate the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
41	The angle of Louis is best described which of the following statements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	1	7
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
43	The main reason auscultation precedes percussion and palpation of the abdomen is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
44	Which of the following is a normal finding in the abdominal assessment _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	4	4
45	The functional units of the musculoskeletal system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
46	The normal response seen for the brachioradialis reflex is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
47	The instrument used to measure angles of joint flexion is a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	4	4
48	The two parts of the nervous system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	6	2
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP16-04 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	8	8	0
		400	321	79
	Percentages Correct and Incorrect		80.3%	19.8%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-02 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
5	When performing the physical assessment, the examiner should_____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	5	4	1
6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	5	3	2
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
8	Which of the following measurements is the best index of a child’s general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
9	In assessing the radial pulse of a patient, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	0	5
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	1	4

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-02 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
17	Which of the following would you expect to find when examining the eyes of a black patient_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
18	Which of the following is an expected normal finding when performing the extraocular movements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
19	In using the ophthalmoscopes to assess a patient’s eyes, you note a red glow in the client’s pupils. You would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
20	The tympanic membrane should appear_____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	5	3	2
23	The projections in the nasal cavity that increase the surface area are called the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	1	4
25	In your assessment of an 80-year-old male, you would expect to find_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
26	During an annual physical exam, your 43-year-old patient states that she doesn’t perform monthly breast self-examinations. She tells you that she believes that mammograms “do a much better job than I ever could to find a lump.” You should explain to her that_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE)_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	2	3
32	The most important technique when progressing from one auscultatory site on the thorax to another_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
FA16-02 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
33	When auscultating the chest in an adult, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	2	3
34	Which of the following describes the closure of the valves in a normal cardiac cycle_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	1	4
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
37	In the performing auscultation of heart sounds, which sequence would you use_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
38	In cardiovascular assessment a “thrill” is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	1	4
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	3	2
40	Inspection of a person’s right hand reveals a red, swollen area. To further assess for infection, you would palpate the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
41	The angle of Louis is best described which of the following statements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	1	4
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver_____. (CSLO 1, CSLO 2, CSLO3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
43	The main reason auscultation precedes percussion and palpation of the abdomen is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
44	Which of the following is a normal finding in the abdominal assessment_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
45	The functional units of the musculoskeletal system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1
46	The normal response seen for the brachioradialis reflex is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	2	3
47	The instrument used to measure angles of joint flexion is a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	1	4
48	The two parts of the nervous system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	2	3
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	4	1

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 FA16-02 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	5	5	0
		250	178	72
	Percentages Correct and Incorrect		71.2%	28.8%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP17-01 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
5	When performing the physical assessment, the examiner should_____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	3	3	0
6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	3	2	1
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
8	Which of the following measurements is the best index of a child’s general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
9	In assessing the radial pulse of a patient, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	1	2
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP17-01 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	1	2
17	Which of the following would you expect to find when examining the eyes of a black patient_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
18	Which of the following is an expected normal finding when performing the extraocular movements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
20	The tympanic membrane should appear_____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	3	2	1
23	The projections in the nasal cavity that increase the surface area are called the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
25	In your assessment of an 80-year-old male, you would expect to find_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE)_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
SP17-01 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
32	The most important technique when progressing from one auscultatory site on the thorax to another _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
33	When auscultating the chest in an adult, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
34	Which of the following describes the closure of the valves in a normal cardiac cycle _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	0	3
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
37	In the performing auscultation of heart sounds, which sequence would you use _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
38	In cardiovascular assessment a "thrill" is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
40	Inspection of a person's right hand reveals a red, swollen area. To further assess for infection, you would palpate the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
41	The angle of Louis is best described which of the following statements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
43	The main reason auscultation precedes percussion and palpation of the abdomen is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
44	Which of the following is a normal finding in the abdominal assessment _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
45	The functional units of the musculoskeletal system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	1	2
46	The normal response seen for the brachioradialis reflex is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
47	The instrument used to measure angles of joint flexion is a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
48	The two parts of the nervous system are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	1	2
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	2	1

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 SP17-01 (F2F)

#	Question	Attempts	Correct Responses	Incorrect Responses
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	3	3	0
		150	129	21
	Percentages Correct and Incorrect		86.0%	14.0%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 Online Aggregated (online)

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
45	The functional units of the musculoskeletal system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	7	7	50%
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	7	7	50%
40	Inspection of a person’s right hand reveals a red, swollen area. To further assess for infection, you would palpate the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	8	6	57%
44	Which of the following is a normal finding in the abdominal assessment_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	8	6	57%
47	The instrument used to measure angles of joint flexion is a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	8	6	57%
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	10	4	71%
41	The angle of Louis is best described which of the following statements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	10	4	71%
48	The two parts of the nervous system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	10	4	71%
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	10	4	71%
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	11	3	79%
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	14	11	3	79%
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	11	3	79%
38	In cardiovascular assessment a “thrill” is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	11	3	79%
46	The normal response seen for the brachioradialis reflex is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	11	3	79%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 Online Aggregated (online)

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
9	In assessing the radial pulse of a patient, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
33	When auscultating the chest in an adult, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
34	Which of the following describes the closure of the valves in a normal cardiac cycle _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
37	In the performing auscultation of heart sounds, which sequence would you use _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
43	The main reason auscultation precedes percussion and palpation of the abdomen is _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	12	2	86%
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
5	When performing the physical assessment, the examiner should _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
14	The four areas in the body where lymph nodes are accessible are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
16	The temporomandibular joint is just below the temporal artery and anterior to the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
20	The tympanic membrane should appear _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
23	The projections in the nasal cavity that increase the surface area are called the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 Online Aggregated (online)

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
25	In your assessment of an 80-year-old male, you would expect to find_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE)_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
32	The most important technique when progressing from one auscultatory site on the thorax to another_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	13	1	93%
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
3	In obtaining review of systems of a "healthy" 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
4	You are assessing a patient's skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 Online Aggregated (online)

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
6	Which of the following statements is true regarding the diaphragm of the stethoscope _____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	14	14	0	100%
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
8	Which of the following measurements is the best index of a child's general health _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
10	A thorough skin assessment is very important because the skin holds information about _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull's eye pattern across his midriff and behind his knees. You suspect _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
13	Decreased skin turgor is an expected finding in which of the following conditions _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
17	Which of the following would you expect to find when examining the eyes of a black patient _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
18	Which of the following is an expected normal finding when performing the extraocular movements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	14	14	0	100%
		700	605	95	
Percentages Correct and Incorrect			86.4%	13.6%	

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
F2F Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
34	Which of the following describes the closure of the valves in a normal cardiac cycle_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	4	12	25%
41	The angle of Louis is best described which of the following statements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	4	12	25%
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	6	10	38%
14	The four areas in the body where lymph nodes are accessible are the_____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	6	10	38%
22	Which of the following statements is true concerning air conduction?_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	16	7	9	44%
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	7	9	44%
16	The temporomandibular joint is just below the temporal artery and anterior to the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	8	8	50%
38	In cardiovascular assessment a "thrill" is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	8	8	50%
47	The instrument used to measure angles of joint flexion is a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	8	8	50%
48	The two parts of the nervous system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	9	7	56%
6	Which of the following statements is true regarding the diaphragm of the stethoscope_____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	16	11	5	69%
10	A thorough skin assessment is very important because the skin holds information about_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	11	5	69%
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	11	5	69%
45	The functional units of the musculoskeletal system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	11	5	69%
46	The normal response seen for the brachioradialis reflex is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	11	5	69%
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	12	4	75%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
F2F Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
33	When auscultating the chest in an adult, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	12	4	75%
44	Which of the following is a normal finding in the abdominal assessment_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	12	4	75%
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	13	3	81%
9	In assessing the radial pulse of a patient, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	13	3	81%
23	The projections in the nasal cavity that increase the surface area are called the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	13	3	81%
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	13	3	81%
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	13	3	81%
40	Inspection of a person's right hand reveals a red, swollen area. To further assess for infection, you would palpate the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	13	3	81%
5	When performing the physical assessment, the examiner should_____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	16	14	2	88%
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
18	Which of the following is an expected normal finding when performing the extraocular movements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
25	In your assessment of an 80-year-old male, you would expect to find_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE)_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
F2F Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	14	2	88%
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	15	1	94%
8	Which of the following measurements is the best index of a child’s general health_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	15	1	94%
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	15	1	94%
20	The tympanic membrane should appear_____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	15	1	94%
32	The most important technique when progressing from one auscultatory site on the thorax to another_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	15	1	94%
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver_____. (CSLO 1, CSLO 2, CSLO3, CSLO 4, CSLO 5, CSLO 6)	16	15	1	94%
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
13	Decreased skin turgor is an expected finding in which of the following conditions_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
F2F Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
17	Which of the following would you expect to find when examining the eyes of a black patient_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
37	In the performing auscultation of heart sounds, which sequence would you use_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
43	The main reason auscultation precedes percussion and palpation of the abdomen is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	16	16	0	100%
		800	628	172	
	Percentages Correct and Incorrect		78.5%	21.5%	

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

ALL Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	26	4	87%
2	You are obtaining a history from a 30-year-old male and are concerned about health promotion activities. Which of the following questions would you ask _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	29	1	97%
3	In obtaining review of systems of a "healthy" 7-year-old girl, it would be important to include the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	30	0	100%
4	You are assessing a patient's skin during an office visit. What techniques should you use to best assess the temperature of his skin _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	30	0	100%
5	When performing the physical assessment, the examiner should _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	27	3	90%
6	Which of the following statements is true regarding the diaphragm of the stethoscope _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	25	5	83%
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	28	2	93%
8	Which of the following measurements is the best index of a child's general health _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	29	1	97%
9	In assessing the radial pulse of a patient, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	25	5	83%
10	A thorough skin assessment is very important because the skin holds information about _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	25	5	83%
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	19	11	63%
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull's eye pattern across his midriff and behind his knees. You suspect _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	29	1	97%
13	Decreased skin turgor is an expected finding in which of the following conditions _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	30	0	100%
14	The four areas in the body where lymph nodes are accessible are the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	19	11	63%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

ALL Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	27	3	90%
16	The temporomandibular joint is just below the temporal artery and anterior to the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	21	9	70%
17	Which of the following would you expect to find when examining the eyes of a black patient _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	30	0	100%
18	Which of the following is an expected normal finding when performing the extraocular movements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	28	2	93%
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	25	5	83%
20	The tympanic membrane should appear _____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	28	2	93%
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	26	4	87%
22	Which of the following statements is true concerning air conduction? _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	30	18	12	60%
23	The projections in the nasal cavity that increase the surface area are called the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	26	4	87%
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	20	10	67%
25	In your assessment of an 80-year-old male, you would expect to find _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	27	3	90%
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	29	1	97%
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	29	1	97%
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE) _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	27	3	90%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

ALL Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	27	3	90%
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	29	1	97%
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	24	6	80%
32	The most important technique when progressing from one auscultatory site on the thorax to another_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	28	2	93%
33	When auscultating the chest in an adult, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	24	6	80%
34	Which of the following describes the closure of the valves in a normal cardiac cycle_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	16	14	53%
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	24	6	80%
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	26	4	87%
37	In the performing auscultation of heart sounds, which sequence would you use_____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	28	2	93%
38	In cardiovascular assessment a “thrill” is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	19	11	63%
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	24	6	80%
40	Inspection of a person’s right hand reveals a red, swollen area. To further assess for infection, you would palpate the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	21	9	70%
41	The angle of Louis is best described which of the following statements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	14	16	47%
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver_____. (CSLO 1, CSLO 2, CSLO3, CSLO 4, CSLO 5, CSLO 6)	30	27	3	90%
43	The main reason auscultation precedes percussion and palpation of the abdomen is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	28	2	93%

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
 ALL Aggregated

#	Question	Attempts	Correct Responses	Incorrect Responses	Percent Correct
44	Which of the following is a normal finding in the abdominal assessment_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	20	10	67%
45	The functional units of the musculoskeletal system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	18	12	60%
46	The normal response seen for the brachioradialis reflex is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	22	8	73%
47	The instrument used to measure angles of joint flexion is a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	16	14	53%
48	The two parts of the nervous system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	19	11	63%
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	21	9	70%
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	30	26	4	87%
		1500	1233	267	
	Percentages Correct and Incorrect		82.2%	17.8%	

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

Analysis 1

#	Question	Percent Correct			
1	In recording the childhood illness of a patient who denies ever having had any, which of the following would be most accurate _____ . (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	87%			
2	You are obtaining a history from a 30-year –old male and are concerned about health promotion activities. Which of the following questions would you ask _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	97%			
3	In obtaining review of systems of a “healthy” 7-year-old girl, it would be important to include the _____. (CSLO 1,CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	100%			
4	You are assessing a patient’s skin during an office visit. What techniques should you use to best assess the temperature of his skin _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	100%			
5	When performing the physical assessment, the examiner should _____. (CSLO 1, CSLO 2, CSLO 3, CSLO4, CSLO 5, CSLO 6)	90%			
6	Which of the following statements is true regarding the diaphragm of the stethoscope _____.(CSLO1, CSLO2, CSLO3, CSLO4, CSLO 5, CSLO6)	83%			
7	A student is late for his appointment and has rushed across campus to your clinic to have his vital signs assessed. Your first step should be to _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	93%			
8	Which of the following measurements is the best index of a child’s general health _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	97%			
9	In assessing the radial pulse of a patient, you would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	83%			
10	A thorough skin assessment is very important because the skin holds information about _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	83%			
11	You notice that Mr. W. has a solid, elevated, circumscribed lesion that is less than 1cm in diameter. In your charting, you would report this as a _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	63%			
12	A few days after a summer hiking trip, a 25-year-old male comes to the clinic with rash. On examination, you note that the rash is red, macular, with a bull’s eye pattern across his midriff and behind his knees. You suspect _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	97%			
13	Decreased skin turgor is an expected finding in which of the following conditions _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	100%			
14	The four areas in the body where lymph nodes are accessible are the _____. (CSLO 1, CSLO 2,CSLO 3, CSLO 4, CSLO 5, CSLO 6)	63%			

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

Analysis 1

#	Question	Percent Correct			
15	You have just completed a lymph assessment on a 60-year-old healthy female patient. You expect to find that most lymph nodes in healthy adults are normally _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	90%			
16	The temporomandibular joint is just below the temporal artery and anterior to the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	70%			
17	Which of the following would you expect to find when examining the eyes of a black patient _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	100%			
18	Which of the following is an expected normal finding when performing the extraocular movements _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	93%			
19	In using the ophthalmoscopes to assess a patient's eyes, you note a red glow in the client's pupils. You would _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	83%			
20	The tympanic membrane should appear _____. (CSLO1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	93%			
21	You are preparing to do an otoscopic examination on a 2-year-old child. Which of the following reflects correct procedure _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	87%			
22	Which of the following statements is true concerning air conduction? _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 5, CSLO 6)	60%			
23	The projections in the nasal cavity that increase the surface area are called the _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	87%			
24	During the history, your patient tells you he has frequent nosebleeds and asks the best way to get them to stop. What would be your response _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	67%			
25	In your assessment of an 80-year-old male, you would expect to find _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	90%			
26	During an annual physical exam, your 43-year-old patient states that she doesn't perform monthly breast self-examinations. She tells you that she believes that mammograms "do a much better job than I ever could to find a lump." You should explain to her that _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	97%			
27	During your examination of a woman, you notice that her left breast is slightly larger than her right breast. Which of the following is true _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	97%			
28	Which of the following statements reflects the best approach to teaching a woman about breast self-examination (BSE) _____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	90%			

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

Analysis 1

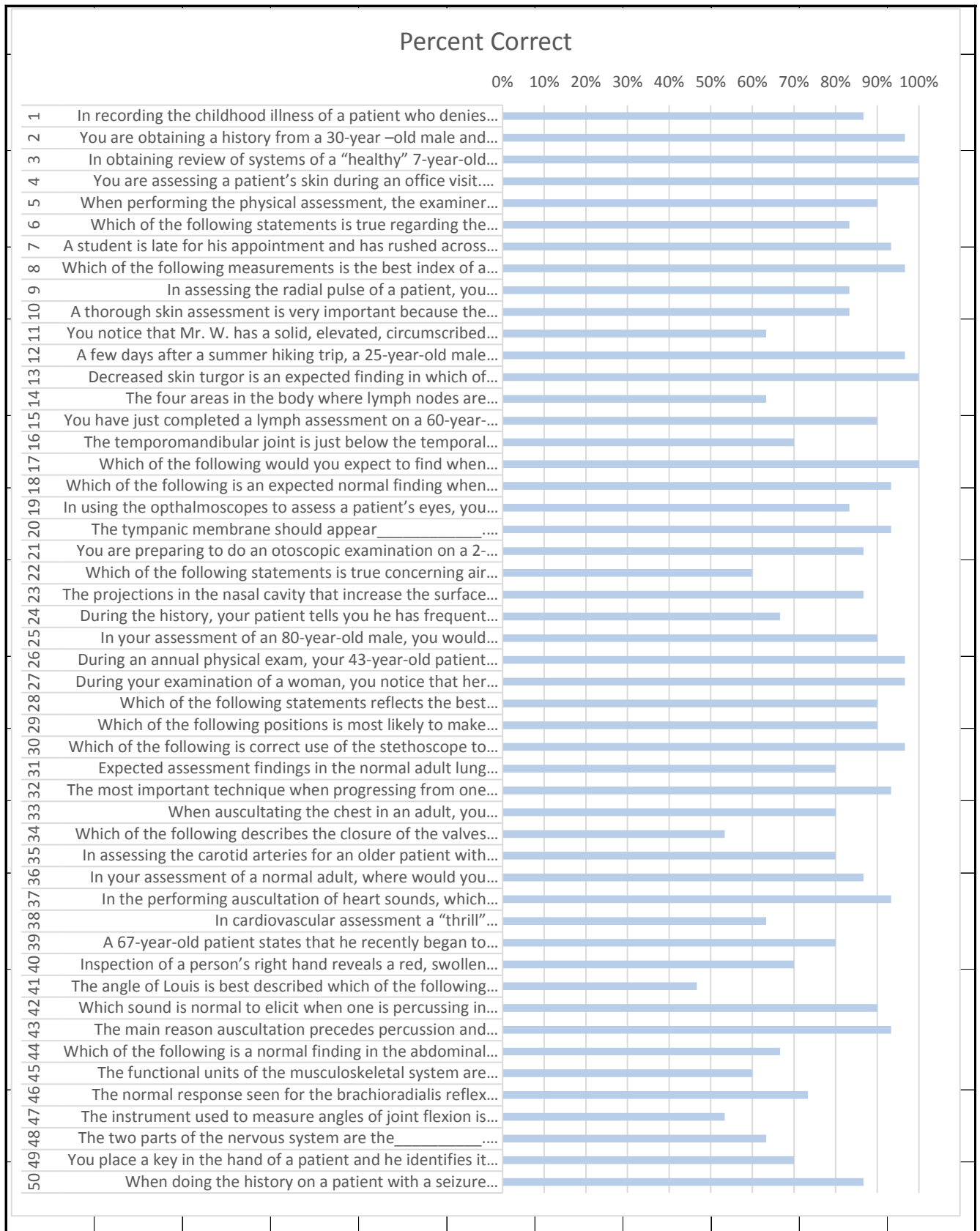
#	Question	Percent Correct			
29	Which of the following positions is most likely to make significant lumps more distinct during breast palpation_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	90%			
30	Which of the following is correct use of the stethoscope to auscultate breath sounds_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	97%			
31	Expected assessment findings in the normal adult lung include the presence of_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	80%			
32	The most important technique when progressing from one auscultatory site on the thorax to another_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	93%			
33	When auscultating the chest in an adult, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	80%			
34	Which of the following describes the closure of the valves in a normal cardiac cycle_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	53%			
35	In assessing the carotid arteries for an older patient with cardiovascular disease, you would_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	80%			
36	In your assessment of a normal adult, where would you expect to palpate the apical pulse_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	87%			
37	In the performing auscultation of heart sounds, which sequence would you use_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	93%			
38	In cardiovascular assessment a “thrill” is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	63%			
39	A 67-year-old patient states that he recently began to develop pain in his left calf when climbing the 10 stairs to his apartment. This pain is relieved by sitting for about 2 minutes; then he is able to resume his activities. This patient is most likely experiencing_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	80%			
40	Inspection of a person’s right hand reveals a red, swollen area. To further assess for infection, you would palpate the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	70%			
41	The angle of Louis is best described which of the following statements_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	47%			
42	Which sound is normal to elicit when one is percussing in the seventh right intercostal space at the midclavicular line over the liver_____. (CSLO 1, CSLO 2, CSLO3, CSLO 4, CSLO 5, CSLO 6)	90%			
43	The main reason auscultation precedes percussion and palpation of the abdomen is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	93%			

5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)

Analysis 1

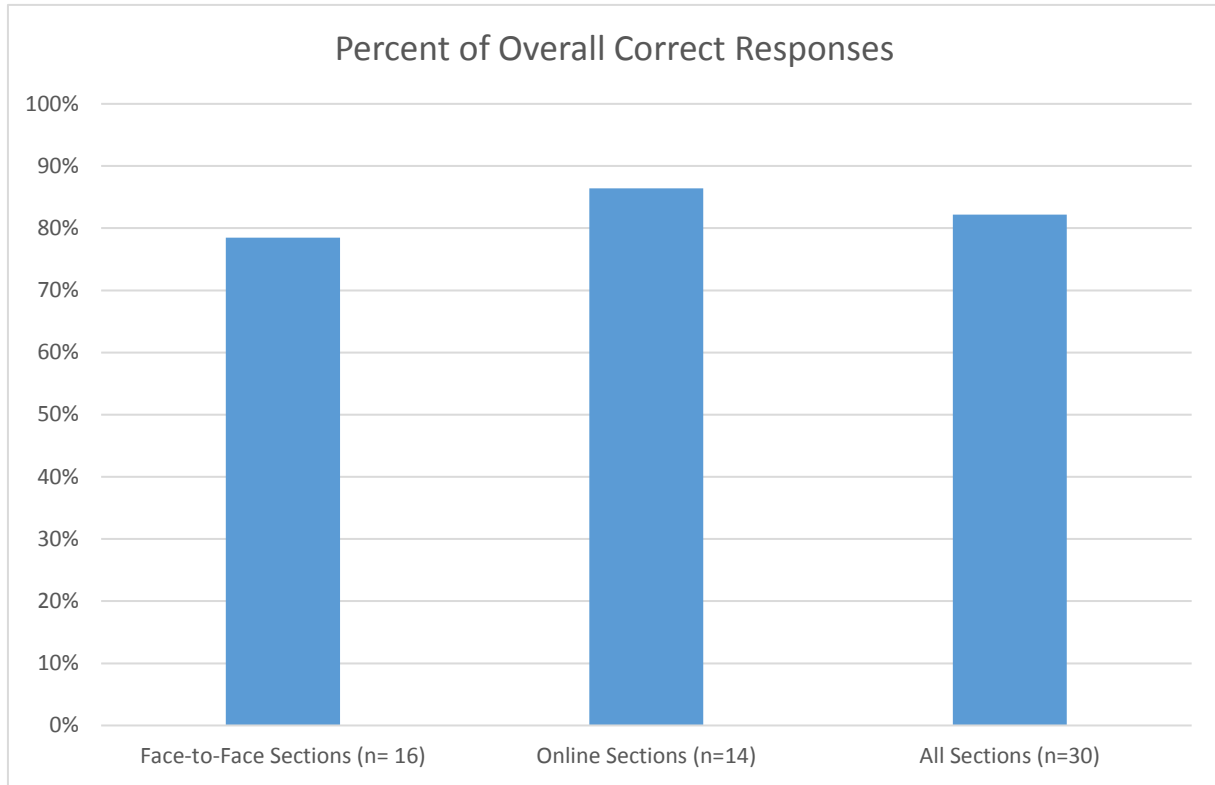
#	Question	Percent Correct			
44	Which of the following is a normal finding in the abdominal assessment_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	67%			
45	The functional units of the musculoskeletal system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	60%			
46	The normal response seen for the brachioradialis reflex is_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	73%			
47	The instrument used to measure angles of joint flexion is a_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	53%			
48	The two parts of the nervous system are the_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	63%			
49	You place a key in the hand of a patient and he identifies it as a key. What term would you use to describe this_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	70%			
50	When doing the history on a patient with a seizure disorder, you are assessing whether she has an aura. Which of the following would be the best question for obtaining this information_____. (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 5, CSLO 6)	87%			
Percentages Correct and Incorrect					

Analysis 1



5.37 2016-2017 RN-BSN Nursing Assessment Report (F2F and Online)
Analysis 2

Instructional Modality	Percent of Overall Correct Responses
Face-to-Face Sections (n= 16)	78.5%
Online Sections (n=14)	86.4%
All Sections (n=30)	82.2%



Academic Program Assessment Report

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

COLLEGE: Nathan Weiss Graduate College

ENTER PROGRAM NAME: M.A. Educational Administration (Face-to-Face and Online Modalities)

ACADEMIC YEAR: 2016-2017

REPORT AUTHOR: Dr. Rafael Inoa/ Dr. Soundaram Ramaswami

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

SLO1: A candidate who completes the program is an educational leader who applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. KSLO: 1. Think critically, creatively and globally; 2. Adapt to changing social, economic, and technological environments; 3. Serve as active and contributing members of their communities.

SLO2: Click here to enter text.

SLO3: Click here to enter text.

SLO4: Click here to enter text.

SLO5: Click here to enter text.

SLO6: Click here to enter text.

DIRECT MEASURE:

In **EL 5030 – Educational Research**, students are asked to familiarize themselves with the steps necessary to carry out action research and educational evaluation. The course further promotes comprehension of the design, analysis, interpretation, and development of educational research. By course end, students are required to submit a three chapter proposal following an educational research outline. This proposal must connect to a current issue or problem occurring at the candidate's school site or district. The chosen issue or problem is identified by the candidate early in the course. Lastly, the Action Research Proposal must adhere to APA style formatting.

The Action Research Proposal (See Appendix A) is the final student assessment of the EL 5030 - Educational Research course. This assessment represents 20% of the final course grade. The current report focuses on results from the Action Research Proposal across two sections of EL 5030 – Educational Research.

EL 5030 – Educational Research was taught face-to-face in fall 2016 by an adjunct instructor. It was taught again in spring 2017 by different, full-time instructor. Considering the differences in instructors and modality, this report will provide the Department of Educational Leadership a good assessment of how well the course aligns across different semesters, instructors, and modalities.

TARGET:

Students will be graded on their ability to show achievement on each of the required criteria found on the Assignment Rubric (See Appendix A). The rubric has three ratings, with **3 (Exemplary)** being the highest, followed by **2 (Acceptable)**, and the lowest score possible of **1 (Unacceptable)**. In the rubric, ELCC elements 1.2, 1.3, and 4.1 are listed as mandatory (primary criteria), while only one of the following ELCC elements are included in the grading: 1.4, 2.2, and 3.1 (secondary criteria).

Mandatory elements contain skills that should be present in all research proposals regardless of the chosen research topic, while elements found in the secondary criteria may or may not be present depending on the research topic chosen by the candidate. At least one of these secondary criteria elements should be present in each student's research proposal. This report will look at those elements aligned to Student Learning Outcome 1 (SLO 1). This learning outcome derives from 2011 ELCC Standard 1 of which the following elements are a part: ELCC 1.2, 1.3, and 1.4.

To receive a score of **3 (Exemplary)** in both primary and secondary criteria elements, students must show strong and clear use of the skills described in each criteria. Scores of **2 (Acceptable)** are awarded to those students with only moderate deviations away from what each criteria details. Proposals with criteria covered skills that are either completely missing or difficult to discern may receive a grade of **1 (Unacceptable)**. All scoring is at the discretion of the instructor of the course.

The expectation is that 100% of students achieve a score of 2 on each of the assessed criterion: ELCC 1.2, 1.3, and 1.4. In criteria ELCC 1.2 candidates are asked to understand and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. In criteria ELCC 1.3 candidates are asked to understand and promote continual and sustainable school improvement. Lastly, in ELCC 1.4 candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. All three criteria are directly related to SLO 1.

DATA COLLECTION AND RESULTS

Semester(s): Fall 2016, Spring 2017

Number of students: 24

Number of sections: 2

Part I - All Sections

Table 1a below shows mean scores for students in both sections of course EL 5030 – Educational Research. Table 1b shows criterion scores for each student. There are a total of 24 students, of which 10 took the course face-to-face in the fall of 2016 and 14 students took the course online in the spring of 2017.

Rows highlighted in yellow in both tables are those assessed in this report (ELCC 1.2, 1.3, and 1.4). While other criterion are presented in both tables below, they are not being evaluated in this report. The report is exclusive to those criterion related to ELCC Standard 1 and thus SLO 1.

The expectation is that **100%** of students score a perfect score of **2 (Acceptable)** in each criterion. In criterion ELCC 1.2, ELCC 1.3, and ELCC 1.4, **all students scored at least a 2 (Acceptable)**. Thus, expectations were met for these three criterion. Out of a maximum possible score of 3, mean scores for ELCC 1.2 and ELCC 1.3 was 2.71, while for ELCC 1.4 it the mean score was 2.39.

Table 1A. Mean Scores Overall.

Category/Criterion	N	Mean
ELCC 1.2	24	2.71
ELCC 1.3	24	2.71
ELCC 4.1	24	2.67
ELCC 1.4	18	2.39
ELCC 2.2	3	2.67
ELCC 3.1	3	3.00
Presentation	24	2.71
Introduction	24	2.67
Lit Review	24	2.79
Methods	24	2.75

Table 1B. Distribution of Scores.

Educational Research EL 5030	Primary Criteria			Secondary Criteria			Organization and Structure			
	Mandatory			Choose One			Presentation	Introduction	Lit Review	Methods
	ELCC 1.2	ELCC 1.3	ELCC 4.1	ELCC 1.4	ELCC 2.2	ELCC 3.1				
1	3	2	3	2			3	3	3	3
2	3	3	3	3			3	3	3	3
3	3	3	3	3			3	3	3	3
4	2	2	2	2			2	3	3	3
5	2	2	3	2			3	3	3	3

6	3	3	3	2			3	3	3	3
7	2	2	2	2			1	2	2	2
8	2	2	3	2			3	3	2	3
9	2	2	2	2			1	2	2	2
10	2	2	2	2			3	3	3	3
11	3	3	3	3			3	3	3	3
12	3	3	2			3	2	3	2	3
13	3	3	3			3	3	3	3	3
14	3	3	2	3			2	3	3	2
15	3	3	3		3		3	3	3	3
16	3	3	3	3			3	2	3	2
17	3	3	2	2			3	3	3	2
18	2	3	3		3		3	2	3	3
19	3	3	2	2			3	2	3	3
20	3	3	3	3			3	2	3	2
21	3	3	3		2		3	2	3	3
22	3	3	3	3			3	3	3	3
23	3	3	3			3	3	3	3	3
24	3	3	3	2			3	2	2	3

Part II – Face-to-Face Section

Table 2a below shows mean scores for students in the fall 2016, face-to-face section of EL 5030 – Educational Research. Table 2b shows criterion scores for each student in this section. There are a total of 10 students, all of which were assessed across the optional criterion of ELCC 1.4.

As is the case in the previous tables (i.e. Part I – All Sections), those rows highlighted in yellow are the only ones being assessed in this report (ELCC 1.2, 1.3, and 1.4).

The expectation is once again that **100%** of students score a perfect score of **2 (Acceptable)** in each criterion. In criterion ELCC 1.2, ELCC 1.3, and ELCC 1.4, **all students scored at least a 2 (Acceptable)**. Thus, expectations were met for these three criterion face-to-face in fall 2016. Out of a maximum possible score of 3, the mean score for ELCC 1.2 was 2.4, the mean score for ELCC 1.3 was 2.3, and the mean score for ELCC 1.4 was 2.2.

Table 2A. Mean Scores Overall.

Category/Criterion	N	Mean
ELCC 1.2	10	2.4
ELCC 1.3	10	2.3
ELCC 4.1	10	2.6
ELCC 1.4	10	2.2
ELCC 2.2	0	n/a
ELCC 3.1	0	n/a
Presentation	10	2.5

Introduction	10	2.8
Lit Review	10	2.7
Methods	10	2.8

Table 2B. Distribution of Scores.

Educational Research EL 5030	Primary Criteria			Secondary Criteria			Organization and Structure			
	Mandatory			Choose One			Presentation	Introduction	Lit Review	Methods
	ELCC 1.2	ELCC 1.3	ELCC 4.1	ELCC 1.4	ELCC 2.2	ELCC 3.1				
1	3	2	3	2			3	3	3	3
2	3	3	3	3			3	3	3	3
3	3	3	3	3			3	3	3	3
4	2	2	2	2			2	3	3	3
5	2	2	3	2			3	3	3	3
6	3	3	3	2			3	3	3	3
7	2	2	2	2			1	2	2	2
8	2	2	3	2			3	3	2	3
9	2	2	2	2			1	2	2	2
10	2	2	2	2			3	3	3	3

Part III – Online Section

Table 3a below shows mean scores for students in the spring 2017, online section of EL 5030 – Educational Research. Table 3b shows criterion scores for each student in this section. There are a total of 10 students, all of which were assessed across the optional criterion of ELCC 1.4.

Once again, rows highlighted in yellow are being assessed in this report (ELCC 1.2, 1.3, and 1.4). Other criterion presented in the tables below are not being evaluated in this report even though they were used to calculate the final assessment grade. The current report is exclusive to criterion related to ELCC Standard 1 and SLO 1.

The expectation is once again that **100%** of students score a perfect score of **2 (Acceptable)** in each criterion. In criterion ELCC 1.2, ELCC 1.3, and ELCC 1.4, **all students once again scored at least a 2 (Acceptable)**. Thus, expectations were met for these three criterion face-to-face in fall 2016. Out of a maximum possible score of 3, the mean score for ELCC 1.2 was 2.93, the mean score for ELCC 1.3 was 3, and the mean score for ELCC 1.4 was 2.63.

Table 3A. Mean Scores Overall.

Category/Criterion	N	Mean
ELCC 1.2	14	2.93
ELCC 1.3	14	3.00
ELCC 4.1	14	2.71
ELCC 1.4	8	2.63
ELCC 2.2	3	2.67

ELCC 3.1	3	3.00
Presentation	14	2.86
Introduction	14	2.57
Lit Review	14	2.86
Methods	14	2.71

Table 3B. Distribution of Scores.

Educational Research EL 5030	Primary Criteria			Secondary Criteria			Organization and Structure			
	Mandatory			Choose One			Presentat ion	Introduct ion	Lit Review	Metho ds
	ELCC 1.2	ELCC 1.3	ELCC 4.1	ELCC 1.4	ELCC 2.2	ELCC 3.1				
1	3	3	3	3			3	3	3	3
2	3	3	2			3	2	3	2	3
3	3	3	3			3	3	3	3	3
4	3	3	2	3			2	3	3	2
5	3	3	3		3		3	3	3	3
6	3	3	3	3			3	2	3	2
7	3	3	2	2			3	3	3	2
8	2	3	3		3		3	2	3	3
9	3	3	2	2			3	2	3	3
10	3	3	3	3			3	2	3	2
11	3	3	3		2		3	2	3	3
12	3	3	3	3			3	3	3	3
13	3	3	3			3	3	3	3	3
14	3	3	3	2			3	2	2	3

Discussion and Recommendations

Discussion of Findings:

It is understood by the Department and its instructors that students of similar abilities must perform as such regardless of the modality of the course. Furthermore, assignments of a like caliber must be assessed similarly regardless of the instructor. While all students scored at 2 (Acceptable) or above regardless of course modality and instructor, some differences in mean scores persisted. Online students in spring 2017 scored, on average, higher than face-to-face students in fall 2016 in all three criterion: ELCC 1.2, ELCC 1.3, and ELCC 1.4. For example, fall 2016 face-to-face students averaged a mean score of 2.4, 2.3, and 2.2 in each of the criterion respectively, compared to mean scores of 2.93, 3.0, and 2.63 across spring 2017 online students. Variance in scores between the two sections of EL 5030 – Educational Research may be due to a myriad of reasons (i.e. differences in student ability, grader subjectivity). Efforts are discussed in the proceeding section so as to assure that the experiences of students align regardless of differences in instructor and modality.

Other important findings centered on criterion ELCC 1.4. In this criterion candidates were asked to *understand and evaluate school progress and revise school plans supported by school stakeholders*. While ELCC elements 1.4, 2.2, and 3.1 were optional, with only one being chosen as a grading criterion, most proposals aligned themselves with ELCC 1.4. This may signify that while ELCC 1.4 is optional, it is still fundamental to learning and instruction within EL 5030 – Educational Research. Additionally, the mean score for criterion 1.4 (M=2.39) was lower than the other SLO 1 criterion: ELCC 1.2 (M=2.71) and 1.3 (M=2.71). This trend in mean score differences was constant regardless of modality. Thus, students seem to have acquired a strong understanding of ELCC 1.2 and ELCC 1.3 as it relates to their Action Research proposals. The same should be promoted as a cross optional criterion, especially ELCC 1.4 of which 18 out of 24 students, or 75%, were graded on.

Curricular Actions/Closing the Loop:

In the beginning of the EL 5030 – Educational Research course, two sample action research proposals and their graded rubrics (one from the face-to-face course and the second from the online course) will be provided to students. These will serve as exemplars of the Action Research proposal that students are to complete by course end. Both course instructors have agreed on which exemplars to use and will be providing their students these exemplars in future courses.

Furthermore, inter-rater reliability measures will be taken to assure that grader subjectivity is minimized when scoring course assessments. This will be achieved by having each of the instructors re-grade at least two Action Research proposals from the other section that they are not teaching. The instructors will then discuss any major differences in grading that may persist. Since the instructors who teach EL 5030 – Educational Leadership are often the same two instructors, scheduling this inter-rater reliability measure will be fairly easy. It will be the responsibility of the full-time instructor to schedule common planning time with the part-time, adjunct instructor.

In order to further assure that students have identical course experiences regardless of instructor or modality, additional common planning measures have already been implemented at the Department. The course outline has been reviewed for those goals and objectives that best align to the grading criteria found in the Action Research Proposal Rubric. The EL 5030 – Educational Research instructors have assured that their course syllabus and planned instruction strongly aligns to these course outline

components. This measure will help assure that all future courses focus on similar content matter that leads to student success in the final assessment and other similar assessments.

Considering the importance of criterion ELCC 1.4, yet its lower mean score when compared to criterion ELCC 1.2 and 1.3, the course curriculum has been modified so as to assure that students grasp the fundamentals of this criterion (along with the other two optional criterion). Regardless of modality, each of the criterion found on the rubric will be discussed with students alongside exemplars. This will occur during at least one class session, and will be included on the schedule found on each course syllabus. For instance, ELCC 1.4 asks that candidates understand and that they can evaluate school progress. In the Action Research proposal this can be found in the 1st chapter or in the 3rd chapter. Criterion ELCC 1.4 also asks that school plans be supported by school stakeholders. This can be found in chapter 3 and in any potential recommendations that students present as a result of their proposed research study. Student Action Research proposals that have done this effectively will be shared in future courses as examples of how to adhere to this criterion in an effective manner. Both instructors have discussed this information and will be presenting it in future classes when explaining Action Research Proposal expectations.

Supporting Evidence (data):

See Appendix B for four examples of student submitted Action Research Proposal and their corresponding scoring rubrics. The first two examples (i.e. Sample Student A and B) are from the fall 2016 face-to-face course, and the proceeding two examples (i.e. Sample Student C and D) are from the spring 2017 online course.

Supporting Evidence (Data) is attached. (See Appendix B.)

Appendix A

Action Research Proposal Assignment and Rubric

Educational Research – EL 5030

Final Assignment: Action Research Proposal

Instructions: Students will research and develop a comprehensive research proposal based upon an issue currently impacting students in their local school/district.

The suggested outline of this research proposal is as follows:

- a. Cover Page
- b. Table of Contents
- c. Abstract
- d. Introduction – Chapter 1
 - i. Background
 - ii. Problem Statement
 - iii. Purpose Statement
 - iv. Research Question
 - v. Importance of the Study
 - vi. Limitations/ Delimitations
 - vii. Definition of Terms
- e. Review of the Literature – Chapter 2
 - i. Theoretical Framework
 - ii. Empirical Research
- f. Methods – Chapter 3
 - i. Research Design
 - ii. Theoretical Framework
 - iii. Participants
 - iv. Setting
 - v. Data Collection
 - vi. Data Analysis
- g. References

Rubric Grading Instructions

Students will be graded on their ability to show achievement on each of the required criteria found on the Assignment Rubric (see next page).

*ELCC elements 1.2, 1.3, and 4.1 are mandatory (primary criteria), while only one of the following ELCC elements will be included in the grading: 1.4, 2.2, and 3.1 (secondary criteria). In the case that an assignment covers two or all three secondary criteria elements, the instructor should use the element that shows the greatest amount of understanding within the said research proposal. To receive a score of **exemplary** in both primary and secondary criteria elements, students must show strong and clear use of the skills presented in each criteria. Scores of **acceptable** are awarded to those students with only moderate deviations away from what each criteria details. Proposals with criteria covered skills that are either completely missing or difficult to discern may receive a grade of **unacceptable**. All grading is as per the instructor's professional and academic discretion.*

*The last part of the rubric looks to assess whether the student has included all of the sections in the outline presented above, and that APA style has been used throughout each of the sections. To earn a score of **exemplary**, students must have few or no errors. Once errors are consistent or when errors impact the overall quality and readability of the research proposal, students will move towards a score of **acceptable**. Any graded criteria that is either completely absent or so poorly adhered to that it greatly impacts the overall quality of the research proposal may draw a grade of **unacceptable**. Once again, all grading is at the instructor's professional and academic discretion.*

Assignment Rubric

	ELCC Element		Exemplary (3)	Acceptable (2)	Unacceptable (1)	Total
Primary Criteria (Mandatory)	1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.				
	1.3	Candidates understand and can promote continual and sustainable school improvement.				
	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.				
Secondary Criteria (Choose <u>Only 1</u>)	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.				
	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				
	3.1	Candidates understand and can monitor and evaluate school management and operational systems.				
Required Sections & APA Style	Cover Page, Table of Contents, References					
	Introduction					
	Literature Review					
	Methods					
					FINAL TOTAL	/24

Appendix B
Sample Student Work

Classroom Teachers as Language Gatekeepers: Controlling the Gates to
Social Mobility and Access
Sample Student A
Kean University

TABLE OF CONTENTS

CHAPTER 1.....	1
Introduction.....	3-4
Purpose of the Study.....	5
Statement of the Problem.....	4-5
Theoretical Framework.....	
Research Questions.....	7
Significance.....	6-7
Definition of Terms.....	8
Delimitations.....	8-9
Limitations.....	9
CHAPTER 2	
Review of Literature.....	10 - 21
CHAPTER 3	
Methodology.....	21-24
Research Design.....	
Data Collection.....	24
Validity & Reliability.....	27-29
Analysis & Summary.....	29-31
References.....	32-34

Classroom Teachers as Language Gatekeepers: Controlling the Gates to Social Mobility and Access

Introduction

Background

Our language is both a tool of communication and a part of our personal image, like our personal appearance, behavior, and belongings (Fought, n.d.). It expresses who we are, and who we want to be. It can also unite or divide us. People often make snap decisions about character and intelligence based on their language biases. Decisions that can at times have devastating consequences (Hymes, 1964). This phenomenon, often also referred to as Language Prejudice or Linguistic Gatekeeping, is classified as a branch of sociolinguistics. Trudgill (1995) defines this branch as the study of the many ways language and society intersects. Linguistic Gatekeeping is basically defined as a phenomenon that examines one's language choices, and how they can limit or promote his or her social mobility and financial and political access within a society. It explores how an individual's language choices can divide people from communicating and co-existing among others, and it causes negative character judgments that create debasing images of people, even serving as a basis for exclusion. It is also a way to control access to goods, services, or information, usually applied by individuals or groups in hierarchical organizations (Fought, n.d.). A classroom is one such particular organizational structure, and I want to focus on how teachers often control the access to good and services by judging their students' non-mainstream language usage within their classes.

My proposed study focuses on the linguistic mismatch that often occurs when students' non-mainstream language usage is negatively perceived by their teachers, and as a result, these students too often suffer from a gamut of potentially disabling consequences regarding their intelligence and academic ability. More specifically, my study focuses on elementary school teachers as gatekeepers to school success. It will examine the interaction between mainstream teachers and their students who speak a non-mainstream English will be fundamental bases of my proposed research.

Statement of the Problem

The fundamental grounding for my proposed study emanates from the thinking of Dell Hymes (1971) who maintained that in classroom contexts, ideas of a linguistic decorum are consistently parallel with mainstream ideals, and he suggested that teachers too often misconstrue or misjudge students who did not speak the mainstream language. This proposed study was informed by his theory of communicative competence. I became enthralled by this theory because it illuminates the heterogeneity of language as embedded in a social context. During my elementary school years, my mainstream teachers labeled me as communicative incompetent because my non-mainstream language usage characterized me unintelligent. This personal nexus is what Hymes (1971) felt that speakers are judged competent based on their ability to speak while being compared to an idealized standard of competence for a specific speech context. In his view, a classroom embodied such a specific speech context. He believed that the language development of poor and minority children was one reason for their school success or failure. He noted that those students most often labeled as disabled in classroom language contexts were students being mislabeled as disadvantaged, when in reality there was a home-school linguistic mismatch where school did not value the home language.

In subsequent decades to Hymes' assertion, an array of diverse research reports suggest that there is little notable difference in the process of language development of culturally different children and that of the language development of more mainstream European-American

children (Abrahams & Troike, 1972; Golinkoff & Hirsh-Pasek, 1998; National Research Council, 2000; Niemi, Poskiparta, Silven, & Voeten, 2007), the propensity to regard the non-mainstream English spoken by many African-American children as a deficiency and/or an indication of low cognitive ability still exists in many classrooms. Such implications often result in either remediation, which provides African-American children with experiences that imitate those of mainstream European-American children, or an authoritarian approach that supports the need to communicate primarily through directives (Blake, 1993). As a result, these mandates act as a gatekeeping practice that creates a gamut of debilitating consequences, regarding their academic ability and intelligence.

Purpose Statement

Many teachers view Standard English as the only cogent form of the language, and they see themselves as linguistic gatekeepers with zero tolerance for students speaking nonstandard forms of the language (Ball & Farr, 2003; Ball & Muhammad, 2003). As a result, a linguistic mismatch exists when the oral language of the student's home environment differs from the oral language expectations of the school environment, which has been linked to student academic failure (Adger, 1994; Fogel & Ehri, 2006; Gee, 1988). This language mismatch may lead to teacher discrimination against non-mainstream English speaking students.

The importance of my proposed study is to examine the extent of the institutionalized inequality that often exists in classrooms between the mainstream teachers and their non-mainstream students regarding the linguistic mismatch that often labels these students as disabled in classroom language contexts.

Significance

According to Thomas & Collier (2001) non-English speaking students and those with varying levels of proficiency will comprise over 40 percent of elementary and secondary students by 2030. The student population in this country is growing increasingly diverse in terms of the racial, ethnic, cultural, and economic backgrounds of students (National Center for Educational Statistic, 2003; Selwyn, 2007). This diversity is reflected in the oral language used in classrooms on a daily basis. Language can be a positive force for students in their pursuit of learning as they explore and express their understanding of new content. Consequently, language may be an impediment to learning for many students, especially those from nonmainstream backgrounds (Delpit, 1988; Fogel & Ehri, 2006).

Along with the change in demographics comes the poor academic performance of many minority students. Often referred to as the "achievement gap", this issue has been a focal point in education since the 1960's. Current studies indicate a continuation of this trend. For instance, Lee & Slaughter-Defoe (1994) reported on the gap in literacy between minority and non-minority students. The College Board (1999) showed many gaps according to different indices of achievement. Most recently, White-Clark (2005) reported that African-American and Latino students from low socioeconomic backgrounds are two years behind other students in the fourth grade and nearly four years behind by the twelfth grade. Because of their projection, it is suggested that more students from diverse communities, who do not meet the normative standards set by the dominant culture, will probably be inappropriately categorized as academically deficient, as opposed to educationally disadvantaged. As a result, supporting Cochran-Smith's (1995) assertion that "the present American educational system is dysfunctional for disproportionately large numbers of children who are not part of the racial and language mainstream" (p.102).

Research Questions

“Classrooms should be platforms where cultures share these stories and learn communal building to foster all linguistically diverse students, not further divide them and promote the cultural misconceptions and stereotypes that monoculturized teaching supports (Greene, 1992, p. 254). Conversely, Delpit (1995) states that the problem with too many teachers is their own cultural predispositions that needs to be addressed prior to even entering a classroom. Therefore, they enter diverse class settings assuming that there is one way to be in a culture encourages the misunderstanding that those who are different from perceived norms are lacking something. In this proposed study, students’ nonmainstream language usage will most often be perceived at lacking intelligence or lacking academic potential, thus promoting their failure in school.

The following key questions will guide my proposed study:

- What is a linguistic mismatch and how does it create a gatekeeping encounter?
- When teachers’ are confronted with a linguistic mismatch with their students, what are the possible linguistic interactions involved in this transaction that causes their students to feel inferior?
- What are the factors that influence the teachers’ linguistic interactions of students who contribute to this linguistic mismatch?
- How do teachers respond to the language (home language) young children bring to the classroom?
- How do teachers approach these language differences in the classroom?

Definitions

To provide clarity that will further support these essential questions, it necessary to define the following key terms that offer more information to the variables that will be explicated in my study:

- *Linguistic mismatch* occurs when the students’ home or cultural non-mainstream language does not meet the expectations of the school language, especially Standard English.
- *Linguistic gatekeeping* occurs when an authority figure or gatekeeper, like a teacher, chooses to prevent students from equal access to goods and services based on their spoken non-mainstream English.
- *Transaction* is the physical and mental mutual interplay between the teachers and their students during a linguistic mismatch.
- *Monoculturized teaching* practices solely utilize one single canon of learning, and it reflects the mainstream’s ideas, values, and ways of speaking as the only cogent expressions of acceptable classroom decorum.

The importance of my proposed study is to examine the extent of the institutionalized inequality that often exists in classrooms between the mainstream teachers and their non-mainstream students regarding the linguistic mismatch that often labels these students as disabled in classroom language contexts, therefore, often contributes to their academic failure.

Delimitations

My proposed study will be delimited to three teachers who either have taught or currently teach at my former elementary school in a rural area of South Carolina. Because of my sample selection, this creates a boundary to my research. I chose two women and one man with very diverse personal backgrounds but very similar professional experiences. Because my sample selection is small, this does create the need for further research in this particular area. Because I

am using autobiographical case studies and interviewing questions that evoke narrative inquiries from my participants, each story, however, is individual and unique to each of them. I believe that that these narratives are a genuine representation of a much larger population of teachers.

Limitations

This study is limited by the reliance of my participant's decisions to answer my interview questions with clarity and thoroughness. Because the content of my questions will evoke my participants to share their teaching, life stories, it is indeed probable to consider that they would not divulge information that is too personal or too private for my research purposes. As a result, if my participants chose to withhold poignant data from me, this proposed study is limited to the select information that was provided to me.

Another limitation could possibly be a geographical one because this study will only focus in one school in a rural area of South Carolina. Although I cannot be certain, perhaps the potential results of this study would be different if I expand it to the suburban or urban areas of South Carolina where student populations and socio-economic backgrounds are varied.

Middleton (1993) stated, "The kinds of narratives that interviewees construct in the course of a life-history interview are informed by the setting in which the interview takes place" (p. 133).

Lastly, my propose study will be limited by my own personal biases and subjectivity. I will intentionally make efforts to discern my views in personal vignettes that will corroborate my autobiographical case studies. I will make special attempts to surmount limitations due to my personal bias by incorporating reflections and discussions with others who are both privy and non-privy to my experiences with the chosen participants of this study.

Literature Review

Overview of Linguistic Imperialism

Linguistic imperialism is defined as "ideologies, structures, and practices which is used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language (Phillipson, 1992, p. 47). It is his definition that undergirds my definition of linguistic gatekeeping perspective of my proposed study. He (1992) also states "Europeans were proud to be imperialists, confidently participating in the radiation of their culture, most would resent being accused of imperialism now – even if they represent a dominant culture and their role is to disseminate it" (p.46). He (1992) further extends that:

The working definition of English linguistic imperialism attempts to capture the way one language dominates others, with anglocentricity and professionalism as the central ELT mechanisms operating within a structure in which unequal power and resource allocation is effected and legitimated. Linguicism is the central concept here. Linguicism is distinct from other '-isms' such as sexism and racism, in so far as it is language rather than gender or race which is the crucial criterion in the beliefs and structure which result in unequal power and resource allocation. (p.54)

When a linguistic mismatch occurs in a classroom context and if the teacher makes a snapshot judgment regarding the non-mainstream speakers' academic or intellectual ability, an unequal power and resource allocation typically occurs.

Linguistic Gatekeeping Concept

In 1917, the National Council of Teachers of English prepared the following pledge for school students to recite in observance of National Speech Week:

I love the United States of America. I love my country's flag. I love my country's language. I promise:

1. That I will not dishonor my country's speech by leaving off the last syllable of words.
2. That I will say a good American "yes" or "no" in place of an Indian grunt "un-hum" and "nup-um" or a foreign "ya" or "yeh" and "nope."
3. That I will do my best to improve American speech by avoiding loud rough tones, by enunciating distinctly, and by speaking pleasantly, clearly, and sincerely.
4. That I will learn to articulate correctly as many words as possible during the year.

(In Delpit & Dowdy, 2002, p. 29)

This form of indoctrination contributes to the deep-rooted perception of Standard English as a superior language. Nearly 100 years later to the current date, the lingering effects of this imperialistic idea has shaped society's view of language in the classroom. Linguistic Gatekeeping is a nuance of sociolinguistics that shows what most often occurs when a society or classroom has overlapping English language varieties; it presents the often result that the gatekeepers or the dominant culture's main objective is to judge those that differ from their own language (of power). These invisible lines of demarcation establish and maintain social boundaries that subdivide or marginalize large (or classroom) societies. In English language classrooms throughout the United States, teachers often present minority children with their first experience in elementary schools with ethnocentric ideals that indirectly or directly inform them that their English variety is substandard. These students will probably be inundated with teachers telling them how they "should" speak or what words they "should" use or the way they "should" organize their thoughts. Edge (1996) stated that the term "should" promotes a lack of understanding of the development of society, and it ignores other cultures and classifies their English varieties as nonexistent. He further contributes a contextual connection to the word "should" by stating that it should not be used when one enters a domain of any kind. It creates the idea that the person or people who attempts entry or access into a new domain is like an intruder that must be converted into the new domain's codes of speaking (and living).

From a socio-cultural perspective, Edge's assertion of the word "should" connotes a disregard of the language (and culture) that the so-called intruders bring into their new domain. Also, it further implies a refusal to compromise with the new *domainees* and shows the dominant culture's disrespect for their linguistic (and cultural) variations. Although his statement can be experienced in society and can be applied to the linguistic gatekeeping concept, African - Americans will be the specific minority group that this research will highlight. Due to the ever-looming achievement gap of African-Americans and the barrage of educational remedies that have been applied to close this gap, this population still ranks the highest in the underperforming cohort in America. Although this research focus on this specific cultural group, it can be applied to many other minority cultures as well. What distinguishes this chosen group from others is my personal membership in the African-American culture and the linguistic annihilation that I have encountered in America's schools. We have suffered from dehumanizing stereotypes and other imagining from the media that is often encoded into our English-speaking variety such as, behaving lustful or demonstrating violence or being uneducated within the mainstream's definition of education. It is unfortunate that the media, school officials, and some researchers tend to pain an entire group of people with a single, broad brush. Therefore, linguistic gatekeeping represents the debilitating educational experience when this group *cross the borders* into classrooms dominated by the White culture.

Language has been recognized as a sociological factor within a society. Language can influence attitudes about people and their environment. It can indeed have an effect in creating racial prejudice, and its sociolinguistic connection of cultural contact between the dominant and minority cultures in American society. Language is a communication device that can cause such contact between Whites and Blacks, and it is a powerful dynamism that is thoroughly encoded with politics that presents a social injustice between language use and race relationships for African-Americans. The prejudice that is interwoven into the fabric of American schools stigmatizes African-Americans as incapable of learning simply because they chose to navigate the dominant culture's language and simultaneously, retain and exhibit their cultural heritage. Podair (1956) further explicates that:

Language not only expresses ideas and concepts but may actually shape them. Often the process is completely unconscious with the individual concerned unaware of the influence of the spoken or unwritten expressions upon his thought processes. Language can thus become an instrument of both propaganda and indoctrination for a given idea. The dominant majority in the United States has introduced the element of language in buttressing negative stereotyping. It is generally accepted that such stereotyping is one of the prime contributory factors to the development of prejudice. (p. 390)

Language is immensely powerful in making an imprint on the human mind that even African-Americans themselves accept and therefore they can aid in stereotyping, particularly African-American teachers who are educated and who are culturally (identify) immersed within the dominant culture. Often times, Black educators can too represent the dominant culture's Eurocentric based structures that enhance the racial stereotypes. The acquiescence of these Black educators to the often one-dimensional pedagogy, which further excludes the worthy, linguistic contributions of their own race, perpetuates the invisibility that Blacks' experience in classrooms that seek to threaten their cultural or historical worthiness by replacing it with an Eurocentric curriculum.

Claude Steele (2004) states that a stereotype threat, is a situational threat – a threat in the air- that, in general, can affect members of any group about whom a negative stereotype exists. In terms of linguistic gatekeeping, the situational threat is the teacher's view of non-standard English varieties as “uneducated,” “substandard,” or “inferior.” Lippi-Green (1999) suggests that this threat also implies that the dominant institutions in the United States promote a standard language that is primarily White, upper middle class, and Midwestern (p.599). This illustrates the ways in which nonstandard varieties of American English are devalued, the processes by which they are devalued, and the devastating impact such devaluation has on speakers of nonstandard English. Standard English is introduced by the schools, promoted by the media, and further institutionalized by the corporate sector (Lippi-Green, 1999, p.599). This threat too often causes students to internalize this as if the teacher is also stating that their race or family is “uneducated,” “substandard,” or “inferior.” As a result, they often see themselves as outsiders of the educational process.

By contributing an extended, analytical dimension to Steele's idea, African-Americans have been racially stigmatized for centuries, and they are deeply rooted at the bottom of the racial hierarchy created through the institution of slavery. It would be remiss not to state that Whites, who are located at top of the racial hierarchy, do indeed encounter some degree of stereotypical treatment from Blacks, but it is not detrimental to the degree that African-Americans experience it within the dominant culture's ideologies within the school culture. Many teachers enter schools and unleash their conscious or subconscious racial attitudes toward

African-Americans. African-American children enter their teachers' classrooms that are imperialized with White American standards and stereotypes that often further oppress them and in turn, may cause them to resist yet another White institutional structure. Therefore, African-Americans, most often, have no choice but to attend the dominant culture's academic terrain, and it causes a *crossing of borders*, resulting in the concept of modern-day's Linguistics Gatekeeping.

Crossing Language Borders

Rampton (1996) describes crossing as a part of a complex process of self-assembly in which speakers signal their orientation towards the different voices they adopt. It is concerned with "secondary representations of people, groups, and languages" and "the dynamics of the speakers' orientation to the voice, the language and the social imagery they are evoking" (p. 124). Edge (1996) further explains the language experience known as "border crossing" as entering another's domain. It is accompanied by many dynamics like the physical, cultural, political, geographical, psychological, social, and the personal aspects that can disparage one's culture. He also states that the professional borders of language and pedagogic styles that students and teachers cross daily are pivotal to maintaining the empowerment of all cultures in any classroom setting. In addition, Edge (1996) illustrates a personal experience of crossing borders:

I remember very clearly losing my childhood, neighborhood friends because I passed the examination for clever ones, and went to the posh school on the other side of the city. And I remember particularly well one teacher who made fun of those of us who gave away, when we spoke, just where we came from. (p.3)

Many African-Americans can empathize with this linguistic suffering because they have experienced being the target of comic relief by several of their teachers; their ethnic accents cause them to pronounce certain words differently. Typically, when this group speaks against the standard variety of English that is mandated in the classroom, teachers generally correct them and then distastefully state that how they "should" pronounce certain words their way or they would laugh or smirk at these students or sometimes both. This is a typical observation when researchers immerse themselves in such classrooms for an extended length of time.

Paradoxically, some teachers state at the beginning of the school year that *our classroom is our community and that we should respect everyone within our classroom community*. After some African-American students are often publicly ridiculed for their English variety by those same teachers, they realize that their "*our classroom is like our community*" speech was nothing more than some corporate diversity slogan that did not have any real meaning at all. It was *mere window dressing* for this new phenomenon called "multiculturalism" that seems to inundate school districts throughout the United States during the 1990s and 2000s. Ladson-Billings (1996), who cites McLaren (1994), states "conservative or corporate multiculturalism is a strategy for disavowing racism and prejudice without conceding any of the power or privilege the dominant class enjoys. It has a veneer of diversity without any commitment to social justice or structural change" (p.53).

Actions do, indeed, speak louder than words, and teachers' actions threaten their African-American students' security by disempowering the personal, social, and cultural beliefs that they cherish. Teachers inadvertently teach that this group's culture is lesser, and by the way they constantly correct their English (home) language, they implicitly informed African-American that *it is either their way or the highway*. Teachers often threaten their students' home English variety and caused them to choose between educational system and their families and

cultures (Dr. McCaleb, Personal Communication, Spring 2008). One's home language means love and care, and it is this English variety that students' mothers, fathers, and siblings use to express themselves in the intimacy of their homes. Some African -American students take this very personally and often reject the ethnocentric school system (Dr. W. Slater, personal communication, Fall 2008)

Upon observing these horrific, linguistic episodes in various schools, I have gained the rich insight that too many teachers were nothing more than mere corporate representatives of imperial language learning that aimed to debunk African-Americans culture. Phillipson (1992) states "Europeans were proud to be imperialists, confidently participating in the radiation of their culture, most would resent being accused of imperialism now – even if they represent a dominant culture and their role is to disseminate it" (p.46). He (1992) also states that:

The working definition of English linguistic imperialism attempts to capture the way one language dominates others, with anglocentricity and professionalism as the central ELT mechanisms operating within a structure in which unequal power and resource allocation is effected and legitimated. Linguicism is the central concept here. Linguicism is distinct from other '-isms' such as sexism and racism, in so far as it is language rather than gender or race which is the crucial criterion in the beliefs and structure which result in unequal power and resource allocation. (p.54)

The imperial attitudes of too many teachers and their constant correcting and ridiculing of their students (Home) English variety epitomizes this unequal allocation of power. African-Americans feel like they are being bullied, and because these students are in a powerless situation without any retaliation except silence, their new classroom *territory* is one of silence. Therefore, they become invisible, non-participating shadows. Phillipson (1992) further corroborates this bullying by stating that "linguicism is also in operation if a teacher stigmatizes the local dialect spoken by the children and this has consequences of a structural kind, that is, there is an unequal division of power and resources (p. 55). All in all, this overview of Linguistic Imperialism and Crossing Borders sections of this research create a current synthesis that characterizes the undergird that has given birth to modern-day Linguistics Gatekeeping.

Language Attitudes

According to Banks (1991), multicultural education is defined as, "a reform movement designed to bring about education equity for all students, including those from different races, ethnic groups, social classes, exceptionality, and sexual orientation" (p.4). Bennett (2001) includes the ideals of social justice that would eradicate forms of prejudice and discrimination to allow for educational excellence and high levels of academic achievement for all students. Lopez-Mulnix & Mulnix (2006) define "multiculturalism as the effective awareness, sensitivity, and practices that embrace human diversity through recognizing strength in different cultural values, styles of communication, interactions, and time constructions" (p. 7). Typically, programs that seek social transformation study social relationships and social stratification. In particular, social transformation programs focus on issues of racism, sexism, classism, among others and are studied in various ways. According to Sleeter (1992), multicultural education for White teachers involves activities that would help them examine their privileged status and uncover the various strategies they use to restructure their thoughts about race and education. These points of view focus on getting the students to not only see power dynamics within society but also their place within that power structure. More importantly, teachers are seen as instruments of change in society, therefore, their attitudes toward language and race often have a great impact on students' success.

For the study of sociolinguistics, attitudes toward language are of particular importance for many reasons. Edwards (1982) explains that the study of language attitudes is important because of "the knowledge that we gain by such studies of the language variety itself, of speakers of that variety, and of those who provide the attitudinal judgments" (p. 21). Giles, Hewstone, Ryan, & Johnson (1987) point out that our communicative behavior is "determined in part by our language attitudes in the sense that how we believe others will respond to our speech styles, including shifts within and switches between them will influence greatly our self-perservations in terms of sequential vocal choices during interactive exchange" (p. 585). Most importantly, "attitudes toward particular language varieties are taken to be attitudes toward speakers of those varieties" (Ryan, Giles & Sebastian, 1982, p. 2). Also, a plethora of evidence supports the idea that members of particular linguistic communities have stereotyped ideas about voice, intonation, paralinguistic signs, phonology, lexicon, and style all with evaluative connotations (Smith, 1985). It is particularly important to discover the language attitudes of educators since they represent the dominant culture and are often the first contact between cultures (Edwards, 1982). For these reasons, language attitudes are important to discover, examine, and incorporate into broader study of language as it is used in the community.

Teachers' Perceptions of Language

"Sociolinguistic studies have convincingly demonstrated that differences between minority students and their teachers in cultural rules of language used affect, to a large extent, the children's success" (Ogbu, 1999, p. 149). In my proposed study, I will focus on teachers' negative perceptions of their non-mainstream students' language usage as a gatekeeping encounter, and how these preconceived notions contribute to their academic failure. My classroom experiences can be summarized by Lippi-Green (1999) when she states that the underlying assumption is "sound like us, and success will be yours. Doors will open, barriers will disappear" (p.50). She further explicates that non-Standard English varieties serve as a point of gatekeeping because "we (Americans) are forbidden, by law and social custom and perhaps by a prevailing sense of what is morally and ethically right, from using race, ethnicity, homeland or economics more directly" (p. 60). Because it is illegal to discriminate on the basis of race, these non-mainstream English varieties become a "litmus test for exclusion" (p.64).

An extensive research base alerts teachers to the complex relationships between class, language, and education (Bernstein, 1971; Cazden, 2001; Delpit & Dowdy, 2002; Fecho, 2004, Heath, 1983; Labov, 1972; Michaels, 1983; Philips, 1983). This rich timeline of references extends to Baugh's (2009) assertion that "students who live in homes where non-dominant languages and dialects are native will be at a considerable disadvantage, if not "risk" regarding a high-quality education (p.276). He also contends that these languages and dialects "are often devalued and rarely escape scorn or ridicule, especially outside of the group of speakers who speak stigmatized languages or dialects" (p.276 - 277). To further extend this complex relationship between class, language, and education, Zuengler and Miller (2011) have demonstrated how an entire classroom community of practice can become marginalized based on the histories of its participants and how those histories are regarded by members of other communities of practice (p. 131-132). As noted by Villegas and Lucas (2007), the majority of teachers in the United States are "White, [and Black] middle class, and monolingual English speaking in most cases, their lives differ profoundly from the lives of their students" (p. 31). However, in my personal educational experience as a student and research assistant, not only White teachers are doing this, Black teachers as well This is no longer a White, middle class teacher issue. Somehow, Black teachers are perceived as not marginalizing their students who

speaking a non-Standard English variety, but they too are linguistic gatekeepers and therefore contribute to America's ever-looming achievement gap, which was foreshadowed by the Secretary of State T. H. Bell in his 1983's *A Nation At Risk: The Imperative of Educational Reform* article to President Ronald Reagan.

Methodology

Methods

One theory in educational research holds that humans are storytelling organisms, who, individually and socially lead storied lives. Thus the study of narrative is the study of the ways humans experience the world" (Connelly & Clandinin, 1990, p. 2). Narrative inquiry in the forms of autobiographical case studies and personal accounts from former classmates will be a viable method for me to capture the storied knowledge of teachers' perceptions regarding their students' non-mainstream language usage and to plausibly with thoroughness show how their perceived notions often negatively affect their students' academic success.

Setting

The data sources for this proposed research will emanate from an elementary school in a rural town in South Carolina. The narrative inquiries will be solely based on a time period spanning four years from 1979 to 1981. My elementary school housed grades kindergarten through eighth grade. It was composed of predominantly African-Americans who were either working class or poor farmers, and most of the White students who attended the school were either middle or upper-middle class. Most of the teachers were upper middle-class White women, however, there were a very limited number of male teachers in the upper grade levels. I only encountered two male teachers from kindergarten through eighth grade.

Participants

Purposefully, I will select a sample of participants for my proposed study. Each one will be chosen because he or she manifested certain behaviors or encountered certain conditions that interested me, the researcher. Because autobiographical case studies will mainly undergird this research along with certain narrative accounts from my classmates, I chose a total of three teachers and four additional classmates who experienced negative experiences from some of the same teachers due to their non-mainstream language usage for my proposed study. Two of the teachers are my former fourth and fifth teachers. The other one was my sixth grade Physical Teacher. Two of them are women, one White and one Black, and the other is a White man who was my sixth grade Physical Education teacher and football coach. They all have very diverse, personal and cultural backgrounds, but they also have very similar educational backgrounds. My four former classmates are all African-American, and three are females and one is male. Two of them currently teach at our same elementary school. Additionally, I have also extended my sample to include two non-teaching classmates who will also respond to my autobiographical vignettes to provide multiple sources of data to give variety of perspectives to the same phenomenon within this proposed study.

Research Design

Narrative inquiries, such as autobiographies and other stories, have been a teaching tool for many, many centuries, and it is difficult to actually determine how long they have been used as a teaching tool. In the Holy Bible (the New Testament), Jesus Christ used parables to teach his followers. Also, Homer's infamous epic tales were written around 700 B.C, and according to Hamilton (1993), they were used as textbooks in schools of Greece. It is clear that the use of

stories to educate is ancient, and stories are still being used successfully to teach today. More specifically, stories now play a very substantial role in educational research. Carter (1993) noted, “The special attractiveness of story in contemporary research on teaching and teacher education is grounded in the notion that story represents a way of knowing and thinking that is particularly suited to explicating the issues with which we deal” (p. 6).

Carter (1993) reported that qualitative researchers in education have begun turning to teachers themselves as sources for knowledge about education. Qualitative research is perfectly suited to interpret the teachers’ stories used in this study to discover their responses to children’s natural language. Stories are a natural design for capturing the true essence of teachers’ thoughts and feelings. In order to understand the inner thoughts of educators, it is necessary to accumulate a meaningful context of episodes and events that, once combined, form a comprehensive knowledge of ways of knowing, complete with the human emotion that can only be translated by educators themselves. As stated by Elbaz (1991):

Story is the very stuff of teaching, the landscape within which we live as teachers and researchers, and within which the work of teachers can be seen as making sense. This is not merely a claim about the aesthetic or emotional sense of fit of the notion of story with our intuitive understanding of teaching, but an epistemological claim that teachers’ knowledge in its own terms is ordered by story and can best be understood in this way. (p. 3)

When looking at narrative inquiry as an educational research method, it is important to understand the *experience* component. “The central task is evident when it is grasped that individuals both live their stories in an experiential text and tell their stories in words as they reflect upon life and explain themselves to others” (Clandinin & Connelly, 1991, p. 265). The researcher has to become immersed in the experiences of the participants. According to Clandinin and Connelly, the researcher becomes a participant, “Thus the two narratives of participant and researcher become, in part, a shared narrative construction and reconstruction through the inquiry” (p. 265). Therefore, by using autobiographical case studies and narrative responses from my participants, I have chosen to apply the narrative inquiry design of educational research as described by Clandinin and Connelly (1994, 2000).

Data Collection

I have chosen several methods of data collection for this proposed study. Personal case studies, interviews, journal entries, and narrative responses from my former peers. Autobiographical reflections that will develop into thick, case studies, and qualitative interviewing that will evoke narrative responses from my former classmates regarding our non-mainstream language encounters with our elementary school teachers will be guiding impetuses during the data collection process. Because I wanted to capture the essence of these thick, rich experiences or encounters, the qualitative epistemology best suites this proposed study. According to Holloway (1997), thick description is a detailed explanation of field experiences. The researcher makes the patterns of cultural and social relationships explicit and puts them into context. Lincoln and Guba (1985) implied that by describing an experience in adequate detail, the reader could determine the extent of transferability to other situations. Also, Merriam (1988) suggested typicality of cases as another method that helps assure external validity. Comparing how characteristic research participants seem with others in similar situations is helpful in determining the relevance of the findings to the reader. Along with a typicality of cases, these thick descriptions will also provide external validity to my proposed study.

Stories. Although I will be using autobiographical case studies, my former classmates will read them and respond to them to strengthen the internal validity of my autobiographical vignettes that will replicate the essence of my personal non-mainstream language experiences with my teachers who negatively perceived me as academic proficient, therefore, creating a gatekeeping encounter.

Interviews. To further enhance the internal validity of my vignettes, I will be conducting qualitative interviewing. Not only will my classmates write narrative responses to my vignettes, I want to interview them as well to capture their non-mainstream language encounters with not only three teachers we shared but possible others as well. This will allow me the opportunity to share their personal accounts as well to further corroborate my proposed study. Qualitative interviewing is an approach to learning in which understanding is achieved by encouraging people to describe their worlds in their own terms (Rubin & Rubin, 1995). Merriam (1988) stated that, "Interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them. It is also necessary to interview when we are interested in past events that are impossible to replicate" (p. 72). Moreover, Rubin and Rubin agreed: "Through qualitative interviews you can understand experiences and reconstruct events in which you did not participate. Through what you hear and learn, you can extend your intellectual and emotional reach across time, class, race, sex, and geographical divisions" (p. 1). The strength of interviewing in qualitative research is "the opportunity to learn about what you cannot see and to explore alternative explanations of what you do see" (Glesne & Peshkin, 1992, p. 65). After careful consideration of these thoughts, I decided that interviewing will be best suited to meet my goal of gaining a clear understanding of what guides teachers' responses to the non-mainstream language children bring into their classrooms that often creates a gatekeeping encounter.

Reflective Journal. The final mode of data will involve me keeping a reflective journal that will allow me to describe my feelings and to take detailed field notes. I plan to use it to make anecdotes that will depict my feelings about pursuing research in this classroom linguistic mismatch research area between teachers' and their students. I am sure my personal biases will emerge, and one use of this journal is a way I plan to be aware of them during the research and writing processes. According to Morrow and Smith (2000), the use of a reflective journal adds rigor to qualitative inquiry as the investigator is able to record his/her reactions, assumptions, expectations, and biases about the research process. In addition, the field notes should provide me with additional data that will further assist me to acquire robustness/thoroughness in my dissecting of the data.

Data Analysis

Once I have collected my data for this proposed study, I plan to transcribe all interviews, journal entries, field notes, and observations. According to Reissman (1993), the process of transcribing allows the researcher to become acquainted with the data. I plan to use Microsoft Word files for my data collecting instruments aforementioned. Then, I will use the context of my data collection as a meaning classification tool, and I will use the meaning of analysis context as the unit of analytical coding as I look for relative descriptions. Basically, this means that I will not look at my autobiographies nor my participants' narrative accounts and code according to meaning. I am not sure what qualitative coding software application I will use to conduct this activity at this point, but I am sure as time progresses, my advisor will offer many viable suggestions.

My proposed study will follow the multiple case study and the narrative inquiry designs respectively. I plan to dismantle my data according to thematic units and possibly later by a

cross-case analysis (Stake, 2006). For each of my autobiographical case studies, I plan to use all data from interviews, which will be transposed into narrative accounts, and my personal journal entries to assist me in adequately developing appropriate thematic units to conduct the cross-case analysis. To account for each of my research questions, I will classify themes that I find across all of my data, even those that may be different and not expedient across my data. After speaking with two professors, I plan to use a thematic analysis that will follow Braun and Clarke (2006) step-by-step guidelines. They include the following: (1) familiarizing myself with the data, (2) generating initial codes, (3) reading throughout each narrative account or story to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Stake (2006) states that there are three different case procedures for a multiple case study. For my proposed qualitative study, I plan to follow the merging findings procedure because this will allow me the priority to merge the findings across cases. Furthermore, this method will provide me the opportunity to make generalizations about my case studies and narrative accounts.

Internal Validity

In determining the strength of qualitative research, a review of internal validity is helpful. According to Merriam (1998), it addresses the issue of a particular match between research findings and reality. Merriam also noted that there are specific approaches to help achieve internal validity.

Triangulation. Denzin (1978) has identified a variety of different types of triangulation often means that researchers use different sets of data sources, multiple types of analysis, multiple researchers, and/or multiple theoretical perspectives to understand one phenomenon. Chenail (1997) suggested that “In research, the object of triangulation is for you to locate the meaning of some other phenomenon” (p.1). Patton (2001) supported triangulation by stating, “Triangulation strengthens a study by combining methods or data, including using both quantitative and qualitative (p. 247).

Although in my research I primarily used one method – interviews, I used triangulation by incorporating multiple sources. They included a small cohort of teachers and students whose stories represented a range of viewpoints on the subject of teachers’ perceptions of children’s language usage. Through an analysis of these varying perspectives, I will be able to locate some meaning and understanding of the phenomenon in review.

Member Checking. After I compose my participants’ narrative accounts from the interviewing sessions, I plan to use member checking to further strengthen the external validity because I want my participants’ feedback to check for plausibility. According to Merriam (1988), member check involves “taking data and interpretations back to the people from who derived and asking them if the results were plausible” (p. 169). Using this method to check plausibility throughout my research will provide accuracy to my data.

Peer Reviewing. I plan to constantly involve one or two very close colleagues to assist me with examining my proposed research findings with them and request feedback. They will know my research questions, the purpose and scope of my proposed study and encourage unrestrained feedback. I propose that this will also expose my assumptions and biases as well. Therefore, I can warrant this proposed study with little to no biased information.

External Validity

According to Campbell and Stanley (1963), external validity addresses the question of generalizability. External validity considers which group can be generalized with the study’s findings or which of the study’s findings pertain to other circumstances. Bedford (in Sheparis, Young, & Daniel, 2010) stated, however,

Generalizability is not the goal of the qualitative researcher. Qualitative researchers and especially narrative researchers, select modes of inquiry that will allow them to understand a particular individual or group in depth because they believe that what he learns from a particular situation can be transferred to a new situation. (p. 231)

There have been some suggestions of ways to help the researcher achieve external validity in spite of the focus of qualitative research. For example, Lincoln and Guba (1985) stated that one way to achieve external validity is through the use of thick description.

Thick Descriptions. According to Holloway (1997), thick description is a detailed explanation of field experiences. The researcher make the patterns of cultural and social relationships explicit and put them into context. Lincoln and Guba (1985) implied that by describing an experience in adequate detail, the reader could determine the extent of the transferability to other situations. In this research, I plan to use detailed descriptions and explanations of each participant. I will achieve thick descriptions by delineating the patterns of cultural and social conditions each participant's linguistic experience in their respective classrooms.

Typicality of Cases. Merriam (1998) suggested typicality of cases as another method that helps assure external validity. Comparing how characteristic research participants seem with others in similar situations is helpful in determining the relevance of the findings to the reader. In this study, my participants were intentionally selected as a sample representative of the majority of teachers in American schools. Their stories resembled each other even though they were from different locations and different backgrounds. The diversity of the participants in this study should allow some degree of typicality to most readers.

Summary

This prospectus outlines my proposed study and is designed to inform teachers about their linguistic awareness of the diverse populations. My study will further show the often negative stances in teachers' beliefs about issues related to diversity, and it specifically purports their debilitating responses to their students' academic non-mainstream discourse in an academic setting. Finally, this study will corroborate that teachers do indeed possess socioculturally-based assumptions about poor and minority students, and that they are often either confused about how to manage linguistic differences among their students or are against non-mainstream discourse in their classrooms. I aim to add credence to my idea that teachers do not naturally approach their students' non-mainstream language usage with an analytical ear. Rather, they listen for surface level indicators that are aligned with the mainstream language ideal. Therefore, these students' non-mainstream language usage is negatively perceived by their teachers, and as a result, these students often suffer a gamut of potentially debilitating consequences regarding the intelligence and academic ability.

My nuance to this field of research will present a positive outcome when teachers do listen with an analytical ear. Research suggests that White, mono-lingual, middle-class teachers largely contribute to the academic failure of poor and minority children (Bernstein, 1971; Delpit, 1988; Fogel& Dowdy, 2002; Hymes, 1964; Ogbu, 1999). Through my narrative inquiry research design, this study will provide a synthesis that expands the current research by revealing that Black and White, mono-lingual, middle-class teachers contributed to my academic failure. Additionally, my proposed study will feature a White male, mono-lingual middle-class teacher who listened to me with an analytical ear and did not negatively perceive me as academic deficient. Rather, the other teachers in this proposed study listened to my non-mainstream language usage and negatively judged me and contributed to my academic failure.

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Assignment Rubric – Student A

		ELCC Element	Exemplary (3)	Acceptable (2)	Unacceptable (1)	Total
Primary Criteria (Mandatory)	1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	X			
	1.3	Candidates understand and can promote continual and sustainable school improvement.	X			
	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.	X			
Secondary Criteria (Choose <u>Only</u> 1)	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	X			
	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				
	3.1	Candidates understand and can monitor and evaluate school management and operational systems.				3
Required Sections & APA Style	Cover Page, Table of Contents, References		X			3
	Introduction		X			3
	Literature Review		X			3
	Methods		X			3
					FINAL TOTAL	24/24

Culturally Responsive Pedagogy and Literacy Practices:

Does Supplementing the ELA Curriculum with Culturally Responsive Text(s) Improve Student Achievement?

Sample Student B

Kean University

TABLE OF CONTENTS

LIST OF TABLES.....	ix
Chapter 1: Introduction.....	1
Background	1
Purpose of the Study	2
Problem Statement	2
Theoretical Framework	2
Research Questions	3
Hypotheses	4
Significance	5
Assumptions	5
Limitations	5
Delimitation	6
Definition of Terms	6
Chapter 2: Review of the Literature	7
Brown v. Board of Education of Topeka, (1954)	7
Designation of New Jersey Abbott School Districts	8
No Child Left Behind Act (2001)	10
Culturally Responsive Pedagogy	11
Culturally Responsive Practices in Literacy Instruction	12
Summary	13
Chapter 3: Methodology	15
Setting	15
Research Design	15
Sample	16
Data Collection	17
Validity and Reliability	18

Research Questions	18
Hypotheses	19
Analysis	20
Summary	20

List of Tables

Table	Page
1. Coding of Key Variables of the Study.....	16
2. Gender Distribution of supplementing the English Language Arts curriculum with culturally responsive text.....	17

Chapter 1: Introduction

Background

The current academic achievement gap that exists between White-American students and African-American students in the United States has been a key factor in the creation of both national and state level public school education reform for more than half a century (Vanneman, Hamilton, Anderson, & Rahman, 2009, p. 1). From the landmark public school education legislation of, *Brown v. Board of Education of Topeka Kansas* (1954), the federal No Child Left Behind Act (2001), and state level whole school reform such as the designation of Abbott school districts in the state of New Jersey; educational reform policies and practices were designed and implemented with the premise to increase student achievement. Additionally, education reform policies were also established to dissolve the academic achievement gap that exists between White-American students and African Americans students in the United States (Howard & Terry, 2011, p. 345).

While progress has been made to close the academic achievement gap between White-American students and African-American students, according to (Bui & Fagan, 2013, p. 6), supplementing the standard curriculum with culturally relevant text and culturally responsive teaching strategies has been a growing instructional approach to help increase the academic achievement of racial and ethnic groups that continue to lag behind their White counterparts. Thus, culturally responsive teaching and literacy practices can promote academic excellence and student knowledge.

Purpose of the Study

The purpose of this study is to analyze how integrating culturally responsive literature can impact student levels of academic achievement in a large, public, urban elementary school. As research begins to emerge on the use of culturally relevant literature to increase student achievement, this study will provide feedback to the school district, but also contribute to the wider body of research for elementary schools with a similar student population.

Problem Statement

The No Child Left Behind Act (2001), (NCLB) mandated that there be statewide accountability systems put into place to close the achievement gap between White students and students of color (Bui & Fagan, 2013). While there has been an increase in both White students and African American students test scores, according to the National Assessment of Educational Progress (NAEP), Black student performance levels continue to be lower than their White peers (Vanneman, et al., 2009, p. 1). This study will help to contribute to the understanding that supplementing the English Language Arts curriculum to relate to the cultural population of a school can impact student levels of motivation and increase their academic performance (Toppel, 2015).

Theoretical Framework

According to educational psychologist Lee S. Shulman, in order for teachers to be successful at increasing a student's ability to understand the content being taught, both the delivery of knowledge, *pedagogical knowledge*, and the understanding of the subject or content, *content knowledge* must coexist (Shulman, 1986). In other words, Shulman's pedagogical content knowledge theory states,

“If teachers were to be successful, they would have to confront both issues of content and pedagogy simultaneously. The transformation of subject matter for teaching occurs as the teacher critically reflects on an interprets the subject matter; find multiple ways to represent the information as analogies, metaphors, examples, problems, demonstrations, and classroom activities; adapts the material to students' abilities, gender, prior knowledge, and preconceptions; and finally tailors the material to those students to whom the information will be taught.” (Shulman, 1986, p. 1).

From its introduction, Shulman's pedagogical content knowledge theory has become a widely used theory to support the understanding that students learn best when their experiences, culture, and system of beliefs are reflected in the content being taught (Shulman, 1986). Based upon Shulman's pedagogical content knowledge theory, supplementing the standard curriculum with culturally relevant text and teaching strategies can create a connection between a student's cultural cognitive style to the subject matter which may enhance their learning and achievement (Bui & Fagan, 2013, p. 60).

Research Question(s)

Research Question 1. How does supplementing the English Language Arts curriculum with culturally responsive text relate to the academic achievement of students?

Research Question 2. How does gender impact the academic achievement of non-participant students and participant students who receive supplemental instruction in English Language Arts with culturally responsive text?

Hypotheses

H1_o: There is no significant difference in the academic achievement of non-participants and participants who receive supplemental instruction in ELA with culturally responsive text.

H1_a: There is a significant difference in the academic achievement of non-participants and participants who receive supplemental instruction in ELA with culturally responsive text.

H2_o: There is no significant difference in the academic achievement between male and female non-participant students and male and female participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

H2_a: There is a significant difference in the academic achievement between male and female non-participant students and male and female participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

H3₀: There is no significant difference in the academic achievement between male non-participant students and male participant male students who receive supplemental instruction in English Language Arts with culturally responsive text.

H3_a: There is a significant difference in the academic achievement between male non-participant students and male participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

H4₀: There is no significant difference in the academic achievement between female non-participant students and female participant male students who receive supplemental instruction in English Language Arts with culturally responsive text.

H4_a: There is a significant difference in the academic achievement between female non-participant students and female participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

Significance

With a growing body of research on the impact of using culturally relevant text to increase student achievement (Howard & Terry, 2011), this study has the potential to contribute to the wider body of knowledge on increasing the academic achievement among African American students. If proven effective in this large, urban school district, using culturally relevant text to supplement the standard curriculum could be carried out in similar settings, thus providing a template for implementation in other elementary schools. If not, the school district would consider making adjustments to the English Language Arts curriculum with a different pedagogy that also focuses on including the learner's experience, background, and cultural heritage to increase their learning and achievement.

Assumptions

The assumptions of this study on supplementing the English Language Arts curriculum with culturally relevant text were as follows: (a) Teachers conducted guided reading and student centered activities at least 3 times per week, and (b) teachers taught the same district mandated curriculum.

Limitations

The limitations of this study were as follows: (a) Student absenteeism was not evaluated for the 2015 - 2016 school year, (b) supplementing the English Language Arts curriculum with culturally responsive text for the 2015-2016 school year because the data was unavailable, and (c) teacher implementation of guided reading and student centered activities during the 2015-2016 school year because documentation was not available.

Delimitation

The delimitation of this study was that it conducted at only one large, public, urban elementary school in northern New Jersey. Therefore, generalizability of the results is limited to schools with similar demographics.

Definition of Terms

Academic achievement gap. The academic achievement gap is “defined as the difference between the average score for Black students and the average score for White students” (Vanneman et al., 2009, p. 4).

Culturally responsive pedagogy. “Culturally responsive pedagogy is a framework that recognizes the rich and varied cultural wealth, knowledge, and skills that diverse students bring to schools, and seek to develop dynamic teaching practices, multicultural content, and a philosophical view of teaching that is dedicated to nurturing students’ academic, social, emotional, cultural, psychological, and physiological well-being” (Howard & Terry, 2011, p. 346).

Culturally responsive text. Culturally responsive text is “multi-ethnic literature that can be used in the classroom to affirm the cultural identity of culturally and linguistically diverse students and develop all students’ understanding and appreciation of other cultures” (Callins, 2004, p. 4).

Chapter 2

Review of Literature

This literature review includes 6 subsections: (a) this introduction, (b) *Brown v Board of Education of Topeka* (1954), (c) designation of New Jersey Abbott School Districts, (d) No Child Left Behind Act (2001), (e) culturally responsive pedagogy, and (f) culturally responsive practices in literacy instruction.

In examining public school reform programs in the United States designed to increase student achievement, there is data to support that between 1950 and 2005, students regardless of race, have demonstrated growth in academic achievement on state and national assessments (Vanneman et al., 2009). Despite the growing trend of increased levels of academic achievement over time, “the academic outcomes for African American students continue to lag behind their White counterparts” (Howard & Terry, 2011, p. 345). The purpose of this literature review is to analyze how culturally responsive pedagogy and culturally responsive literacy practices can serve in part, as a continuum of public school: reform, strategies, and/or “interventions that may help to reverse the under-performance for African American students by increasing their levels of academic achievement” (Howard & Terry, 2011, p. 345).

Brown v. Board of Education of Topeka, (1954)

From a historical perspective, the focus on education reform in American public schools in terms of access, equitability, and overall improvement of student academic achievement has been a national concern since the middle of the 20th century (Davis-Kean & Jager, 2014). *The Brown v. Board of Education of Topeka*, (1954) court ruling was a landmark case which determined that segregated schools were unconstitutional and that every child regardless of race deserves to receive a quality education (Smith, 2005). On May 17, 1954, the Supreme Court ruled that “separate but equal” public schools for Whites and Blacks were unconstitutional. The *Brown* case served as a catalyst for the 1965 Civil Rights Movement which challenged not only segregation in schools, but in all areas of American society (Cook, 2005).

For the first time in American history, White and Black students could attend the same public schools and receive an equal opportunity to achieve a quality education (Smith, 2005). Though the official end of segregation ended in 1954, African Americans still encountered forms of prejudice and racism. The result of the *Brown* case ruling, met opposition from Whites that were against the

adoption of federal legislation which supported the civil rights of African Americans (Cook, 2005). Despite challenges that the *Brown v. Board of Education of Topeka*, (1954) ruling came under, “The *Brown* decision was a necessary and fundamental prerequisite for human dignity, race relations, personal/social adjustment, equal access, and progress toward the American ideal” (Smith, 2005 p. 19). The *Brown v. Board of Education of Topeka*, (1954) decision did not solve nor end the racial inequalities that existed in American public schools. However, the *Brown* case set the premise for the continuation of education reform which would lead American public schools into the 21st century (Cook, 2005).

Public School Reform in New Jersey: Designation of New Jersey Abbott School Districts

Nearly two decades after the national landmark ruling of *Brown v. Board of Education of Topeka*, (1954), there was a precedent court decision which occurred on a state level that would impact the outcome of student academic achievement in some of the poorest New Jersey public school districts (Lauter & Rice, 2008). In 1985, the designation of Abbott School Districts in New Jersey was based on the “landmark decisions in *Robinson v. Cahill and Abbott v. Burke* that the urban poor are capable, that given sufficient attention in an adequately financed system using the best knowledge and techniques available, a thorough and efficient education is achievable” (Librera, 2005, p. 2).

One aspect of the designation of Abbott School Districts was the emphasis placed on the development of early childhood programs to improve student achievement in low-income districts in order to close the achievement gap between White students and non-White students (Lauter et al., 2008). “Preschool systems changed significantly in New Jersey in 1998 when the State’s Supreme Court required the poorest school districts to implement high quality, intensive preschool programs for all three- and four- year-olds” (Lauter et al., 2008, p. 64). The state of New Jersey recognized that “children participating in high quality early education programs will experience continuing benefits in both learning and development” (Lauter et al., 2008, p. 64). Thus, the creation of early childhood programs in Abbott school districts was the Supreme Court of New Jersey’s “attempt to ensure that the children in the state’s then 28 poorest school districts were able to implement high quality, early childhood programs by September 1999, just after the release of the decision (*Abbott v. Burke*, 153 N.J., 1998)” (Lauter et al., 2008, p. 66).

Research and data supports the implementation of early childhood programs.

“Frede et al., measured the effects of the Abbott preschool experience on children and then followed them through their kindergarten. The total sample included 1,701 children: 40.4% African Americans, 51.4% Hispanic, and 8.1% White and Other. In 2006, almost 90% of the classrooms scored above the mean score found in 2000” (Lauter et al., 2008, p. 71).

The designation of Abbott School Districts in New Jersey did impact the level of academic progress at the early childhood level (Lauter et al., 2008). Despite gains in academic, social and emotional growth at the early childhood level, the under performance of African American students in comparison to their White counterparts continues to exist (Bui & Fagan, 2013).

No Child Left Behind Act (2001)

Upon entering the 21st century, the achievement gap between the performance of White students and non- White students in America continued to persist. “Although racial gaps narrowed substantially in the 1970s and 1980s, they narrowed only slightly in the 1990s, and were still very large in 2001” (Reardon, Greenberg, Kalogrides, Shores, & Valentino, 2013, p. 1). The No Child Left Behind Act, (NCLB) of 2001 was created to improve student academic performance, close

the achievement gap that existed between Whites and non-Whites, and implement a system of accountability that states had to accept as a condition for receiving federal funding (Goertz, 2005).

“The purpose behind the NCLB Act of 2001 was to: addresses the academic

achievement of America’s youth and especially the difference in test scores that exists between low-income and minority students and their White, middle-class counterparts. All schools are required to provide a quality education regardless of a child’s demographics or ability level and, if these schools fail to achieve adequate yearly progress, parents are allowed to remove their children from that school and place them in a “better” school (Rowely & Wright, 2011, p. 93).

In examining the impact of the NCLB Act on student achievement, four components of NCLB were the focus to determine its effect: accountability for states and districts for test results, state and local flexibility of spending federal funds, focus on proven educational methods to develop a rigorous curriculum, and expanded choices for parents (Holmes, 2010). An analysis of data that included the time frame in which the NCLB legislation was implemented assessed by the National Assessment of Educational Progress (NAEP), the fourth-grade Black-White achievement gap in mathematics for 2007 was narrower than in 1990, while the fourth-grade reading gap was narrower than in either 1992 or 2005. At the eighth grade, the gap in mathematics was narrower in 2007 than in 2005, while the reading gap did not change (Toppel, 2015). While the goals of the NCLB Act consisted of policies that can have an impact on student achievement, “the execution of the Act all but crippled its ability to evoke change” (Holmes, 2010, p.1). The findings of National Assessment of Educational Progress’ analysis of student performance across the United States, indicated that while there has been an increase in academic achievement of both Black students and White students, Black students continue to under achieve, despite the implementation of state and federal educational reform policies (Howard & Terry, 2010).

Culturally Responsive Pedagogy

There has been a substantial amount of research and study conducted on how culturally responsive pedagogy and the practice of culturally responsive literacy instruction can have an impact on student academic achievement (Bui & Fagan, 2013). Culturally responsive pedagogy can be defined as “using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Toppel, 2015, p. 552). According to (Ijei & Harrison, 2010), “a key component to eliminating the achievement gap is building relationships between educators and students of color. If African American students do not believe that teachers care about them, they are less likely to work for their teachers” (Ijei & Harrison, 2010, p. 30). Caring for students by talking to students’ parents, observing students in various settings, talking with students in both structured and informal conversations, and using students’ narrative writing pieces as a source of information are examples of building a positive relationship between students and teacher (Toppel, 2015).

In addition to caring for students by creating a positive relationship with them, components of culturally responsive pedagogy that may have a positive impact on changing the under achievement of African Americans students is: academic rigor combined with high expectations,

individualized and small group instruction, and educator(s) have a sincere belief in the ability of students to succeed (Howard & Terry, 2010).

Culturally Responsive Practices in Literacy Instruction

When students can make a connection with the content and/or subject matter, the level of importance and relevance placed on learning can have an impact on the outcome of their academic achievement (Howard & Terry, 2010). “Instructional strategies and teaching strategies that may offer results for academic outcomes for African Americans can be addressed within practices many teachers already use while implementing core reading programs” (Toppel, 2015, p. 553). Thus, the transition from educators understanding the principles of culturally responsive pedagogy to incorporating culturally responsive practices and strategies in the classroom may enhance the outcome of learning and achievement for African Americans. “The implementation of research based practices that are culturally compatible or culturally responsive may help to address the specific need of the students from culturally and linguistically diverse backgrounds and reduce the achievement gap” (Bui & Fagan, 2013, p. 60).

Incorporating culturally responsive practices in literacy instruction as a methodology for teaching the English Language Arts curriculum is growing in response to the data which reflects the continued gap in student performance between African Americans and their White counterparts (Toppel, 2015). According to (Bui & Fagan, 2013), “there are several research based reading strategies that classroom teachers can use to meet the needs of the learners in a culturally responsive way: activating prior knowledge, use of multicultural literature, and the use of word webs” (Bui & Fagan, 2013, p. 60). When students can make a connection with the content and/or subject matter, the level of importance and relevance placed on learning can have an impact on the outcome of their academic achievement (Howard & Terry, 2010). Of the mentioned culturally responsive strategies, multicultural literature is a strategy that may have a strong influence on the context and reader as he/she navigates through the context of the text. “These contextual factors include social and affective factors such as attitude and motivation, which can act as mediators to increase reading performance” (Bui & Fagan, 2013 p. 60).

Summary

Incorporating culturally responsive pedagogy as well as supplementing district mandated curriculums with culturally responsive teaching practices can impact the outcome of academic achievement for students that have historically under performed in comparison to their White counterparts (Howard & Terry, ,2010). Given the education reform programs and interventions mentioned in this literature review, the common idea of creating reform to increase student academic achievement was evident in the attempt to close the achievement gap that continues to exist between White students and non-White students. Education reform models in public schools across the United States continue to provide students the access to a quality educational experience by attempting to close the achievement gap between the various racial and ethnic groups (Ijei & Harrison, 2010).

However, on a smaller scale, academic achievement can take place a daily basis by teachers supplementing a school district’s curriculum with culturally relevant pedagogy and literacy practices (Toppel, 2015). Thus, “educational practitioners and researchers alike must continue to seek meaningful, day-to-day interventions that may reverse the academic under performance of African American students in US schools” (Howard and Terry, 2010, p. 2).

Setting

This study was conducted at one urban elementary school in northern New Jersey. The total amount of students enrolled is 419. There are 199 male students and 220 female students. The school's student population is 97.6% Black, 1.4% Hispanic, 0.5% White, 0.2% American Indian, and 0.2% Pacific Islander. Students defined as economically disadvantaged consists of 342 or (81.6%) of the total student population. Students that are categorized as English Language Learners (ELL) account for 12.4% (52 students) of the total enrollment. (NJDOE, 2015).

In terms of academic achievement, based on the results of the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment, 158 students in grades 3-5 took the English Language Arts assessment. Of the 158 valid student scores, 41% achieved a level 4 or 5 (met and/or exceeded expectations) on English Language Arts PARCC assessment. For the Mathematics PARCC assessment, of the 159 valid student scores in grades 3-5, 32.7% of the students achieved a level 4 or 5 (met and/or exceeded expectations).

Research Design

This action research study was an ex-post facto design. A matched-pair design was used to create the treatment group and the control groups for this study. The treatment group included students exposed to supplemental culturally responsive text in the fourth grade for one full school year, and the control group, which has similar characteristics in terms of reading achievement, gender and race entered the fourth grade, followed the school district's traditional English Language Arts curriculum.

Sample

Data is being collected from 48 students who were eligible for the study. For students' data to be included, several criteria had to be met: (a) the student attended the school during the 2015-2016 school year, (b) the student took the grade 3 Star Reading assessment in the Spring of 2016, (c) the student was administered the Star Reading grade 4 pre assessment in September 2016, (d) the student will take the Star Reading grade 4 midyear assessment in January 2017, and (e) the student will take the grade 4 Star Reading post assessment in May 2017

Table 1 shows the coding for key variables of the study.

Table 1

Coding of the Key Variables of the Study

Key Variable	Code
Star Reading Assessment	
Nonparticipant	0
Participant	1
Gender	
Male	0
Female	1

Table 2 shows the gender of participants receiving supplemental instruction in ELA with culturally responsive text and nonparticipants. Of the 24 students who are participating in receiving supplemental instruction in ELA with culturally responsive text, 10 (41.7%) are male, and 14 (58.3) are female. Of the 24 students who are not participating in receiving supplemental instruction in ELA with culturally responsive text, 12 (50%) are male and 12 (50%) are female.

Table 2

Gender	Participants		Nonparticipants		Total	
	#	%	#	%	#	%
Male	10	41.7	12	50	22	45.8
Female	14	58.3	12	50	26	54.2
Total	24	100	24	100	48	100

Data Collection

For this study, the collection of data will come from the Star Reading online assessment. The Star Reading assessment is a district mandated assessment used to measure students' proficiency level of mastering the New Jersey State Common Core standards. The following Star Reading Assessment data will be collected for this study: (a) Grade 3 2015 Fall Star Reading pre assessment, (b) Grade 3 2016 Spring Star Reading post assessment, (c) Grade 4 2016 Fall Star Reading pre assessment, and (d) Grade 4 2017 Spring Star Reading post assessment results.

For score reporting purposes, scaled scores are the fundamental scores used to summarize students' performance on Star Reading assessments.

“The scaled score is a non-linear, monotonic transformation of the Rasch ability estimate resulting from the adaptive test. Scaled scores range from 0 to 1400. This scale score is a vertical scale used to summarize the progression of students from Kindergarten through grade 12 performance levels” (Renaissance Learning Inc., 2016, p.19).

Validity and Reliability

Star Reading provides two ways to evaluate the reliability of its scores: “reliability coefficients, which express the degree of overall precision of a set of test scores on a scale from 0 to 1; and the standard errors of measurement, which provide an index of the degree of error on the same scale used to express the test score” (Renaissance Learning Inc., 2016, p.30).

In terms of construct validity, Star Reading “claims to provide an estimate of a child’s reading comprehension and achievement level” (Renaissance Learning Inc., 2016, p.35), and according to the tables and data provided by Star Reading,

“a study linking Star Reading Version 1 and the Degrees of Reading Power comprehension assessment, a raw correlation of 0.89 was observed between the two tests. Adjusting that correlation for attenuation due to unreliability yielded a corrected correlation of 0.96 between the two assessments, indicating that the constructs measured by the different tests are essentially indistinguishable (Renaissance Learning Inc., 2016, p. 35).

Research Question(s)

Research Question 1. How does supplementing the English Language Arts curriculum with culturally responsive text relate to the academic achievement of students?

Research Question 2. How does gender impact the academic achievement of non-participant students and participant students who receive supplemental instruction in English Language Arts with culturally responsive text?

Hypotheses

H1₀: There is no significant difference in the academic achievement of non-participants and participants who receive supplemental instruction in ELA with culturally responsive text.

H1_a: There is a significant difference in the academic achievement of non-participants and participants who receive supplemental instruction in ELA with culturally responsive text.

H2₀: There is no significant difference in the academic achievement between male and female non-participant students and male and female participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

H2_a: There is a significant difference in the academic achievement between male and female non-participant students and male and female participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

H3₀: There is no significant difference in the academic achievement between male non-participant students and male participant male students who receive supplemental instruction in English Language Arts with culturally responsive text.

H3_a: There is a significant difference in the academic achievement between male non-participant students and male participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

H4₀: There is no significant difference in the academic achievement between female non-participant students and female participant male students who receive supplemental instruction in English Language Arts with culturally responsive text.

H4_a: There is a significant difference in the academic achievement between female non-participant students and female participant students who receive supplemental instruction in English Language Arts with culturally responsive text.

Analysis

To compare the difference between the scores of the students who participated in receiving additional instruction with culturally relevant text and those students who did not, a paired *t* test will be performed to compare the baseline results and the final results of the impact of receiving supplemental instruction with culturally relevant text for the current 2016 - 2017 fourth grade classes.

Summary

Chapter 3 included a description of the process used to establish the criteria for this study. To address the four hypotheses, a *t* test will be performed. The results of these statistical procedures will be reported in Chapter 4.

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Assignment Rubric – Student B

		ELCC Element	Exemplary (3)	Acceptable (2)	Unacceptable (1)	Total
	1.3	Candidates understand and can promote continual and sustainable school improvement.		X		2
	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.	X			3
Secondary Criteria (Choose <u>Only 1</u>)	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.		X		2
	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				
	3.1	Candidates understand and can monitor and evaluate school management and operational systems.				
Required Sections & APA Style	Cover Page, Table of Contents, References		X			3
	Introduction		X			3
	Literature Review		X			3
	Methods		X			3
					FINAL TOTAL	21/24

Action Research Proposal: Note-Taking and retention

Sample Student C

Kean University

March 6, 2017

Introduction

As a middle school science teacher, I introduce students to the skill of note-taking. I teach this skill and we practice some type of note-taking in almost every lesson. Recently a debate has arisen between the teachers regarding the most effective note-taking system for middle school. Some teachers believe it is the Cornell Note-Taking System while others endorse the concept of Visual Note-Taking. Is one note-taking system more effective than another or is it specific to each student's individual learning style in terms of which note-taking system is most effective for each student?

Purpose Statement and Research Question

The purpose of this paper is to determine if one note-taking system is more effective in terms of knowledge retention in middle school. The specific research questions are:

- Which note-taking system (Cornell Note-Taking or Visual Note-Taking) is more effective in terms of knowledge retention?
- Which note-taking system do middle school students perceive is more effective?

Importance of Study

This study is important to me as a teacher because I want students to comprehend information, encode it, retain it, and be able to retrieve it. One of my goals as a teacher is for students to gain an understanding of information, internalize it, and develop meaningful connections both in their education and their overall learning life. In order to do this, most students need to be taught strategies to help them become successful learners. One such strategy to organize information is note-taking. Students need to be taught this strategy, practice this strategy, and engage in it in meaningful ways. Research shows that students who are able to take effective notes retain information and this, in turn, has a positive effect on learning and student achievement (Titsworth, 2001).

Definition of Terms

The Cornell Note-Taking System was developed by Professor Walter Pauk in the 1950s in an attempt to help his students organize lecture information in a meaningful way so students would achieve higher test scores. In this system, students divide the paper into two columns. On the left side, students jot down their notes. Students fill in the right column later highlighting main points, meanings, connections, and relationships. This allows students to help "clarify meanings, reveal relationships, establish continuity, and strengthen memory" (Pauk, 2001, p. 237). Students use the bottom of the page to summarize main points thus creating a review area on each page of notes. This system requires the student to actively review their notes, process them, and draw conclusions.

Visual Note-Taking is a blend of two note-taking strategies. Students use a combination of images and words. The images and words are meant to be quick yet meaningful sketches resulting from the information being provided to the students. Students are encouraged to make connections between what they hear, what they draw, and their labels. As a result, students are actively engaged in the processing and recording of information. Students pair the images with the words in order to make the information being processed and the overall note-taking process meaningful to the individual (Smith, 2016).

The Information Processing Approach in the classroom was designed by Huitt (2003) to help teachers incorporate best practices into the classroom setting as they pertain to presentation and organization of information. Huitt (2003) names nine principles and provides concrete examples for each principle. The nine principles are as follow:

- Gain Students' Attention

- Bring to Mind Relevant Prior Learning
- Point Out Important Information
- Present Information in an Organized Manner
- Show Students How to Categorize (Chunk) Related Information
- Provide Opportunities for Students to Elaborate on New Information
- Show Students How to Use Coding When Memorizing Lists
- Provide for Repetition of Learning
- Provide Opportunities for Overlearning of Fundamental Concepts and Skills

Effective instructional design specific to note-taking strategies will be based on Huitt's (2003) nine information organizational principles. These terms and strategies form the basis for the comparison of note-taking methodology in this study.

Theoretical Framework

The theoretical framework for this study is the cognitive information processing theory. Teachers can organize their instruction around this theoretical framework in order to maximize student retrieval and retention of information. Schunk (1996) describes learners as seekers and processors of information. That information follows a process of becoming encoded, stored, and retrieved. Cognitive information processing theory outlines how people process and recall information. This process creates a framework of understanding regarding information processing. Atkinson and Shiffrin (1968) based their work on "stage theory" which refers to the three stages in which memory is stored: Sensory Memory, Short-Term Memory, and Long-Term Memory. Retention of knowledge as it pertains to "school knowledge" generally falls under the umbrella of short-term memory and long term memory. Within those categories, there are generally accepted best practices about organizing information to assist in retention and retrieval of information.

According to Craik and Lockhart's (1972) levels of processing theory information stored in long-term memory can be organized to help retrieval using the following strategies:

- Semantic Memory (facts and concepts)
- Procedural (how to do things)
- Imagery (remembering through pictures)
- Concept formation (organization of similar categories)

In order to maximize memory retrieval and retention, educators must design their instruction with these processes in mind. Note-taking is a structured format in which teachers can use these theories and structures to organize information to best benefit the students. Huitt (2003) outlines how to use the Information Processing Approach in the Classroom by providing nine instructional principles connected to information processing theory and examples of how the principles can be incorporated into instructional design. It is through this lens that the note-taking research will be viewed and through the Information Processing Approach in the Classroom that the note-taking classes taught in the study will be designed.

Review of Literature

Best Practices and Note-Taking

What Works in Schools: Translating Research into Action by Robert J. Marzano explores research-based practices that translate into student and institutional success. Marzano outlines three categories that impact school success: school-level factors, teacher-level factors, and student-level factors. Teacher-level factors are defined as "those that are primarily under the control of individual teachers, such as the use of specific instructional strategies and classroom

management techniques” (Marzano, p. 3). Instructional strategies include frameworks to assist students in processing information, recalling information, and understanding information. One such element of instructional strategy shown to increase student achievement is developing the skill of note-taking (Marzano, Pickering, and Pollack, 2001).

Note-taking is a strategy teachers use to help students organize information so it can be processed, recalled, and understood. Research shows that students who take effective notes retain more information that in turn has a positive outcome on student achievement (Titsworth, 2001). The caveat in the research is that students must be taught how to take notes and must practice the note-taking technique consistently in order to fully see the benefits. Students often struggle with understanding what is important to record and why it is important. They must be taught note-taking skills as well as note-taking comprehension. Quintus et al (2012) write that most students are not taught how to take notes, but “a good system or format of notes can make a big difference in dealing with these difficulties and can increase learning and achievement” (p. 30).

Cornell Note-Taking System

Research and literature show that using the Cornell Note-Taking Method (as one part of the AVID program) in the classroom positively impacts student achievement. The AVID (Advancement Via Individual Determination) is a “global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities” (AVID, 2017). AVID boasts that its program “is closing the achievement gap” by providing research-based tools and strategies to diverse and under-represented populations. According to the research, AVID students outperform their peers on state-mandated testing, grade point average, and other standardized tests (AVID PowerPoint, p. 5). In a research brief about AVID and the Cornell Note-Taking Strategy, the author writes that AVID has “adopted the Cornell Note-Taking System as a cornerstone strategy for student success” (Custer, 2015, p. 2).

Gray & Madson (2007) state that when students are “shown a structure” for note-taking, it “improves the quality of their notes” (Quintus, Borr, Duffield, Napoleon, & Welch, 2012). Cornell Note-Taking, an integral part of the AVID program, is a structured, systematic note-taking system developed by Cornell professor Walter Pauk in the 1950s. Pauk’s original intent for developing in the note-taking systems was to help students improve their grades and help them develop a meaningful systems to develop study guides for future learning (Pauk, 1962). The note-taking system provides different areas within the page for students to record information. Further, students reflect on the notes after the lecture and write the important facts and other reflections at the bottom of the page. The format has the appearance of a study guide and functions as one as well. This strategy provides students with an “organized system that can improve comprehension and achievement” (Quintus et al, 2012).

Studies have found that students using this method of note-taking had:

- A 10-12% higher grade point average than in a previous semester (Donohoo, 2010).
- Better standardized scores than those who did not (Faber, Morris, & Lieberman, 2000).
- The ability to “increase comprehension and achievement” (Fisher, Frey, & Lapp, 2009).

Given the research, it is clear that this type of note-taking system is effective in bolstering student achievement. Schools that are able to implement a program like AVID or simply incorporate the learning, practicing, and honing the skills necessary to effectively take Cornell Notes, there is likely to be a positive effect on student achievement.

Visual Note-Taking

Huitt's (2003) research on the stage theory model focuses on different types of memory. Long-term memory is one type of memory and Huitt's research focuses on recall strategies. According to the research, one successful recall-organization method is using imagery. Visual Note-Taking combines "words and quick images" which allows the note-taker to listen, digest, and record what has been taught (Smith, 2016).

Shambaugh (1994) began researching visual learning more than two decades ago. He found that visual note-taking is one method:

to help learners construct frameworks of thinking which facilitate the evolution of personalized meanings. This strategy uses visual constructions to encode and store integrative information, thus preserve the relations of information, to contribute to a deeper understanding of the information, and to establish personalized meanings for learning to build upon (Shambaugh, p. 2).

Royer, Cisero, and Carlo (1993) help to define visual note-taking as a cognitive skill. They identify four criteria:

- The skill is an integrated mix of fact and procedure
- The skill can be acquired through training or experience
- The skill is applicable to activities
- The skill is acquired in stages

It becomes the job of the instructor to guide students (especially younger students) through this process and to help them understand the components of effective note-taking as well as how to personalize and internalize information so it can be more readily retained and recalled. Ausubel (1978) found learning takes place within the concept frameworks held by a learner. Therefore, individual cognitive structures can be key to the retention of information. Schrock (2017) has compiled research and information on visual learning, mind-mapping and concept-mapping as an instructional design resource to support educators learn and understand the potential of visual learning on information retention and recall. I will be using Schrock's curriculum design website as a tool to teach visual taking.

Methodology

Participants

My study will focus on two sections of fifth grade general science classes in a private K-8 school. Each class consists of roughly 16 fifth graders. The students involved in the research come from a wide range of background, ability, and previous knowledge. Some students have been in the K-8 school since kindergarten others joined the middle school in fifth or sixth grade. Most students enter the middle school in fifth grade and have very little experience with lecture format or taking notes. Science classes are double periods (90 minutes) twice a week the same periods (periods four and five) for all students. I will use two sections of comparable groups, teach the students both the Cornell Note-Taking System and the Visual Note-Taking System, then allow them to choose the note-taking method they believe works best for them. Students will be assessed on 1) their retention of material as evidenced through formative and summative assessments and 2) their perception of which note-taking system works best for them and why as evidenced through a Likert survey.

Materials

The students will be using the Smithsonian Science curriculum. This includes the text and a traditional science notebook. Students will be taught both the Cornell Note-Taking System and Visual Note-Taking. To teach the Cornell Note-Taking system, I will use the materials from the AVID program. To teach Visual Note-Taking, I will use Kathy Schrock's Guide to Everything Method. I will design my classes around roughly 10 minutes of lecture/ note-taking everyday. Students will complete a pre-assessment on the unit and a post-assessment on the unit. They will complete daily exit slips. I will also assess their notebooks throughout the process. Finally, I will use a survey to ascertain the student perception of the note-taking process and if they found it effective.

Procedures

The study will be a 12-week study beginning in the fall of 2017. The students will be taught the note-taking procedure and will practice note-taking (notes will be provided in Cornell format and Visual format) daily in a structured class lesson. Students will answer an exit ticket question each class for a daily assessment and will take a pre-and post-assessment from the Smithsonian Science curriculum to assess both previous knowledge and later retention of knowledge. Students will also be given a survey to ascertain their perceptions of what note-taking system is most meaningful to them in their overall learning life.

Data Collection and Instruments

The construct of this quantitative study will be the level of content retrieval students achieve using either the Cornell Note-Taking System or Visual Note-Taking as well as a Likert scale in a survey on student perception on which note-taking system they find most effective. Once students learn both types of note-taking systems, they will choose which system they feel will work better for their learning style and use that system throughout our unit of study. Data will be collected to ascertain individual student achievement results as well as their perceptions on which note-taking system is more successful for their individual learning style. The instruments used to collect the data are as follows:

Formative Assessments:

Daily Exit Tickets: Daily exit tickets can be structured to provide daily feedback about retention of information. This will help answer how students are retaining information and which note-taking system they are using. Each day, students will take notes and, at the end of class, answer a question on a notecard constructed by the teacher which relates directly to one aspect of information from that day's note-taking. Students will note on their index card if they are using the Cornell Note-Taking System or the Visual Note-Taking System.

Pre-Assessment: All students will take a pre-assessment of the unit. This will help me understand students' baseline knowledge of their understanding of unit material.

Quiz Scores: Should we have quizzes during the unit, I can use that to gauge the level of knowledge retention as per their preferred note-taking system. Quizzes can be designed specifically based off of the notes to get a sense of how well students have retained information.

Assessment of Science Notebook: Evaluation of the science notebook is key to understanding how students are interpreting the information from class, how they represent it, and how it is connected to the results of their formative and summative assessments. I will create a rubric and assess the notebooks once every two weeks throughout the 12-week study.

Summative Assessment:

Traditional Post-Assessment: The end of the unit assessment will provide overall assessment data about knowledge retention for the unit. Again, the post-assessment can be explicitly linked and aligned to the specific notes taken throughout the 12-week period.

Likert Survey: The Likert survey will provide quantitative feedback on student perceptions of their choice of effective note-taking system. The survey will be designed around why students chose Cornell Notes versus Visual Notes, how students perceived their choice of note-taking helped them retain information, and how their choice of note-taking complements their individual learning style.

The formative and summative assessments are the quantitative data upon which I can run statistical analysis to see how students performed on assessments as compared to their perceptions of which note-taking system was most successful for them.

Data Analysis

An analysis will be performed that is appropriate for comparing the fifth grade students choosing between two different note-taking techniques. This is a quantitative study. Information retention rates will be collected based on the data of exit slips, quizzes, science notebooks, and assessments. Points will be assigned for each assessment in terms of how well individual students seemed to retain the information. It will be noted which note-taking method the students use and they will receive a numerical score for each assessment. The analysis of the Likert survey will provide quantitative feedback on student perceptions of their choice of effective note-taking system. The combination of the two kinds of data should provide a sense of:

- Information retention data for those students who use the Cornell Note-Taking Strategy
- Information retention data for those students who use the Visual Note-Taking Strategy
- Student perception of which note-taking strategy is more effective for them and why

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Assignment Rubric – Student C

	ELCC Element		Exemplary (3)	Acceptable (2)	Unacceptable (1)	Total
Primary Criteria (Mandatory)	1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	X			3
	1.3	Candidates understand and can promote continual and sustainable school improvement.	X			3
	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.	X			3
Secondary Criteria (Choose <u>Only</u> 1)	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	X			3
	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				
	3.1	Candidates understand and can monitor and evaluate school management and operational systems.				
Required Sections & APA Style	Cover Page, Table of Contents, References		X			3
	Introduction		X			3
	Literature Review		X			3
	Methods		X			3
					FINAL TOTAL	24/24

THE IMPACT MANIPUALTIVES CAN HAVE IN STUDENTS ACADEMIC SUCCESS

Sample Student D
5030 Educational Research
Kean University
March 18, 2017

Abstract

The purpose of this paper is to find out if effective educational instruction with the use of manipulatives might have an impact on student achievement in third grade students. For decades, the National Council of Teachers of Mathematics has encouraged school districts nationwide to incorporate manipulatives in mathematical instruction. It has been claimed that the usage of a manipulatives not only increases student achievement, but also allows them to improve their conceptual understanding and problem solving. “Usage of manipulatives not only enhances students’ conceptual understanding and problem solving skills but also encourages the development of positive attitudes towards mathematics since they evidently provide concrete experiences that focus concentration and motivation”(Durmus and Karakink, 2006).

The study will focus on the effectiveness of using manipulatives when teaching fractions to third grade students over the course of ten days. Learning the concepts of fractions can be one of the most difficult skills to master for elementary level students. With so many different ways to expose students to manipulatives and enhance their fraction learning experience, it is important to examine how effective manipulatives can be to student achievement. Research will collect various methods of data to help determine if manipulatives can potentially have an impact on students conceptual understanding and academic success.

Introduction

According to Schweinle, Meyer, and Turner (2006), the experiences that students have in the classrooms, are crucial factors that affect their behaviors, attitudes, and achievement. The purpose of this action research will be to examine how the use of manipulatives in a third grade classroom will impact student’s conceptual understanding and academic success in fractions. Since manipulatives are hands-on tools that help students create understanding of mathematical concepts, they are highly encouraged by the National Council of Teacher of Mathematics (NCTM). In the Principles of the NCTM (2000), this is explained: “Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge”.

The research will investigate if there is an impact on students achievement and conceptual understand when instruction is supported by the usage of a variety of manipulatives such as fraction tiles and unifix cubes. Manipulatives are concrete physical objects that students can use in a hands-on approach to learning. The research will focus on fifty third grade students that will engage in various mathematical activities involving different kinds of manipulatives to learn fractions standards guided by the Math Common Core Standards. Quantitative data will be collected pre-test/posttest; forms of observations, pictures, field notes and Attitude scales will also be collected.

Problem Statement

As a coach I presence students struggling with understanding math concepts and lack the conceptual understanding to tackle math task especially involving fractions. The Organization for Economic Co-operation and Development (OECD) released the results of the 2015 global rankings on student performance in mathematics PISA (Program for International Student Assessment) and the US had an eleven point drop in average score for math and fell below the average score of 490 with a score of 470. There is enough research on American students’ weak understanding of fractions. On the 2004 National Assessment of Educational Progress (NAEP), 50% of 8th-graders

could not order three fractions from least to greatest. Again, understanding fractions is a critical ingredient for students' mathematical development into algebra.

The Thomas B. Fordham Foundation has conducted three analyses of state mathematics standards; the most recent study was released in 2005. The report identified nine major areas of concern in the mathematics classrooms is the insufficient focus on fractions and counterproductive use of manipulatives being two of the concerns. The purpose of the action research is to determine if using manipulatives in a mathematics classroom will increase students' conceptual understanding of fractions and their achievement in mathematics. Will using manipulatives during the fractions instruction impact the unit test and students' attitudes and eventually the state PARCC assessment.

Purpose Statement

The purpose of this study is to learn whether utilizing concrete manipulatives in daily mathematics instruction will impact students' achievement and conceptual understanding of fractions in the third grade. The action research will focus on third graders in an urban school district. A study conducted by Moch (2001) utilized manipulatives with elementary students and found that manipulatives allows students an opportunity to touch and connect to mathematics-not just to see it or hear it. Research has shown that teachers spend more time and emphasis on practicing definitions and procedures and less time and emphasis on developing rationale for those procedures"(Stigler & Hiever, 1999). The study will focus specifically on allowing students to manipulate math concepts in the fractions unit with manipulatives and determining if there is an impact on students' academic success.

Research Questions

How do manipulatives affect the academic performance of students in the area of mathematics as opposed to not using manipulatives?

How do students perceive the effectiveness of their learning when taught with manipulatives? Does utilizing manipulatives increase students' success in the Mathematics Classroom?

What is the impact manipulatives can have in students' conceptual understanding?

Definition of Terms

Manipulatives - defined as concrete objects (things you can touch and move around) that aid in classification, patterning, counting, equations, fractions, multiplication, and other math tasks. They include attribute blocks, geometric shapes, base ten blocks, unifix cubes, fraction bars, and plastic counting cubes.

Concrete- the "doing" stage, using concrete objects to model problems. Instead of the traditional method of maths teaching, where a teacher demonstrates how to solve a problem, the CPA approach brings concepts to life by allowing children to experience and handle physical objects themselves. Every new abstract concept is learned first with a "concrete" or physical experience.

Pictorial - the "seeing" stage, using representations of the objects to model problems. This stage encourages children to make a mental connection between the physical object and abstract levels

of understanding by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem.

Abstract- Abstract is the “symbolic” stage, where children are able to use abstract symbols to model problems (Hauser).

Conceptual understanding- knowing more than isolated facts and methods. The successful student understands mathematical ideas, and has the ability to transfer their knowledge into new situations and apply it to new contexts.

Review of Literature

Teachers work hard to employ the most effective and efficient instructional methods to increase students' cognitive thinking and problem solving strategies. One strategy some mathematics teachers use is the usage of manipulatives to teach mathematics. (Heddens, 2007) states that manipulative materials are concrete models that involve mathematical concepts, appealing to several senses that can be touched and moved around by the student. Teaching for understanding in mathematics involves presenting the curriculum through multiple representations. According to NCTM, Principles to Action, the representations that can be used in mathematics education, include physical (concrete), pictorial (static visual), and virtual (dynamic electronic) representations. In addition to the abstract (also referred to as symbolic) representation, math educators can use math manipulatives to model multiple representations of math concepts. The Mathematical Practice Standard in the Common Core State Standards for Mathematics (CCSSM) require students to “model with mathematics” and highlight students’ use of models to communicate their thinking when solving math problems. Teachers striving to develop students’ capacity to "model with mathematics" should explicitly make connections between real-world scenarios and mathematical representations of those scenarios during their instruction using manipulatives.

Furthermore, The National Council of Teachers of Mathematics (NCTM, 2000) Principles and Standards for School Mathematics (PSSM) encourage teachers and students to use multiple representations during mathematics instruction. The PSSM states that all students should “create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; [and] use representations to model and interpret physical, social, and mathematical phenomena”.

In general, most research has shown evidence that states if manipulatives are used properly then they will increase students’ academic performance levels and improve their attitudes towards mathematics classes. Moyer (2001) worked on a study that included five teachers’ use of manipulatives in their classrooms over the course of a year. The teachers included in the study reported to the researcher on a regular basis what types of manipulatives were used for what concepts, and how often they were used. The researcher also observed the teachers in their classrooms as well. Moyer stated that, “students who use manipulatives, outperform those that do not” (Moyer, 2001).

Green and Flowers (2008) examined the impact of manipulative-based instruction on two independent partners of pre-service elementary teachers. The researcher discusses two different studies within the research. In study 1, participants were engaged in problem solving operations

using concrete manipulatives. Study 2 replicated study 1 findings with an independent sample. These results indicate that manipulatives can effectively and efficiently reverse long-standing arithmetic misconceptions and increase arithmetic knowledge before education majors enter classrooms as full-time teachers.

Piaget (1952) suggests that “children do not have the mental maturity to grasp abstract mathematical concepts presented in words or symbols alone and need many experiences with concrete material and drawings for learning to occur” (as cited in Moyer, 2001). Manipulatives are designed to be concrete representations of abstract concepts. Swan and Marshall (2010) based their findings on a previous research study. These researchers found that manipulatives benefit the learning and teaching of mathematics. The research also found that the use of mathematics manipulatives links strongly with concept formation in student learning.

Throughout the literature review there were other perspectives concerning how manipulatives can actually distract the instruction or have no impact at all. Uttal, Scudder and DeLoache (1997) noted that the literature is somewhat ambivalent about the use of mathematics manipulatives. They explained that, research on the effectiveness of manipulatives has failed to demonstrate a clear consistent advantage for manipulatives over more traditional methods of instruction.

Puchner, O'Donnell and Fick (2008) conducted a collective case study that analyzed the use of manipulatives in math lessons developed and taught by 4 groups of elementary teachers (grades K-8) involved in lesson study as part of a professional development program. The researchers found that in three of four lessons studied manipulative use was turned into an end in and of itself, rather than a tool and that in the fourth lesson manipulative use hindered rather than helped student learning.

Kinesthetic experience can enhance thinking and help develop conceptual understand, Ball (1992) expressed concern in his study that teachers view manipulatives as band-aid that will heal all the problems that students encounter with math concepts. One argument states that, “Manipulatives might lead students to focus on having fun at the expense of deep learning. Second, manipulatives might make learning more difficult because they require dual representation” (McNeil, 2009). In order for manipulatives to be used to their maximum potential, they must be utilizes property and teachers need to possess a deep conceptual understanding to pass that along to students. Chung (2004) claimed that teachers who are not comfortable with the use of manipulative materials are likely to decrease the effectiveness of instruction, classroom management, and student achievement.

Methodology

The research question that guided my study was: Does the use of manipulatives impact students' conceptual understanding and student achievement? The research will last ten days and several different forms of data will be collected. This will be an experimental action based research study. A pretest-posttest design will be used to compare student achievement in the fractions unit in the Math in Focus book.

Participants

Participants in this study will include fifty third grade students from an urban district. All fifty students are taught by the same math teacher for a block period of one hundred minutes. The participants are divided into two homerooms both groups being of a wide range of abilities and learning styles and none of the students have IEPs or are English Learners. The students involved in the research attend an elementary school, grades Pre-K through Eight, with a student population made up of majority by seventy-seven Hispanic and twenty-one African American. Eighty-eight percent of the students qualify for free or reduce lunch. The participants have been students at the same school since kindergarten.

Materials

The curriculum program being used is named Math in Focus, the specific curriculum requires the students to take a pretest before they are taught any lessons in the unit and end the unit with a posttest to create comparative data. Each unit is organized in the same sequence, first skill is taught exposing learner to more than one method of solving and leads the student to solving real-world problems using the skills learned before the posttest. “*Math in Focus*” is an authentic Singapore Math curriculum, “with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences” (hnhco.com). The curriculum supplies manipulatives for every classroom with enough sets for all students. Manipulatives being used to supplement curriculum during the research are fraction tiles, fractional circles, equivalency cubes, pictures, unifix cubes.

Procedures

The study will last ten days. Students will be given a pre and posttest for the unit of fractions. Tests issued will be from the Marshall Cavendish Education Math in Focus Curriculum. Everyday field notes will be collected and analyzed for trends and analyses. Student work samples and exit tickets will be collected on a daily basis. Math instruction will be following the Balanced Mathematics protocol, You All do, We Do, You do. Meaning students first explore and engage in solving task as a group before working together with the teacher as the facilitator to learning.

After all students take the pretest, instruction will begin. The same curriculum will be used for both groups but only group A, the experimental group will receive instruction with a variety of concrete and virtual manipulatives. Both groups will experience the same homework, exit ticket, word problems and same teacher created questions.

Changes/Intervention

As the action research progresses there will be a couple interventions and innovations in the mathematics classroom. Daily infusion of concrete manipulatives; Student group discussion around how do the manipulatives support the reasoning of fractions; Increase the number of questions connecting the procedural to the conceptual understanding of fractions; Require students to represent their thinking first with concrete manipulatives and then with algorithm and phase out the concrete manipulatives to virtual manipulatives

Data Collection

Method of data collection range from, researcher journal (reflections, thoughts and field notes), exit tickets, student work samples, student questioners, pre and posttest, attitude scale

questioners, student interviews and pictures. Attitude scale “is an instrument that measures what an individual believes, perceives, or feels about self, other, activities, institutions or situations” (Gay and Mills, 2016) will also be used. Sample question on the satisfaction scale “Did the manipulatives help you to learn the mathematics skill today?”

Student questioners will be used to intake students thoughts and feelings, one specific question on the questioner “Did manipulatives on today math lesson enhance your access to understanding the concept of equivalent fractions?” Questioners during the research will allow researcher to get insight to the impact if any are manipulatives having on mathematics instruction of fractions. The students will take a pre and posttest on the unit of fractions, which will be a numerical data collection (quantitative research) “for the most part of an action research study are appropriately summarized with descriptive statistics such as measures of central tendency” (Gay and Mills, 2016). The pre-test and post-test will be similar, using the same skills but different problems. Student and teacher interviews and attitude-rating scale questioners will be collected to further understand how teachers and students connect to instruction using manipulatives. All of the data collected will be kept confidential and students will be assigned numbers during the analyses of the research data.

Data Analysis

The pretest and post test scores will be analyzed to descriptive statistics such as mean, range and percent. Students’ grades and work samples will be analyzed to identify if students conceptual understanding of fractions changed over the course of the ten days and if so, what was the margin of increase between the pretest and posttest.

A *t*-test will be used to compare differences in the means of the dependent samples in the average mathematics score of the unit tests. A *t*-test is, “a statistical test for the mean population and is used when the population is normally or approximately normally distributed” (Gay and Mills, 2016). A pre-test will be given on the first day of the unit to determine the groups’ prior knowledge and level. Because the pre-test will be taken by both groups and is a class routine due to the Math curriculum used, it won’t cause a potential threat to Pretest-treatment interaction, where “pretest sensitizes participants to aspect of the treatment and thus influence posttest scores.” (Gay and Mills, 2016).

The post test will instruct students to create multiple representations and some questions will require students to model with mathematics which is one the eight Mathematical Practices aligned to the Common Core Standards. Student work on the test will be analyzed to identify if manipulatives had any impact on students written responses and models.

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- Green, M., Flowers, C., & Piel, J. (2008). Reversing education majors’ arithmetic misconceptions with short-term instruction using manipulatives. *Journal of Educational Research*, 101(4), 234-232.
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Assignment Rubric – Student D

	ELCC Element		Exemplary (3)	Acceptable (2)	Unacceptable (1)	Total
Primary Criteria (Mandatory)	1.2	Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	X			3
	1.3	Candidates understand and can promote continual and sustainable school improvement.	X			3
	4.1	Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	X			3
Secondary Criteria (Choose <u>Only</u> 1)	1.4	Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	X			3
	2.2	Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.				
	3.1	Candidates understand and can monitor and evaluate school management and operational systems.				
Required Sections & APA Style	Cover Page, Table of Contents, References		X			3
	Introduction		X			3
	Literature Review		X			3
	Methods		X			3
					FINAL TOTAL	24/24

Academic Program Assessment Report

COLLEGE: College of Education, School for Global Education

ENTER PROGRAM NAME: MA in Hindi and Urdu Language Pedagogy

ACADEMIC YEAR: 2016-2017

REPORT AUTHOR: Janis Jensen, Program Director

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

- SLO1: Exhibit language proficiency in Hindi/Urdu at the *Superior* proficiency level or above in the interpersonal, interpretive and presentational modes of communication.
- SLO2: Analyze the interrelatedness of the Hindi/Urdu language and culture and how language and culture shape the development of perspectives, products and practices of Hindi/Urdu language-speaking communities.
- SLO3: Apply the key principles of language acquisition and child/adolescent development to create linguistically, culturally-rich and supportive learning environments to meet the needs of diverse learners.
- SLO4: Design and implement curriculum and learning experiences that address the goal areas of the *World- Readiness Standards for Learning Languages.***
- SLO5: Analyze the dimensions of global competence and their relationship to instructional best practices for use in curricular planning.
- SLO6: Integrate the use of authentic performance assessments into instruction utilizing a variety of assessment tools to analyze and evaluate learner growth along the proficiency continuum.
- SLO7: Prepare to contribute to the field of research in Hindi/Urdu language pedagogy and engage in language advocacy initiatives in a professional and ethical manner.

KEAN UNIVERSITY (KU) LEARNING OUTCOMES

KU SLO 1: Think critically, creatively and globally.

KU SLO 2: Adapt to changing social, economic, and technological environments.

KU SLO 3: Serve as active and contributing members of their communities.

X KU SLO 4: Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

DIRECT MEASURE:

HIND 5820

SLO: Apply understanding of foundational concepts in linguistics to the phonology, lexicon, word formation and word forms, morphology, syntax and semantics of Hindi/Urdu.

DESCRIBE THE STUDENT WORK SAMPLE AND THE DIRECT MEASURE/RUBRIC USED

This learning outcome is assessed by student design of a syllabus informed by proficiency goals and linguistic/extra-linguistic elements and is measured using a rubric consisting of 6 criteria. This work sample was chosen in Unit 7 because at this point in the instructional sequence students have acquired knowledge about different types of grammar, linguistic aspects of Hindi/Urdu for heritage and non-heritage learners, and about multiple language instructional methodologies.

TARGET:

Rubric criteria are rated on a 5-point scale with a score of 5 denoting excellent. A cut score of 3 was established denoting “satisfactory performance” to ensure students are able to apply various linguistics concepts and socio-cultural aspects to Hindi/Urdu language learning.

DATA COLLECTION AND RESULTS:

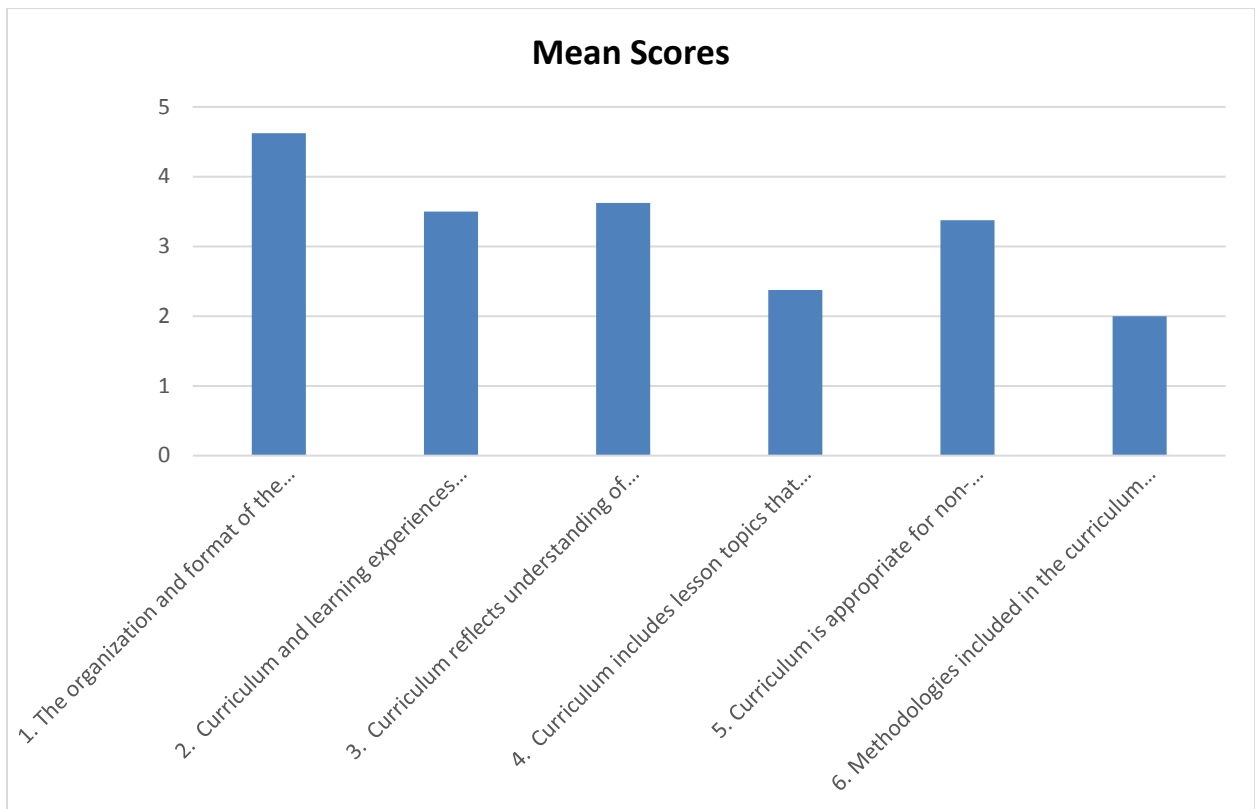
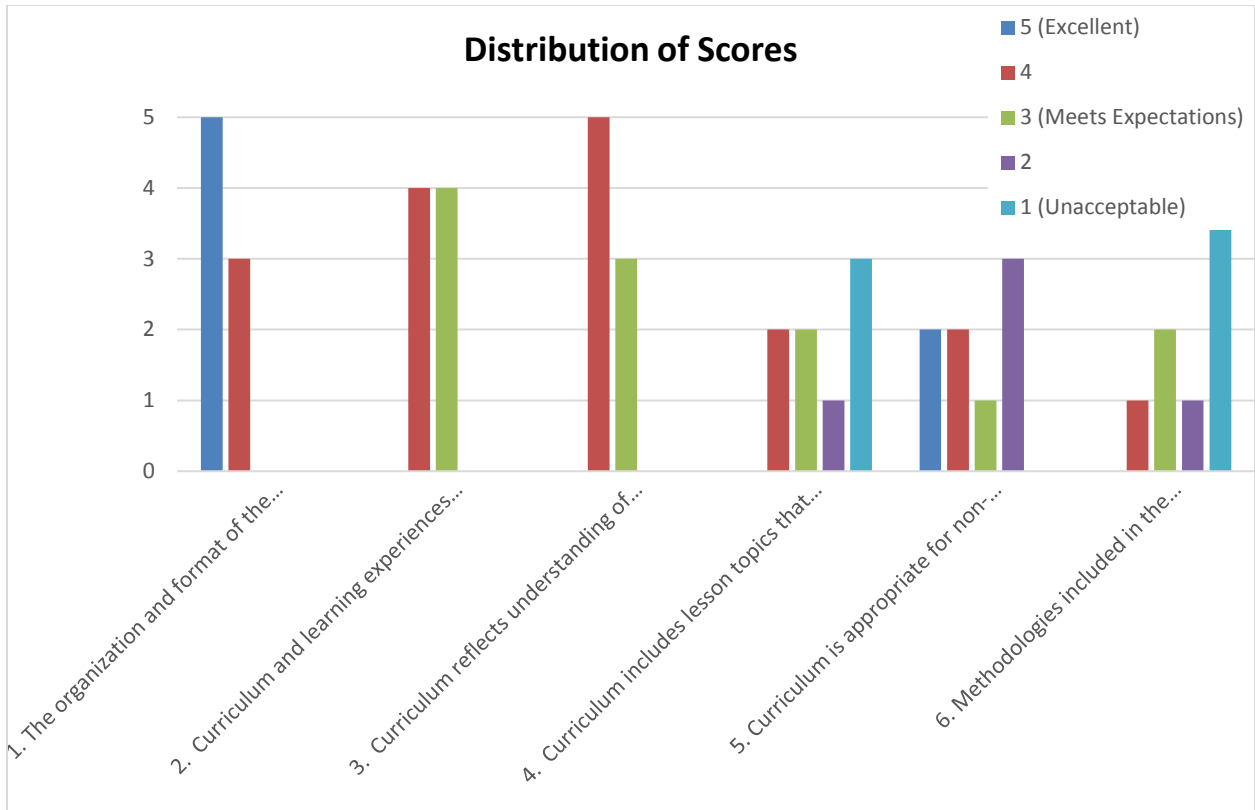
Semester(s): Spring 2017

Number of students assessed: **8**

Number of sections: **1**

Rating Distributions and Mean scores:

Rating (5-Excellent-1 Unacceptable) [n=8 students]	5	4	3	2	1	Total Evaluations	Mean Score
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	5	3	0	0	0	8	4.63
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .	0	4	4	0	0	8	3.50
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.	0	5	3	0	0	8	3.63
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.	0	2	2	1	3	8	2.38
5. Curriculum is appropriate for non-heritage learners at the targeted age group.	2	2	1	3	0	8	3.38
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.	0	1	2	1	4	8	2.00



DISCUSSION OF FINDINGS:

Based on the aggregated data, mean scores indicate that students are meeting expectations for four of the six criteria. There are two areas in need of improvement:

- Criterion #4 (Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme and criterion)
- Criterion #6 (Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches)

Curricular Actions/Closing the Loop:

- 1. Learner-centered approaches that reflect research-based best practices will be modeled by instructors.**
- 2. Increased emphasis will be placed in the curriculum on teaching linguistics concepts using the communicative/standards-based method, rather than the direct method of grammar instruction at all levels of language instruction.** This includes a focus on the integration of language/linguistics, culture and meaningful content into instruction and learner engagement in project-based collaborative tasks followed by self/peer evaluation and reflection.
- 3. The assessment rubric will be modified as follows to reflect a standards-driven approach to grammar instruction:**

Revised Assignment: Work collaboratively in pairs to design a lesson plan in which a new linguistic structure is introduced to beginning level non-heritage students at the high school level. The lesson plan will be presented on the Discussion Board for peer critique and evaluation followed by discussion and further comment facilitated by the instructor.

Revised Rubric Criteria for Assessing Student Lesson Plans

- 1. Presentation of Meaningful Language-** The linguistic concept introduced in the lesson is presented in a meaningful context through listening, reading or viewing of authentic target language/culture materials with grammatical features well-represented in the text.
- 2. Attention to Structure:** A variety of strategies are used in the lesson to provide ample semantic clues to allow learners to infer the function of the grammatical structure.
- 3. Co-construction/Explanation as Conversation:** Opportunities are provided in the lesson for learners and the teacher to engage in meaningful exchanges about the grammatical structure and how it is typically used. For beginning learners, the use of the target language is simplified.
- 4. Extension Activities:** The lesson includes carefully designed activities (not worksheets) in which the learner has multiple meaningful opportunities to use the grammatical structure (e.g., role-plays of real life situations, information-gap activities, paired interviews, class surveys, games, authentic writing projects).

Supporting Evidence (data):

Student samples and rubric data attached.

Please check this box to indicate:

Supporting Evidence (Data) is attached.

Program Student Learning Outcome (SLO 4): Design and implement curriculum and learning experiences that address the goal areas of the World- Readiness Standards for Learning Languages.

- **HIND 5820 Assignment:** Design a syllabus for a semester course for true beginners (non-heritage learners) based on the ACTFL Hindi Proficiency Guidelines.

Student 1					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.		X			
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .		X			
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.		X			
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.			X		
5. Curriculum is appropriate for non-heritage learners at the targeted age group.	X				
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.			X		

Student 2					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	X				
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .			X		
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.			X		
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.					X
5. Curriculum is appropriate for non-heritage learners at the targeted age group.				X	
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.					X

Student 3					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.		X			
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .			X		
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.		X			
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.					X
5. Curriculum is appropriate for non-heritage learners at the targeted age group.				X	
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.					X

Student 4					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	X				
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .			X		
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.			X		
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.				X	
5. Curriculum is appropriate for non-heritage learners at the targeted age group.			X		
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.					X

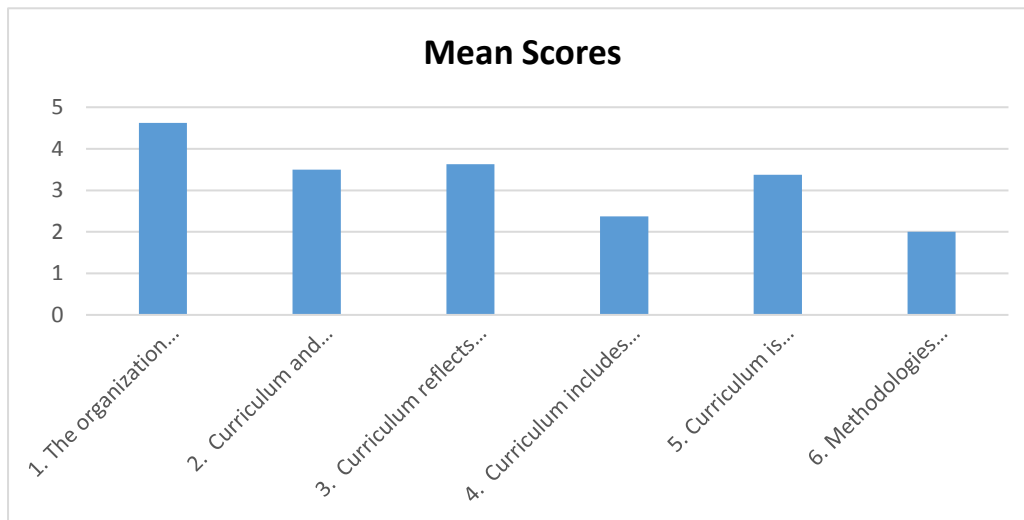
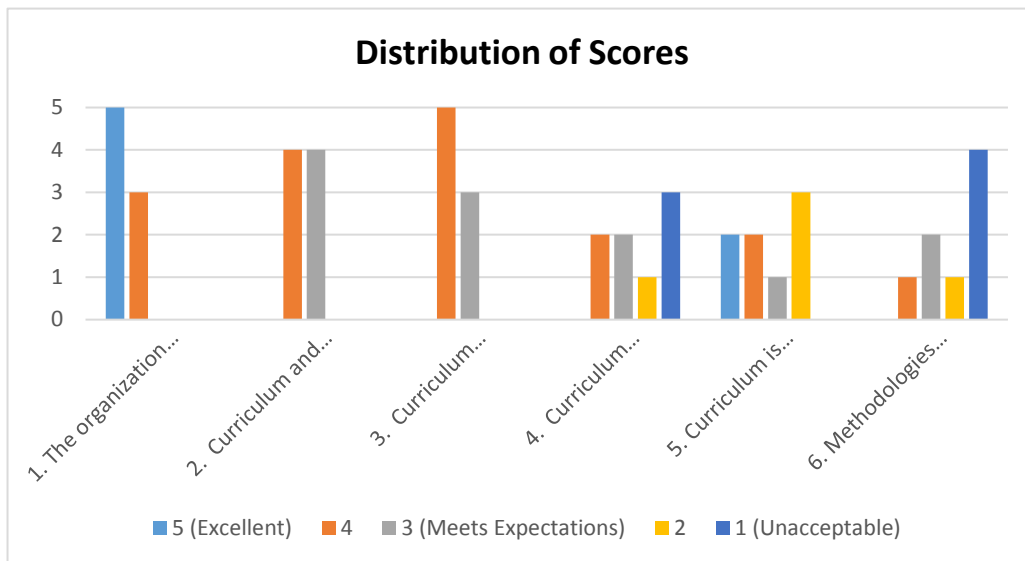
Student 5					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	X				
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .		X			
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.		X			
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.			X		
5. Curriculum is appropriate for non-heritage learners at the targeted age group.		X			
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.				X	

Student 6					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.		X			
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .			X		
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.			X		
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.					X
5. Curriculum is appropriate for non-heritage learners at the targeted age group.				X	
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.					X

Student 7					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	X				
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .		X			
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.		X			
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.		X			
5. Curriculum is appropriate for non-heritage learners at the targeted age group.		X			
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.			X		

Student 8					
Rubric Criteria	Points (5-Excellent-1 Unacceptable)				
	5	4	3	2	1
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	X				
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .		X			
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/Urdu with linguistic goals targeted at the Novice level.		X			
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.		X			
5. Curriculum is appropriate for non-heritage learners at the targeted age group.	X				
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.		X			

Rating (5-Excellent-1 Unacceptable) [n=8 students]	5	4	3	2	1	Total Evaluations	Mean Score
1. The organization and format of the curriculum are logical and written expression is clear and coherent.	5	3	0	0	0	8	4.63
2. Curriculum and learning experiences address one or more of the goal areas of the <i>World- Readiness Standards for Learning Languages</i> .	0	4	4	0	0	8	3.50
3. Curriculum reflects understanding of foundational concepts in linguistics as applied to the learning of Hindi/ Urdu with linguistic goals targeted at the Novice level.	0	5	3	0	0	8	3.63
4. Curriculum includes lesson topics that integrate cultural products, practices or perspectives, based on a selected theme.	0	2	2	1	3	8	2.38
5. Curriculum is appropriate for non-heritage learners at the targeted age group.	2	2	1	3	0	8	3.38
6. Methodologies included in the curriculum reflect standards-driven/learner-centered instructional approaches.	0	1	2	1	4	8	2.00



Academic Program Assessment Report

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

COLLEGE: College of Business and Public Administration

ENTER PROGRAM NAME: B.A. Criminal Justice (Face-to-Face and Online Modalities)

ACADEMIC YEAR: 2016-2017

REPORT AUTHOR: Dr. Connie Hassett-Walker

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

- X SLO1: Understand the main principles of the United States Constitution, specifically related to individual rights and due process. (KU2, KU4, GE-V1, GE-V3, GE-V4)
- X SLO2: Identify the main components of the criminal justice system, and the salient issues related to each component. (KU2, KU3, KU4, GE-S4, (GE-V1, GE-V2, GE-3, GE-V4, GE-V5)
- X SLO3: Use theory to explain why people commit crimes and how offenders can be deterred. (KU3, KU4, GE-K2, GE-S4, GE-V1, GE-V2, GE-V3, GE-V4)
- X SLO4: Students will design an original research study (a program evaluation) of a program intended to fix a criminal justice problem. (KU 2, KU3, KU4, GE-K2, GE-S3, GE-S4, GE-S5, GE-V5)
- X SLO5: Students will communicate effectively. (GE-S1, GE-S2, GE-V 5)

Note: SLO1, SLO2 & SLO3 have been assessed in the **brick-and-mortar course**, CJ 4600/Senior Seminar in Criminal Justice, since 2012. The **online** version of CJ 4600 has **not yet been taught**, as the course is midway through the University's approval process. Once online CJ 4600 is approved and taught, it will be assessed in the same fashion as brick-and-mortar CJ 4600.

5.40 2016-2017 Assessment Report B.A. Criminal Justice (F2F and Online)

Program Level Student Learning Outcome	Assessment Measure(s)	Assessment Criteria	Results of Assessment		Action Taken (Closing the Loop)
			Online CJ 4600	Brick-and-Mortar CJ 4600	
<p>SLO1: Understand the main principles of the United States Constitution, specifically related to individual rights and due process</p> <p>SLO2: Identify the main components of the criminal justice system, and the salient issues related to each component.</p> <p>SLO3: Use theory to explain why people commit crimes and how offenders can be deterred.</p>	<p>Criminal justice proficiency exam scores in capstone course, CJ 4600</p>	<p>Scores from the various rounds of data collection were compared for changes in the mean percentage of correct answers.</p>	<p>Not yet available (course has not yet been taught).</p>	<p>See table 1, below.</p>	<p>Based on a review of past and current exam results by department faculty, the juvenile justice exam questions were revised. A copy of the exam study guide has been made available on the department website to assist students in preparing for the exam. Faculty have noted that exam findings suggest the importance of repetition of terms (e.g., “chain of command”) in helping students remember key justice system concepts.</p>

5.40 2016-2017 Assessment Report B.A. Criminal Justice (F2F and Online)

Program Level Student Learning Outcome	Assessment Measure(s)	Assessment Criteria	Results of Assessment		Action Taken (Closing the Loop)
			Online CJ 4600	Brick-and-Mortar CJ 4600	
SLO4: Students will design an original research study (a program evaluation) of a program intended to fix a criminal justice problem.	Completion and passing of final research paper requirement. Students are graded on a newly designed (summer & fall 2016) rubric that fits with the new course writing assignments. Students are scored as follows: <u>-Organization and completeness</u> (4/all components included... 0/missing nearly everything); <u>-Written quality of paper</u> (4/excellent...1/poor) <u>-Other issues</u> (4/none... 0/too many)	To pass the final paper requirement, students must score at least 8 out of 12 total points.	Not yet available (course has not yet been taught).	As the new assignments and grading rubric were piloted during the summer and fall sessions of CJ 4600 and have been finalized, data from the new rubric are being recorded for the first time during the spring '17 semester; and will be available in June 2017. A copy of the final paper rubric is attached with this report.	Since the spring of 2014, faculty that teach CJ 4600 and the prerequisite course CJ 3675 had been discussing the shifting competencies of Seminar students, and making adjustments in assignments accordingly. During the summer and fall of 2016, written assignments in CJ 4600 were redesigned and piloted to emphasize critical reading, critical thinking and clear writing. Analyzing and interpreting statistics have been de-emphasized in CJ 4600, as these are less critical to most law enforcement careers that CJ majors seek post-graduation.

5.40 2016-2017 Assessment Report B.A. Criminal Justice (F2F and Online)

Program Level Student Learning Outcome	Assessment Measure(s)	Assessment Criteria	Results of Assessment		Action Taken (Closing the Loop)
			Online CJ 4600	Brick-and-Mortar CJ 4600	
SLO5: Students will communicate effectively.	Score on section of final paper rubric that assesses "Written Quality of Final Paper".	Written Quality of Final paper: 4/excellent or very good 3/good 2/fair 1/poor	Not yet available (course has not yet been taught).	Data from the (now finalized) new rubric are being recorded for the first time during the spring '17 semester. These data will be available by June 2017	Based on shifting competencies of Seminar students, during the summer of 2016 written assignments in CJ 4600 were redesigned and piloted to emphasize critical reading, critical thinking, and clear writing.

DATA COLLECTION AND RESULTS:

Table 1: Assessment of SLOs 1-3, Brick-and-Mortar CJ 4600

	Fall 2016 N=48	Spring 2016 N=74	Fall 2015 N=76	Spring 2015 N=96	Fall 2014 N=49	Spring 2014 N=65	Fall 2011- Fall 2013, N=362
	Assessment results: Mean correctly answered law & courts questions, proficiency exam						
SLO1: Understand the main principles of the United States Constitution, specifically related to individual rights and due process.	4 out of 8	4 out of 8	6 out of 8	5 out of 8	6 out of 8	6 out of 8	3 out of 5
	Assessment results: Mean correctly answered justice system & measures questions, proficiency exam						
SLO2: Identify the main components of the criminal justice system, and the salient issues related to each component.	6 out of 8	6 out of 8	5 out of 8	5 out of 8	4 out of 8	7 out of 10	3 out of 5
	Assessment results: Mean correctly answered theory questions, proficiency exam						
SLO3: Use theory to explain why people commit crimes and how offenders can be deterred	5 out of 8	5 out of 8	5 out of 8	5 out of 8	4 out of 8	4 out of 8	2 out of 5

SLOs 4 & 5: Data on these SLOs will be available in June 2017 for the brick and mortar CJ 4600 students. (See attached rubric.) Data on these SLOs for the online CJ 4600 students will be available at the end of the semester whenever online CJ 4600 is eventually taught.

Senior Seminar, CJ_4600, Section: _____**Final Paper/Proposal – Professor’s Feedback/Grading Rubric**

Student name: _____

Grade: _____ Late? __Y __N

Organization	<p>Final paper contains how many of the required sections & points to be addressed? [4]all [3]most [2]some [1]missing many [0]missing nearly everything</p> <p>Issues: <input type="checkbox"/> Subheadings included?</p> <p><u>Section A</u> <input type="checkbox"/> Problem area identified? <input type="checkbox"/> Mitigation or prevention strategy discussed? <input type="checkbox"/> Strategy/program is detailed? Given a name? Location? Logic of how the strategy/program will work is clear?</p> <p><u>Section B</u> <input type="checkbox"/> Research question listed? <input type="checkbox"/> Variables stemming from lit review listed? <input type="checkbox"/>Y <input type="checkbox"/>X1 <input type="checkbox"/> Measurement of variables discussed? <input type="checkbox"/> Citation given from lit review articles for prior use of these specific measures</p> <p><u>Section C</u> <input type="checkbox"/> Sampling design discussed? <input type="checkbox"/> Sampling design makes sense, is specific & linked to strategy described in Section A? <input type="checkbox"/> Sample size listed?</p> <p><u>Section D</u> <input type="checkbox"/> Method discussed that will evaluate the strategy or program? <input type="checkbox"/> Chosen method is specific & makes sense; tailored to the strategy/program described in Section A? <input type="checkbox"/> Instrumentation & specific measures (questions) discussed; is linked to measures described in Section B?</p> <p><u>Section E</u> <input type="checkbox"/> Protection of human subjects is discussed? Issues like harm, confidentiality, non-coercion, consent forms, debriefing forms touched on?</p> <p><u>Section F</u> <input type="checkbox"/> Measures’ threats to validity discussed? Do measures discussed in Section D measure what the PI needs to measure to adequately assess the program?</p> <p><u>Section G</u> <input type="checkbox"/> References included? <input type="checkbox"/> Complete information provided? <input type="checkbox"/> Formatting is correct as per APA formatting?</p>
Written quality of final paper	<p>[4] Very good/excellent [3] Good [2] Fair [1] Poor</p> <p>Issues: <input type="checkbox"/> writing is not clear <input type="checkbox"/> misspellings <input type="checkbox"/> wrong word choice <input type="checkbox"/> grammar problems <input type="checkbox"/> sentence structure problems (e.g., fragments, run-on sentences, etc.)</p>
Other issues	<p>[4] none [3] a few [2] some [1] many [0] too many</p> <p>Issues: <input type="checkbox"/> plagiarism? _____ <input type="checkbox"/> articles cited in final paper do not match those in reference section <input type="checkbox"/> Other comments:</p>

Academic Program Assessment Report

COLLEGE: College of Business and Public Management

PROGRAM NAME: Online B.S. in Management

ACADEMIC YEAR: 2016-2017

REPORT AUTHOR: Coordinator – Dr. Joseph McGill

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

- SLO1: Communicate effectively
- SLO2: Utilize business technologies to assess, analyze, and communicate business information
- SLO3: Use concepts and techniques from business disciplines to evaluate and solve business problems
- SLO4: Know the code of conduct and the ethical issues germane to business
- SLO5: Know how the domestic practice in their discipline differs from international practice
- SLO6: Know the key concepts in all major business disciplines
- SLO7: Have in-depth knowledge of their discipline

As this is the first review of SLOs and data for the Online Management Program, data collected will serve as a baseline for future analysis. Additionally a heuristic approach was used to evaluate performance in this baseline period.

SLO4: Know the code of conduct and the ethical issues germane to business

1. MGS 3035 International Management

DIRECT MEASURE: In MGS 3035, SLO4 is assessed based on a sixty item assessment using true/false and multiple choice questions focused on ethics, social responsibility, and sustainability, with emphasis on the following:

1. Ethical self-awareness
2. Understanding Different ethical perspectives/concepts
3. Ethical issue recognition
4. Application of ethical perspectives/concepts
5. Evaluation of different ethical perspectives/concepts

Students' performance is rated on a percentage correct scale.

TARGET: The expectation is an average score of 90% or higher on this assessment.

SLO1: Communicate Effectively

1. MGS 3035 International Management

DIRECT MEASURE: In MGS 3035, SLO1 is assessed based on a written assignment (Unit 7 AS) requiring case analysis, critical thinking, and the application of a rubric:

Written communication:

1. Quality of assignment content.
2. Mechanics and readability of assignment.
3. Structure, organization, and format (APA).

Students' performance will be rated on an overall percentage (actual vs. potential points).

TARGET: The expectation is that students will achieve a score of 85%.

SLO7: Have in-depth knowledge of their discipline

1. MGS 2150 Business Statistics and Applications

DIRECT MEASURE: In MGS 2150, SLO7 will be assessed based on results from content assessments (units 3 and 8) that address core concepts in statistics: discrete probability and regression. These measures reflect elements of SLO 7 as follows:

1. Use of mathematical ideas
2. Reasoning
3. Analysis
4. Strategic thinking
5. Extended thinking

Students' performance will be rated on a percentage correct basis.

TARGET: T expectation is that students will achieve a score of 85% or higher.

2. MGS 3110 Managerial Decision Modeling

DIRECT MEASURE: In MGS 3110, SLO7 is assessed using Unit 8 content analysis (MC and T/F questions). These measures reflect elements of SLO 7 as follows:

1. Use of mathematical ideas
2. Reasoning
3. Analysis
4. Strategic thinking
5. Extended thinking

Students' performance will be rated on a percentage correct basis.

TARGET: The expectation is that students will achieve a score of 80% or higher.

3. MGS 2030 Principles of Management

DIRECT MEASURE: In MGS 2030, SLO7 is assessed using unit 3 and unit 8 content analysis (MC and T/F questions). These measures reflect elements of SLO 7 that focus on the principal elements of the management cycle: planning, organizing, leading, and controlling.

Students' performance will be rated on a percentage correct basis.

TARGET: The expectation is that students will achieve a score of 85% or higher.

4. MGS 3040 Management Information Systems

DIRECT MEASURE: In MGS 3040, SLO7 is assessed using unit 4 and unit 8 content analysis (MC and T/F questions). These measures assess elements of SLO 7 that focus on key practices in management information systems.

Students' performance will be rated on a percentage correct basis.

TARGET: The expectation is that students will achieve a score of 85% or higher.

ONLINE MANAGEMENT PROGRAM RESULTS FALL 2016/SPRING 2017 (TERM A).

PROGRAM SLO/COURSE	MEASURE	ASSESSMENT CRITERIA	RESULTS	FALL 2017 ACTIONS
SLO#3 F16 MGS3035 ONHO1 F16 MGS3035 ONHO2	Evaluate students' ability to apply ethical and moral reasoning to business decision making.	60 item assessment from unit 2 (Ethics, Social Responsibility, and Sustainability).	85% correct, N=58	<p>Both sections achieve similar results. Most items exhibit good discrimination values (>.40).</p> <p>Fall 2017 Action: Since ethical reasoning requires the application of principles to workplace situations, introduce three new cases for analysis to replace two item-based assessments.</p> <p>Establish target standard of 90% correct.</p>
SLO#1 F16 MGS3035 ONHO1 F16 MGS3035 ONHO2	Communicate effectively (written).	Rubric applied to written assignment requiring case analysis (Chapter 13) that compares and contrasts management practices between German and U.S. firms.	75.2% correct, N=58	<p>The relatively low scores suggest additional emphasis on structure in written communication is needed.</p> <p>Fall 2017 Action: Require all initial formative discussion postings to follow APA structure and format. See: https://owl.english.purdue.edu/owl/resource/560/01/ Responses to initial posts can be less structured.</p> <p>Establish target standard of 85% correct.</p>
SLO#7 F16 MGS2150 ONF1 F16 MGS2150 ONF2 S16 MGS2150 ONFO1	Understand central concepts in business statistics.	Content assessment scores from units 3 and 8.	<p>78.3% correct, N=56</p> <p>Unit 3 = 83.2% Unit 8 = 73.5%</p>	<p>Since this subject requires more summative than formative assessment, ensure that testing is secure.</p> <p>Fall 2017 Action: Create a larger pool of standardized items from which items can be chosen randomly for tests. This will reduce the likelihood of “answer-sharing” among students.</p> <p>Establish target standard of 85% correct.</p>

5.41 2016-2017 Assessment Report B.S. Management (Online)

PROGRAM SLO/COURSE	MEASURE	ASSESSMENT CRITERIA	RESULTS	FALL 2017 ACTIONS
SLO#7 F16 MGS2030 ONFO1 S16 MGS2030 ONFO1	Understand key elements of management practice including planning, organizing, leading, and controlling.	Content assessment scores from units 3 (planning) and 8 (control).	80.0% correct, N=48 Unit 3 = 82.4% Unit 8 = 77.6%	Based on items score results, additional emphasis is needed on workplace applications of motivation and leadership. Fall 2017 Action: Increase the proportion of summative and formative assessments that focus on case analyses of motivation and leadership. As a time tradeoff in terms of Carnegie units, deemphasize the historical context of management. Establish target standard of 85% correct.
SLO#7 F16 MGS3040 ONHO1	Understand effective practices in management information systems.	Content assessment scores from units 4 (database processing) and 8 (system security).	94.5% correct, N=25 Unit 4 = 92.5% Unit 8 = 96.5%	Since this subject requires more summative than formative assessment, ensure that testing is secure. Fall 2017 Action: Create a larger pool of standardized items from which items can be chosen randomly for tests. This will reduce the likelihood of “answer-sharing” among students. Establish target standard of 90% correct.

Rubric Statistics Report

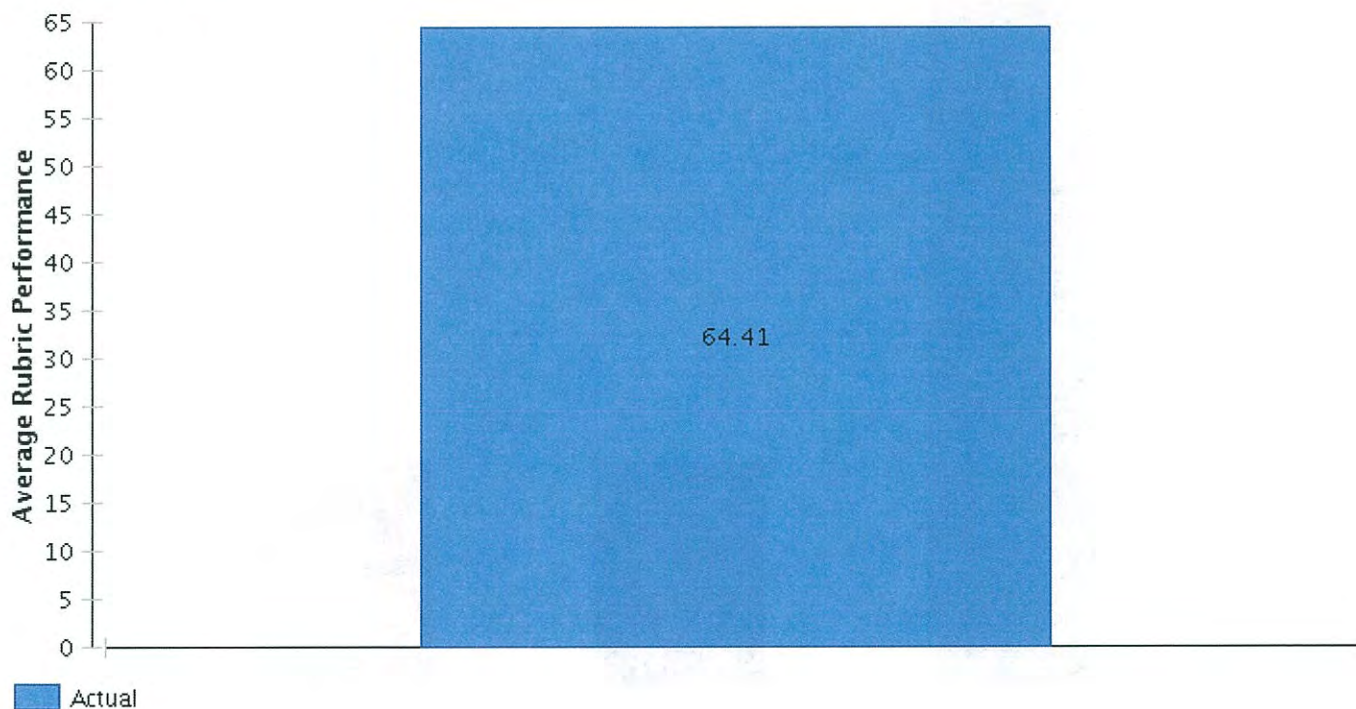
- Report Sections
- Overview
 - Rubric Overall Performance
 - Rubric Analysis
 - Frequency Distribution

Overview

Current Instrument Name Unit 7 AS: International Management
Rubric Name Kean Online Assignment Rubric
Rubric Description Writing assignments rubric
Rubric Type Percent
Total Evaluations 0
Begin Date Jan 1, 2001
End Date Jan 1, 2020

Rubric Overall Performance

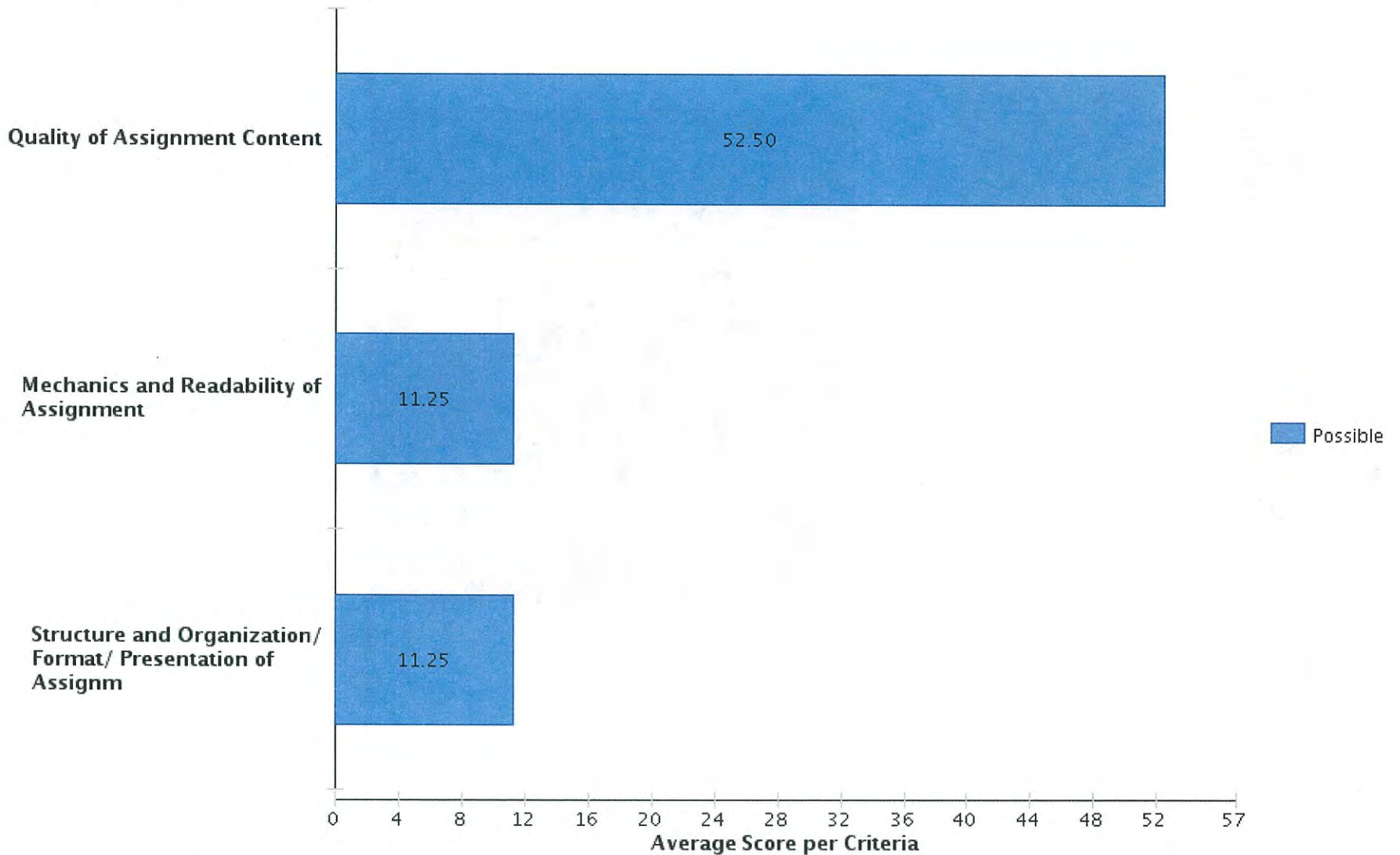
Points Possible: 75.00



Rubric Statistics Report

Rubric Analysis

Kean Online Assignment Rubric



Frequency Distribution

Rubric Statistics Report

Kean Online Assignment Rubric

Criteria		Unacceptable	Minimal	Competent	Effective	Master					
							Number Evaluation	Average	Median	Mode	Std. Deviation
Quality of Assignment Content	Points	0.00	31.50	36.75	44.63	52.50					
Mechanics and Readability of Assignment	Points	0.00	6.75	7.88	9.56	11.25					
Structure and Organization/Format/Presentation of Assignment	Points	0.00	6.75	7.88	9.56	11.25					



FIG

Courses

Joseph McGi 500+

M653035 ONH01

Edit Mode is: ON ?

(Course has been unavailable to students since Tuesday, December 27, 2016) ... Tests

Item Analysis : Unit 2 CA: Ethics, Social Responsibility, and Sustainability

Item Analysis:Unit 2 CA: Ethics, Social Responsibility, and Sustainability

The Item Analysis tool provides statistics on overall test performance and individual test questions to help you recognize questions that might be poor discriminators of student performance. You can use this information to improve questions for future test administrations or to adjust credit on current attempts. You can run item analyses on deployed tests, but not on surveys. Access previously run item analyses under the Available Analysis heading or select a deployed test from the drop-down list and click Run to generate a new report. More Help

Select Test: Unit 2 CA: Ethics, Social Responsibility, and Sustainability **Run**

Item analysis data is abbreviated to reduce page number and file size of the document.

Available Analysis

Unit 2 CA: Ethics, Social Responsibility, and Sustainability - May 3, 2017 12:49 PM

Unit 2 CA: Ethics, Social Responsibility, and Sustainability

Edit Test

Analysis Last Run May 3, 2017 12:49 PM. Run Item Analysis again to display the latest question data

Test Summary

50.0	60	0	36	42.56	00 hr 29 min
Possible Points	Possible Questions	In Progress Attempts	Completed Attempts	Average Score	Average Time

Discrimination

24	Good Questions
7	Fair Questions
10	Poor Questions
19	Cannot Calculate

Difficulty

46	Easy Questions
11	Medium Questions
3	Hard Questions

Filter Questions

Select Question Type: All Question Types | Select Discrimination: All Discrimination | Select Difficulty: All Difficulty | **Go** **Reset Filter**

Question	Question Type	Discrimination	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
The study of moralit: The study of morality and standards of conduct is referred to as ethics. (CSL...	True/False (QS)	Cannot Calculate	100.0%	16	2.0	0.0	0.0
The Foreign Corrupt: The Foreign Corrupt Practices Act makes it illegal for U.S. companies and the...	True/False (QS)	Cannot Calculate	100.0%	11	2.0	0.0	0.0
NGOs have urged MNCs: NGOs have urged MNCs to be more responsive to the range of social needs in de...	True/False (QS)	Cannot Calculate	100.0%	13	2.0	0.0	0.0
All of the following: All of the following statements about ethics are true except: (CSLO 3)	Multiple Choice (QS)	Cannot Calculate	100.0%	16	2.0	0.0	0.0
MNCs have a very low: MNCs have a very low chance of exporting "best practices" in corpor...	True/False (QS)	Cannot Calculate	100.0%	16	2.0	0.0	0.0
Corporate governance: Corporate governance may be defined as the system by which business corporati...	True/False (QS)	Cannot Calculate	100.0%	22	2.0	0.0	0.0
According to the lat: According to the latest corruption index of countries around the world specif...	Multiple Choice (QS)	Cannot Calculate	100.0%	18	2.0	0.0	0.0



F16 MGS 2030 ONFO1

Courses

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Edit Mode is: ON ?

(Course has been unavailable to students since Wednesday, November 23, 2016) ... Tests
Item Analysis : Unit 3 CA Planning and Decision Making

Item Analysis:Unit 3 CA Planning and Decision Making

The Item Analysis tool provides statistics on overall test performance and individual test questions to help you recognize questions that might be poor discriminators of student performance. You can use this information to improve questions for future test administrations or to adjust credit on current attempts. You can run item analyses on deployed tests, but not on surveys. Access previously run item analyses under the **Available Analysis** heading or select a deployed test from the drop-down list and click **Run** to generate a new report. [More Help](#)

Select Test: Unit 3 CA Planning and Decision Making

Run

Item analysis data is abbreviated to reduce page number and file size of the document.

Available Analysis

- Unit 3 CA Planning and Decision Making - May 3, 2017 10:12 AM
- Unit 8 CA: Control and Operation Management - May 3, 2017 10:07 AM

Unit 3 CA Planning and Decision Making

Edit Test

Analysis Last Run May 3, 2017 10:12 AM. Run Item Analysis again to display the latest question data

Test Summary

15.0	59	0	28	12.49	00 hr 27 min
Possible Points	Possible Questions	In Progress Attempts	Completed Attempts	Average Score	Average Time

Discrimination

26	Good Questions
5	Fair Questions
8	Poor Questions
20	Cannot Calculate

Difficulty

42	Easy Questions
16	Medium Questions
1	Hard Questions

Filter Questions

Select Question Type:
All Question Types

Select Discrimination:
All Discrimination

Select Difficulty:
All Difficulty

Go Reset Filter

Question	Question Type	Discrimination	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
Which of the followi: Which of the following defines a problem in the decision-making process? (CSL...	Multiple Choice (QS)	Cannot Calculate	100.0%	7	0.75	0.0	0.0
In allocating weight: In allocating weights to the decision criteria, which of the following is mos...	Multiple Choice (QS)	Cannot Calculate	100.0%	9	0.75	0.0	0.0
A banker opts for sh: A banker opts for short-term gain despite indications that his decision might...	Multiple Choice (QS)	Cannot Calculate	100.0%	7	0.75	0.0	0.0
The three main model: The three main models that managers use to make decisions are _____.(CSLO ...	Multiple Choice (QS)	Cannot Calculate	100.0%	10	0.75	0.0	0.0
It is assumed that i: It is assumed that in most cases the decisions of all managers are limited by...	Multiple Choice (QS)	Cannot Calculate	100.0%	14	0.75	0.0	0.0
Which of the followi 2: Which of the following is the best definition for the word satisfice? (CSLO 1...	Multiple Choice (QS)	Cannot Calculate	100.0%	6	0.75	0.0	0.0
Unstructured problem: Unstructured problems are _____. (CSLO 1, 2)	Multiple Choice (QS)	Cannot Calculate	100.0%	9	0.75	0.0	0.0



*File
MGS 3040 ONHO 1*

Courses

Joseph McGill

Edit Mode is: ON ?

(Course has been unavailable to students since Tuesday, December 27, 2016) ... Tests
Item Analysis : Unit 4 CA: Database Processing Lecture: Data and Databases

Item Analysis:Unit 4 CA: Database Processing Lecture: Data and Databases

The Item Analysis tool provides statistics on overall test performance and individual test questions to help you recognize questions that might be poor discriminators of student performance. You can use this information to improve questions for future test administrations or to adjust credit on current attempts. You can run item analyses on deployed tests, but not on surveys. Access previously run item analyses under the **Available Analysis** heading or select a deployed test from the drop-down list and click **Run** to generate a new report. [More Help](#)

Select Test: Unit 4 CA: Database Processing Lecture: Data and Databases

Run

Item analysis data is abbreviated to reduce page number and file size of the document.

Available Analysis

Unit 4 CA: Database Processing Lecture: Data and Databases - May 3, 2017 1:22 PM

Unit 8 CA: Unit 8 Quiz - May 3, 2017 1:20 PM

Unit 4 CA: Database Processing Lecture: Data and Databases

Edit Test

Analysis Last Run May 3, 2017 1:22 PM. Run Item Analysis again to display the latest question data

Test Summary

20.0	60	0	25	18.49	00 hr 17 min
Possible Points	Possible Questions	In Progress Attempts	Completed Attempts	Average Score	Average Time

Discrimination

11	Good Questions
4	Fair Questions
8	Poor Questions
37	Cannot Calculate

Difficulty

48	Easy Questions
12	Medium Questions
0	Hard Questions

Filter Questions

Select Question Type:
All Question Types

Select Discrimination:
All Discrimination

Select Difficulty:
All Difficulty

Go Reset Filter

Question	Question Type	Discrimination	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
A key is a column or: A key is a column or group of columns that identifies a unique row in a table...	True/False (QS)	Cannot Calculate	100.0%	10	1.0	0.0	0.0
A database managem: A database management system (DBMS) is a program used to create, process, and...	True/False (QS)	Cannot Calculate	100.0%	6	1.0	0.0	0.0
Managing the impact: Managing the impact of database structural changes on applications and users ...	True/False (QS)	Cannot Calculate	100.0%	6	1.0	0.0	0.0
A database applicati: A database application is a collection of forms, reports, queries, and applic...	True/False (QS)	Cannot Calculate	100.0%	6	1.0	0.0	0.0
Reports refer to the: Reports refer to the structured presentation of data using sorting, grouping,...	True/False (QS)	Cannot Calculate	100.0%	7	1.0	0.0	0.0
Browser database app: Browser database application forms, reports, and queries are displayed and pr...	True/False (QS)	Cannot Calculate	100.0%	10	1.0	0.0	0.0
An identifier is an 2: An identifier is an attribute or a group of attributes whose value is associa...	True/False (QS)	Cannot Calculate	100.0%	6	1.0	0.0	0.0

5.41 2016-2017 Assessment Report B.S. Management (Online)



Item Analysis:Unit 6 CA: Unit Quiz

The Item Analysis tool provides statistics on overall test performance and individual test questions to help you recognize questions that might be poor discriminators of student performance. You can use this information to improve questions for future test administrations or to adjust credit on current attempts. You can run item analyses on deployed tests, but not on surveys. Access previously run item analyses under the **Available Analysis** heading or select a deployed test from the drop-down list and click **Run** to generate a new report. [More Help](#)

Select Test: Unit 6 CA: Unit Quiz

Run

Item analysis data is abbreviated to reduce page number and file size of the document.

Available Analysis

- [Unit 6 CA: Unit Quiz - May 3, 2017 1:15 PM](#)
- [Unit 4 CA: Unit Quiz - May 3, 2017 1:11 PM](#)
- [Unit 8 CA: Unit Quiz - May 3, 2017 1:10 PM](#)

Unit 6 CA: Unit Quiz

Analysis Last Run May 3, 2017 1:15 PM. Run Item Analysis again to display the latest question data

[Edit Test](#)

Test Summary

20.0	10	0	22	16.91	00 hr 10 min
Possible Points	Possible Questions	In Progress Attempts	Completed Attempts	Average Score	Average Time

Discrimination

9	Good Questions
0	Fair Questions
0	Poor Questions
1	Cannot Calculate

Difficulty

7	Easy Questions
3	Medium Questions
0	Hard Questions

Filter Questions

Select Question Type: All Question Types | Select Discrimination: All Discrimination | Select Difficulty: All Difficulty | [Go](#) [Reset Filter](#)

Question	Question Type	Discrimination	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
Suppose the derivati: Suppose the derivative of a function f(x) is f'(x). Then f'(x) may be conce...	True/False (QS)	Cannot Calculate	100.0%	22	2.0	0.0	0.0
Consider the functio: Consider the function f(x) = 3x+ 4. Then f'(x) = 3. (2 Points)	True/False (QS)	0.36	86.37%	22	1.73	0.71	0.15
A tangent line is a: A tangent line is a line that touches a point on the curve of a function. (2 ...	True/False (QS)	0.38	90.91%	22	1.82	0.59	0.13
The relative rate of: The relative rate of change off(x) is . (2 Points)	True/False (QS)	0.38	90.91%	22	1.82	0.59	0.13
Find the equation of: Find the equation of the tangent line to the curve y = f(x) = 2x ² +1 at...	Multiple Choice (QS)	0.42	77.28%	22	1.55	0.86	0.19
What is the derivati 3: What is the derivative of the function &n...	Multiple Choice (QS)	0.48	77.28%	22	1.55	0.86	0.19
What is the derivati: What is the derivative of the function ? (2 Points)	Multiple Choice (QS)	0.6	86.37%	22	1.73	0.71	0.15



FILE MGS3110-0N401

Courses

Joseph McGill

Edit Mode is: ON ?



(Course has been unavailable to students since Tuesday, December 27, 2016) ... Tests Item Analysis : Unit 8 CA: Unit Quiz

Item Analysis:Unit 8 CA: Unit Quiz

The Item Analysis tool provides statistics on overall test performance and individual test questions to help you recognize questions that might be poor discriminators of student performance. You can use this information to improve questions for future test administrations or to adjust credit on current attempts. You can run item analyses on deployed tests, but not on surveys. Access previously run item analyses under the **Available Analysis** heading or select a deployed test from the drop-down list and click **Run** to generate a new report. [More Help](#)

Select Test: Unit 8 CA: Unit Quiz

Run

Item analysis data is abbreviated to reduce page number and file size of the document.

Available Analysis

Unit 8 CA: Unit Quiz - May 3, 2017 1:10 PM

Unit 8 CA: Unit Quiz

Analysis Last Run May 3, 2017 1:10 PM. Run Item Analysis again to display the latest question data

Edit Test

Test Summary

20.0	10	0	23	15.92	00 hr 09 min
Possible Points	Possible Questions	In Progress Attempts	Completed Attempts	Average Score	Average Time

Discrimination

7	Good Questions
1	Fair Questions
1	Poor Questions
1	Cannot Calculate

Difficulty

6	Easy Questions
4	Medium Questions
0	Hard Questions

Filter Questions

Select Question Type:
All Question Types

Select Discrimination:
All Discrimination

Select Difficulty:
All Difficulty

Go Reset Filter

Question	Question Type	Discrimination	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
What is the second d: What is the second derivative for the function ? (2 Points)	Multiple Choice (QS)	Cannot Calculate	100.0%	23	2.0	0.0	0.0
Suppose the derivati: Suppose the derivative of a function f(x) is f '(x). Then f '(x) may be concep...	True/False (QS)	-0.01	95.66%	23	1.92	0.42	0.09
Suppose that a funct: Suppose that a function d(x) has the first derivative d'(x) and second deriva...	True/False (QS)	0.3	52.18%	23	1.05	1.03	0.22
A function f(x) has: A function f(x) has an inflection point at a if the function is continuous at...	True/False (QS)	0.31	86.96%	23	1.74	0.69	0.15
Consider the functio 3: Consider the function h(x) = 2x ² . Which of the following statements about the...	Multiple Choice (QS)	0.42	82.61%	23	1.66	0.78	0.17
Consider the functio 2: Consider the function y = x ⁵ + 4. The second derivative of this function will...	True/False (QS)	0.49	65.22%	23	1.31	0.98	0.21
What is the first de: What is the first derivative for the function ? (2 Points)	Multiple Choice (QS)	0.49	82.61%	23	1.66	0.78	0.17
What are the critica: What are the critical value(s) for the function ? (2	Multiple Choice (QS)	0.54	73.92%	23	1.48	0.9	0.19

2013-2016 Strategic Plan

Kean Ocean Administrative Unit

Mission Statement (under review as part of 2010-2013 Program Review):

The mission of Kean Ocean is to extend the university's mission of providing access to affordable public education into Ocean County and south central New Jersey.

In this regard, Kean Ocean will continue to offer baccalaureate-completion and graduate programs to the state's sixth largest, fastest growing, and most underserved county, promoting the local economy and human resources by offering degrees in as many curricular areas as demand will support and with as much economy and efficiency as the partnership's sharing of resources will allow. This is possible through a co-operation with Ocean County College. Kean Ocean operations will continue to combine Kean and Ocean County College support services, supplementing or enriching them as necessary to deliver at the site the equivalent of Kean Union instruction, services, and facilities. In order to ensure sustainable and relevant opportunities to the people of Ocean County and its environs, Kean Ocean will continue to collaborate with OCC and Ocean County government to plan, build, and finance a major expansion of the college's campus which will include a discrete campus sector for multiple Kean Ocean academic, administrative, and residential buildings.

Vision Statement (under review as part of 2010-2013 Program Review):

To grow Kean Ocean to between 2500 and 3000 students in the next five years (with the aim of achieving between 1000 and 1500 students in the lifetime of this three year plan) and by the end of Kean's overall Strategic Plan, to grow Kean Ocean from an 'additional instructional site' of Kean University into an administratively autonomous branch campus which will then enroll between 6000-7000 students.

Kean Ocean will provide those students with full and unimpeded access to all university services, whether through physical duplication on site or through means of remote interaction with the home campus. In this way Kean Ocean students will be fully enfranchised and satisfied members of the Kean University community.

Strengths:

The major strength for Kean Ocean is the committed and supportive partnership of Ocean County College. In addition to providing the land for the Gateway Building, they provide support services and infrastructure (library, facilities and maintenance, disability and counseling services, writing and tutoring center, campus safety and more). From everyone beginning with President Jon Larson down to their support staff, Kean University receives support and commitment to making the partnership grow. The Ocean County Freeholders are also strongly committed to the partnership and provide support for both institutions to realize their shared vision of an expanded Kean Ocean campus with five total buildings (Kean Ocean Facilities Master Plan).¹ Kean is very fortunate to have Ocean County College as a partner and must work to maintain close ties to the institution, its administration, faculty staff and students. Evidence in both the need for and success of the partnership is provided in the charts below:

Top Ten County College Sender Institutions to Kean University
New Students Only

Rank	FALL 2003			FALL 2013		
	College	#	%	College	#	%
1	Union	191	28.0	Ocean	247	23.6
2	Middlesex	177	26.0	Union	240	23.0
3	Brookdale	110	16.1	Middlesex	204	19.5
4	Essex	88	12.9	Essex	105	10.0
5	Raritan Valley	42	6.2	Raritan Valley	75	7.2
6	Morris	23	3.4	Brookdale	73	7.0
7	Ocean	18	2.6	Bergen	41	3.9
8	Bergen	16	2.4	Morris	32	3.1
9	Hudson	8	1.2	Hudson	19	1.8
10	Mercer	8	1.2	Burlington	9	0.9
Total	681 (100%)			1045 (100%)		

Data from <http://ir.kean.edu/irhome/Student/StuProfile/Student.asp?EDR=E&StuGrp=TR&Category=InstT20>

Students Enrolled in Courses at Kean@Ocean
13/SP Update

Gender	06/SP	06/FA	07/SP	07/FA	08/SP	08/FA	09/SP	09/FA	10/SP	10/FA	11/SP	11/FA	12/SP	12/FA	13/SP	13/FA
Female	102	287	269	407	446	582	622	749	787	943	914	1010	1068	1052	925	960
Male	29	99	93	183	224	290	340	454	505	563	590	604	623	581	544	495
Total	131	386	362	590	670	872	962	1203	1292	1506	1504	1614	1691	1633	1469	1455

Ethnicity	06/SP	06/FA	07/SP	07/FA	08/SP	08/FA	09/SP	09/FA	10/SP	10/FA	11/SP	11/FA	12/SP	12/FA	13/SP	13/FA
Asian	3	5	2	11	12	24	23	33	30	36	37	31	25	35	28	36
Black	10	26	17	23	26	31	37	44	62	87	87	91	94	85	78	99
Hispanic	6	17	16	24	26	48	52	81	91	107	122	119	121	104	108	94
White	103	315	303	498	561	709	789	952	1017	1174	1167	1001	769	866	759	725
Multi-Race									8	10	9	9	9	5	3	9
NotRpted	9	23	24	34	45	60	61	93	84	92	82	363	673	538	493	492
Total	131	386	362	590	670	872	962	1203	1292	1506	1504	1614	1691	1633	1469	1455

Acad_Level	06/SP	06/FA	07/SP	07/FA	08/SP	08/FA	09/SP	09/FA	10/SP	10/FA	11/SP	11/FA	12/SP	12/FA	13/SP	13/FA
UG	101	294	290	483	565	740	827	1067	1165	1366	1386	1480	1545	1488	1333	1287
GR	30	92	72	107	105	132	135	136	127	140	118	134	146	145	136	168
Total	131	386	362	590	670	872	962	1203	1292	1506	1504	1614	1691	1633	1469	1455

Credit Enrolled	06/SP	06/FA	07/SP	07/FA	08/SP	08/FA	09/SP	09/FA	10/SP	10/FA	11/SP	11/FA	12/SP	12/FA	13/SP	13/FA
Credits at Ocean	721	2034	2257	3849	4665	6639	7633	9740	10364	11982	11862	12704	13174	13395	11174	10702
Total Credits	763	2626	2761	4850	5597	7934	9198	11854	12768	14890	15299	15728	16483	15692	13936	13501

11/5/2013 Provided by the Office of Institutional Research, Kean University,
for Mary Troy, Institutional Research Technician, Ocean County College, 732-255-0400 ext.
O:\AdHoc\OCC\Query\For_OCC_Factbk.sql
O:\AdHoc\2013\OCC2013\For_OCC_Factbk_13FA.xls

There are numerous opportunities for continued growth including using the Southern Educational Center in Manahawkin, expanding into Atlantic City and County, focusing on the aging population demographics for the region and population growth in southern and western Ocean Counties. Expansion is suggested for Nursing (and Health Professions generally), Psychology, Education (especially bringing the Masters in Special Education or other routes leading to certification in Special Education and related disciplines), and Business. Kean Online is also an opportunity to reach out to these students. Ocean County College is also actively

engaged in forming international partnerships with institutions in the Middle East, Egypt and Morocco, and we are already a partner for the Egyptian project (with a collaboration to provide online completion degrees with Ain Shams University in Cairo, and the Arab-Academy in Alexandria and Cairo). Working together we can extend into new markets.

Consequently, we should expand our recruitment efforts into Monmouth, Burlington, Mercer, northern Atlantic, and southern Middlesex counties and develop a comprehensive marketing campaign specifically for Kean Ocean. The future addition of residence halls to Kean Ocean will allow us to more aggressively extend our reach into south Jersey (Salem, Atlantic, Camden, Gloucester, Cumberland and Cape May counties) to make Kean Ocean a major player in southern New Jersey

The performing arts represent another major opportunity. With the development of a new performing arts AA degree at Ocean County College combined with the plan to relocate the Ocean County Performing Arts Vo-Tech High School onto the Ocean County College campus, we will have the opportunity to greatly expand our offerings in the performing arts.

The significant challenge to Kean Ocean growth and development is the trend of four years of decreasing enrollment at Ocean County College.¹ Since the overwhelming majority of our undergraduate students transfer from Ocean County College, the decreasing enrollment will affect enrollment at Kean Ocean. We need to broaden our recruitment efforts. We also need to ensure that students who would normally study at the Kean Ocean campus are not diverted to register for Kean Online courses.

Another major challenge to the Kean Ocean operation is competition from other educational institutions seeking agreements with Ocean County College that can attract and divert the applicant pool for Kean Ocean. The major four-year institutions in the South Jersey region are Rowan University (62 miles southwest of Ocean County College) and the Richard Stockton College of New Jersey (45 miles southwest of Ocean County College). In 2012, Stockton opened Stockton at Manahawkin, which is still in operation near the site of Ocean County Colleges Southern Educational Center in Manahawkin. Rowan is pursuing opportunities in south central New Jersey through its partnership with Gloucester County College, renamed as Rowan College at Gloucester County. Of particular concern to Kean Ocean is the three plus one baccalaureate degree that is offered this fall, where students take the first three years at county college tuition rates, and the final year at the main campus at Rowan University tuition rates, so a bachelor's degree can be offered for under \$30,000. Most recently, Rowan has also entered into a similar agreement to merge with Burlington County College, now known as Rowan College at Burlington County. Burlington, in particular, with its proximity to western Ocean County, will begin to draw those students away from Ocean County College and Kean Ocean. Fairleigh Dickenson University is also actively recruiting Ocean County College students to become residential students on their campus. They also currently offer three degrees (two baccalaureate and one master's degree) on the Ocean County College campus. NJIT will also soon be constructing a building on the Ocean County College campus, and while their academic programs do not overlap with Kean Ocean, its presence on campus can potentially affect mathematics and science majors. Kean Ocean will continue to distinguish itself by attracting students to our qualitatively superior programs, including graduate programs.

¹ Source: Ocean County College Office of Institutional Research. Data is provided in Appendix 6.8 (p.5)

2015-2020 Strategic Plan for Wenzhou-Kean University

(Final Version, Approved by the Wenzhou-Kean University Board of Directors, 11/15/2015)

Table of Contents

Foreword	2
Mission Statement	2
Vision Statement	2
GOAL 1: To position Wenzhou-Kean University as a world-class institution through the offering of academic programs that are responsive to local, national, and international needs	3
GOAL2: To recruit and attract qualified students to WKU and create a student-centered campus	7
GOAL 3: To attract, employ, and retain world-class faculty	17
GOAL 4: Create a culture of research at the Wenzhou-Kean campus that will enable the students and faculty to engage in innovative research activities	22
GOAL 5: To administer a higher education institution with qualified personnel capable of executing data driven solutions	25
GOAL 6: Continue the development of the institution’s physical infrastructure, through the design, construction and improvement of world-class instructional, research, and residential facilities	28
GOAL7: Provide extension programs and technical support for the Wenzhou community and targeted municipalities within Zhejiang Province	33
GOAL 8: Diversify Wenzhou-Kean University’s sources of income to ensure sustainable development	36

Foreword

Wenzhou-Kean University (WKU) is a grand and unique entrepreneurial higher education model. It is the result of a vision set forth by the most influential leaders of China and the United States. Conceived in 2006, the university was approved by the Chinese Ministry of Education (MOE) in 2011, accredited by the Middle States Commission on Higher Education in 2013 (as an additional location of Kean University) and was officially established by the People's Republic of China in 2014. WKU is a Chinese-American cooperative university with an independent legal status.

WKU is dedicated to bringing advanced educational resources and US pedagogical philosophy to China, and aims to provide a world class education. We integrate Chinese and American teaching styles and methods to prepare students to become innovative, creative and entrepreneurial individuals who will serve the communities, region and both nations. The University attracts international students, educating them to become contributing members of the global community.

WKU also serves as a platform for technology exchange, financial investment, STEM (science, technology, engineering and mathematics), and world-class international education at all levels of the education system.

Mission Statement

WKU is an educational institution committed to preparing high-performing Chinese and international students to become innovative and entrepreneurial leaders in a knowledge-based economy. It will contribute to China's educational reform and serve as a model for other Chinese-American higher education initiatives.

Vision Statement

As a leading World-Class Teaching University with a modern campus, WKU aspires to serve as an incubator for promoting technological and scientific progress in Zhejiang Province, and as a center for fostering cultural exchange between China and the United States.

Goals, Objectives and Actions

GOAL 1: To position Wenzhou-Kean University as a world-class institution through the offering of academic programs that are responsive to local, national, and international needs

Objective 1.1. *Grow programs that have already existed in Kean USA and have or have the potential for regional and national distinction in China*

Actions

1.1.1. Establish three new schools and increase the number of bachelor's and Master's programs

Implementation/Timeline

1.1.1.1. Establish the school of Business & Public Management (spring 2017), the school of Architecture & Design (2017), and the School of Humanities & Social Sciences (2020); prepare for the founding of the School of Science and Technology (2020)

1.1.1.2. Develop the following programs in the School of Business & Public Management: undergraduate Management program (Supply Chain Management & Entrepreneurship) (2017); MBA (Global Management option) and MPA (by 2019); Master of Accounting program (by 2020)

1.1.1.3. Grow the following programs in the School of Architecture & Design: undergraduate Graphic Design program (Interactive Advertising option) and Architecture program (2017); undergraduate Interior Design program and Industrial Design program (2019)

1.1.1.4. Establish the following programs in the School of Humanities & Social Sciences: undergraduate Psychology program (2017), Master of TESL/TEFL program (2018), undergraduate Communication program (2019).

1.1.1.5. Establish the following programs in the School of Science and Technology: Applied Mathematics (Actuarial and Big-data Analytics) (2017), Biochemistry/Chemistry (2019), Biology (Cell and Molecular/Health Professional options) (2018), as part of dual Bachelor's Master's programs; undergraduate programs in Environmental/Sustainability Sciences (2018), Earth Science (Environmental Science option) and Science & Technology (Biomedicine option) (2020); Master's programs in Occupational Therapy and Physician Assistant program (2020), as part of dual Bachelor's Master's programs; a dual Bachelor's Master's degree program of Speech Language Hearing Sciences (2020)

1.1.1.6. Conduct a feasibility study of the Doctorate program in Physical Therapy (2020)

1.1.1.7. In consultation with municipal and provincial governments, establish appropriate programs to meet the needs of large scale development projects. Based on projected demands, a feasibility study and a financial analysis, such programs may enjoy priority with the approval of the Board of Trustees.

1.1.1.8. Develop one or two programs or courses with influence in Zhejiang Province and and a certain level of reputation in China by concentrating manpower and resources as well as resorting to relevant municipal and provincial policies and platforms (2020)

Objective 1.2. *Establish a course monitoring system compatible with that in Kean USA*

Actions

1.2.1. Establish relevant administrative committees to coordinate with Kean USA in course assessment so as to ensure appropriate quantity and quality of courses

Implementation/Timeline

1.2.1.1. Establish a curriculum committee to work with Kean USA in setting up special courses or making revisions to existing courses according to the procedures in Kean USA (2015)

1.2.1.2. Establish a joint committee to review assessment results and make appropriate recommendations (2015)

1.2.1.3. Establish a committee to handle issues related to the awarding of the Chinese degree (2015)

Actions

1.2.2. Improve the Office of Registrar to ensure the implementation of all educational guidelines and policies, and establish a student records administration system compatible with that in Kean USA

Implementation/Timeline

1.2.2.1. Revise the Student Enrollment Status Administration Regulations, focusing on enrollment, registration, academic records, and graduation audit of Chinese-American Dual Student Rolls (2015)

1.2.2.2. Establish a Chinese registration system complementary to the existing DATATEL (2015)

Actions

1.2.3. Increase the number of personnel in the Office of Registrar based on its functions and needs for further development

Implementation/Timeline

1.2.3.1. Hire a specialist to provide training on how to evaluate international transfer student records (by spring 2016).

1.2.3.2. Hire a director and an associate director for the Registrar's Office with relevant working experience in an accredited U.S. higher education institution and ability to operate Datatel (2015)

Actions

1.2.4. Further implement the quality assessment system to ensure project quality

Implementation/Timeline

1.2.4.1. Improve the project assessment system at WKU to ensure its consistency with that in Kean USA

1.2.4.2. Set a schedule for academic and non-academic projects evaluation

1.2.4.3. Provide the faculty and staff with appropriate training and support in terms of assessment techniques to ensure their involvement at every level of the evaluation process

1.2.4.4. Based on the Kean USA model, establish an annual review system applicable to all academic and non-academic assessment results

1.2.4.5. Further improve the assessment procedures for general education courses to ensure their consistency with those in Kean USA

1.2.4.6. Establish a coordination team composed of faculty and staff for each academic project or group, to serve as liaisons between evaluators and provide guidance

Actions

1.2.5. Establish an appropriate system to ensure the implementation of new projects and provide necessary academic services

Implementation/Timeline

1.2.5.1. Collect all necessary information at least two years prior to the establishment of the system

1.2.5.2. Provide all necessary learning support required for each project before its initiation

Objective 1.3. *Normalize Chinese curricula, as well as art and physical education courses, as an organic part of the education system in WKU*

Actions

1.3.1. Improve the Chinese curricula system to achieve WKU's educational purpose

Implementation/Timeline

1.3.1.1. Offer at least five art courses complete with full time instructors (by 2018)

1.3.1.2. Ensure that at least half of the sports courses are offered by full time coaches based on American Pedagogy (by 2018)

Actions

1.3.2. Improve the assessment system of Chinese culture, art and physical education courses to ensure their quality

Implementation/Timeline

1.3.2.1. Hold regular assessment meetings with course instructors at the beginning and the end of each semester (starting from 2016)

Actions

1.3.3. Explore innovative teaching methods for Chinese culture, art and physical education courses

Implementation/Timeline

1.3.3.1. Establish an office of Chinese culture, art and physical education courses (2018)

Objective 1.4. *Improve educational facilities*

Actions

1.4.1. Establish a language lab equipped with computer rooms, audio-visual facilities, necessary computer software and mobile assisted language learning (MALL) facilities to provide support for English learning

Implementation/Timeline

1.4.1.1. Design and construct the language lab (2016)

Actions

1.4.2. Establish a language testing lab for standardized English language acquisition tests

Implementation/Timeline

1.4.2.1. Design and construct the lab in the General Education Hall (spring 2016)

1.4.2.2. Obtain testing software certification (summer 2016)

1.4.2.3. Put it into use (fall 2016)

Actions

1.4.3. Establish a financial lab for the Global School of Business

Implementation/Timeline

1.4.3.1. Design and construct the lab on the ground floor of the General Education Hall, which may be moved to the Global School of Business in the future (2015)

1.4.3.2. Equip the lab with Bloomberg technology for 2015/16 and formally put it into use in fall 2016

Actions

1.4.4. Equip classrooms with touch screens to provide students with an integrated multimedia educational environment

Implementation/Timeline

1.4.4.1. Equip every classroom with different models of touch screens (the timeline will be set in fall 2016)

GOAL 2: To recruit and attract qualified students to WKU and create a student-centered campus

Objective 2.1. *Make and improve recruitment plans (including the one for international students) with the general goal of 3,500 students (2020-2021)*

Actions

2.1.1. Achieve the general goal by increasing steadily the number of students

Implementation/Timeline

2.1.1.1. Reach the target of 1,664 by recruiting 500 freshmen (fall 2016)

2.1.1.2. Reach the target of 2,083 by recruiting 650 freshmen (fall 2017)

2.1.1.3. Reach the target of 2,400 by recruiting 750 freshmen (fall 2018)

2.1.1.4. Reach the target of 2,850 by recruiting 950 freshmen (fall 2019)

2.1.1.5. Achieve the general goal of 3,500 students with an addition of 1,150 freshmen (fall 2020)

Actions

2.1.2. Further develop the 3-in-1 enrollment regulations and the testing plan, which will be updated annually [Note: According to the 3-in-1 enrollment system, universities recruit students based on their general performance in academic proficiency tests (10-20%), interview (30-40%), and college entrance exams (40-50%). About 10% of the freshmen in WKU were recruited in this way in 2015. Based on the performance of such students in college, the number will be increased or decreased in the future.]

Implementation/Timeline

2.1.2.1. Review the testing plan every spring and improve it in fall for next year

2.1.2.2. Organize interviews in March or April every year

2.1.2.3. Track and evaluate the performance of such students (beginning from fall 2016)

Actions

2.1.3. Formulate strategies to recruit students beyond Zhejiang Province, including those in Hong Kong, Taiwan, and Macao, as well as overseas Chinese

Implementation/Timeline

2.1.3.1. Based on the situation in the previous years, gradually increase the number of provinces for recruitment up to 12 by fall 2020

2.1.3.2. Establish and initiate the recruitment procedures for those in Taiwan, Hong Kong and Macao as well as overseas students before fall 2016

Actions

2.1.4. Improve the student exchange programs between WKU and Kean USA

Implementation/Timeline

2.1.4.1. Review the first exchange program in spring 2015 to ensure that relevant issues or problems are effectively dealt with before the next one in spring 2016

2.1.4.2. Establish a framework agreement between WKU and Kean USA to determine the mechanism of student exchange between the two campuses and to be signed by the leaders from both sides (2015)

2.1.4.3. Draft a detailed handbook concerning WKU -Kean USA Exchange Program for WKU students (2015)

Actions

2.1.5. Identify and implement other international student exchange programs before fall 2017

Implementation/Timeline

2.1.5.1. Identify appropriate universities and initiate the formal application process with relevant government departments (2015)

2.1.5.2. Initiate student exchange programs with targeted universities in spring 2016

2.1.5.3. Track and review current exchange programs with the goal of regularizing and promoting the programs and offering a better service (fall 2016)

2.1.5.4. Develop student exchange program plans with more universities (fall 2017)

Actions

2.1.6. Explore the international market for recruitment and attract students from at least one designated foreign country to WKU in fall 2018 to make it more diverse and global

Implementation/Timeline

2.1.6.1. Present a formal application to appropriate government departments (2016)

2.1.6.2. Finalize the plan for international recruitment (spring 2017)

2.1.6.3. Recruit international students (spring 2018)

2.1.6.4. Register the first cohort of international students (fall 2018)

2.1.6.5. Expand the international market for recruitment to at least 3 foreign countries (fall 2020)

Actions

2.1.7. Establish and improve the internal program declaration/change system to meet the needs of WKU students

Implementation/Timeline

2.1.7.1. Establish the system (2015)

Objective 2.2. *Develop and implement an aggressive approach to marketing, with emphasis on increasing visibility and highlighting the strengths of the campus and the benefits of our unique approach to Sino-American collaboration*

Actions

2.2.1. Finalize the promotional plans and marketing strategies to highlight new and emerging academic programs

Implementation/Timeline

2.2.1.1. Improve the promotional plans and include new programs in the materials for publicity

2.2.1.2. Develop a Gao Kao (Chinese College Entrance Examination)-oriented promotional plan and update it in Spring annually (spring 2016)

2.2.1.3. Utilize student-centered library services as important recruitment promotional tools, including original online library instructional videos for prospective students and their parents (fall 2016)

Actions

2.2.2. Develop new approaches to and models of promotion

Implementation/Timeline

2.2.2.1. Establish internet media platforms such as WeChat and Weibo as new forms of promotion (spring 2016)

2.2.2.2. Improve and normalize the practice of Student Ambassadors as a form of promotion (spring 2016)

2.2.2.3. Normalize the high school campus tour system and the visitor reception system as forms of promotion (spring 2016)

Objective 2.3. *Launch campus-wide programs aimed at providing learning support services to meet the individual needs of WKU students and help them develop their full potential*

Actions

2.3.1. Establish an academic advising system to regularize contact between students and their academic advisors

Implementation/Timeline

2.3.1.1. Provide faculty with more training to familiarize them with advising practice and improve their ability to analyze students' individual differences, making specific suggestions (2015)

2.3.1.2. Develop academic advising procedures and a regular schedule for departments and administration offices to ensure effectiveness (2015)

2.3.1.3. Improve and localize the advising system based on feedback from both faculty and students (spring 2016)

Actions

2.3.2. Provide faculty with training offered by librarians as a way for them to help students make full use of library resources and services (spring 2016)

Implementation/Timeline

2.3.2.1. Library staff to plan training (either in person or online) for faculty on presenting the use of the library to students' (spring 2016)

2.3.2.2. Create the content for the library training program (fall 2016)

2.3.2.3. Start to offer training to all faculty members (fall 2016)

Actions

2.3.3. Expand the functions of the English Language Center to further support students in improving their English and develop a writing program in the English Language Center

Implementation/Timeline

2.3.3.1. Involve interested faculty members, especially ESL faculty, in English training programs of the Center during their office hours (beginning from 2016)

2.3.3.2. Recruit qualified junior and senior students, and train them to become writing tutors (beginning from 2017)

Actions

2.3.4. Ensure that students can enjoy all learning support services (either physically or virtually) through innovative and accessible technological platforms

Implementation/Timeline

2.3.4.1. Improve the One-Stop Service program to include consultation on academic administration policies and procedures, registration, program change, and change of academic plan (2015)

2.3.4.2. Recruit a qualified specialist to oversee the operation of the One-Stop Service Center, identify its place in the organizational structure, and provide student assistants and staff with necessary training (spring 2016)

2.3.4.3. Expand the Center and update it with necessary facilities to provide efficient and effective service (spring 2016)

2.3.4.4. Initiate a new model of one-stop service for students with on-going assessment for future improvement (spring 2016)

2.3.4.5. Improve the one-stop service website with links to university administration, academic administration, and learning support resources (fall 2016)

2.3.4.6. Improve online services and resources (spring 2017)

Actions

2.3.5. Develop an academic intervention system to help students with academic trouble from the very beginning

Implementation/Timeline

2.3.5.1. Develop an academic intervention plan and identify the office or department in charge (spring 2016)

2.3.5.2. Hire a qualified specialist to be responsible for implementing the plan (spring 2016)

2.3.5.3. Establish an intervention system, identifying the procedures and kinds of help for handling different types of academic problems at various levels (fall 2016)

2.3.5.4. Establish a consulting group to develop strategies and resources for intervention and provide the specialist with necessary training (fall 2016)

2.3.5.5. Establish an early alert system based on grades, behavioral and other potential warning indicators

Actions

2.3.6. Establish an academic tutoring system

Implementation/Timeline

2.3.6.1. Develop a proposal including subjects/disciplines, tutoring forms and structure, requirements for tutors, as well as facilities and equipment (spring 2016)

2.3.6.2. Establish an online tutoring system to provide additional help (spring 2016)

2.3.6.3. Recruit specialists or assistants (spring 2016)

2.3.6.4. Involve the library and ELC in tutoring services (fall 2016)

Actions

2.3.7. Establish a General Education Office and enhance such education as a kind of support in students' first year experience

Implementation/Timeline

2.3.7.1. Establish the GE Office to provide more support in GE education and curriculum design (fall 2016)

2.3.7.2. Provide freshmen with experience based on more systematic and advanced programs (fall 2016)

2.3.7.3. Review and improve the system to better serve the needs of Chinese students (spring 2017)

Objective 2.4. *Establish a professional development mechanism to enhance students' professional planning ability and enrich their pre-professional experience*

Actions

2.4.1. Create a system to provide professional career planning and consulting service

Implementation/Timeline

2.4.1.1. Develop a career planning advisory system (fall 2016)

2.4.1.2. Form a team to provide a one-on-one career consulting service and provide appropriate space and facilities for such activities (winter 2016)

2.4.1.3. Help students to create and identify more internship opportunities

Actions

2.4.2. Establish connections with the governments in Wenzhou, Zhejiang Province and Yangtze River Delta area, and develop cooperation agreements with businesses and institutes to provide students with internship and job opportunities

Implementation/Timeline

2.4.2.1. Identify targeted businesses and institutions for outreach and contact (2015)

2.4.2.2. Establish a working committee to draft and finalize cooperation agreements (2015)

2.4.2.3. Organize a professional team, including university leaders, for business visits and agreements (spring 2016)

2.4.2.4. Establish a number of bases for internship and field practice throughout Zhejiang Province and beyond (spring 2016)

2.4.2.5. Develop an internship support system within each department (spring 2017)

Actions

2.4.3. Establish similar agreements with companies and institutes in the United States and other countries

Implementation/Timeline

2.4.3.1. Start to implement the agreements in 2016

Actions

2.4.4. Promote the prospects of graduate education for WKU undergraduates

Implementation/Timeline

2.4.4.1. Create conditions for WKU students to obtain master's degree in Kean USA (2015). For example, they do not have to take an English test, or provide a score in GRE /GMAT, and they can finish some business programs in one year.

2.4.4.2. Develop a work-study graduate program with Kean USA (2015)

2.4.4.3. Establish an extensive network with well-known agencies for overseas education in China and other countries, to help WKU students apply for graduate programs in top universities of the world (fall 2016)

2.4.4.4. Cooperate with the International Learning Center in Kean USA to establish student-centered overseas programs to enrich students' learning experience in a global context (fall 2016)

Objective 2.5. *Create an efficient student-centered service system that promotes an environment of equality, tolerance, and fairness with the wide participation of students; using the latest advanced theories and principles in the realm of student engagement, create a campus culture and a student community life which incorporates both American and Chinese cultures*

Actions

2.5.1. Establish and improve the student service system to provide better overall services

Implementation/Timeline

2.5.1.1. Further develop the One-Stop Student Service Center with better services, and provide the staff of the Center with necessary training (fall of 2015)

2.5.1.2. Set up the Center for Student Leadership Development and Services (fall of 2015)

2.5.1.3. Begin to provide leadership training for WKU students in fall 2016, and expand training to students from other schools/colleges to promote WKU's reputation

2.5.1.4. Build a Campus Life Advisor Team made up of young professional staff members with clear responsibilities to guide and support students on campus life (fall of 2015)

2.5.1.5. Establish a communication mechanism with Student Government to deal with the concerns of students (fall 2015)

2.5.1.6. Conduct a student experience survey every year beginning from spring 2016, and feedback the result to all relevant offices for further improvement

2.5.1.7. Organize service activities which improve the community awareness of students (beginning from fall 2016)

2.5.1.8. Develop and improve regulations and procedures concerning scholarship and stipends in spring 2016

2.5.1.9. Update the webpage relevant to campus life to build a user-centered webpage in spring 2016

Actions

2.5.2. Provide psychological guidance and counseling services via Psychology Counseling Center

Implementation/Timeline

2.5.2.1. Build a primary network system of psychological crisis intervention, and establish an initial information system to collect mental state data and give feedback in spring 2016

2.5.2.2. Develop a series of courses for Campus Life Advisers, Residence Hall Directors, Resident Assistants and other professional staff members in spring 2016

2.5.2.3. Develop a training system of psychological crisis intervention in fall 2017

2.5.2.4. Organize a series of activities and workshops in dormitories to enrich students' cultural life, enhance communication, and help students develop good habits and overall qualities (beginning from spring 2016)

2.5.2.5. Develop cooperative projects, including co-organizing a TV program on family education with Wenzhou Television and establishing a long term cooperative relationship with Autistic Children Center with voluntary service (spring 2015)

Actions

2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support the development of personal interests, to promote the overall development of students and improve the student community

Implementation/Timeline

2.5.3.1. Build up a student community team, recruit Residence Hall Directors and Resident Assistants and make clear their responsibilities (fall 2015)

2.5.3.2. Improve the qualities of the student community team with training by invited experts and colleagues from Kean University, and enhance communication with counterparts in China and abroad (beginning from fall 2015)

2.5.3.3. Organize a series of activities designed to publicize the rules and regulations of the student community (fall 2015)

2.5.3.4. Provide safety and legal education every academic year (beginning from fall 2015)

2.5.3.5. Organize various cultural activities with different themes (beginning from fall 2015)

2.5.3.6. Improve the facilities of the student community to create a good environment for students, and provide the Residence Hall Directors and Resident Assistants with necessary equipment and facilities for their work (beginning fall 2015)

2.5.3.7. Develop a digital room allocation and management system and a digital student emergency contact system (fall 2019)

Actions

2.5.4. Improve campus culture to enrich the campus life

Implementation/Timeline

2.5.4.1. Further support the development of student clubs and associations, as well as their activities, to enrich the campus life (beginning from fall 2015)

2.5.4.2. Further support students in their involvement in local, national and international activities (beginning from fall 2015)

2.5.4.3. Invite well-known public figures and performing groups to interact with students (beginning from fall 2015)

2.5.4.4. Play an active part in the development of ‘University-City Linkage’ Program, and organize a number of cultural exchange activities with the local community (beginning from fall 2019)

2.5.4.5. Organize ‘International Day’ involving both Chinese and international students to create an international and diversified campus culture (beginning from spring 2019)

Actions

2.5.5. Make full use of various kinds of technology to publicize information about campus activities so as to involve more students in campus and social activities

Implementation/Timeline

2.5.5.1. Develop an information platform on the WKU website to promote such activities (fall of 2015)

Actions

2.5.6. Reinforce the awareness of the code of conduct for improving students’ campus experience

Implementation/Timeline

2.5.6.1. Appoint a staff member to lead on matters of the code of student conduct in fall 2015

2.5.6.2. Improve the Code of Student Conduct and the process to deal with violations in fall 2016

2.5.6.3. Organize a series of activities to promote the Code of Student Conduct (beginning from fall 2015)

2.5.6.4. Organize public service activities, voluntary service activities, etc. annually (beginning from fall 2015)

Actions

2.5.7. Develop a comprehensive student evaluation system to encourage the overall development of students

Implementation/Timeline

2.5.7.1. Develop a digital recording system about students' extra-curricular activities as a basis of student evaluation (fall 2016)

2.5.7.2. Establish a comprehensive student evaluation system to facilitate students' overall development (fall 2016)

Actions

2.5.8. Form an educational philosophy and develop a campus culture advocating aggressiveness, learning and thinking

Implementation/Timeline

2.5.8.1. Develop WKU's motto based on its own characteristics (2016)

GOAL 3: To attract, employ, and retain world-class faculty

Objective 3.1. *Support recruitment initiatives to expand the pool of talented faculty with expertise in student-centered pedagogy*

Actions

3.1.1. Develop and implement a faculty hiring plan

Implementation/Timeline

3.1.1.1. Have 112 faculty members for 2016/2017

3.1.1.2. Have 143 faculty members for 2017/2018

3.1.1.3. Have 166 faculty members for 2018/2019

3.1.1.4. Have 197 faculty members for 2019/2020

3.1.1.5. Have 235 faculty members for 2020 /2021

Actions

3.1.2. Develop a plan for WKU to collaborate with Kean USA in faculty recruitment endeavors

Implementation/Timeline

3.1.2.1. Complete a detailed plan of recruitment procedures at each hiring stage, including position authorization, advertisement, application review, interview, application selection and notification, which will be implemented in the new academic year based on mutual agreement (2015)

3.1.2.2. Reach an agreement between both campuses before February 2016 on the recruitment timeline for the academic year 2016-2017 and establish it as a regular practice in the future

3.1.2.3. Involve WKU administrative staff and faculty members in hiring procedures every May or June (starting from 2016)

3.1.2.4. Identify WKU deans or program representatives to join in the next round of hiring every September (starting from 2016)

Actions

3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice

Implementation/Timeline

3.1.3.1. Generate a faculty exchange program plan, including details on the cooperation across relevant departments, between the two campuses (before January 2016)

3.1.3.2. Identify the organizations or departments responsible for the plan (before February 2016)

3.1.3.3. Improve the program based on the experience in the previous year (2017)

3.1.3.4. Reach an agreement between both campuses to ensure 30% of WKU faculty members have teaching experience in Kean US

3.1.3.5. Lengthen the duration in the hiring contract at various levels and increase the number of tenure track faculty

3.1.3.6. Establish a WKU faculty academic mentoring network in partnership with Kean USA to help new members get used to their life and work in WKU

Objective 3.2. *Provide excellent services and supporting facilities to attract and retain world-class faculty*

Actions

3.2.1. Initiate the construction of faculty apartments on campus as soon as possible to enable every teacher to enjoy an independent apartment, and ensure that such conditions as size and amenities are as good as, or even better than, those in Kean USA

Implementation/Timeline

3.2.1.1. Provide 120 apartments before September 2016

3.2.1.2. Provide 150 apartments before September 2017

3.2.1.3. Provide 170 apartments before September 2018

3.2.1.4. Provide 200 apartments before September 2019

3.2.1.5. Develop a process based on the opinions of faculty members about apartment facilities and equipment before the actual purchase (2016)

Actions

3.2.2. Found an international school for K-12 to attract foreign teachers and to meet the needs of the local community for international education (2018)

Implementation/Timeline

3.2.2.1. Kean USA will cooperate with the municipal departments in charge of education to identify the source of funding and work out details on staffing and funding procedures (2016)

3.2.2.2. WKU Library will supervise the operations of the school library (Fall 2018)

Actions

3.2.3. Establish a more convenient public transportation network between WKU and the city center

Implementation/Timeline

3.2.3.1. Initiate an improved public transportation plan to meet the needs of growing WKU (spring 2017)

Actions

3.2.4. Develop a public health, safety, and emergency response system available 24/7 on the campus

Implementation/Timeline

3.2.4.1. Develop a faculty emergency alert system in 2015 and improve it in 2016

3.2.4.2. Recruit English-speaking doctors, pharmacists and nurses to provide health care services 24/7 by spring 2016, and expand to include medical referrals by 2018

3.2.4.3. Build public safety booths with the phone number for security service on campus (before spring 2016)

Objective 3.3. *Provide faculty with professional development opportunities as well as training on advanced pedagogy and methodology to help them improve skills necessary for their jobs in WKU*

Actions

3.3.1. Provide training on the use of technology, educational assessment, pedagogy, ESL theories, and cultural differences.

Implementation/Timeline

3.3.1.1. Conduct an annual faculty survey to understand their needs and ideas in terms of professional development (2015)

3.3.1.2. Offer training courses according to the professional development plan every semester (2016)

3.3.1.3. Hire one or two more specialists in online education to implement faculty professional development (before May 2016)

3.3.1.4. Prepare for and establish a Professional Development Center (2018)

3.3.1.5. Initiate a series of workshops and training sessions, co-organized by librarians and teachers, to share information on professional development (2016)

3.3.1.6. Establish a committee composed of faculty and librarians to cooperate with relevant administration departments for the purpose of providing suitable administrative support (spring 2017)

3.3.1.7. Ensure that WKU and Kean USA enjoy equal opportunities for professional development and share such training resources (before spring 2017)

3.3.1.8. Establish a system to assess student learning effectiveness as a kind of feedback to faculty (before fall 2016)

Actions

3.3.2. Provide faculty with services to help them obtain funding for research and resources to participate in academic activities

Implementation/Timeline

3.3.2.1. Conduct an annual survey to identify the needs of faculty in research (starting from 2015)

Objective 3.4. *Continue to expand opportunities for faculty to participate in the shared university governance, including the Faculty Senate and the University Planning Council*

Actions

3.4.1. Develop policies to ensure that WKU faculty members play a role or have valid representation in university-wide committees based in Kean USA

Implementation/Timeline

3.4.1.1. Ensure that WKU faculty members are represented in the Faculty Senate in Kean USA and establish such a branch in WKU no later than spring 2016

3.4.1.2. Ensure WKU faculty has representation in curriculum committees at both college and academic program levels by spring 2016

3.4.1.3. Ensure that WKU has representation in the University Planning Council in its decision making process

3.4.1.4. Ensure that WKU faculty has representation in university-wide committees and those at college and department levels by spring 2016

Objective 3.5. *Take measures to help faculty adjust to life in China both as a teacher and a foreigner in China*

Actions

3.5.1. Establish a one-stop service system on campus to help faculty deal with various logistical problems in China

Implementation/Timeline

3.5.1.1. Generate a detailed one-stop service plan with details on functions and procedures, and initiate the plan based on necessary staff, facilities and equipment (2015)

Actions

3.5.2. Take measures to help new faculty members adjust to teaching in WKU prior to each semester

Implementation/Timeline

3.5.2.1. Issue a new version of the faculty handbook based on the feedback of faculty (2015)

Actions

3.5.3. Provide faculty with an opportunity to learn Mandarin

Implementation/Timeline

3.5.3.1. Provide faculty with mandarin courses (starting from 2015)

Actions

3.5.4. Develop a benefits policy for faculty with the joint efforts of the HR Offices in WKU and Kean USA

Implementation/Timeline

3.5.4.1. Further improve the benefits policy and include it in the Faculty Handbook for 2015/2016, and update it if necessary in the future

GOAL 4: Create a culture of research at the Wenzhou-Kean campus that will enable the students and faculty to engage in innovative research activities

Objective 4.1. *Develop an infrastructure to support such activities*

Actions

4.1.1. Ensure that all academic buildings are completed with appropriate space and equipment

Implementation/Timeline

4.1.1.1. Incorporate the requirements into the design of all academic buildings

Actions

4.1.2. Establish a Maker-Space Lab equipped with cutting-edge facilities, including 3-D printers, 3-D scanners, plasma cutters, and laser-cutters

Implementation/Timeline

4.1.2.1. Initiate the design and construction of such a lab (2015)

Actions

4.1.3. Ensure that the Maker-Space Lab is provided with appropriate computer hardware and software to enable students majoring in graphic design, architecture, and computer science to develop new products, make real or virtual designs, and conduct experiments on new interdisciplinary ideas

Implementation/Timeline

4.1.3.1. Put the lab into use in the academic year 2015/16

Actions

4.1.4. As a manifestation of social responsibility and a way to raise students' research awareness, establish an Assistive Technology Research Lab for people with disabilities

Implementation/Timeline

4.1.4.1. Establish the Assistive Technology Research Lab (spring 2018)

Actions

4.1.5. Develop requirements for research programs

Implementation/Timeline

4.1.5.1. Identify sources of funding for research projects, establish regulations on the use of funds, and develop an application system (2016)

4.1.5.2. Develop an in-process program evaluation system (2016)

Objective 4.2. *Provide WKU faculty with research opportunities and support*

Actions

4.2.1. Establish an Office of Research and Sponsored Programs (ORSP) at WKU

Implementation/Timeline

4.2.1.1. Hire a specialist as its director (2015)

4.2.1.2. Develop the responsibilities and regulations of the office (spring 2016)

4.2.1.3. Work with the WKU academic committee to survey the needs of faculty and staff in research (spring 2016)

4.2.1.4. Provide faculty with regular research-oriented training and seminars to help draft research proposals annually (beginning from 2016,)

Actions

4.2.2 Establish a Student Partnering with Faculty (SPF) program similar to the one at Kean USA

Implementation/Timeline

4.2.2.1. Identify sources of funding for this initiative, establish regulations on the use of funds, and develop application procedures (2015/16)

4.2.2.2. Organize the application for research programs (beginning from 2015/16)

4.2.2.3. Based on an assessment of the implementation of the programs, improve the relevant system (2017)

4.2.2.4 Organize the application annually (beginning from 2016)

Actions

4.2.3. Organize various research-oriented activities to inspire enthusiasm in faculty and students for research

Implementation/Timeline

4.2.3.1. Organize "Student Research Day" annually to bring together faculty and students from all disciplines with their research and creative achievements, and develop cooperative programs between them (starting from spring 2016)

4.2.3.2. Institutionalize a "Global Lecture Series" to provide WKU members with an opportunity to exchange and communicate ideas with outstanding scholars from China and abroad (beginning from 2015)

4.2.3.3. Organize research seminars for faculty and students monthly (starting from 2016)

4.2.3.4. Establish WKU Undergraduate Research Program to develop students' potential, which will be officially launched in fall 2016

4.2.3.5. Establish in the university library a WKU repository of research achievements, including both graduating theses and academic publications of teachers and students (2017)

Actions

4.2.4. Develop exchange programs with universities and research institutes in China and other countries, as well as partnership with Kean USA in research programs, to facilitate cooperation and sharing of resources

Implementation/Timeline

4.2.4.1. Establish relationships with local universities (starting from fall 2016)

4.2.4.2. Assist WKU faculty to develop partnership with tenure track professors in Kean USA in research programs

4.2.4.3. Strengthen the existing exchange programs between WKU and Kean USA

Actions

4.2.5. Develop policies to encourage WKU faculty and staff to apply for various research programs and publish research achievements

Implementation/Timeline

4.2.5.1. Create a website with the latest information on research programs at various levels (2016)

4.2.5.2. Establish connections with relevant government departments in charge of research programs at various levels to get more support (beginning from 2015)

4.2.5.3. Develop an incentive system for research programs and academic publications (2016)

4.2.5.4. Establish a university fund for publishing academic books (2017)

Actions

4.2.6. Provide faculty and staff with information sessions regarding available research opportunities in China

Implementation/Timeline

4.2.6.1. Organize a seminar to introduce the functions of ORSP to new faculty at the beginning of each academic year (beginning from 2016)

4.2.6.2. Develop an annual workshop for faculty on how to write a good research proposal (beginning from 2016)

4.2.6.3. Organize seminars to familiarize faculty with the requirements for specific research programs (beginning from 2016)

4.2.6.4. Develop regular workshops for faculty who intend to apply for research programs and exchange their achievements and ideas (beginning from 2016)

Objective 4.3. *Make WKU Library information resources and services available as essential components of learning, teaching, and research*

Actions

4.3.1. Acquire online information resources to support and promote education, research, and community services

Implementation/Timeline

4.3.1.1. Identify Kean Library research databases and provide faculty with specific training on their operation before spring 2016

4.3.1.2. Prepare a budget for purchasing databases for the purpose of maintaining continuity of database usage with Kean USA (Spring 2017)

4.3.1.3. Acquire databases unavailable in Kean USA to enrich resources for teaching and research in WKU (Fall 2015)

4.3.1.4. Initiate a patron-driven-acquisition (PDA) program to expand necessary electronic resources (Fall 2015)

Actions

4.3.2. Establish WKU's own Institutional Repository to demonstrate its achievements in education and research to communities and partners in Wenzhou, China, and the whole world

Implementation/Timeline

4.3.2.1. Explore a subscription-based Institutional Repository which can be used without IT support (Fall 2016)

4.3.2.2. Involve faculty and students in the Institutional Repository program as much as possible (Fall 2016)

4.3.2.3. Encourage all students and faculty to make use of storage space for their academic achievements, research projects, and original logs (2017)

4.3.2.4. Use repository tools to maximize the visibility of WKU academic achievements in Google and other search platforms (2017)

GOAL 5: To administer a higher education institution with qualified personnel capable of executing data driven solutions

Objective 5.1. *Develop and implement better administration policies based on best practice*

Actions

5.1.1. Develop and improve the Board of Trustees' charter, policies to deal with conflicts of interests, and trustee appointment procedures

Implementation/Timeline

5.1.1.1. Draft the bylaws of the Board of Trustees, improve the structure of the organization, and set up the secretariat of the Board responsible for contacting directors and overseeing the decisions made by the Board (2015)

Actions

5.1.2. Persuade the government to provide more favorable policies and capital investment to achieve more autonomy in the operation and development of WKU

Implementation/Timeline

5.1.2.1. Develop a comprehensive educational standard and formulate an operational report on, but not limited to, equipment purchase, facility improvement, program development, hiring (before fall 2016)

5.1.2.2. Strive for the establishment of WKU as a special educational zone (2017)

Actions

5.1.3. Develop a data-based capital budget for a period of three to five years

Implementation/Timeline

5.1.3.1. Establish a budget committee responsible for the development of the capital budget (2015)

5.1.3.2. Collect preliminary data on academic program development, enrollment, faculty and staff recruitment plan, and campus construction over the next three to five years, and establish a budgeting model; submit an annual budget to the municipal finance bureau for review in May (second quarter 2016)

5.1.3.3. Regularly review and improve the budget plan to keep it updated every two years (starting from the third quarter of 2018)

5.1.3.4. Use funds in an effective and efficient manner by advocating thrift, reducing waste, and investing money only in necessary things

Actions

6.2 Wenzhou-Kean 2015-2020 Strategic Plan

5.1.4. Develop a human resources development plan and an education development plan based on an expected annual increase of 20% in personnel

Implementation/Timeline

5.1.4.1. Increase the number of staff up to 120 (2015)

5.1.4.2. Increase the number of staff up to 155 (2016)

5.1.4.3. Increase the number of staff up to 200 (2017)

5.1.4.4. Increase the number of staff up to 230 (2018)

5.1.4.5. Increase the number of staff up to 275 (2019)

5.1.4.6. Review and adjust the human resources plan annually to meet changing demands (beginning from 2016)

Actions

5.1.5. Enshrine a practice of recruiting to administrative positions based on person specification and professional qualifications

Implementation/timeline

5.1.5.1. Develop person specification and expected qualifications for each position in the administration in the fourth quarter of 2016

Actions

5.1.6. Create a reporting process which tracks key indices/data as a means to determine the efficiency and effectiveness of WKU administration. This chart should be shared with the Board of Directors to help them understand the strengths and weaknesses of WKU.

Implementation/Timeline

5.1.6.1. Based on the model developed by Kean USA, establish a comprehensive analysis system to help make scientific decisions and projections (second quarter of 2017)

5.1.6.2. Share and develop the system annually (beginning from the second quarter of 2017)

Objective 5.2. *Support the professional development of staff by means of annual evaluation, training, etc.*

Actions

5.2.1. Establish an office in charge of staff's professional development and performance evaluation

Implementation/Timeline

5.2.1.1. Delegate to the Office of Human Resources the responsibility for staff's professional development and performance evaluation (beginning from summer 2016)

Actions

5.2.2. Develop an annual training and professional development plan and a performance evaluation system for all WKU departments, similar to those at Kean USA

Implementation/Timeline

5.2.2.1. Implement the plan and update it annually (before spring 2016)

5.2.2.2. Initiate a performance evaluation system based on the one at Kean USA and adapted in accordance with the relevant laws in China (before summer 2016)

Actions

5.2.3. Provide staff with English training to enable them to use English in interaction, documents management, student support services, etc.

Implementation/Timeline

5.2.3.1. Provide English training as a priority in the professional development plan for staff (beginning from summer 2016)

Actions

5.2.4. Base the training and professional development plan partly on the exchange mechanism to enable WKU staff to have the opportunity to learn from their counterparts in Kean USA

Implementation/Timeline

5.2.4.1. Establish and initiate the exchange system with clear and reasonable training objectives, which incorporates effective training methods and ways to evaluate training results, to enable members in both campuses to understand and learn from each other (first quarter of 2017)

GOAL 6: Continue the development of the institution’s physical infrastructure, through the design, construction and improvement of world-class instructional, research, and residential facilities

Objective 6.1. *Plan, design and construct new educational and administrative buildings in accordance with Kean USA standards*

Actions

6.1.1. Improve the general layout of WKU to reflect both American and Chinese campus characteristics in accordance with the natural environment and climate conditions

Implementation/Timeline

6.1.1.1. Continue optimizing the site plan and hire a first-class landscape design firm to design the layout of greenery, water, and other features (2015)

Actions

6.1.2. Design and construct the key buildings planned for the short to medium term, including those for the Global School of Business, the School of Architecture and Design, the School of Computer Science, the Student Center, the Library, the Recruitment and Administration Complex, and an international sports center (fall 2018)

Implementation/Timeline

6.1.2.1. Complete the indoor sports court (and the device center) by fall 2017

6.1.2.2. Complete the building for the Global School of Business (by fall 2017)

6.1.2.3. Complete the building for the School of Architecture and Design as well as the School of Computer Science (by fall 2018)

6.1.2.4. Design and build the Student Center and the Library (by fall 2018)

6.1.2.5. Complete the Admission and Administration Building (by the end of 2018)

Actions

6.1.3. Plan and design the second round of construction, including the School of Humanities and Social Sciences, the recreation facility for faculty and staff, and a stadium

Implementation/Timeline

6.1.3.1. Complete the aforementioned buildings based on the design provided by Kean USA (2020)

Actions

6.1.4. Design and construct an international school (K-12) for WKU members and the surrounding community

Implementation/Timeline

6.1.4.1. Begin to construct the school in collaboration with social institutions in 2016 and complete it by 2018

Actions

6.1.5. Design and build the ring roads around the campus in accordance with the site plan

Implementation/Timeline

6.1.5.1. Complete the roads and other relevant infrastructures between the 1st bidding section and the 2nd bidding section (2015)

6.1.5.2. Complete the whole ring road system (before fall 2017)

Objective 6.2. *Plan, design and construct on-campus residential buildings and facilities for WKU members*

Actions

6.2.1. Provide on-campus apartments to help attract outstanding scholars and teachers from all over the world

Implementation/Timeline

6.2.1.1. Provide faculty with transitional housing like Juying Residence before the end of 2016

6.2.1.2. Complete the 1st phase of faculty housing construction and put it into use by the end of 2016

Actions

6.2.2. Construct more residential buildings stage by stage to accommodate the increasing number of students

Implementation/Timeline

6.2.2.1. Complete the residential buildings under construction in the 2nd bidding section to accommodate 1,800 students (2015)

6.2.2.2. Complete more residential buildings to accommodate an additional 1,200 students (before September 2017)

Objective 6.3. *Improve and upgrade existing buildings to increase their efficiency in accordance with the standards of Kean USA*

Actions

6.3.1. Upgrade the General Education Hall according to the latest standards

Implementation/Timeline

6.3.1.1. Complete the renovation of the hall (2016)

6.3.1.2. Upgrade the labs in the hall to meet the needs of teaching and research (2016)

Objective 6.4. *Establish a stable and reliable network to meet the needs of WKU members, facilitate better communication between WKU and Kean USA, and provide necessary facilities for all IT-related activities*

Actions

6.4.1. In accordance with the strategic goal of the university, draft a five-year plan, including goals, obligations, responsibilities, and timelines

Implementation/Timeline

6.4.1.1. Finalize the plan by the end of 2015

Actions

6.4.2. Build advanced IT facilities and develop a stable high-speed core network with wireless signals covering the whole campus

Implementation/Timeline

6.4.2.1. Construct reliable IT facilities to facilitate information exchange and resources sharing between WKU and Kean USA by the end of 2017

6.4.2.2. Establish a monitoring process to evaluate the effectiveness of development and network functionality

Actions

6.4.3. Establish an efficient data center which is based on cloud computing technology, and equip all classrooms with high-tech teaching facilities like those in the model classroom, including a “Cloud Computing Environment” and virtual desktops for faculty and students (2017)

Implementation/Timeline

6.4.3.1. Put the system into use in 2017

Actions

6.4.4. Establish a high-capacity core network characterized by stability and flexibility, and provide wireless signals covering the whole campus, available 24/7 throughout the campus

Implementation/Timeline

6.4.4.1. Construct the network and the buildings simultaneously by the end of 2017

Objective 6.5. *Create a smart campus with cutting-edge technology and facilities to meet the needs of both faculty and students in teaching, learning and research and enable students to learn the latest technology available globally*

Actions

6.5.1. Build an efficient, accessible and practical digital library and an electronic platform for archives

Implementation/Timeline

6.5.1.1. Put the platform into use by the end of 2016 and complete the library by 2018

Actions

6.5.2. Further improve the all-purpose campus card system to make it more convenient, secure and safe; with the development of the university campus, expand the functions of the card to serve as an ID card, a building access card, a library card, a digital consumption card, etc.

Implementation/Timeline

6.5.2.1. Upgrade the system in 2015 to integrate the functions of an ID card, a building access card and a digital consumption card, and expand its function to serve as a library card with the establishment of the online library system in 2016

Actions

6.5.3. Further improve the identity authentication information system, a one-stop service log-on platform, the campus solution system and the Office Automation (OA) system

Implementation/Timeline

6.5.3.1. Improve and optimize the above mentioned systems by the end of 2015

Actions

6.5.4. Establish a complete cyber-security system

Implementation/Timeline

6.5.4.1. Provide all WKU subsidiary websites with security detection and precautions before 2016, and complete a security level evaluation on IT systems according to the requirements of the Ministry of Education in 2016

Actions

6.5.5. Develop a plan for business development and disaster recovery

Implementation/Timeline

6.5.5.1. Perform the basic function of Data Backup by the end of 2015, and optimize this function in the new data center in 2017

Actions

6.5.6. Develop an online learning platform and provide the public with access to audio and video resources

Implementation/Timeline

6.5.6.1. Put the online learning platform into use in 2019 [Note: It can provide online training management by keeping track of the learning process, including courses, examinations, competitions, exercises, online surveys and questionnaires and forums. The main services include: a virtual classroom -- a teaching approach that simulates offline classroom online; a teaching video broadcasting platform to share the teaching videos online; and a multimedia interactive learning platform -- an interactive platform that utilizes resources reasonably and keeps learning records.]

GOAL 7: Provide extension programs and technical support for the Wenzhou community and targeted municipalities within Zhejiang Province

Objective 7.1. *Position WKU as a resource of both Wenzhou City and Zhejiang Province, not only providing educational and technical support, but serving as a center for cultural development as well*

Actions

7.1.1. Establish an Office for External Relations and a Media Center to plan and coordinate conferences and large scale events on campus so as to expand public relations and improve the public image of WKU

Implementation/Timeline

7.1.1.1. Further develop the Office for External Relations (OER) and the Media Center (MC) (2015)

7.1.1.2. Enhance the connections between WKU and Kean USA, and develop more regular exchange programs for WKU personnel to improve their ability to plan large scale conferences and activities as well as other administration skills (2015)

7.1.1.3. Assess the OER and the MC's ability to plan and organize major events independently after 2017 so as to improve the university's ability to serve the local community

7.1.1.4. Develop WKU's Visual Identity System based on the one in Kean University by 2017

7.1.1.5. Organize activities and provide service at the provincial level and beyond after 2018

Actions

7.1.2. Enhance connections and cooperation with local government and relevant institutions to win more opportunities to organize conferences and activities in WKU, to develop it as a platform for economic and cultural exchange

Implementation/Timeline

7.1.2.1. Strengthen communication with Wenzhou Municipal Office for Foreign and Overseas Chinese Affairs and the Investment Invitation Bureau for the purpose of securing favorable policies, information and resources (2015)

7.1.2.2. Cooperate with the Center for Research on Chinese-Foreign Cooperation in Running Schools, Xiamen University, in holding the 6th annual National Conference on Chinese-Foreign Cooperation in Running Schools (2015)

7.1.2.3. Develop extensive cooperation with institutions responsible for operating schools, and research, both in China and abroad (by 2020)

Actions

7.1.3. Enhance WKU's ability to serve the local community by providing English training programs, thereby increasing the university's influence

Implementation/Timeline

7.1.3.1. Conduct a market survey annually to identify local English learners' specific needs (starting from spring 2018)

7.1.3.2. Based upon the market analysis, design and conduct programs for the target groups (second quarter of 2018)

7.1.3.3. Provide such new programs as teacher-oriented English training (beginning from summer 2018)

7.1.3.4. Study the feasibility of providing English immersion program, professional development, MBA and MPA programs for Wenzhou citizens (2019)

7.1.3.5. Study the feasibility of establishing in Hangzhou an educational institute based on innovation, creativity and entrepreneurship, offering programs in English immersion, professional development, MBA, and MPA (2020)

7.1.3.6. Cooperate with relevant departments of Wenzhou Municipal Government in preparations for the founding of Wenzhou Institute for Commerce and Entrepreneurship and provide globalization-oriented training programs, including English language training

7.1.3.7. Attach great importance to intercollegiate cooperation and college-enterprise collaboration, and build a number of national educational and training bases with Wenzhou entrepreneurs and enterprises as the main targets (2020)

Actions

7.1.4. Based on WKU's international cooperation platform, initiate the founding of the Institute of Cooperative Research in Economy and Trade between Zhejiang (Wenzhou) and New Jersey in 2015

Implementation/Timeline

7.1.4.1. Work with relevant local government departments to form a working team and formulate a work plan and a schedule

Actions

7.1.5. Establish relations with other universities in Wenzhou City and Zhejiang Province to share resources and programs, and promote WKU's reputation with its unique academic resources and programs in the library

Implementation/Timeline

7.1.5.1. Launch the WKU online library and provide online transfer services throughout Zhejiang Province (2016)

7.1.5.2. Reach ILL (Interlibrary Loan) agreements with libraries in Wenzhou and other cities of Zhejiang Province to share resources (before 2017)

6.2 Wenzhou-Kean 2015-2020 Strategic Plan

7.1.5.3. Before the opening of WKU library in 2018, establish a visitor station and an online library network to allow visitors to access its licensed electronic resources

7.1.5.4. Help to draft a guidebook for expats, with a list of the major local libraries and their relevant rules (2016)

7.1.5.5. Establish an official user authorization system and finalize the plan for the opening of the University Library by December 2017

Actions

7.1.6. Make full use of the talents of faculty, staff and students of WKU to serve the local community

Implementation/Timeline

7.1.6.1. Expand "I -Do-Volunteer-Service Association" to attract more members, and provide local communities with various kinds of support and service, such as free teaching (beginning from 2015)

7.1.6.2. With strengths in architecture and design, cooperate with local government in the development of Kean Town, and play a role in the establishment of Wenzhou-New Jersey's Cooperative Base of Fashion Industry (2020)

Objective 7.2. *Obtain provincial support for WKU to enhance its competitiveness*

Actions

7.2.1. Endeavor to gain greater support from the provincial government for WKU in both teaching and infrastructure

Implementation/Timeline

7.2.1.1. Convince the provincial government to include WKU in its fiscal budget, with special funds for the building of infrastructure in WKU (2020)

7.2.1.2. Seek greater support from the provincial government and its relevant departments such as the Education Department and the Science and Technology Department with regard to the development of disciplines and programs, attraction of talents, and research (2018)

GOAL8: Diversify Wenzhou-Kean University's sources of income to ensure sustainable development

Objective 8.1. *Explore various opportunities to raise funds from society and develop a public communication platform to win support for WKU foundation*

Actions

8.1.1. Develop policies and procedures similar to those at Kean USA but with WKU's own characteristics, and establish a platform between alumni and WKU Foundation, to diversify its sources of funding.

Implementation/Timeline

8.1.1.1. Establish WKU Foundation complete with a Board of Directors and relevant bylaws and regulations, and raise more than 2 million RMB from NGOs for its setup; complete the registration process (2015)

8.1.1.2. Set up an alumni information database, and establish a scholarship naming system (2016)

8.1.1.3. Develop an official foundation website and various kinds of information platforms about entrepreneurs, overseas public figures, chambers of commerce and businesses to raise social funds (2017)

8.1.1.4. With the support of the above, achieve an annual growth of 50% in fund size by 2020

8.1.1.5. Like Kean USA and other higher education institutions, make full use of various kinds of resources, including faculty, staff, students, and NGOs, to win public support for its development and expand WKU Foundation (2020)

Actions

8.1.2. Support the establishment of WKU International Education Development Company and an international school, part of whose profits will be used for scientific research and education in WKU

Implementation/Timeline

8.1.2.1. Support the establishment of WKU International Education Development Company, 3% of whose operating income should be donated to Wenzhou-Kean University for further development (2015)

Actions

8.1.3. With the help of local government, establish Wenzhou Institute for Commerce and Entrepreneurship to attract more and more businessmen to WKU for training, exchange and cooperation

Implementation/Timeline

8.1.3.1. Work with relevant departments and develop a plan for the institute (2015)

8.1.3.2. Open the first training session for young businessmen so as to increase the number of alumni (2015)

8.1.3.3. Plan more training sessions according to different needs and purposes to attract more visitors for training and cooperation (2017)

Actions

8.1.4. With the help of local government, establish Wenzhou Institute for Overseas Chinese to attract more and more overseas Wenzhou businessmen and their children to WKU for training, exchange and cooperation

Implementation/Timeline

8.1.4.1. Work with relevant departments and develop a plan for the institute (2015)

8.1.4.2. Launch the first training session for overseas Wenzhou businessmen, hold summer camp or winter camp for overseas young Chinese, and officially establish Wenzhou Institute for Overseas Chinese (2016)

8.1.4.3. Plan more training sessions according to different needs and purposes to attract more overseas Wenzhou businessmen and their children for training and cooperation (2017)

Objective 8.2. *Explore various cooperation schemes with well-known colleges, research institutes, financial institutions and private enterprises for university development*

Actions

8.2.1. Based on a PPP (Public-Private-Partnership) model, cooperate with WKU International Education Development Company or other companies to build such facilities as conference centers, entrepreneurship centers, faculty apartments, student residential halls, restaurants, hotels, theatres, etc.

Implementation/Timeline

8.2.1.1. Discuss the feasibility of a PPP model in WKU in accordance with government regulations and policies (2015)

8.2.1.2. Establish an information exchange platform and develop cooperative friendship with well-known colleges, research institutes, financial institutions and companies (beginning from 2016)

8.2.1.3. Apply different schemes in accordance with different demands of partners (beginning from 2017)

8.2.1.4. Based on a PPP model, raise funds for the building of faculty apartments (2018)

8.2.1.5. Raise funds to build student residential halls based on a PPP model (2019)

8.2.1.6. Raise funds to build an entrepreneurship center based on a PPP model (2020)

For easier viewing, a complete Powerpoint presentation is available at:

http://www.kean.edu/sites/default/files/accreditation-assessment/PRR%20Complete%20Slide%20Set_1-6-17.pdf

STANDARD 2

PRESENTED BY THE PERIODIC REVIEW STANDARD 2 SUBCOMMITTEE
DECEMBER 13, 2016

STANDARD 2

Planning, Resource Allocation, and Institutional Renewal

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

Part 6 Periodic Review Report: Final Section

6) Linked institutional planning and budgeting processes

"This section should provide a thorough overview and analysis of the institution's **planning and budgeting processes** with particular attention to demonstrating how those processes are **integrated and linked**. The analysis should be supported, as appropriate, by attaching key planning documents and appendices."

If recommendations from the previous decennial evaluation relate to planning, they can be discussed in the section of the PRR on the **institution's responses to recommendations from the evaluation and cross-referenced**, or cross referenced in the responses section and discussed in depth here. **If, in a previous action, the Commission has requested the institution to document in its PRR progress with regard to planning, it is appropriate to provide that documentation in this section.**" (p.6)

Evidence

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

Interviews

1. Phil Connelly	7. Joe Marinello
2. Len Dolan	8. Marsha McCarthy
3. Sophia Howlett	9. Anthony Santora
4. Cao Jing	10. Joseph Sarno
5. Steve Kubow	11. Felice Vazquez
6. Suzanne Kupiec	12. Ana Zsak

Themes and Observations

Progress Notes

- *Units and new leaders may not be familiar with the strategic plan
- *The strategic plan should drive the budget and resource allocation
- *Time lines vary on the strategic plan and may be updated
- *Keeping up with educational goals leads to computer access for all students
- *Federal and state regulations drive safety and risk management
- *Collaboration among units toward student goals is essential
- *Role of Kean Ocean in Kean USA

HIGHLIGHTS OF REVIEW AND UPDATE

Examination into each of the 10 goals of the strategic plan.

Color code the status of each goal.

- Complete
- On the Way–In Progress
- In conversation–In Discussion
- To be Rescheduled/rethought

Goal 1 Review and Update

- *Establishment of new Doctoral Programs
- *Establishment of Architecture Program
- *Establishment of Physician's Assistant Program
- *APA accreditation
- *10 year Occupational Therapy Program accreditation
- *Director of Accreditation and Assessment hired
- *Director of online learning and strategy for online learning

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

Goal 2 Review and Update

- *Promoting unique and outstanding programs, e.g. education, health science, sustainability
- *Improving student retention by strengthening and reorganizing academic advisement
- *New GE curriculum and first year experience, T2K

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

Goal 3 Review and Update

- *Data analysis in progress
- *Results

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

Goal 4 Review and Update

- *Midway through the reorganization of Spanish Speaking Programs, Passport, and EEO
- *Utilize National Student Survey of Engagement (NSSE) to collect student perceptions of diversity, equity, inclusivity
- *Analysis of KU's record on diversity
- *Continuing to use innovative technology to improve advising, scheduling and registration process
- *Veteran and Military Lounge, Commuter Resource Lounge
- *Proactive student affairs planning and collaboration

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

Goal 5 Review and Update

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

- *Incorporating programs with global dimension
- *Development of WKU study abroad
- *Quality First Initiative 2016 devoted to building community
- *STEM Incubator with shared office space
- *Small Business Development Center SBDC serves Union County startups
- *Executive English Programming and national internships for WKU and KU in China in progress
- *Leadership and Services program initiatives progressing at KO and WKU

Goal 6 Review and Update

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

- *Ongoing globalization of curriculum
- *Recruitment of international students
- *Bringing WK students to Kean as part of the immersion experience
- *Raise the percentage of international faculty
- *Support structures on campus for international students and faculty

Goal 7 Review and Update

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

- *Support University Planning Council activities and maintain funding levels for resource allocation
- *Board of Trustees reviews the budget annually to ensure the multi-year financial plan addresses long-term financial strength
- *Created a market-responsive academic program development fund to support strategic enrollment growth
- *Streamline application process with the help of the Common Application

Goal 8 Review and Update

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

- *Public-private partnership for dorm construction
- *Construction of faculty housing at KU and WKU
- *Kean Ocean building completed and operating
- *Master Plan and Kean Ocean Strategic Plan revised
- *Highlands capital development plan completed

Goal 9 Review and Update

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

- *Expanded computing capabilities so that any device can be used anywhere on campus at any time
- *Virtual connections established between KU and KO and WKU
- *Provide and support 24-7 technology service in progress

Goal 10 Review and Update

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

- *Use and evaluation of best practices for personal and institutional safety at all University sites in regard to cultural diversity and differences
- *Planned responses to security and safety challenges in progress and continuously updated
- *Best practices for pre- and post-incident procedures and responses in place and continually adapting in response to the ever changing challenges of the world
- *Annual reviews of all incident reports to use lessons for future planning and response

Fundamental Elements Required

1. Clearly stated goals and objectives or strategies

- *institution-wide and for individual units
- *reflect conclusions drawn from assessment results
- *are linked to mission and goal achievement
- *are used for planning and resource allocation at the institutional and unit levels

2. Clearly communicated planning and improvement processes that

- *provide for constituent participation
- *incorporate use of assessment results

Fundamental Elements Required

3. Well-defined decision-making processes and authority that facilitates planning and renewal assignment of responsibility for improvements and assurance of accountability

4. Assignment of responsibility for improvement efforts, and their results

Fundamental Elements Required

5. Record of institutional and unit improvement efforts, and their results

6. Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes

Middle States Expectations

1. Thorough review of assessment information to lead to either confirmation of current goals, plans, and programs and services
2. Assessment of the planning process itself to determine whether purposes have been achieved
3. Evaluate whether institutional resources are being allocated and used in accordance with the priorities established by the institutional mission and goals
4. Institutional vigor

Middle States Expectations

1. Thorough review of assessment information to lead to either **confirmation of current goals, plans, and programs and services** or the appropriate **modification** of them to **reflect the changing needs of the institution and community**. Institutional renewal involves **entire community** and cannot be addressed in isolation.

Middle States Expectations

2. Assessment of the planning process itself to determine whether purposes have been achieved through a thoughtful, rational, process of self-examination and planning. An inherent part of ongoing activities nature and quality of planning is a basic indicator of institutional strength. Institutional planning at its best stimulates imaginative and creative proposals and approaches for strengthening the institution. A coordinated effort involving representatives of all affected parts of the institution who give a holistic consideration to all institutional goals including the promotion and coordination of resources, prioritization of goals based on resources available, and resolution of resource conflicts or insufficient resources.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report **Abbreviated**
 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Review of 2015 Missions and Implementation Plan of 2016 for Wenzhou-Kean University

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Academic Affairs office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.1. Establish relevant administrative committees to coordinate with Kean USA in course assessment ..., etc.	1.2.1.1. Establish a curriculum committee to work with Kean USA in setting up special courses or making revisions to existing courses ..., etc.	2015	complete	1. Established the Centor for Curriculum Planning and Scheduling (CCPS), recruited 3 full-time staff to work in this centor. ..., etc.			From April to June of 2016, OAA prepared for MOE approval of new programs, such as collecting curriculum and course information,..., etc.
Assessment Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.1. Establish relevant administrative committees to coordinate with Kean USA in course assessment ..., etc.	1.2.1.2. Establish a joint committee to review assessment results and make appropriate recommendations (2015)	2015	76-99%	currently done via liaison with NJ OAA for program, not course, assess.	liaise with WKU assess comm to discuss monitoring of course quality		Before the new semester of 2017, most of the data from each majors related to program assessment is collected. 1 rest major data is on the process.
Registrar's Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.1. Establish relevant administrative committees to coordinate with Kean USA in course assessment ..., etc.	1.2.1.3. Establish a committee to handle issues related to the awarding of the Chinese degree (2015)	2015	26-50%	Work with the Office of the Registrar in Union and Chinese Curriculum Center to process students' graduation evluation. ..., etc.	WKU establishes a committee to apply for the WKU Chinese degree awarding in 2017 and shall go through the whole process before April of 2018.	Class of 2016 Students get their degree from Kean and Wenzhou University.Class of 2016 Students get their certificate of graduation.	
Registrar's Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.2. Improve the Office of Registrar to ensure the implementation of all educational guidelines and policies, and ..., etc.	1.2.2.1. Revise the Student Enrollment Status Administration Regulations, focusing on enrollment, registration, ..., etc.	2015	complete	Revise and publish the Chinese and English version of Student Enrollment Regualtions.	Draft and publish the students transfer regualtions based on national and provincial policy. And will continually update the regulations ..., etc.	The University has published the revised versions of regulations in 2016.	
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc.	2.3.1. Establish an academic advising system to regularize contact between students and their academic advisors	2.3.1.1. Provide faculty with more training to familiarize them with advising practice and improve their ability to analyze students..., etc.	2015	complete	Provided faculty with more trainings. In 2016, we added two more faculty training in June and October with the vist of KU college ..., etc.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc.	2.3.1. Establish an academic advising system to regularize contact between students and their academic advisors	2.3.1.2. Develop academic advising procedures and a regular schedule for departments and administration offices to ensure effectiveness (2015)	2015	complete	Under the leadership of VCAA and Deans, we developed faculty advise procedures and regular schedule to help students..., etc.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc.	2.3.1. Establish an academic advising system to regularize contact between students and their academic advisors	2.3.1.3. Improve and localize the advising system based on feedback from both faculty and students (Spring 2016)	2016	complete	The ability of advisement for faculty will be considered in their assessment system.			
Library	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc.	2.3.2. Provide faculty with training offered by librarians as a way for them to help students make full use of library resources..., etc	2.3.2.1. Library staff to plan training (either in person or online) for faculty on presenting the use of the library to students' (Spring 2016)	2016	26-50%	Faculty training survey created.	Distribute training survey. Evaluate need for online or personal training.	Kean Qualtrics Survey draft.	
Library	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc.	2.3.2. Provide faculty with training offered by librarians as a way for them to help students make full use of library resources..., etc	2.3.2.2. Create the content for the library training program (Fall 2016)	2016	10-25%	Library presented two pilot classes at Fall 2016 Faculty Professional Development activity.	Analyze survey results to accurately plan.		Library presented two pilot classes at Fall 2016 Faculty Professional Development activity.The library taught a Fall ..., etc.
Library	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc.	2.3.2. Provide faculty with training offered by librarians as a way for them to help students make full use of library resources..., etc	2.3.2.3. Start to offer training to all faculty members (Fall 2016)	2016	10-25%	Library presented two classes at Fall 2016 Faculty Professional Development activity.	Plan for Spring 2017 faculty training.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
English Language Center	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.3. Expand the functions of the English Language Center to further support students in improving their English ..., etc.	2.3.3.1. Involve interested faculty members, especially ESL faculty, in English training programs of the Center ..., etc.	2016	76-99%	Extensive promotion of ELC performed through orientation, media and class visits. Functions expanded to include Writing Center, ..., etc.	Assistant Director Curtis Wu to visit Kean Union for Writing Center and ESL Department observations and training. New Supplemental ..., etc.	See attached referral forms	i. Provided one-on-one tutoring: 1125 sessions (30 min / session); ii. Held 15 theme workshops with 453 attendees; ..., etc.
Registrar's Office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.4 Ensure that students can enjoy all learning support services (either physically or virtually) through innovative..., etc.	2.3.4.1. Improve the One-Stop Service program to include consultation on academic administration policies and procedures, registration, program change, and change of academic plan (2015)	2016	76-99%	Established the One-Stop Service Center outside GEH D202 in 2016 Sep. Provide all kinds of Office services.	Further improve the services and provide the information release channel	One-Stop Service Center at GEH Building D	
Registrar's Office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.4 Ensure that students can enjoy all learning support services (either physically or virtually) through innovative..., etc.	2.3.4.2. Recruit a qualified specialist to oversee the operation of the One-Stop Service Center, identify its place ..., etc.	2016	51-75%	Staff and student assistants in Office of the Registrar have now been working in the one-stop service center in rotation.	Have a new staff together with the current team to oversee the center. Further improve the structure and services..., etc.	One-Stop Service Center at GEH Building D	
Registrar's Office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.4 Ensure that students can enjoy all learning support services (either physically or virtually) through innovative..., etc.	2.3.4.3. Expand the Center and update it with necessary facilities to provide efficient and effective service (Spring 2016)	2016	76-99%	The center is now equipped with TV, self-printer, desktop, internet, desks and air-conditioning.	Information Guide Board will be established and student assistant will be further trained.	One-Stop Service Center at GEH Building D	
Registrar's Office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.4 Ensure that students can enjoy all learning support services (either physically or virtually) through innovative..., etc.	2.3.4.4. Initiate a new model of One-Stop service for students with on-going assessment for future improvement (Spring 2016)	2016	51-75%	The Center has the record of students' general information and keep updating students' information.	Provide academic improvement plan to students on academic probation together with Academic Affairs Office.	One-Stop Service Center at GEH Building D	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Registrar's Office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.4 Ensure that students can enjoy all learning support services (either physically or virtually) through innovative..., etc.	2.3.4.5. Improve the one-stop service website with links to university administration, academic administration, etc.	2016	76-99%	The University Website provides Office of the Registrar Information Block which contains the information on academic administration service and learning support.	Further improve the departmental webpage on the University Website. Add the links if necessary and update the information timely.	One-Stop Service Information online at University Website.	
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.5. Develop an academic intervention system to help students with academic trouble from the very beginning	2.3.5.1. Develop an academic intervention plan and identify the office or department in charge (Spring 2016)	2016	complete	Under the leadership of VCAA, Registrar's Office, English Language Center, CLA, Student Affaris, ..., etc.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.5. Develop an academic intervention system to help students with academic trouble from the very beginning	2.3.5.2. Hire a qualified specialist to be responsible for implementing the plan (Spring 2016)	2016	complete	The relevant department head and staff were involved in implementing the plan.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services..., etc	2.3.7. Establish a General Education Office and enhance such education as a kind of support in students' first year experience	2.3.7.3. Review and improve the system to better serve the needs of Chinese students (Spring 2017)	2017	0-9%	In preparation.			
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.1. Develop and implement a faculty hiring plan	3.1.1.1. Have 112 faculty members for 2016/2017	2016	76-99%	The number of faculty members is 93 by Nov.2016. The number will increase to 95 or 96 by Feb.2017.			At September 2016, WKU had 91 full time faculty .

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.2. Develop a plan for WKU to collaborate with Kean USA in faculty recruitment endeavors	3.1.2.1. Complete a detailed plan of recruitment procedures at each hiring stage, including position authorization, ..., etc.	2015	76-99%	Human Resources already completed a detailed plan of recruitment procedures at each hiring stage, ..., etc.	The plan for WKU to collaborate with Kean USA in faculty recruitment is not started yet.		
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.2. Develop a plan for WKU to collaborate with Kean USA in faculty recruitment endeavors	3.1.2.2. Reach an agreement between both campuses before February 2016 on the recruitment timeline for the academic ..., etc.	2016	76-99%	We reached an agreement between both campuses around March 2016 on the recruitment timeline for the 1st semester 2016/2017. ..., etc.	We should establish this as a regular practice in the future.		
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.2. Develop a plan for WKU to collaborate with Kean USA in faculty recruitment endeavors	3.1.2.3. Involve WKU administrative staff and faculty members in hiring procedures every May or June (starting from 2016)	2016	0-9%	WKU administrative staff or faculty members are not involved the hiring procedures.	We should put this goal into consideration immediately.		
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.2. Develop a plan for WKU to collaborate with Kean USA in faculty recruitment endeavors	3.1.2.4. Identify WKU deans or program representatives to join in the next round of hiring every September (starting from 2016)	2016	complete	WKU deans have joined the hiring starting from 2016.			
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice	3.1.3.1. Generate a faculty exchange program plan, including details on the cooperation across relevant departments, between the ..., etc.	2016	0-9%	No faculty exchange program plan.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice	3.1.3.2. Identify the organizations or departments responsible for the plan (before February 2016)	2016	51-75%	Professional Development Day(week)is organised to train every faculty member,twice a year, one is set in ..., etc.			
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice	3.1.3.3. Improve the program based on the experience in the previous year (2017)	2017	51-75%				
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice	3.1.3.4. Reach an agreement between both campuses to ensure 30% of WKU faculty members have teaching experience in Kean US	no timeline	0-9%	There is no such a plan so far.			
Human Resources	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice	3.1.3.5. Lengthen the duration in the hiring contract at various levels and increase the number of tenure track faculty	no timeline	26-50%	For some certain faculty members, their contract duration is over 1 year.			
Academic Affairs Office	Objective 3.1. Support recruitment initiatives to expand the pool of talented faculty..., etc.	3.1.3. Further develop and expand the program of integrating new teachers into Kean University academic practice	3.1.3.6. Establish a WKU faculty academic mentoring network in partnership with Kean USA to help new members get used to their life and work in WKU	no timeline	26-50%	1. New Faculty Orientation provided by Academic Affairs and Human Resources. 2. Under the leadership ..., etc.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Campus Planning and Construction	Objective 3.2. Provide excellent services and supporting facilities to attract and retain..., etc.	3.2.1. Initiate the construction of faculty apartments on campus as soon as possible to enable every teacher to enjoy an independent apartment, and ensure that such	3.2.1.1. Provide 120 apartments before September 2016	2016	complete	Started the construction for the 1st phase of faculty housings (72 suites in total) in April. Projected to complete ..., etc.	Continue building, and make efforts to put it into use in May, 2017.		more than 90 faculties are provided with apartments to live in.
University Affairs	Objective 3.2. Provide excellent services and supporting facilities to attract and retain..., etc.	3.2.2. Found an international school for K-12 to attract foreign teachers and to meet the needs of the local community for international education (2018)	3.2.2.1. Kean USA will cooperate with the municipal departments in charge of education to identify the source of funding and work out details on staffing and funding procedures (2016)	2016	76-99%		More efforts will be taken to push forward the cooperation with Semir Group in founding an international school.		We have reported several times to Wenzhou Municipal Government, to Secretary Xu Liyi and Mayor Zhang Geng, requesting for support..., etc.
Academic Affairs office	Objective 4.1. Develop an infrastructure to support such activities	4.1.2. Establish a Maker-Space Lab equipped with cutting-edge facilities, including 3-D printers..., etc.	4.1.2.1. Initiate the design and construction of such a lab (2015)	2015	complete	1.Established a Biology Lab with an area of 170 meter squares and investment of 3 million yuan. The lab includes high-speed centrifuge..., etc.			
Academic Affairs office	Objective 4.1. Develop an infrastructure to support such activities	4.1.3. Ensure that the Maker-Space Lab is provided with appropriate computer hardware and software to enable students ..., etc.	4.1.3.1. Put the lab into use in the academic year 2015/16	2016	complete	1.Established a CS Playground, a CS Media Lab and three computer rooms for CS students which are equipped with cutting edge laboratory ..., etc.			
Admissions	Objective 2.1. Make and improve recruitment plans(including the one for international students)..., etc.	2.1.1. Achieve the general goal by increasing steadily the number of students	2.1.1.1. Reach the target of 1,664 by recruiting 500 freshmen (Fall 2016)	2016	complete			Freshmen Profiles	500 Admitted in 2016 10 provinces, 1 from Tanzania At December 2016 the number of students at WKU was 1612, including 24 students ..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Admissions	Objective 2.1. Make and improve recruitment plans(including the one for international students)...., etc.	2.1.2. Further develop the 3-in-1 enrollment regulations and the testing plan, which will be updated annually	2.1.2.1. Review the testing plan every Spring and improve it in Fall for next year.	2015	51-75%	Reviewed and summarized the work	Update the test plan in Nov 2016	3-in-1 Admissions Charter	The 3-in-1 test for Sept 2016 was carried out successfully. Students admitted through 3-in-1 test have exceeded expectation. ..., etc.
Admissions	Objective 2.1. Make and improve recruitment plans(including the one for international students)...., etc.	2.1.2. Further develop the 3-in-1 enrollment regulations and the testing plan, which will be updated annually	2.1.2.2. Organize interviews in March or April every year.	2015	complete	Test done on March 27th,2016	Prepare for Spring 2017	Event documents and profile of students recruited	3-in-1 Admission 200 tested, 35 admitted
Admissions	Objective 2.1. Make and improve recruitment plans(including the one for international students)...., etc.	2.1.2. Further develop the 3-in-1 enrollment regulations and the testing plan, which will be updated annually	2.1.2.3. Track and evaluate the performance of such students (beginning from Fall 2016)	2016	10-25%	Started partnership with MyCOS, a higher education assessment third party company to work on the evaluation	Develop the survey and database	Contract with MyCOS	
Admissions	Objective 2.1.	2.1.3. Formulate strategies to recruit students beyond Zhejiang Province, including those in Hong Kong, Taiwan, ..., etc.	2.1.3.1. Based on the situation in the pervious years, gradually increase the number of provinces for recruitment up to 12 by Fall 2020	2020	complete	Guizhou Province added, now we have 10 provinces	Expand to one or several of the following : Jiangsu, Heilongjiang, Hunan, Fujian	Student profiles from Guizhou	150 Info Sessions 10 provinces, Hong Kong, Malaysia , U.S. 30,000 prints spread out
Admissions	Objective 2.1.	2.1.3. Formulate strategies to recruit students beyond Zhejiang Province, including those in Hong Kong, Taiwan,...., etc.	2.1.3.2. Establish and initiate the recruitment procedures for those in Taiwan, Hong Kong and Macao as well as..., etc.	2016	complete	System fully established, promotional materials created	Continue promoting WKU in those areas and attract students.	Documents	150 Info Sessions 10 provinces, Hong Kong, Malaysia , U.S. 30,000 prints spread out

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Admissions	Objective 2.1.	2.1.6. Explore the international market for recruitment and attract students from at least one designated foreign country to ..., etc.	2.1.6.1. Present a formal application to appropriate government departments (2016)	2016	complete	1st 4-year international student from Tanzania enrolled. System established and running, promotional materials created.	Continue promoting WKU in those areas and attract students.	Documents and student profiles	
Admissions	Objective 2.1.	2.1.6. Explore the international market for recruitment and attract students from at least one designated foreign country to..., etc.	2.1.6.2. Finalize the plan for international recruitment (Spring 2017)	2017	76-99%	Need to establish admission decision making system	Work with colleges to develop the decision making system	Documents	
Admissions	Objective 2.2. Develop and implement an aggressive approach to marketing, with emphasis..., etc.	2.2.1. Finalize the promotional plans and marketing strategies to highlight new and emerging academic programs	2.2.1.1. Improve the promotional plans and include new programs in the materials for publicity	2015	26-50%	keep materials up to date. Finished materials for Internation, Greater China Area	Finalize the material for 3-in-1 admissions and start making materials for mainland China recruitment in April	Promotional materials	
Admissions	Objective 2.2. Develop and implement an aggressive approach to marketing, with emphasis..., etc.	2.2.1. Finalize the promotional plans and marketing strategies to highlight new and emerging academic programs	2.2.1.2. Develop a Gao Kao (Chinese College Entrance Examination)-oriented promotional plan and update it in Spring annually (Spring 2016)	2016	0-9%	Finished the materials for 2016	start the material for 2017 in next April	Promotional materials	In average, the admitted Gaokao score of the 2016 cohort surpassed Tier-1 line 24.4 points, comparing to 16 points of 2015, ..., etc.
Admissions	Objective 2.2. Develop and implement an aggressive approach to marketing, with emphasis..., etc.	2.2.1. Finalize the promotional plans and marketing strategies to highlight new and emerging academic programs	2.2.1.3. Utilize student-centered library services as important recruitment promotional tools..., etc.	2016	10-25%	Built partnership with high schools to share our online resources, implementation plan still in discussion	Further discuss with library to find out feasible plan of implementation	Agreement with the high schools	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Admissions	Objective 2.2.	2.2.2. Develop new approaches to and models of promotion	2.2.2.1. Establish internet media platforms such as WeChat and Weibo as new forms of promotion (Spring 2016)	2016	51-75%	Hired Zhang Tingting(Kitty) as the manager of Admissions website and social media platform.Social media platforms are under construction	Finalize the platforms	The social media platform accounts	Media Collaboration 8 Media Partners 80 Presses
Admissions	Objective 2.2.	2.2.2. Develop new approaches to and models of promotion	2.2.2.2. Improve and normalize the practice of Student Ambassadors as a form of promotion (Spring 2016)	2016	complete	Fully renovated the team, currently we have more than 40 actively working student ambassadors		Documents and profiles	currently WKU has more than 40 actively working student ambassadors
Admissions	Objective 2.2.	2.2.2. Develop new approaches to and models of promotion	2.2.2.3. Normalize the high school campus tour system and the visitor reception system as forms of promotion (Spring 2016)	2016	51-75%	About 13 tour speeches given in 2016, 10 highschool visited campus. Supporting documents created, award for personnel participating in recruitment, and travel expenses policy for	Finalize the supporting documents	Documents and photos	Campus Tour 77 tours, 4.6 tours per week. ~1100 persons received Speech Tour 17 info speeches, ..., etc.
Registrar's Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.2. Improve the Office of Registrar to ensure the implementation of all educational guidelines and policies, ..., etc.	1.2.2.2. Establish a Chinese registration system complementary to the existing DATATEL (2015)	2015	complete	Purchased Oracle Peoplesoft system and put into use in 2015.	Enhance the functions of the peoplesoft system to meet the increase demands from Chinese Curriculum Center and ..., etc.	Students now use Oracle system to register their Chinese Curriculum, PE and Arts Courses.	
Registrar's Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.3. Increase the number of personnel in the Office of Registrar based on its functions and needs for further development.	1.2.3.1. Hire a specialist to provide training on how to evaluate international transfer student records (By 2016 Spring)	2016	51-75%	With the help from HR, Job vacancy information has been released to the public. We've provided the job description in details.	Promote the advertising of the information with multiple solutions and increase the attractiveness of this job. Hire a new staff ..., etc.	The Public have received this information from municiple job market.	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.3. Increase the number of personnel in the Office of Registrar based on its functions and needs for further development.	1.2.3.2. Hire a director and an associate director for the Registrar’s Office with relevant working experience in an accredited U.S. ..., etc.	2016	51-75%	We hired a director for the Registrar's Office with relevant working experience.			
Assessment Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.4. Further implement the quality assessment system to ensure project quality	1.2.4.1. Improve the project assessment system at WKU to ensure its consistency with that in KEAN USA	no timeline	0-9%				program assessment training for new coordinators will be conducted early in the 2017 Spring semester.
Assessment Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.4. Further implement the quality assessment system to ensure project quality	1.2.4.2. Set a schedule for academic and non-academic projects evaluation	no timeline	76-99%	Dates established for submission of assessment data - correct format	central storage of data as part of June report	Google folder established complete with data from majors	The OA of WKU aims at academic program assessment, which includes the process of SLO,program assessment plans, data..., etc.
Assessment Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.4. Further implement the quality assessment system to ensure project quality	1.2.4.3. Provide the faculty and staff with appropriate training and support in terms of assessment techniques to ensure their involvement..., etc.	no timeline	complete	PDD training on basics of SLO and rubric marking and usage	new coordinator training to take place December or January	seminar/workshop conducted. PPTs available.	PDD week during the National Day in 2016 has successfully held and completed. From the questionnaire feedback, almost 75% of..., etc.
Assessment Office	Objective 1.2.Establish a course monitoring system compatible with that in Kean USA	1.2.4. Further implement the quality assessment system to ensure project quality	1.2.4.4. Based on the KEAN USA model, establish an annual review system applicable to all academic and non-academic assessment results.	no timeline	10-25%	conduct strategic plan review as contributor towards Periodic Review	undertake series of workshops designed to integrate selected faculty into review process	notes, reports, poposals from review meetings	All data gathering for the program reports is in process. Only 1 set of data remains to be gathered.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Assessment Office	Objective 1.2. Establish a course monitoring system compatible with that in Kean USA	1.2.4. Further implement the quality assessment system to ensure project quality	1.2.4.5. Further improve the assessment procedures for general education courses to ensure their consistency ..., etc.	no timeline	0-9%	NB. G.E courses not the remit of WKU Assess Office			
Campus Planning and Construction	Objective 6.1. Plan, design and construct new educational and administrative buildings in accordance..., etc.	6.1.1. Improve the general layout of WKU to reflect both American and Chinese campus characteristics in accordance..., etc.	6.1.1.1. Continue optimizing the site plan and hire a first-class landscape design firm to design the layout of greenery, water, and other features (2015)	2015	complete	Completed. Confirmed the landscape design firm by open bidding process and optimized the landscape planning ..., etc.			
Campus Planning and Construction	Objective 6.1.	6.1.5. Design and build the ring roads around the campus in accordance with the site plan	6.1.5.1. Complete the roads and other relevant infrastructures between the 1st bidding section and the 2nd bidding section (2015)	2015	51-75%	1. The construction for the ring road, which connects the 1st bidding section and the 2nd bidding section completed in May. ..., etc.	The construction bidding finished in November, and its construction started. We will make efforts to complete the construction before fall of 2017.		Being constructed on schedule. The structural constructions have completed. Successfully passed Wenzhou Municipal ..., etc.
Logistics and Assets Management	Objective 6.2.	6.2.1. Provide on-campus apartments to help attract outstanding scholars and teachers from all over the world	6.2.1.1. Provide faculty with transitional housing like Juying Residence before the end of 2016	2016	complete	Rented 16 apartments in Juying Residence by August, 2016; provided faculty with 40 transitional housing this semester. ..., etc.			WKU now provide 60 apartments in Juying Residence, 34 apartments in Chashan Boyuan, and 10 apartments on campus. In order to meet ..., etc.
Campus Planning and Construction	Objective 6.2.	6.2.1. Provide on-campus apartments to help attract outstanding scholars and teachers from all over the world	6.2.1.2. Complete the 1st phase of faculty housing construction and put it into use by the end of 2016	2016	51-75%	1. In February, the construction bidding process completed; 2. In April, the construction for this project (72 apartments) began, projected ..., etc.	Continue building, and make efforts to put it into use in May, 2017.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Campus Planning and Construction	Objective 6.2. Plan, design and construct on-campus residential buildings and facilities for WKU members	6.2.2. Construct more residential buildings stage by stage to accommodate the increasing number of students	6.2.2.2. Complete more residential buildings to accommodate an additional 1,200 students (before September 2017)	2017	10-25%	1. Completed the architectural design bidding process and confirmed the schematic designs; 2. the design survey for the site ..., etc.	The architectural design bidding process had completed and the design survey started. The EPC tender for this project is..., etc.		
Campus Planning and Construction	Objective 6.1. Plan, design and construct new educational and administrative buildings..., etc.	6.1.2 Design and construct the key buildings planned for the short to medium term, including those ..., etc.	6.1.2.1 Complete the indoor sports court (and the device center) by fall 2017	2017	10-25%	1. Completed land leveling for the site; 2. completed the engineering plans; 3. Started the bidding process according to EPC bidding module	To Complete the project bidding and prepare for the pre-construction work, trying to complete the construction in Oct. 2017		Being constructed on schedule.
Campus Planning and Construction	Objective 6.1. Plan, design and construct new educational and administrative buildings..., etc.	6.1.2 Design and construct the key buildings planned for the short to medium term, including those..., etc.	6.1.2.2. Complete the building for the Global School of Business by fall 2017)	2017	51-75%	Being constructed. Projected to put it into use in Aug. 2017	Continue constructing		
Logistics and Assets Management	Objective 3.2. Provide excellent services and supporting facilities to attract ..., etc.	3.2.3. Establish a more convenient public transportation network between WKU and the city center	3.2.3.1. Initiate an improved public transportation plan to meet the needs of growing WKU (Spring 2017)	2017	complete	1. Initiated a new bus line, #97, which connects WKU to Chashan University Town; 2. Initiated a new bus line, #104, which connects ..., etc.			launching two new bus routes, No. 97 and No.104 and a shuttle bus that connects WKU to Wenzhou downtown, ..., etc.
Assessment Office	Objective 1.2. Establish a course monitoring system compatible with that in Kean USA	1.2.4. Further implement the quality assessment system to ensure project quality	1.2.4.6. Establish a coordination team composed of faculty and staff for each academic project or group, to serve as liaisons between evaluators ..., etc.	no timeline	0-9%	None as yet.	investigate this possibility via strategic review team	decision of review team as to where possible	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Chinese Curricula Center	Objective 1.3. Normalize Chinese curricula, as well as art and physical education courses, ..., etc.	1.3.2. Improve the assessment system of Chinese culture, art and physical education courses to ensure their quality	1.3.2.1. Hold regular assessment meetings with course instructors at the beginning and end of each semester (starting from 2016)	2016	76-99%	Regular meeting hold as planned.	*Work with the Assessment Office in designing workshops related to American pedagogical methodology. ..., etc.	All course instructors/ coaches understand assessment survey.	Teaching assessment results: By referring to SIRII, Chinese Curricula Center customized a Chinese version. Of the 288 feedback responses..., etc.
English Language Center	Objective 1.4. Improve educational facilities	1.4.1. Establish a language lab equipped with computer rooms, audio-visual facilities, necessary ..., etc.	1.4.1.1. Design and Construct the language lab (2016)	2016	76-99%	The English Language Lab opened to faculty and students September 14.		Three faculty orientations were held September 28, October 14, and October 18. Official ribbon-cutting cermeony November 8	
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services to meet ..., etc.	2.3.5. Develop an academic intervention system to help students with academic trouble from the very beginning	2.3.5.3. Establish an intervention system, identifying the procedures and kinds of help for handling different types..., etc.	2016	complete	Early intervention system and work flow were established to help students.(See Attachment)			
English Language Center	Objective 2.3. Launch campus-wide programs aimed at providing learning support services to meet ..., etc.	2.3.3. Expand the functions of the English Language Center to further support students in improving their English..., etc.	2.3.3.2. Recruit qualified junior and senior students, and train them to become writing tutors (beginning from 2017)	2017	76-99%	Currently six students work indirectly supporting ELC/ELL academic support mission			
University AffairsCPC Office	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.1. Develop and improve the Board of Trustees' charter, policies to deal with conflicts of interests..., etc.	5.1.1.1. Draft the bylaws of the Board of Trustees, improve the structure of the organization, and set up the secretariat of the Board responsible..., etc.	2015	complete			The secretariat of the Board has been set up and undertaken corresponding functions and work. The bylaws of the Board is now ..., etc.	The secretariat of the Board has been set up and undertaken corresponding functions and work. UA organized 11 university ..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
University Affairs	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.2. Persuade the government to provide more favorable policies and capital investment..., etc.	5.1.2.1. Develop a comprehensive educational standard and formulate an operational report on, but not limited to, equipment purchase, facility ..., etc.	2016	complete			1.Report to the Board meeting twice every year.2.In March 2016,reported to the Deputy Minister of Education and formulate a self-evaluation ..., etc.	UA drafted about 160 Chinese documents this year, with 450,000words in total. Among which, 50 were documents that has been reported ..., etc.
Financial Service	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.3. Develop a data-based capital budget for a period of three to five years	5.1.3.1. Establish a budget committee responsible for the development of the capital budget (2015)	2015	complete	The University Budgeting Committee was established in 2015.The University leader in charge of finance takes the office ..., etc.			
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication platform..., etc.	8.1.1. Develop policies and procedures similar to those at Kean USA but with WKU's own characteristics, ..., etc.	8.1.1.1. Establish WKU Foundation complete with a Board of Directors and relevant bylaws and regulations, and raise more than 2 million RMB ..., etc.	2015	complete			1.Established WKU Foundtion with Wenzhou Civil Affairs Bureau has approval in July 2016. 2.The board of director meeting of WKU..., etc.	Established WKU Foundation with Wenzhou Civil Affairs Bureau has approval in July 2016.The board of director meeting..., etc.
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication platform..., etc.	8.1.1. Develop policies and procedures similar to those at Kean USA but with WKU's own characteristics, ..., etc.	8.1.1.2. Set up an alumni information database, and establish a scholarship naming system (2016)	2016	complete			1.Established WKU Alumni Association at the graduation ceremony in May 2016. 2.Established QingShan Scholarship.	
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication platform ..., etc.	8.1.2. Support the establishment of WKU International Education Development Company and an international school..., etc.	8.1.2.1. Support the establishment of WKU International Education Development Company, 3% of whose operating..., etc.	2015	complete			1.WKU has signed agreement with UCK International Education Development Center in 2015. 2.UCK International Education ..., etc.	100,000 RMB was donated to WKU Foundation by UCK International Education Development Center

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.1.3. With the help of local government, establish Wenzhou Institute for Commerce and ..., etc.	8.1.3.1. Work with relevant departments and develop a plan for the institute (2015)	2015	complete			Cooperate with China Merchants to hold Wenzhou businessman training courses every years.	
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.1.3. With the help of local government, establish Wenzhou Institute for Commerce and ..., etc.	8.1.3.2. Open the first training session for young businessmen so as to increase the number of alumni (2015)	2015	complete			Hold the first session of Wenzhou businessman training course in 2015.	
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.1.3. With the help of local government, establish Wenzhou Institute for Commerce and ..., etc.	8.1.3.3. Plan more training sessions according to different needs and purposes to attract more visitors for training and cooperation (2017)	2017	51-75%	Plan to hold more training course by Cooperating with China Merchants and Foreign & Overseas Chinese Affairs.	Cooperation with China Merchants、 Foreign & Overseas Chinese Affairs and Returned Overseas Chinese Federation	Hold the second session of Wenzhou businessman training course in 2016.	The second session of Wenzhou businessman training course was held in 2016. “The home of Overseas Chinese” gained approval in..., etc.
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.2.1. Based on a PPP (Public-Private-Partnership) model, cooperate with WKU International Education..., etc.	8.2.1.1. Discuss the feasibility of a PPP model in WKU in accordance with government regulations..., etc.	2015	51-75%	Research PPP model.			
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.2.1. Based on a PPP (Public-Private-Partnership) model, cooperate with WKU International Education Development Company or other companies to build	8.2.1.2. Establish an information exchange platform and develop cooperative friendship with well-known colleges, research..., etc.	2016	51-75%	Built friendly relations with enterprises and colleges. such as Ou hai rural commercial bank, Kangnai, Aihao, ..., etc.	1.cooperate with large firms in Wenzhou 2.Establish oversea chinese communication platform with oversea ..., etc.	To develop oversea donation platform with Ou hai rural commercial bank.	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.2.1. Based on a PPP (Public-Private-Partnership) model, cooperate with WKU International Education ..., etc.	8.2.1.3. Apply different schemes in accordance with different demands of partners (beginning from 2017)	2017	10-25%	Proposed scheme with different requirement from enterprises.	Vist more celebrities in business communities		
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.1.4. With the help of local government, establish Wenzhou Insititute for Overseas Chinese..., etc.	8.1.4.1. Work with relevant department and develop a plan for the institute(2015)	2015	complete			1.Ofen invited the board of Foreign and Overseas Chinese Affairs Office and Wenzhou Returned Overseas Chinese Federation to ..., etc.	
Foundation	Objective 8.1. Explore various opportunities to raise funds from society and develop a public communication ..., etc.	8.1.4. With the help of local government, establish Wenzhou Insititute for Overseas Chinese ..., etc.	8.1.4.2. Launch the first training session for overseas Wenzhou businessmen, hold summer camp or winter camp for overseas..., etc.	2016	complete			1.Organised the first Rooting Seeking Summer Camp. 2.WKU Overseas Chinese College Sub-chamber was officially established ..., etc.	
Logistics and Assets Management	Objective 3.2. Provide excellent services and supporting facilities to attract and retain world-class faculty	3.2.4. Develop a public health, safety, and emergency response system available 24/7 on the campus	3.2.4.1. Develop a faculty emergency alert system in 2015 and improve it in 2016	2016	51-75%	1. Improved Faculty Consulting Hotline 55870606 2. Purchased 100 big button phones for emergency use in transitional housing	Work with 110 public security hotline to solve the communication problems with foreign faculty		
Financial Service	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.3. Develop a data-based capital budget for a period of three to five years	5.1.3.2. Collect preliminary data on academic program development, enrollment, faculty and staff recruitment plan, and campus construction..., etc.	2016	complete	1. (2016-2020) Establish a budgeting model and prepare five-year budget plan. 2. Draft budget plan for year 2017, which is submitted ..., etc.	Keep updating five-year budget plan.	Attached	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Financial Service	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.3. Develop a data-based capital budget for a period of three to five years	5.1.3.4. Use funds in an effective and efficient manner by advocating thrift, reducing waste, and investing money only in necessary things	2015	76-99%	1.Modify financial policy and deliver a whole staff financial training. 2.Monitor the implementation of budget plan in..., etc.		Attached	Financial Service held two orientation presentations for the new hires that arrived at different dates, highlighting crucial information ..., etc.
Campus Planning and Construction	Objective 1.4.	1.4.2. Establish a language testing lab for standardized English language acquisition tests	1.4.2.1. Design and construct the lab in the General Education Hall (Spring 2016)	2016	complete	ELC was the leading department building the language testing lab, and OCPC cooperated with ELC. The lab has been built already.	Completed		
Human Resources	Objective 3.2. Provide excellent services and supporting facilities to attract and ..., etc.	3.2.4. Develop a public health, safety, and emergency response system available 24/7 on the campus	3.2.4.2. Recruit English-speaking doctors, pharmacists and nurses to provide health care services ..., etc.	2016	51-75%	We already have English-speaking doctors and nurses, but we still need to improve the health care service 24/7.			
Logistics and Assets Management	Objective 3.2. Provide excellent services and supporting facilities to attract and retain ..., etc.	3.2.4. Develop a public health, safety, and emergency response system available 24/7 on the campus	3.2.4.3. Build public safety booths with the phone number for security service on campus (before Spring 2016)	2016	complete	1. Set-up a safety booth in the middle of 4 residence halls, to assist access control management of residence halls after 11pm 2. Placed the "..., etc.			In 2016, The Health Service Center has given 3583 prescriptions, has treated foreign faculty on 307 occasions ..., etc.
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training on ..., etc.	3.3.1. Provide training on the use of technology, educational assessment, pedagogy, ESL theories, and cultural differences	3.3.1.1. Conduct an annual faculty survey to understand their needs and ideas in terms of professional development (2015)	2015	complete	Assessment Office plan and work on that.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training ..., etc.	3.3.1. Provide training on the use of technology, educational assessment, pedagogy..., etc.	3.3.1.2. Offer training courses according to the professional development plan every semester (2016)	2016	complete	Offered training courses in two PDDs in both June and October in 2016 with the vist of KU college and department heads to WKU.			
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well..., etc.	3.3.1. Provide training on the use of technology, educational assessment, pedagogy, ESL theories, ..., etc.	3.3.1.3. Hire one or two more specialists in online education to implement faculty professional development (before May 2016)	2016	26-50%	Hire a specialist and open the center.(2018)			
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training on advanced pedagogy and ...	3.3.1. Provide training on the use of technology, educational assessment, pedagogy..., etc.	3.3.1.4. Prepare for and establish a Professional Development Center (2018)	2018	complete	1. Develop the responsibilities and regulations of the center. (2017) 2. Plan and execute the PDD. (2017) ..., etc.			
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training on advanced pedagogy and ...	3.3.1. Provide training on the use of technology, educational assessment, pedagogy..., etc.	3.3.1.5. Initiate a series of workshops and training sessions, co-organized by librarians ..., etc.	2016	complete	Library specialist provided workshops and training sessions for faculty professional development.			
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training on advanced pedagogy and ...	3.3.1. Provide training on the use of technology, educational assessment, pedagogy, ..., etc.	3.3.1.6. Establish a committee composed of faculty and librarians to cooperate with relevant administration departments..., etc.	2017	10-25%	In preparation.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training ..., etc.	3.3.1. Provide training on the use of technology, educational assessment, pedagogy..., etc.	3.3.1.7. Ensure that WKU and Kean USA enjoy equal opportunities for professional development and share such training resources (before Spring 2017)	2017	76-99%	Provide professional development to WKU faculty twice a year.			
Academic Affairs office	Objective 3.3. Provide faculty with professional development opportunities as well as training on advanced pedagogy and methodology to	3.3.1. Provide training on the use of technology, educational assessment, pedagogy, ..., etc.	3.3.1.8. Establish a system to assess student learning effectiveness as a kind of feedback to faculty (before Fall 2016)	2016	76-99%	SIR Evaluation.			
Office of Research and Sponsored Programs	Objective 3.3. Provide faculty with professional development opportunities as well as training ..., etc.	3.3.2. Provide faculty with services to help them obtain funding for research ..., etc.	3.3.2.1. Conduct an annual survey to identify the needs of faculty in research (starting from 2015)	2015	0-9%			Attachment 附件	Two research programs are awarded funding by the Wenzhou Science and Technology Funding committee as follows: ..., etc.
Academic Affairs office	Objective 3.4. Continue to expand opportunities for faculty to participate in the shared ..., etc.	3.4.1. Develop policies to ensure that WKU faculty members play a role or have valid representation in university-wide committees based in Kean USA	3.4.1.1. Ensure that WKU faculty members are represented in the Faculty Senate in Kean USA and establish such a branch..., etc.	2016	complete	Not sure about that.			
Academic Affairs office	Objective 3.4. Continue to expand opportunities for faculty to participate in the shared ..., etc.	3.4.1. Develop policies to ensure that WKU faculty members play a role or have valid representation in ..., etc.	3.4.1.2. Ensure WKU faculty has representation in curriculum committees at both college and academic program levels by Spring 2016	2016	76-99%	Established the Center for Curriculum Planning and Scheduling (CCPS), faculty has representation in CCPS.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Academic Affairs office	Objective 3.4. Continue to expand opportunities for faculty to participate in the shared university ..., etc.	3.4.1. Develop policies to ensure that WKU faculty members play a role or have valid representation..., etc.	3.4.1.3. Ensure that WKU has representation in the University Planning Council in its decision making process	no timeline	51-75%	WKU faculty representation in the WKU Strategic Plan Committee.			
Human Resources	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.4. Develop a human resources development plan and an education development plan based on..., etc.	5.1.4.1. Increase the number of staff up to 120 (2015)	2015 complete					
Human Resources	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.4. Develop a human resources development plan and an education development plan based on ..., etc.	5.1.4.2. Increase the number of staff up to 155 (2016)	2016 complete		The number of staff will increase to 180 in the end of 2016 if the recruitment procedure goes smoothly.			From November 2015, we have recruited 30 new staff. The University now has 266 faculty and staff members, of which 92 ..., etc.
Human Resources	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.4. Develop a human resources development plan and an education development plan based on..., etc.	5.1.4.6. Review and adjust the human resources plan annually to meet changing demands (beginning from 2016)	2016 complete		Starting from Oct.2016,each dept.submit a 3-year recruiting plan, human resources will hold meeting annually to meet changing demands.			
Human Resources	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.5. Enshrine a practice of recruiting to administrative positions based on ..., etc.	5.1.5.1. Develop person specification and expected qualifications for each position in the administration in the fourth quarter of 2016	2016	10-25%	We started developing a new policy on person specification and expected qualifications for each position in the administration.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 5.2. Support the professional development of staff by means of annual evaluation, training, etc	5.2.1. Establish an office in charge of staff's professional development and performance evaluation	5.2.1.1. Delegate to the Office of Human Resources the responsibility for staff's professional ..., etc.	2016	complete	We began to use the new performance evaluation system since Jan. 2016.	We will improve our professional development in 2017. To get more dept. involved in the professional training.		
Human Resources	Objective 5.2. Support the professional development of staff by means of annual evaluation, training, etc	5.2.2. Develop an annual training and professional development plan and a performance evaluation system ..., etc.	5.2.2.1. Implement the plan and update it annually (before Spring 2016)	2016	complete	We will keep updating and improving the system if it is necessary.			
Campus Planning and Construction	Objective 6.2. Plan, design and construct on-campus residential buildings and facilities for WKU members	6.2.2. Construct more residential buildings stage by stage to accommodate the increasing number of students	6.2.2.1. Complete the residential buildings under construction in the 2nd bidding section to accommodate 1,800 students (2015)	2015	complete	The project was put into use in September 2015, accommodating 1800 students.			The project was put into use in September 2015, accommodating 1800 students.
Information Services Center	Objective 6.4 Establish a stable and reliable network to meet the needs of WKU members, facilitate ..., etc.	6.4.2. Build advanced IT facilities and develop a stable high-speed core network ..., etc.	6.4.2.1 Construct reliable IT facilitate information exchange and resources sharing between WKU and Kean USA by the end of 2017	2017	10-25%	Sync student information data with Kean Union via FTP every week.	More student information data will be synced, which will cover students' life circle.		
Information Services Center	Objective 6.4 Establish a stable and reliable network to meet the needs of WKU members, facilitate better..., etc.	6.4.2. Build advanced IT facilities and develop a stable high-speed core network with wireless signals covering..., etc.	6.4.2.2. Establish a monitoring process to evaluate the effectiveness of development and network	no timeline	10-25%	Expand the bandwidth of CERNET, China Telecom and China Unicom; Add CERNET line as another ..., etc.	Optimize Identity Authentication System. Optimize SMS platform. Optimize IPV6 and CERNET.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Information Services Center	Objective 6.4 Establish a stable and reliable network to meet the needs of WKU members, facilitate..., etc.	6.4.3. Establish an efficient data center which is based on cloud computing technology, and equip all classrooms with high-tech teaching facilities like those in the model	6.4.3.1. Put the system into use in 2017	2017	0-9%	Help the construction plan of the Student Learning Center.	Build the data center in the Student Learning Center.		
Information Services Center	Objective 6.4 Establish a stable and reliable network to meet the needs of WKU members, facilitate..., etc.	6.4.4. Establish a high-capacity core network characterized by stability and flexibility, and provide wireless signals ..., etc.	6.4.4.1 Construct the network and buildings simultaneously by the end of 2017	2017	10-25%	Help the construction plan of the Student Learning Center, Business School and other buildings that are planned.	Build network in completed buildings.		
Information Services Center	Objective 6.5. Create a smart campus with cutting-edge technology and facilities to meet the needs of both faculty and students in	6.5.2. Further improve the all-purpose campus card system to make it more convenient, secure and safe; with the ..., etc.	6.5.2.1. Upgrade the system in 2015 to integrate the functions of an ID card, a building access card and a digital consumption card, ..., etc.	2016	0-9%	Start negotiating the contract.	Start integrate the functions when the contract is signed. Aim to finish it in the beginning of next year.		
Logistics and Assets Management	Objective 6.3. Improve and upgrade existing buildings to increase their efficiency in accordance..., etc.	6.3.1. Upgrade the General Education Hall according to the latest standards	6.3.1.1. Complete the renovation of the hall (2016)	2016	complete	1. Created 18 more offices for nearly 40 faculty members after the office renovation and partition 2. Completed ..., etc.			
Logistics and Assets Management	Objective 6.3. Improve and upgrade existing buildings to increase their efficiency in accordance ..., etc.	6.3.1. Upgrade the General Education Hall according to the latest standards	6.3.1.2. Upgrade the labs in the hall to meet the needs of teaching and research (2016)	2016	complete	Completed the bids for the refurbishment, equipment procurement, wastewater and waste gas..., etc.			accomplishing purchasing tasks – total amount of ¥ 18,494,270

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Information Services Center	Objective 6.4. Establish a stable and reliable network to meet the needs of WKU members, facilitate..., etc.	6.4.1. In accordance with the strategic goal of the university, draft a five-year plan, including goals, ..., etc.	6.4.1.1. Finalize the plan by the end of 2015	2015	complete			NCS consultancy report, which is a five-year IT strategic plan, was completed.	
Information Services Center	Objective 1.4.	1.4.2. Establish a language testing lab for standardized English language acquisition tests	1.4.2.2. Obtain testing software certification (Summer 2016)	2016	complete			The new English language lab was completed in 2015. Licenses bought for English acquisition tests.	
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services to meet..., etc.	2.3.5. Develop an academic intervention system to help students with academic trouble from the very beginning	2.3.5.4. Establish a consulting group to develop strategies and resources for intervention and provide the specialist with necessary training (Fall 2016)	2016	complete	Student Affairs (Counseling Center), ELC, CLA, Students Learning Support Center, Academic Advisor are the consulting groups to help student.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services to meet..., etc.	2.3.5. Develop an academic intervention system to help students with academic trouble from the very beginning	2.3.5.5. Establish an early alert system based on grades, behavioral and other potential warning indicators	2016	complete	Early Warning Notice will be sent to students based on grades. (See Attachment)			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services to meet..., etc.	2.3.6. Establish an academic tutoring system	2.3.6.1. Develop a proposal including subjects/disciplines, tutoring forms and structure, requirements for tutors, as well as facilities..., etc.	2016	complete	Students Learning Support Center, ELC, and Library were involved and developed their own rules and procedures for academic tutoring..., etc.			We have added WKU subscribed databases such as CSMAR (China Stock Market) for accounting, ..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.1. Develop an infrastructure to support such activities	4.1.5. Develop requirements for research programs	4.1.5.1. Identify sources of funding for research projects, establish regulations on the use of funds..., etc.	2016	76-99%			Attachment	
Library	Objective 4.3. Make WKU Library information resources and services available as essential..., etc.	4.3.1. Acquire online information resources to support and promote education..., etc.	4.3.1.2. Prepare a budget for purchasing databases for the purpose of maintaining continuity of ..., etc.	2017	0-9%				
Office of Research and Sponsored Programs	Objective 4.1. Develop an infrastructure to support such activities	4.1.5. Develop requirements for research programs	4.1.5.2. Develop an in-process program evaluation system (2016)	2016	26-50%	Drafting <i>Wenzhou-Kean University Interim Regulations on Internal Research Programs</i>	needs to be approved by the administrative leaders		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.1. Establish an Office of Research and Sponsored Programs (ORSP) at WKU	4.2.1.1. Hire a specialist as its director (2015)	2015	complete			Chun JIN, Associate Director of ORSP	
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.1. Establish an Office of Research and Sponsored Programs (ORSP) at WKU	4.2.1.2. Develop the responsibilities and regulations of the office (Spring 2016)	2016	26-50%	We made the responsibilities of the office.	we are planning to make the regulations of the office. Drafting <i>Wenzhou-Kean University Interim Regulations on Internal Research Programs</i> and <i>Wenzhou-Kean University Regulations on Counterpart Fund for Research Programs</i>	<i>wenzhou-Kean University Interim Regulations for Research Programs</i> and <i>Wenzhou-Kean University Regulations on Counterpart Fund for Research Programs</i> Attachment	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.1. Establish an Office of Research and Sponsored Programs (ORSP) at WKU	4.2.1.3. Work with the WKU academic committee to survey the needs of faculty and staff in research (Spring 2016)	2016	76-99%			Attachment	
Library	Objective 4.3. Make WKU Library information resources and services available..., etc.	4.3.2. Establish WKU's own Institutional Repository to demonstrate its achievements in education and research..., etc.	4.3.2.3. Encourage all students and faculty to make use of storage space for their academic achievements, ..., etc.	2017	0-9%		Plan publicity for repository rollout, once a platform is selected.		The official holdings for the library are 32,342 printed books, including both purchased and donated materials. ..., etc.
Library	Objective 4.3. Make WKU Library information resources and services available..., etc.	4.3.2. Establish WKU's own Institutional Repository to demonstrate its achievements in education and research..., etc.	4.3.2.4. Use repository tools to maximize the visibility of WKU academic achievements in Google and other search platforms (2017)	2017	0-9%				
Library	Objective 6.5. Create a smart campus with cutting-edge technology and facilities to meet ..., etc.	6.5.1. Build an efficient, accessible and practical digital library and an electronic platform for archives	6.5.1.1. Put the platform into use by the end of 2016 and complete the library by 2018	2016	0-9%		Research discovery systems which can integrate searching across all components of the digital library.		
University Affairs(Media Center)	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.1. Establish an Office for External Relations and a Media Center to plan and coordinate conferences..., etc.	7.1.1.1. Further develop the Office for External Relations (OER) and the Media Center (MC) (2015)	2015	complete			Formed the Office for External Relations (OER) in 2015 and formed Media Center and students have been encouraged to play positive ..., etc.	Up to Dec.10th, UA received 225 batches of visitors, with 3000 population in total. Compared to last year, the visitors number increased ..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Library	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.5. Establish relations with other universities in Wenzhou City and Zhejiang Province ..., etc.	7.1.5.2. Reach ILL (Interlibrary Loan) agreements with libraries in Wenzhou and other cities of Zhejiang Province to share resources (before 2017)	2017	10-25%	The Associate Library Director met with the Library Director of Wenzhou University and received agreement in principle to work toward ILL sharing.			
University Affairs(Media Center)	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.1. Establish an Office for External Relations and a Media Center to plan and coordinate conferences ..., etc.	7.1.1.2. Enhance the connections between WKU and Kean USA, and develop more regular exchange programs for WKU ..., etc.	2015	complete			In 2015, organized 9 batch of 34 people to the United States, and sent special personnel to stay and work in the United States; ..., etc.	In 2016, UA processed 9 groups of WKU staff to go broad for business trip, 30 people in total. 8groups were working group (29people) ..., etc.
Library	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.5. Establish relations with other universities in Wenzhou City and Zhejiang Province to share resources and programs ..., etc.	7.1.5.5. Establish an official user authorization system and finalize the plan for the opening of the University Library by December 2017	2017	0-9%	The architectural plan for the WKU Student Learning and Activity Center, the home of the library, is nearing completion in fall of 2016.	Construction is expected to take two years, when started.	The Library Director and Principal Architect presented the final plan at a symposium on library design on 28-Oct-2016.	
Academic Affairs office	Objective 3.4. Continue to expand opportunities for faculty to participate in the shared university ..., etc.	3.4.1. Develop policies to ensure that WKU faculty members play a role or have valid representation i ..., etc.	3.4.1.4. Ensure that WKU faculty has representation in university-wide committees and those at college and department levels by Spring 2016	2016	26-50%	Student Research Day Committee and Faculty Research Committee to support WKU reserch. Faculty committee for AA Strategic Plan.			
Human Resources	Objective 3.5. Take measures to help faculty adjust to life in China both as a teacher and a foreigner in China	3.5.1. Establish a one-stop service system on campus to help faculty deal with various logistical problems in China	3.5.1.1. Generate a detailed one-stop service plan with details on functions and procedures, and initiate the plan based on ..., etc.	2015	complete	The detailed one-stop service plan with details on functions and procedures, needs to get improved gradually. ..., etc.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 3.5. Take measures to help faculty adjust to life in China both as a teacher and a foreigner in China	3.5.2. Take measures to help new faculty members adjust to teaching in WKU prior to each semester	3.5.2.1. Issue a new version of the faculty handbook based on the feedback of faculty (2015)	2015	complete	Human Resources updates the faculty handbook every July or August, to make sure provide the details of the introduction to every faculty member.			
Information Services Center	Objective 6.5.	6.5.3. Further improve the identity authentication information system, ..., etc.	6.5.3.1. Improve and optimize the above mentioned systems by the end of 2015	2015	complete			New identity authentication information system was online (login.wku.edu.cn). One stop service ..., etc.	Management of IT Help Desk, which achieved to response and troubleshoot in time. There are more than 2500 requests ..., etc.
Information Services Center	Objective 6.5.	6.5.4. Establish a complete cyber-security system	6.5.4.1. Provide all WKU subsidiary websites with security detection and precautions before 2016, ..., etc.	2016	complete			A third party has been delegated to scan all WKU subsidiary websites. Firewall has been activated to protect as well.	
Information Services Center	Objective 6.5.	6.5.5. Develop a plan for business development and disaster recovery	6.5.5.1. Perform the basic function of Data Backup by the end of 2015, and optimize this function in the new data center in 2017	2015	26-50%	Data back-up is done by Avamar and Comvault.	Remote disaster recovery will be set up in the new data center in the Student Learning Center.		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.3. Organize various research-oriented activities to inspire enthusiasm in faculty and students for research	4.2.3.5. Establish in the university library a WKU repository of research achievements, including both ..., etc.	2017	10-25%				

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.1. Establish an Office of Research and Sponsored Programs (ORSP) at WKU	4.2.1.4. Provide faculty with regular research-oriented training and seminars to help draft research proposals annually (beginning from 2016,)		2016 51-75%			We provided one-to-one conseling for faculty to help them draft research proposals	
Human Resources	Objective 3.5. Take measures to help faculty adjust to life in China both as a teacher and a foreigner in China	3.5.3. Provide faculty with an opportunity to learn Mandarin	3.5.3.1. Provide faculty with mandarin courses (starting from 2015)		2015 complete		Starting from Oct. 2016, Mandarin courses are organised by Chinese Curricula Center, twice a week(entry level & intermediate level)		
Office of Research and Sponsored Programs	Objective 4.1. Develop an infrastructure to support such activities	4.1.1. Ensure that all academic buildings are completed with appropriate space and equipment	4.1.1.1. Incorporate the requirements into the design of all academic buildings	no timeline	0-9%				
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.2. Establish a Student Partnering with Faculty (SPF) program similar to the one at Kean USA	4.2.2.1. Identify sources of funding for this initiative, establish regulations on the use of funds, and develop application ..., etc.		2016 51-75%	Drafting <i>Wenzhou-Kean University Interim Regulations on Internal Research Programs</i>	needs to be approved by the administrative leaders	<i>Wenzhou-Kean University Interim Regulations on Funding for Research Programs</i> <i>Wenzhou-Kean University Regulations ..., etc.</i>	
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.2. Establish a Student Partnering with Faculty (SPF) program similar to the one at Kean USA	4.2.2.2. Organize the application for research programs (beginning from 2015/16)		2016 76-99%			Attachment	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.2. Establish a Student Partnering with Faculty (SPF) program similar to the one at Kean USA	4.2.2.4 Organize the application annually (beginning from 2016)	2016	76-99%			Attachment	2.Organized WKU Student Partnering with Faculty (SPF) Research Programs to inspire faculty and student to become enthusiastic and motivated ..., etc.
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.3. Organize various research-oriented activities to inspire enthusiasm in faculty and students for research	4.2.3.1. Organize "Student Research Day" annually to bring together faculty and students from all disciplines with their research ..., etc.	2016	76-99%			Attachment	Made summary of the first WKU Student Research Day. 45 groups of students participated in 2016 WKU Student Research Day, 28 projects ..., etc.
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.3. Organize various research-oriented activities to inspire enthusiasm in faculty and students for research	4.2.3.2. Institutionalize a "Global Lecture Series" to provide WKU members with an opportunity to exchange ..., etc.	2015	76-99%			Attachment	
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.3. Organize various research-oriented activities to inspire enthusiasm in faculty and students for research	4.2.3.3. Organize research seminars for faculty and students monthly (starting from 2016)	2016	26-50%				seminars of applying for National Natural Science Foundation of China, Zhejiang Provincial Natural Natural Science Foundation ..., etc.
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.3. Organize various research-oriented activities to inspire enthusiasm in faculty and students for research	4.2.3.4. Establish WKU Undergraduate Research Program to develop students' potential, which will be officially launched in Fall 2016	2016	76-99%			SpF (attachment) SpF	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.4. Develop exchange programs with universities and research institutes in China and other countries, ..., etc.	4.2.4.1. Establish relationships with local universities (starting from Fall 2016)	2016	0-9%		We are planning to establish with local universities in some subjects (e.g.business,biology and computer)		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.2. Establish a Student Partnering with Faculty (SPF) program similar to the one at Kean USA	4.2.2.3. Based on an assessment of the implementation of the programs, improve the relevant system (2017)	2017	76-99%			Attachment	
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.5. Develop policies to encourage WKU faculty and staff to apply for various research programs ..., etc.	4.2.5.1.Create a website with the latest information on research programs at various levels (2016)	2016	26-50%	Materials of ORSP website are already submitted to University Affairs	University Affairs is responsible for creating the website according to the materials that ORSP provided		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.5. Develop policies to encourage WKU faculty and staff to apply for various research programs ..., etc.	4.2.5.2. Establish connections with relevant government departments in charge of research programs ..., etc.	2015	26-50%	Established connections with local relevant government	Establishing connections with provincial and national relevant government		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.5. Develop policies to encourage WKU faculty and staff to apply for various research programs ..., etc.	4.2.5.3. Develop an incentive system for research programs and academic publications (2016)	2016	51-75%	Drafted <i>Wenzhou-Kean University Regulations on Rewards for Academic Papers and Service Creation-Invention</i>	<i>Wenzhou-Kean University Regulations on Rewards for Academic Papers and Service Creation-Invention</i> needs to be ..., etc.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.6. Provide faculty and staff with information sessions regarding available research opportunities in China	4.2.6.1. Organize a seminar to introduce the functions of ORSP to new faculty at the beginning of each academic year (beginning from 2016)	2016	26-50%	We provided one-to-one counseling to introduce ORSP to new faculty	We planning to organize a seminar to introduce ORSP to new faculty at the beginning of each academic year.		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.6. Provide faculty and staff with information sessions regarding available research opportunities in China	4.2.6.2. Develop an annual workshop for faculty on how to write a good research proposal (beginning from 2016)	2016	0-9%				
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.6. Provide faculty and staff with information sessions regarding available research opportunities in China	4.2.6.3. Organize seminars to familiarize faculty with the requirements for specific research programs (beginning from 2016)	2016	51-75%	We provided one-to-one counseling to familiarize faculty with the requirements for specific research programs	We are planning to organize seminars to familiarize faculty with the requirements for specific research programs		
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.4. Develop exchange programs with universities and research institutes in China and other countries ..., etc.	4.2.4.2. Assist WKU faculty to develop partnership with tenure track professors in Kean USA in research programs	no timeline	0-9%				
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.4. Develop exchange programs with universities and research institutes in China and other countries ..., etc.	4.2.4.3. Strengthen the existing exchange programs between WKU and Kean USA	no timeline	0-9%				

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Office of Research and Sponsored Programs	Objective 4.2. Provide WKU faculty with research opportunities and support	4.2.6. Provide faculty and staff with information sessions regarding available research opportunities in China	4.2.6.4. Develop regular workshops for faculty who intend to apply for research programs and exchange ..., etc.	2016	10-25%	We organized one workshop for faculty who intend to apply for research programs and exchange ..., etc.	We are planning to organize more workshops for faculty who intend to apply for research programs ..., etc.		
Library	Objective 4.3. Make WKU Library information resources and services available as essential ..., etc.	4.3.1. Acquire online information resources to support and promote education, ..., etc.	4.3.1.1. Identify Kean Library research databases and provide faculty with specific training ..., etc.	2016	10-25%	Kean Library research databases are already part of student training activities.	Existing scripts and handouts for student training could be adapted for faculty training.		
Library	Objective 4.3. Make WKU Library information resources and services available as essential ..., etc.	4.3.1. Acquire online information resources to support and promote education, research, ..., etc.	4.3.1.3. Acquire databases unavailable in Kean USA to enrich resources for teaching and research in WKU (Fall 2015)	2015	76-99%	we have added WKU subscribed databases such as CSMAR (China Stock Market) for accounting, Business Insights: Global for corporate and industry information, and Associations Unlimited	The library continues to take faculty requests for unique non-Kean databases, as well as research what other libraries are offering.	All database records are cataloged in the Ougan catalog.	The Library website (http://libguides.kean.edu/wkulib) is the #1 of 129 LibGuide in terms of usage at Kean University ..., etc.
Library	Objective 4.3. Make WKU Library information resources and services available as essential ..., etc.	4.3.1. Acquire online information resources to support and promote education, research, and community services	4.3.1.4. Initiate a patron-driven-acquisition (PDA) program to expand necessary electronic resources (Fall 2015)	2015	complete	PDA contracts were initiated with two ebook vendors, and the Library established a "Pay as you go" deposit account ..., etc.		All PDA acquired ebooks have records in the Ougan catalog.	
Library	Objective 4.3. Make WKU Library information resources and services available as essential ..., etc.	4.3.2. Establish WKU's own Institutional Repository to demonstrate its achievements in education ..., etc.	4.3.2.1. Explore a subscription-based Institutional Repository which can be used without IT support (Fall 2016)	2016	26-50%	Subscription pricing was obtained from two IR product vendors. There are also sales contacts.	Confirm pricing and ability to of vendors to receive payment in China from an agent.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Library	Objective 4.3. Make WKU Library information resources and services available as essential ..., etc.	4.3.2. Establish WKU's own Institutional Repository to demonstrate its achievements in education ..., etc.	4.3.2.2. Involve faculty and students in the Institutional Repository program as much as possible (Fall 2016)	2016	0-9%		When the head of digital library position (currently advertised) is filled, we can complete investigation of products and report to faculty.		
English Language Center	Objective 1.4.	1.4.2. Establish a language testing lab for standardized English language acquisition tests	1.4.2.3. Put it into use (Fall 2016)	2016	51-75%	Accuplacer Proficiency assessment successfully administered to 2016 freshmen.			Conducted Accuplacer Testing for 480 freshmen for placement purpose
Academic Affairs office	Objective 1.4. Improve educational facilities	1.4.3. Establish a financial lab for the Global School of Business	1.4.3.1. Design and construct the lab on the ground floor of the General Education Hall, which may be moved ..., etc.	2015	0-9%				
Academic Affairs office	Objective 1.4. Improve educational facilities	1.4.3. Establish a financial lab for the Global School of Business	1.4.3.2. Equip the lab with Bloomberg technology for 2015/16 and formally put into use in Fall 2016	2016	0-9%	Plan Changed. According to the real situation, the financial lab construction plan was postponed and will start to construct ..., etc.			
Academic Affairs office	Objective 1.4. Improve educational facilities	1.4.4. Equip classrooms with touch screens to provide students with an integrated multimedia educational environment	1.4.4.1. Equip every classroom with different models of touch screens (the timeline will be set in Fall 2016)	2016	complete	1. Identify and secure financial resources for equipment purchase. 2. Identify appropriate instructional space ..., etc.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Registrar's Office	Objective 2.1. Make and improve recruitment plans(including the one for international students) ..., etc.	2.1.7. Establish and improve the internal program declaration/change system to meet the needs of WKU students	2.1.7.1. Establish the system (2015)	2015	76-99%	Admit one International student in 2016 Fall and the student number of study program has increased to a large extent.	Provide a more diversified exchange program to students at WKU and KU.	9 Students from KU study at WKU in 2016 Fall and over 100 students from WKU study in KU.	
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services to meet the ..., etc.	2.3.6. Establish an academic tutoring system	2.3.6.2. Establish an online tutoring system to provide additional help (Spring 2016)	2016	complete	ELC upgraded their online booking system and applied their WeChat public platform to provide more efficient English learning services to students.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services ..., etc.	2.3.6. Establish an academic tutoring system	2.3.6.3. Recruit specialists or assistants (Spring 2016)	2016	complete	ELC and Library had their specialists or assistants to provide tutoring to students. Students Learning Support Center needs to start to recruit ASAP.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services ..., etc.	2.3.6. Establish an academic tutoring system	2.3.6.4. Involve the library and ELC in tutoring services (Fall 2016)	2016	complete	1. Library specialist provided professional consultation to students in learning, research, searching, resource, utilizing, ..., etc.			
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services ..., etc.	2.3.7. Establish a General Education Office and enhance such education as a kind of support in students' first year experience	2.3.7.1. Establish the GE Office to provide more support in GE education and curriculum design (Fall 2016)	2016	0-9%	In preparation.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Academic Affairs office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services ..., etc.	2.3.7. Establish a General Education Office and enhance such education as a kind of support in students' first year experience	2.3.7.2. Provide freshmen with experience based on more systematic and advanced programs (Fall 2016)	2016	0-9%	In preparation.			
Registrar's Office	Objective 2.3. Launch campus-wide programs aimed at providing learning support services ..., etc.	2.3.4 Ensure that students can enjoy all learning support services (either physically or virtually) ..., etc.	2.3.4.6. Improve online services and resources (spring 2017)	2017	76-99%	Students can download the corresponding academic resources online from the University website.	Further enrich the service and information provided online.	One-Stop Service Information online at University Website.	
Student Affairs	Objective 2.5. Create an efficient student-centered service system that promotes ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.1. Further develop the One-Stop Student Service Center with better services, and provide the staff ..., etc.	2015	0-9%		Purchase or develop a system to track the requests from the students and redirect the requests to related offices.	Discussed on the meeting with Leadership and Student Government	
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.2. Set up the Center for Student Leadership Development and Services (Fall of 2015)	2015	51-75%	set up the structure of the center, provide student group service, leadership program to students	purchase of the cougarlink software to launch the co-curricular transcript service to students		
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.3. Begin to provide leadership training for WKU students in Fall 2016, and expand training to students from other ..., etc.	2016	51-75%	offer LEAD freshman leadership program to students. 25 students was enrolled in ..., etc.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.4. Build a Campus Life Advisor Team made up of young professional staff members with clear responsibilities to guide and support students on campus life (Fall of 2015)	2015	51-75%	A team with 35 professional staff was organized to support the campus life of students.	Deliver training to campus life advisors and revise regulations.	Policy and Implementation on Campus Life Advisor of Wenzhou-Kean University	
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.5. Establish a communication mechanism with Student Government to deal with the concerns of students (Fall 2015)	2015	76-99%	instant communication and regular meeting system have been set up between student government and university leadership.			
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.6. Conduct a student experience survey every year beginning from Spring 2016, and feedback ..., etc.	2016	0-9%				
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.7. Organize service activities which improve the community awareness of students (beginning from Fall 2016)	2016	51-75%	forty-seven teams from thirty-five student groups has established strong relationship with Ouhai community to service the local villages and enterprises. seven (7) voluntary activities were organized, such as		Won "Wenzhou Outstanding Social Service Team", "Wenzhou Outstanding Social Service Advisor" ..., etc.	Students actively participated in community engagement. Forty-six (46) teams from student clubs and organizations have established ..., etc.
Student Affairs	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.8. Develop and improve regulations and procedures concerning scholarship and stipends in Spring 2016	2016	76-99%	Drafted, collected suggestions from other departments	Published the revised scholarship and grant policy.		In the second half year of 2016, the scholarship and grant policy is revised. And the scholarship from government increase..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
University Affairs(Media Center)	Objective 2.5. Create an efficient student-centered service system that ..., etc.	2.5.1. Establish and improve the student service system to provide better overall services	2.5.1.9. Update the webpage relevant to campus life to build a user-centered webpage in Spring 2016	2016	complete			Updated website news at any time and the new webpage is in operation	By Dec.10th, we posted 117 news articles in various kinds and level of media, 163 articles in WKU homepage and 79 on Wechat
Student Affairs (Psychology Counseling Center)	Objective 2.5.	2.5.2. Provide psychological guidance and counseling services via Psychology Counseling Center	2.5.2.1. Build a primary network system of psychological crisis intervention, and establish an initial information..., etc.	2016	26-50%	coororate wth RHD to deal with the students who need to concern			The Counselling Center improved the self-awareness and psychological health by hotline, seminars, courses and workshops. Hotline is open to ..., etc.
Student Affairs (Psychology Counseling Center)	Objective 2.5.	2.5.2. Provide psychological guidance and counseling services via Psychology Counseling Center	2.5.2.2. Develop a series of courses for Campus Life Advisers, Residence Hall Directors, Resident Assistants ..., etc.	2016	10-25%	Training			
Student Affairs (Psychology Counseling Center)	Objective 2.5.	2.5.2. Provide psychological guidance and counseling services via Psychology Counseling Center	2.5.2.4. Organize a series of activities and workshops in dormitories to enrich students' cultural life, enhance communication, and help students..., etc.	2016	complete	professional learning/invite psychiatriest to help us to have an mental disorder assessment/to give an promotion to students. ..., etc.		group talk poster/May Blooming	
Student Affairs (Psychology Counseling Center)	Objective 2.5.	2.5.2. Provide psychological guidance and counseling services via Psychology Counseling Center	2.5.2.5. Develop cooperative projects, including co-organizing a TV program on family education with Wenzhou Television ..., etc.	2015	complete	invite family therapist to discuss the detail which is shown in TV/discuss the detail about broadcasting		TV tapes on website which is cooprte with Wenzhou TV station /prize come from Autistic Children Center	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Affairs	Objective 2.5.	2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support..., etc.	2.5.3.1. Build up a student community team, recruit Residence Hall Directors and Resident Assistants ..., etc.	2015	complete	5 RHD and 39 RA were recruited ; already make clear their responsibilities.	One male and two female RHD are going to recruit in spring 2017		In the second half year of 2016, the operation of the residence halls are improved, a) Two (2) more Residence Hall Directors..., etc.
Student Affairs	Objective 2.5.	2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support..., etc.	2.5.3.2. Improve the qualities of the student community team with training by invited experts and colleagues from Kean University..., etc.	2015	26-50%	consistant communication with Kean USA, invite Student Government professionals for training each year..., etc.	WKU will invite colleage of KU to deliver training or sends staffs of WKU to KU for training. ..., etc.		
Student Affairs	Objective 2.5.	2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support..., etc.	2.5.3.3. Organize a series of activities designed to publicize the rules and regulations of the student community (Fall 2015)	2015	26-50%	The University policies and regulations were advoacated via Team meeting, Floor meeting and Freshmen Orientation.	Team meeting, floor meeting and freshmen orientation will be organzied regularly to advoacate the policies ..., etc.		
Student Affairs	Objective 2.5.	2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support..., etc.	2.5.3.4. Provide safety and legal education every academic year (beginning from Fall 2015)	2015	complete	Hold on a Fire Drill every academic year and legal education by local police station erevy semester			
Student Affairs	Objective 2.5.	2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support..., etc.	2.5.3.5. Organize various cultural activities with different themes (beginning from Fall 2015)	2015	complete	Hold on 11 residential activities ,eg , 'Cheetah Hunter', 'Hello,2016'			In the past three months, over eighteen student activities of educational, social, recreation and sport, art, culture, skill development..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Affairs	Objective 2.5.	2.5.3. Provide a comfortable and safe living environment, organize cultural activities, and support..., etc.	2.5.3.6. Improve the facilities of the student community to create a good environment for students, and provide ..., etc.	2015	51-75%	Buildup GYM, readingroom, discussroom , still short of RA's working space and facilities	Need more room renovation after the final acceptance of the residence halls.		
Student Affairs	Objective 2.5.	2.5.4. Improve campus culture to enrich the campus life	2.5.4.1. Further support the development of student clubs and associations, as well as their activities, to enrich the campus life..., etc.	2015	26-50%	approved and successfully established 19 new student groups, and also have 30 various campus events that held by student clubs..., etc.	will have new training to the student group advisors, student group leaders, and adjust the structure of student group committee	1、 English speech competition 2、 Blood donation 3、 Thanksgiving day party 4、 volunteer service outside college..., etc.	Student Clubs and Organizations play important roles of the campus life. Three (3) more student groups..., etc.
Student Affairs	Objective 2.5.	2.5.4. Improve campus culture to enrich the campus life	2.5.4.2. Further support students in their involvement in local, national and international activities (beginning from Fall 2015)	2015	51-75%	Seed Grant was set to encourage students to participant in off-campus activities.		1、 APEC future voice 2、 Youth community & volunteer activities 3、 CCTV English speech competition	
Student Affairs	Objective 2.5.	2.5.4. Improve campus culture to enrich the campus life	2.5.4.3. Invite well-known public figures and performing groups to interact with students (beginning from Fall 2015)	2015	26-50%	Off-campus speakers were invited to campus to interact with students.	The frequency should be increased in future.		
Student Affairs	Objective 2.5.	2.5.5. Make full use of various kinds of technology to publicize information about campus activities so as ..., etc.	2.5.5.1. Develop an information platform on the WKU website to promote such activities (Fall of 2015)	2015	51-75%	All student activity information were published on the WKU website.	The student event will be published on the Campuslabs after the purchase.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Affairs	Objective 2.5.	2.5.6. Reinforce the awareness of the code of conduct for improving students' campus experience	2.5.6.1. Appoint a staff member to lead on matters of the code of student conduct in Fall 2015	2015	complete	One staff was recruited in August 2016 in charge of student community standards and code of conduct.			
University Affairs(Media Center)	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, not only providing educational and technical support	7.1.1. Establish an Office for External Relations and a Media Center to plan and coordinate conferences ..., etc.	7.1.1.3. Assess the OER and the MC's ability to plan and organize major events independently after 2017 ..., etc.	2015	complete			Held the 6th annual National Conference on Chinese-Foreign Cooperation in Running Schools in 2015, and organized the first graduation ceremony ..., etc.	
Student Affairs	Objective 2.5.	2.5.6. Reinforce the awareness of the code of conduct for improving students' campus experience	2.5.6.2. Improve the Code of Student Conduct and the process to deal with violations in Fall 2016	2016	complete	In August 2015, the revised Student Code of Conduct has been issued and implemented			
Student Affairs	Objective 2.5.	2.5.6. Reinforce the awareness of the code of conduct for improving students' campus experience	2.5.6.3. Organize a series of activities to promote the Code of Student Conduct (beginning from Fall 2015)	2015	51-75%	From May 2016, we begin to plan and organize a series of activities concerning the propaganda of the Student Code of Conduct..., etc.			
Student Affairs (Psychology Counseling Center)	Objective 2.5.	2.5.2. Provide psychological guidance and counseling services via Psychology Counseling Center	2.5.2.3. Develop a training system of psychological crisis intervention in Fall 2017	2017	10-25%				

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Affairs	Objective 2.5.	2.5.6. Reinforce the awareness of the code of conduct for improving students' campus experience	2.5.6.4. Organize public service activities, voluntary service activities, etc. annually (beginning from Fall 2015)	2015	76-99%	Youth community & volunteer activities, we have 46 teams go out to do Volunteers.		1、 Wenzhou English speech competition on Nov.26th 2、 Blood donation on Nov.20 3、 Thanksgiving day party on Nov.23 ..., etc.	
Student Affairs	Objective 2.5.	2.5.7. Develop a comprehensive student evaluation system to encourage the overall development of students	2.5.7.1. Develop a digital recording system about students' extra-curricular activities as ..., etc.	2016	26-50%	The purchase of Campus Labs is ongoing.	Follow up the purchase.		
Student Career Development Center	Objective 2.1. Make and improve recruitment plans(including the one for international students)..., etc.	2.1.4. Improve the student exchange programs between WKU and KEAN USA	2.1.4.1. Review the first exchange program in Spring 2015 to ensure that relevant issues or problems..., etc.	2016	complete	Relevant issues and problems of the first program have been collected, summarized and discussed. ..., etc.		The document "Study Abroad Program Guide between KU and WKU"	
Student Career Development Center	Objective 2.1. Make and improve recruitment plans(including the one for international students)..., etc.	2.1.4. Improve the student exchange programs between WKU and KEAN USA	2.1.4.2. Establish a framework agreement between WKU and KEAN USA to determine the mechanism of student exchange ..., etc.	2015	complete	The framework agreement between two campuses has been formally established in Sep., 2015..., etc.		The document "Study Abroad Program Guide between KU and WKU"	Well completed termly study abroad programs between two campuses and summer immersion program in KU. ..., etc.
Student Career Development Center	Objective 2.1. Make and improve recruitment plans(including the one for international students)..., etc.	2.1.4. Improve the student exchange programs between WKU and KEAN USA	2.1.4.3. Draft a detailed handbook concerning WKU-KEAN USA Exchange Program for WKU students (2015)	2015	complete	The handbook of Exchange Program has been printed and handed out to students in Fall 2015.		The document "International Student Handbook"	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Career Development Center	Objective 2.1.	2.1.5. Identify and implement other international student exchange programs before Fall 2017	2.1.5.1. Identify appropriate universities and initiate the formal application process ..., etc.	2015	10-25%				
Student Career Development Center	Objective 2.1.	2.1.5. Identify and implement other international student exchange programs before Fall 2017	2.1.5.2. Initiate student exchange programs with targeted universities in Spring 2016	2016	26-50%	1. Contacted with targeted universities to explore the possibility of program cooperation. The exchange program cooperation..., etc.	1. Explore and develop program cooperation with more universities. 2. Implement and deeper the cooperation..., etc.		
Student Career Development Center	Objective 2.1.	2.1.5. Identify and implement other international student exchange programs before Fall 2017	2.1.5.3. Track and review current exchange programs with the goal of regularizing and promoting ..., etc.	2016	26-50%	1. relevant issues and problems of the first program with KU have been collected, summarized and discussed. 2. And they have been reported to the leaderships of both campuses. Most of	Develop a specific review process for exchange programs.		
Student Career Development Center	Objective 2.1.	2.1.5. Identify and implement other international student exchange programs before Fall 2017	2.1.5.4. Develop student exchange program plans with more universities (Fall 2017)	2017	0-9%	1. Make a list of universities which have the possibility of developing exchange program plans.	1. Taking the advantage of current resource, such as alumni and partners, explore and develop program cooperation..., etc.		
Student Career Development Center	Objective 2.4. Establish a professional development mechanism to enhance ..., etc.	2.4.1. Create a system to provide professional career planning and consulting service		2016	complete	1. developed an office website with intensive functions for career planning and career counseling. This system ..., etc.		wku.jysd.com	Developed easy and multiple accessing student platforms to career services a) WKU.JYSD.COM: Developed a bilingual website ..., etc.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Career Development Center	Objective 2.4. Establish a professional development mechanism to enhance ..., etc.	2.4.1. Create a system to provide professional career planning and consulting service	2.4.1.2. Form a team to provide a one-on-one career consulting service and provide appropriate space and facilities..., etc.	2016	76-99%	1. recruited staff including study abroad, overseas study guidance, internships and job placement as a team for career consulting professionals..., etc.	plan to recruit professional career counselor for each school at campus.	Staff appointment and Physical Space	
Student Career Development Center	Objective 2.4. Establish a professional development mechanism to enhance..., etc.	2.4.1. Create a system to provide professional career planning and consulting service	2.4.1.3. Help students to create and identify more internship opportunities	no timeline	76-99%	1. strongly collaborate with local industry associations and international organizations ..., etc.		Certificate of membership of CPA AUS, Agreement between WKU and Lucheng District, Certificate of Membershio of AmCham	Developing Innovation and Entrepreneurship Platforms, which contributed to the academic development of WKU..., etc.
Student Career Development Center	Objective 2.4.	2.4.2. Establish connections with the governments in Wenzhou, Zhejiang Province and Yangtze River Delta area..., etc.	2.4.2.1. Identify targeted businesses and institutions for outreach and contact (2015)	2015	complete	1. visited and listed at least 33 companies in zhejiang, shanghai and shenzhen for cooperations.		Dean Coopers' visit with university leaders accompanied. Cooper	a) In 2016, two job & internship fairs were hosted on campus, more than 40 famous corporate companies were invited and more than ..., etc.
Student Career Development Center	Objective 2.4.	2.4.2. Establish connections with the governments in Wenzhou, Zhejiang Province and Yangtze River Delta area..., etc.	2.4.2.2. Establish a working committee to draft and finalize cooperation agreements (2015)	2015	26-50%	1. worked with business school to establish a committee team for global practica program	1. work with other schools to establish relavent committee for outreach and cooperation		
Student Career Development Center	Objective 2.4.	2.4.2. Establish connections with the governments in Wenzhou, Zhejiang Province and Yangtze River Delta area..., etc.	2.4.2.3. Organize a professional team, including university leaders, for business visits and agreements (Spring 2016)	2016	26-50%	1. Mr. Philip Connelly is appointed as the university leader for student career center, and has been visiting corporate companies ..., etc.	1. to develop a partnership and cooperation committee for student career development.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Career Development Center	Objective 2.4.	2.4.2. Establish connections with the governments in Wenzhou, Zhejiang Province and Yangtze River Delta area, etc.	2.4.2.4. Establish a number of bases for internship and field practice throughout Zhejiang Province and beyond (Spring 2016)	2016	complete	1. extensive collaboration with Lucheng and Ouhai Industry association, and signed agreements with Kangnai and Onehrt.			Developed mechanisms for industry-academia cooperation based on WKU academics, and connected with Wenzhou local industry, etc.
Student Career Development Center	Objective 2.4.	2.4.2. Establish connections with the governments in Wenzhou, Zhejiang Province and Yangtze River Delta area, etc.	2.4.2.5. Develop an internship support system within each department (Spring 2017)	2017	10-25%	1. handed 3-year staff plan to university for approval	1. recruit career counselors for humanities and computer sciences		
Student Career Development Center	Objective 2.4.	2.4.3. Establish similar agreements with companies and institutes in the United States and other countries	2.4.3.1. Start to implement the agreements in 2016	2016	complete	1. Global Practica Program and Maker Space			a) Established WKU Maker Xpace and 1st Impact Investment Forum for welcoming student entrepreneurs to experience business ..., etc.
Student Career Development Center	Objective 2.4.	2.4.4. Promote the prospects of graduate education for WKU undergraduates	2.4.4.1. Create conditions for WKU students to obtain master's degree in Kean USA (2015). For example, they do not have to take an English test, etc.	2015	51-75%	Worked with Admission Office of Postgraduate Programs in KU and reached an agreement with special admission conditions..., etc.	Formalize and regularize the agreed conditions for WKU students with signing MOU or agreement.		
Student Career Development Center	Objective 2.4.	2.4.4. Promote the prospects of graduate education for WKU undergraduates	2.4.4.2. Develop a work-study graduate program with Kean USA (2015)	2016	complete				d) 2017 WKU Graduates Assistant Program was launched with 17 vacancies open for class of 2017.

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Student Career Development Center	Objective 2.4.	2.4.4. Promote the prospects of graduate education for WKU undergraduates	2.4.4.3. Establish an extensive network with well-known agencies for overseas education in China and other countries, ..., etc.	2016	76-99%	1. Developed the long-term cooperation with well-know agencies for overseas education in China. 2. Cooperating with ..., etc.	Regularize the long-term cooperation with agencies in the means of signing formal agreements.		
Student Career Development Center	Objective 2.4.	2.4.4. Promote the prospects of graduate education for WKU undergraduates	2.4.4.4. Cooperate with the International Learning Center in Kean USA to establish student-centered overseas programs ..., etc.	2016	10-25%	1. shared the internal documents for study abroad program with KU USA, and listed a potential partners for further development.	1. establish a work process to coordinate with KU for finalizing an agreement on sharing..., etc.		
Human Resources	Objective 5.2. Support the professional development of staff by means of annual evaluation, training, etc	5.2.2. Develop an annual training and professional development plan and a performance evaluation system ..., etc.	5.2.2.2. Initiate a performance evaluation system based on the one at Kean USA and adapted in accordance..., etc.	2016	complete				
University Affairs	Objective 5.1. Develop and implement better administration policies based on best practice	5.1.2. Persuade the government to provide more favorable policies and capital investment to achieve more autonomy..., etc.	5.1.2.2. Strive for the establishment of WKU as a special educational zone (2017)	2017	51-75%	1.in September 2015, a comprehensive report was submitted to the Ministry of education, requesting Wenzhou Kean University as a "special educational zone" to give more autonomy in running	Continue to visit the Ministry of education and the Provincial Department of education, striving for policy from superiors.		
University Affairs	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province,...., etc.	7.1.2. Enhance connections and cooperation with local government and relevant institutions..., etc.	7.1.2.1. Strengthen communication with Wenzhou Municipal Office for Foreign and Overseas Chinese Affairs and the Investment ..., etc.	2015	complete			1.Communicated with Wenzhou Municipal Office of Foreign and Overseas Chinese Affairs, strived to organize more activities..., etc.	

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 3.5. Take measures to help faculty adjust to life in China both as a teacher and a foreigner in China	3.5.4. Develop a benefits policy for faculty with the joint efforts of the HR Offices in WKU and Kean USA	3.5.4.1. Further improve the benefits policy and include it in the Faculty Handbook for 2015/2016, and update it if necessary in the future		2015 complete	We finished the benefits policy in 2015, and changed slightly in some details in 2016. Will keep updating it if necessary in the future.			
University Affairs	Objective 6.1.	6.1.4. Design and construct an international school (K-12) for WKU members and the surrounding community	6.1.4.1. Begin to construct the school in collaboration with social institutions in 2016 and complete it by 2018		2018 51-75%	A lot of efforts and negotiation have been taken to push forward the collaboration with municipal and district educational department,...., etc.	More efforts will be taken to push forward the cooperation with Semir Group in founding an international school.		
University Affairs	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province,...., etc.	7.1.2. Enhance connections and cooperation with local government and relevant institutions ..., etc.	7.1.2.2. Cooperate with the Center for Research on Chinese-Foreign Cooperation in Running Schools, Xiamen University,...., etc.		2015 complete			Held the 6th annual National Conference on Chinese-Foreign Cooperation in Running Schools (2015) successfully. From 15 to 17 in November ..., etc.	Held the 6th annual National Conference on Chinese-Foreign Cooperation in Running Schools (2015) successfully. From 15 to 17 in November..., etc.
University Affairs	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province..., etc.	7.1.4. Based on WKU's international cooperation platform, initiate the founding of the Institute..., etc.	7.1.4.1. Work with relevant local government departments to form a working team and formulate a work plan and a schedule		2016 complete			Strengthened cooperation with the relevant departments, planning to build a research institute of zhejiang and NewJersey..., etc.	
Student Affairs	Objective 2.5.	2.5.7. Develop a comprehensive student evaluation system to encourage the overall development of students	2.5.7.2. Establish a comprehensive student evaluation system to facilitate students' overall development (Fall 2016)		2016 10-25%	A draft assessment system was developed that need the support of Campus Labs.			

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Library	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.5. Establish relations with other universities in Wenzhou City and Zhejiang Province to share resources ..., etc.	7.1.5.1. Launch the WKU online library and provide online transfer services throughout Zhejiang Province (2016)	2016	26-50%	The Ougan Library catalog is an online record of the WKU Library holdings, available anywhere.	interlibrary loan or other transfer agreements must be established with other Zhejiang libraries to facilitate borrowing.		
Library	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.5. Establish relations with other universities in Wenzhou City and Zhejiang Province to share resources..., etc.	7.1.5.4. Help to draft a guidebook for expats, with a list of the major local libraries and their relevant rules (2016)	2016	0-9%				
Student Affairs	Objective 7.1	7.1.6. Make full use of the talents of faculty, staff and students of WKU to serve the local community	7.1.6.1. Expand "I -Do-Volunteer-Service Association" to attract more members, and provide local communities with various ..., etc.	2016	76-99%	1.Volunteers go to Li ao second school to free teach english several times. 2.2015 international fair, 2015 international fashion ..., etc.	Volunteer will going to tai shun county to free teach primary school students in the end of 2016-2017		WKU students actively participated in community engagement. In addition to the individuals, the majority of the student clubs ..., etc.
University Affairs(Media Center)	Objective 7.1.Position WKU as a resource of both Wenzhou City and Zhejiang Province, ..., etc.	7.1.1. Establish an Office for External Relations and a Media Center to plan and coordinate conferences..., etc.	7.1.1.4. Develop WKU's Visual Identity System based on the one in Kean University by 2017	no timeline	76-99%	Initially established, but has not yet established our own Visual Identity System.	Establish VI system with WKU characteristics.		WKU established a Student Photograph & Video Studio and campus radio, created a series of characteristic promotional video, ..., etc.
University AffairsCPC Office	Objective 2.5.	2.5.8. Form an educational philosophy and develop a campus culture advocating aggressiveness, learning and thinking	2.5.8.1. Develop WKU's motto based on its own characteristics (2016)	2016	76-99%	The notice has been drafted and approved by the leadership. As it was decided by the leadership, the issue was postponed.	Start again at the right time.		

6.4 2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

2015-2016 Wenzhou-Kean University Strategic Plan Progress Report

Lead Department	Objective	Actions	Implementation/ Timeline	Timeline	% implementation Complete	Action Taken	Action Upcoming	Evidence	Measurements
Human Resources	Objective 5.2. Support the professional development of staff by means of annual evaluation, training, etc	5.2.3. Provide staff with English training to enable them to use English in interaction, ..., etc.	5.2.3.1. Provide English training as a priority in the professional development plan for staff (beginning from Summer 2016)		2016 0-9%	Due to the shortage of EIC staff, we could not organise the English training properly.	We started to recruit new staff members for ELC since Aug. 2016, the English training could be planned when the recruitment work is completed.		



Welcome to the 2015 Faculty Orientation

World-Class Education www.wku.edu.cn



August 2015 · Wenzhou

Orientation Schedule

Fri (Aug 28)	Sat (Aug 29)	Mon (Aug 31)	Tue (Sept 1)	Wed (Sept 2)	Fri (Sept 4)
(Morning) Community Tour (Afternoon) Orientation	Orientation	(Morning) Physical Examination	English Teachers Meeting	Residence Permit	Professional Development Day
Sat (Sept 5)	Sun (Sept 6)	Mon (Sept 7)	Tue (Sept 8)		Wed (Sept 9)
Academic Affairs- Day 1	Academic Affairs- Day 2	(Morning) Physical Examination	Orientation		Residence Permit

New Faculty Orientation: Wenzhou-Kean University 2015

Friday, 28th August	
10: 00am-12:00pm	
Getting Started in Wenzhou Juying and Chashan Community Tour	Nancy Li, Chiara Zhou and Jessica Huan- Logistics and Assets Management Office
	<i>New faculty I</i>
2:00-4:00 pm in D302	
Life in Wenzhou Assets Management Academic Equipment WKU Healthcare	Chiara Zhou - Logistics and Assets Management Office Stellar Shi- Academic Affairs Cai Fangfang- Healthcare
	<i>New faculty I</i>

Saturday, 29th August	
9:00 – 10:15 am in D302	
Working for WKU Benefits & Allowances Financial Issues	Rainie Huang- Human Resource Office Bessie Hu- Finance Office
	<i>New faculty I</i>
10:30 – 12:00 pm in D302	

Syllabus for Immersion Program	Rebecca Newman- Academic Affairs
	<i>New English Teachers</i>
1:00-2:00 pm in D302	
Using Technology Tech in Classroom Campus Network/VPN Printer & E-mail	Daniel Chen and Yueyue Zhang- IT Office
	<i>New faculty I</i>
2:15-3:15 pm in D302	
Using Technology Introduction of Keanwise & Blackboard	Xiao Xu- Registrar Office
	<i>New faculty I</i>
3:30-4:30 pm in D302	
Using Library Introduction Library Policy Textbook & Teaching Materials	Charles Greenberg- Library Shilei Yan- Library Vivian Lai- Library
	<i>New faculty I</i>

Monday, 31st August

8:30-10:30 am Physical Center	
Physical Exam	Daisy Xie- Human Resources Office Fangfang Cai- Health Center
	<i>New faculty I</i>
10:00-11:30 am in B202	
Syllabus for Immersion Program	Rebecca Newman- Academic Affairs
	<i>Returning English Teachers</i>

Tuesday, 1st September

3: 00-4:30 pm in B202	
Meeting for Immersion Program	Rebecca Newman and Sophia Howlett- Academic Affairs
	<i>All English Teachers</i>

Wednesday, 2nd September	
3:00-4:30 pm in C317	
Residence Permit	Ryan Su and Daisy Xie- Human Resources Office
	<i>New Faculty I</i>
Friday, 4th September	
8:00 – 9:00 am in B202	
HR Orientation Health Insurance, Benefits, Payroll etc.	Faruque Chowdhury- Human Resources Office Global Cigna Representative - USA
	<i>New faculty</i>
9:15 – 10:00 am in B 202	
Teaching, Scholarship & Service at Kean: What makes a World-Class Education	Jeffrey Toney
	<i>Continuing faculty</i>
10:15 – 11:15 pm in B 202	
The Importance of Good Advisement at Kean	Barry Mascari and Bridget White
	<i>Continuing faculty</i>
11:30 – 12:15 pm in B 202	
General Education	Bridget White
	<i>Continuing faculty</i>
1:00 – 2:00 pm in B 202	
Academic Integrity	Jeffrey Toney, Holger Henke
	<i>Continuing faculty</i>
2:15 – 3:30 pm in B 202	
Assessment	Claire Mulry, Barry Mascari, Bridget White
	<i>Continuing faculty</i>
3:45 – 5:00 pm in B 202	
Create the Future at Kean & Community Partnership Building	Maximina Rivera, Claire Mulry
	<i>Continuing faculty</i>
5:30 – 6:30 pm	
Welcome Dinner (Buffet) New faculty and continuing faculty mentors invited	

Saturday, 5th September	
9:00 – 10:15 am in B202	
Welcomes and Opening *Videos from President Farahi, and Vice President Murray-Laury *Wenzhou-Kean promotion video * Introduction	Dr. Jeffrey Toney, Provost, Kean University Dr. Holger Henke, Associate Vice President for Academic Affairs, WKU Dr. Cao Jiang, Associate Dean, School of Business Wenzhou-Kean Chinese leadership Related WKU department heads
	<i>New faculty</i>
10:30 – 12:00 pm in B302	
Teaching, Scholarship & Service at Kean: What makes a World-Class Education	Jeffrey Toney
	<i>New faculty</i>
1:00-2:30 pm in B302	
The Importance of Good Advisement at Kean	Barry Mascari and Bridget White
	<i>New faculty</i>
2:45–3:45 pm in B302	
Academic Integrity	Jeffrey Toney, Holger Henke
	<i>New faculty</i>
4:00–5:00 pm in B302	
Peer mentorship meeting – Introductions & Best WKU Moments	Dr. Yu Meng
	<i>New faculty and continuing faculty mentors invited</i>
Sunday, 6th September	
8:30-9:30 am in B202	
Assessment	Bridget White, Claire Mulry, Barry Mascari
	<i>New faculty</i>
9:45 – 10:30 am in B302	
True Colors Exercise	Barry Mascari

6.5 2015 WKU New Faculty Orientation Agenda

	<i>New faculty</i>
10:45-11:45 am in B302	
Create the Future at Kean & Community Partnership Building	Maximina Rivera, Claire Mulry
	<i>New faculty</i>
1:00-2:15 pm	
Classroom Success	Barry Mascari, Claire Mulry
	<i>New faculty</i>
2:30-4:00 pm	
English Learning Center (ELC) & Student Affairs	Curtis Wu & ELC staff; WKU Counseling staff, Maximina Rivera
	<i>New faculty</i>

Monday, 7th September

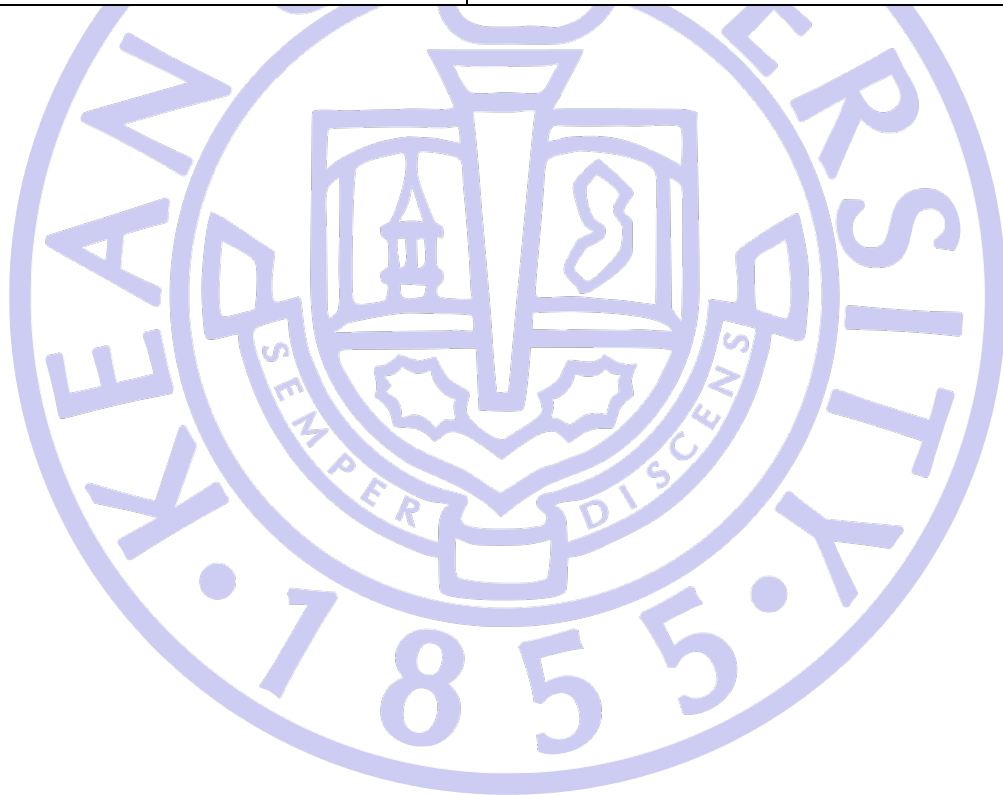
8:30-11:00 am Physical Center	
Physical Exam	Daisy Xie- Human Resources Office Fangfang Cai- Health Center
	<i>New faculty II</i>
1:00 – 4:30 pm in B202	
Life in Wenzhou Assets Management Academic Equipment WKU Healthcare	Chiara Zhou - Logistics and Assets Management Office Stellar Shi- Academic Affairs Cai Fangfang- Healthcare
	<i>New faculty II</i>

Tuesday, 8th September

9:00-10:15 am in B202	
Working for WKU Benefits & Allowances Financial Issues	Rainie Huang- Human Resources Office Yangfan Lin- Finance Office
	<i>New faculty II</i>
10:30 – 11:30 am in B202	
Using Library Introduction Library Policy Textbook & Teaching Materials	Charles Greenberg- Library Shilei Yan- Library Vivian Lai- Library
	<i>New faculty II</i>
1:00-2:30 pm in B202	

Using Technology Tech in Classroom Campus Network/VPN Printer & E-mail	Yiyu Chen and Yueyue Zhang- IT Office
	<i>New faculty II</i>
2:45-4:30 pm in B202	
Using Technology Introduction of Keanwise & Blackboard	Xiao Xu- Registrar Office
	<i>New faculty II</i>

Wednesday, 9th September	
All day in C317	
Residence Permit	Ryan Su and Daisy Xie- Human Resources Office
	<i>New Faculty II</i>



6.6 2016 WKU New Faculty Orientation Agenda

WKU NFO			
August 27	Room	Topic	Presenter
8:30-9:00	B202	Welcome to Kean	Frank Wang, Phillip Connelly, Holger Henke
9:15-11:45	B202	Welcome to Kean: Ice Breaker and Team Formation Exercise (True Colors)	Jane Webber
LUNCH	Dining Hall 1		
12:45-1:45	B202	US Accreditation and Assessment	Sophia Howlett
2:00-3:00	B202	Service: how to get involved in Shared Governance and Student support (including Curriculum, student orgs, and Kean shared governance structures)	Gilda Del Risco, Jane Webber, WKU Student Affairs representative (Yang Hongqing)
3.15-4.15	B202	Financial Issues	WKU Finance Office
4:30 – 6:00	Dining Hall 1 (upstairs)	GROUP DINNER	-
August 28			
8:30-10:00	B202	Living and Teaching Overseas (Cultural Awareness and Adaptation)	David Purnell, Rebeccah Newman and Jane Webber
10:15-11:45	B202	Kean University Teaching 1: a conversation	Sophia Howlett (Moderator), David Purnell, Jane Webber, Rebeccah Newman, Maofa Huang
LUNCH	Dining Hall 1		
12:45-1:45	B202	Kean University Teaching 2: Plagiarism and Cheating/Academic Integrity Policy/Grading	Holger Henke, Sophia Howlett, Academic Affairs(Yishu)
2:00-3:00	B202	Building a Career at Kean (including portfolios/reappointment and evaluation processes)	Sophia Howlett, Holger Henke, Gilda Del Risco;
3:15-4:30	B202	HR China with Q&A	WKU HR
August 29			
8:30-9:30	B202	Academic Services: Careers, Counselling, Library, Academic Affairs Office	ELC, Careers and Internships, Counselling Center, Academic Affairs
9:45-11:15	B202	Faculty Advising 1: Four Year Plans and KeanWise Introduction	Sophia Howlett, Cao Jiang, Rebeccah Newman, David Purnell, Ken Wolpin

6.6 2016 WKU New Faculty Orientation Agenda

11:15-11:45	Outside Dining Hall 1	Group Photo	Chen Tongtong
LUNCH	Dining Hall 1		
12:45-2:15	B202	Faculty Advising 2: What makes a good advisor?	Sophia Howlett and Jane Webber
2:30-3:15	B202	Library Services	Library Staff
3:15 - ca. 5:00	TBA	Concurrent Sessions: ESL Computer Science (if faculty are present!) GE and GE related courses Business College (Topics: Course Outlines, Syllabi Development, Reading materials, what to expect, norming etc.)	Rebecca Newman for ESL; Cao Jiang for Business; Returning CompSci faculty member; David Purnell and Sophia Howlett for GE and GE related courses; Returning faculty member for Graphic Design

Bus schedule:

27th August 7:10AM Xintianyuan----7:45AM Chashan -----8:00AM Campus

18:15 Campus---18:30 Chashan---19:05 Xintianyuan

28th August 7:10AM Xintianyuan----7:45AM Chashan -----8:00AM Campus

17:00 Campus---17:15 Chashan----17:50 Xintianyuan

29th August 7:10AM Xintianyuan----7:45AM Chashan -----8:00AM Campus

17:45 Campus---18:00 Chashan----18:35 Xintianyuan

New Faculty Orientation – AY 2016/17

On a scale of 1 – 5 (**where 5 = excellent and 1 = unsatisfactory**) please give your thoughts on your experience of the orientation event you have attended.

Please circle the appropriate number

1. *The event will be useful to me in the classroom*
e.g. planning lessons, delivery

1 2 3 4 5

Comments/suggestions

2. *The event will help me in other aspects of my duties*
e.g. administrative, financial, pastoral etc

1 2 3 4 5

Comments/suggestions

3. *The event guided me in understanding assessment*
e.g. use of rubrics/SLO's

1 2 3 4 5

Comments/suggestions

4. *The event helped establish better relationships with*
colleagues

1 2 3 4 5

Comments/suggestions

6.7 WKU New Faculty Orientation Survey and Responses (2015, 2016)

5. *The event helped me understand the structure, values and ethos of the university*

1 2 3 4 5

Comments/suggestions

6. *The event inspired confidence in the University's values and mission*

1 2 3 4 5

Comments/suggestions

7. *The event was planned and organized in a manner I found logical and helpful*

1 2 3 4 5

Comments/suggestions

8. *The event was appropriate to my needs at this point in time*

1 2 3 4 5

Comments/suggestions

Please use this section for general comments/observations

New Faculty Orientation Fall 2015

New faculty were asked to rate the orientation process in 8 areas (see attached questionnaire).

We received 22 responses

For each area they were asked to give a rating on a scale of 1 – 5 where 5 is considered ‘excellent’ and 1 is considered ‘unsatisfactory.’

Question Number	Rating and frequency of response							Ave
	1	2	3	4	5			
1	0	1	5	7	9			<i>4.09</i>
2	0	4	3	7	8			<i>3.86</i>
3	2	2	3	6	9			<i>3.82</i>
4	0	1	1	5	15			<i>4.54</i>
5	0	1	5	3	13			<i>4.27</i>
6	1	0	4	4	13			<i>4.27</i>
7	1	2	4	5	10			<i>3.95</i>
8	1	5	2	6	8			<i>3.68</i>
Frequency (/176)	5	16	27	43	86			Mean Ave 4.06

6.7 WKU New Faculty Orientation Survey and Responses (2015, 2016)

New Faculty Orientation Fall- AY 2016/2017

New faculty were asked to rate the orientation process in 8 areas (see attached questionnaire).

We received **14** responses (from 31 new faculty); a return rate of **45.16%**

For each area/question faculty were asked to give a rating on a scale of 1 – 5 where 5 is considered ‘excellent’ and 1 is considered ‘unsatisfactory.’

Question Number	Rating and frequency of response							Ave
	1	2	3	4	5			
1		5	2	4	3	0		<i>2.71*</i>
2		2	4	1	6	1		<i>3.00</i>
3		7	2	1	2	1		<i>2.08*</i>
4		2	2	4	4	2		<i>3.14</i>
5		3	3	1	2	5		<i>3.21</i>
6		3	3	2	3	3		<i>3.00</i>
7		7	1	3	3	0		<i>2.14</i>
8		5	1	3	2	2		<i>2.62*</i>
Frequency (/110)		<i>34</i>	<i>18</i>	<i>19</i>	<i>25</i>	<i>14</i>		Mean Ave 2.69

*In some cases individual questions were not answered so division is not by 14

2015-2016 Additional Instructional Location Annual Assessment Results and Recommendations Report

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

Additional Instructional Location: Kean Ocean

Associate Vice President for Academic Affairs (Kean Ocean): Stephen Kubow

Section 1: Summary of the State of the Additional Location

A. Enrollment and Graduation Rate Analysis

Analyze and discuss the current year's program data as compared to the previous years of collected data for each program at your location with respect to:

- **Program Enrollment**

Ocean Campus

All Students Enrollment Headcount & FTE¹

By Academic Level, for Fall Semester(s)

Headcount/ FTE/ Academic Level	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5-YR % Change
Headcount						
Undergraduate	1262	1140	1202	1250	1271	1%
Graduate	38	106	101	142	143	276%
Subtotal	1300	1246	1303	1392	1414	9%
FTE²						
Undergraduate	785	679	721	743	797	2%
Graduate	18	51	48	72	72	300%
Subtotal	803	730	769	815	869	8%

Enrollment overall is stable and shows a 9% increase in student headcount over the past five years. This increase is due to significant growth in graduate-level program offerings where the student

¹ Source: Kean University Office of Institutional Research:

<http://ir.kean.edu/irhome/Student/StuProfile/Student.asp?EDR=E&StuGrp=All&Category=Camp>

² FTE is calculated with credits enrolled divided by 16 for undergraduate students and divided by 12 for graduate students. Fractional discrepancies may occur due to rounding factors.

headcount has increased by 276% since Fall 2012. Undergraduate enrollment has remained flat and shows a modest 1% increase in student headcount as compared to five years ago. This is due to the trend of four years of decreasing enrollment at Ocean County College (OCC) (Please see Table and Graph below from OCC's Office of Institutional Research). Since the overwhelming majority of undergraduate students come from Ocean County College, decreases in their enrollment will ultimately have a carry-over effect on Kean Ocean enrollment.

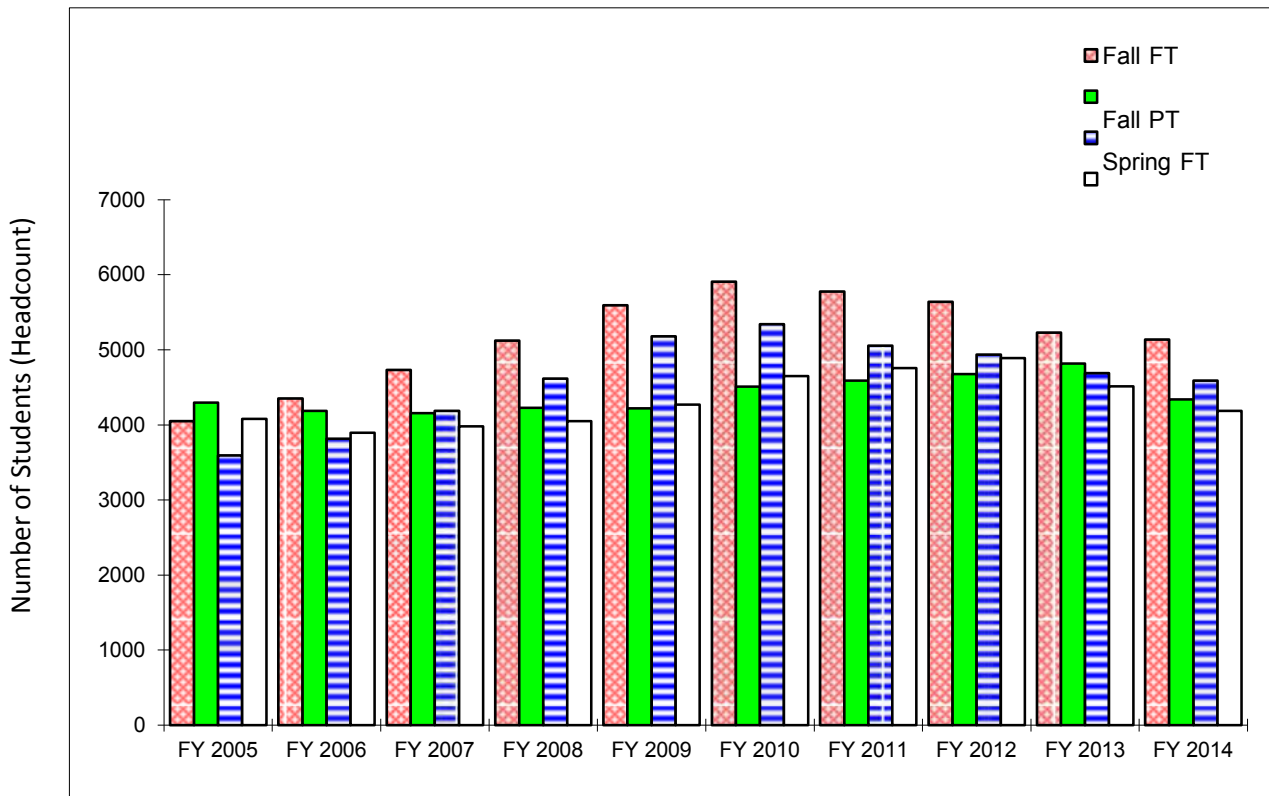
Fall and Spring Semesters

Ocean County College Students: Full-time, Part-time and Total Student Enrollment, Past Ten Years³

Semester and Student Type	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
FALL										
Full-time	4047	4351	4733	5124	5593	5907	5775	5640	5232	5138
% change (prior year)	-1.2%	7.5%	8.8%	8.3%	9.2%	5.6%	-2.2%	-2.3%	-7.2%	-1.8%
Part-time	4297	4187	4156	4227	4218	4508	4592	4677	4816	4339
% change (prior year)	-0.9%	-2.6%	-0.7%	1.7%	-0.2%	6.9%	1.9%	1.9%	3.0%	-9.9%
TOTAL	8344	8538	8889	9351	9811	10415	10367	10317	10048	9477
% change (prior year)	-1.1%	2.3%	4.1%	5.2%	4.9%	6.2%	-0.5%	-0.5%	-2.6%	-5.7%
SPRING										
Full-time	3595	3815	4184	4616	5177	5340	5055	4934	4687	4591
% change (prior year)	1.7%	6.1%	9.7%	10.3%	10.3%	3.1%	-5.3%	-2.4%	-5.0%	-2.0%
Part-time	4077	3897	3982	4047	4271	4652	4756	4890	4515	4186
% change (prior year)	0.6%	-4.4%	2.2%	1.6%	1.6%	8.9%	2.2%	2.8%	-7.7%	-7.3%
TOTAL	7672	7712	8166	8663	9448	9992	9811	9824	9202	8777
% change (prior year)	1.1%	0.5%	5.9%	6.1%	9.1%	5.8%	-1.8%	0.1%	-6.3%	-4.6%

³ Source: Ocean County College Office of Institutional Research:
<https://www.ocean.edu/content/public/about/fast-facts/Factbook.html>

**Ocean County College Students: Fall and Spring Semesters
Full-time and Part-time Student Enrollment, Past Ten Years⁴**



Recruiting outside of Ocean County College, and Ocean County in particular, is an opportunity to enhance enrollment. Currently our out of county students are derived largely through social networks or through our web application. By expanding our recruitment efforts into Monmouth, Burlington, Mercer, northern Atlantic, and southern Middlesex counties and developing a comprehensive marketing campaign specifically for Kean Ocean, we anticipate that our enrollment will continue to grow.

- **Retention and Graduation Rates**

N/A. Kean University's Office of Institutional Research calculates this data using first-time, full-time freshmen. As Kean Ocean is a partnership with Ocean County College, there are no first-time, full-time freshmen.

B. Program Student Learning Outcome Assessment Data and Recommendations

⁴ Source: Ocean County College Office of Institutional Research:
<https://www.ocean.edu/content/public/about/fast-facts.html>

For each individual program, summarize the current year's program assessment (from annual reports and program reviews) including:

Summary of 2015-2016 Assessment cycle

The 2015-2016 cycle began August 1, 2015 and ended on July 31, 2016. This represents the final report based on the 2013-2016 Strategic Plan for Kean Ocean.

● **Student learning outcomes (SLOs) data**

The full list of academic programs offered through Kean Ocean can be found here:

<http://www.kean.edu/academics/kean-ocean/kean-ocean>

Student learning outcomes (SLO) data across all programs was analyzed. A detailed summary of all 2015-2016 Assessments for programs offered through Kean Ocean is provided in Appendix 1. This summary includes the following information:

- College
- Program Name
- Program SLOs assessed in 2015-2016
- Direct Measures
- Courses Used for Data Collection
- Number of Students and Sections Assessed
- Results
- Curricular Actions

Please see the following link to view all 2015-2016 assessment reports by program:

<http://www.kean.edu/offices/accreditation-and-assessment/kean-university-assessment-products>

Recommendations based on findings

In programs from the College of Business and Public Management, faculty across disciplines discussed three primary factors that require curricular action: Communication skills, Problem-solving skills, and Retaining prior learning from previous course work. Faculty proposed several actions including comprehensive reviews of material, increased use of case studies, and utilizing real-world applications of course content.

In programs from the College of Education, faculty across disciplines noted that students perform well on standards-based instruments (e.g. Praxis exam scores, standards-based rubrics, etc.). A recurring observation was that students needed to strengthen their ability to apply knowledge in specific school settings. This may also explain why there is variability in the evaluation of students in their internships between course instructors and site supervisors. A series of curricular actions was developed to increase pre-internship communication on specific expectations for students, course instructors, and site supervisors.

The Nathan Weiss Graduate College currently offers one program through Kean Ocean, the M.A. in Counselor Education. In 2015-2016, faculty examined students' ability to "interpret and utilize professional research and existing data" (SLO 4). Although student test scores on the Counselor Preparation Comprehensive Examination (CPCE)⁵ exceeded the national mean, students fell slightly below (2.77) the target score of 2.8 on the internship case presentation rubric (Please see Appendix 2). Based on this finding, faculty will use live and video demonstrations to emphasize evidence-based practice research.

In programs from the College of Liberal Arts (formerly Humanities and Social Sciences), faculty across a wide range of disciplines primarily focused on communication skills, discipline-specific critical thinking skills, and research methodology skills. Curricular actions include departmental meetings to discuss data and revise curriculum, emphasizing the use of library resources and databases, and dividing large research projects into small tasks throughout the semester.

Finally, in programs from the College of Natural, Applied, and Health Sciences, programs in Biology and Mathematics considered the evaluation and integration of prior learning as a means to revise curricular and co-curricular activities. Faculty who assessed the R.N. to B.S.N. in Nursing indicated the need to reinforce the APA writing style through the use text requirements and APA style orientations. Faculty assessing the M.S.N. Nursing program found that students achieved the target score on the Kean University Speaker Evaluation rubric. However, they would like to see students develop a broader range of theoretical frameworks with an increased emphasis on culturally diverse topics. This will be accomplished through assignments that have students compare and contrast theoretical frameworks in culturally diverse contexts.

Section 2: General Academic Planning

- **What does the Strategic Plan say we should offer to students next?**

Kean Ocean will continue to offer world class, rigorous baccalaureate-completion and graduate programs to the state's sixth largest and fastest growing county. In so doing, Kean Ocean will be promoting the local economy and human resources by offering degrees in as many fields as demand will support and with as much economy and efficiency as the partnership's sharing of resources will allow. This is possible through the unique partnership between Kean and Ocean County College.

Allied Health Programs

The demographic for Ocean County represents an aging population with numerous retirement communities and 24.8% of residents aged 62 or over.⁶ Additionally, southern and western Ocean Counties are experiencing building and population growth, so this represents an opportunity to grow

⁵ Counselor Preparation Comprehensive Examination (CPCE) Website: <http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

⁶ Source: US Census Bureau. 2010 Demographic Profile Data for Ocean County, New Jersey: http://www.planning.co.ocean.nj.us/census/2010/ocean_co_demo_profile.pdf

our graduate programming strategically to meet the needs of the community. Allied health professions (Nursing, Occupational Therapy, Physical Therapy, Physician Assistant, Speech Pathology, Social Work and Therapeutic Recreation) all will be in demand to serve the population needs. Offering the Master's in Special Education, or other routes leading to certification in Special Education and related disciplines, will bring large graduate enrollments to complement the successful Counselor Education program we currently offer.

Performing Arts Programs

The performing arts represent another major opportunity. With the development of a new performing arts A.A. degree at Ocean County College combined with the plan to relocate the Ocean County Performing Arts Vo-Tech High School onto the Ocean County College campus, we will have the opportunity to greatly expand our offerings in the performing arts.

B. A. Communication/Communication Studies

In January 2015, an articulation agreement was developed for a B. A. Communication/Communication Studies program. Marketing and recruiting strategies were implemented for the Fall 2015 admission cycle. The goal to establish an initial cohort of 20 students was achieved.

Curriculum Articulation sheets were created, approved by Union, vetted by the OCC Advisement Center, and then signed as an articulation agreement with OCC. Marketing and admission began in February 2015. These signed articulations and new Articulation Guide Sheets were posted on the Kean Ocean Website in August 2015.⁷

Data Results: Articulation sheets have been developed.⁷ These were reviewed and approved by Kean University and Ocean County College and were implemented in Fall 2016. Admission data and course enrollment data is summarized in the tables below.

Admission and Enrollment Data for Kean Ocean Communication Program Options

Fall term data	B.A. Communication		B.A. Communication/PR		Total	
	2015	2016	2015	2016	2015	2016
Applications started	5	9	2	7	7	16
Applications submitted	5	9	1	6	6	15
Applications completed	4	8	0	6	4	14
Withdrawn	1	0	0	0	1	0
Admitted	4	7	0	7	4	14
New Enrolled	2	2	0	4	1	6
KOCC enrolled	0	2	0	1	0	3
Continuing Enrolled	2	13	1	4	3	17
Total enrolled	4	17	1	9	5	26

⁷ Kean Ocean Curriculum Articulation Sheets: <http://www.kean.edu/academics/kean-ocean/kean-ocean>

Section offering and enrollment data for Communication (COMM) courses at Kean Ocean

Section Offering and Enrollment Data	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
# 2000 level sections	1	1	0	0	2	1	2
# 3000 level sections	4	3	4	4	6	7	6
# 4000 level sections	0	0	0	0	0	0	3
Total course sections	5	4	4	4	8	8	11
Total enrollment	91	65	77	83	151	154	235
Average per section	18.2	16.3	19.3	20.8	18.9	19.3	21.4

Actions Taken Based on Data Collected: We are now in the formal growth and development phase of having both the major and minor present. After seeing the initial interest and possible synergies with Management, Marketing, Psychology, Sociology and Criminal Justice, the minor was offered as well, and the data above shows the decision was justified. In three years, we have seen the number of sections offered increase by 220%, and the total enrollment in COMM courses have increased by 258%. New COMM major enrollment increased by 900% over last year, and continuing student enrollment increased by 567% in one year. The total number of COMM majors (including those from Union now taking predominantly Union courses) increased by 520%. We will be developing minor tracks that specifically target business majors as well as English/Psychology/Sociology majors.

- ***Should we make any changes to this strategy? Why?***

There are no changes to this strategy at this time.

- ***Should all present programs remain? If not, why not?***

In January 2014, the B. S. Information Technology program for Kean Ocean was discontinued due to consistent low enrollment.

- ***What needs to be supported with:***

- a. ***More faculty?***

Strengths of Kean Ocean are the dedicated faculty and staff who are committed to its growth. Full time faculty lines have increased, which is crucial to the success of our programs, but further growth is necessary. Major programs with full time faculty (Communication, Management and Marketing, Psychology) experience the fastest enrollment growths, so additional full time faculty to both teach and advise students should parallel this pattern and facilitate growth.

- b. ***Other resources?***

In order to ensure sustainable and relevant opportunities to the people of Ocean County and proximate communities, Kean Ocean will continue to collaborate with OCC and Ocean County local government to plan, build, and finance a major expansion of the OCC college campus to include a discrete campus sector for multiple Kean Ocean academic, administrative, and residential buildings.

The major strength for Kean Ocean remains the committed and supportive partnership with Ocean County College. 2016 represents the 10th Anniversary of this partnership, launched on June 20, 2006. In addition to providing the land for the new Gateway Building shared by Kean University and Ocean County College to serve Kean Ocean students, they provide support services and infrastructure such as a library, facilities and maintenance, disability and counseling services, writing and tutoring center, campus safety and support for a range of student clubs. Support from President Jon Larson of Ocean County College as well as support staff, Kean University receives support and commitment to make the partnership grow. Ocean County College believes very strongly that if Kean Ocean flourishes, so too will Ocean County College. This commitment led to them solely undertaking and funding an advertising campaign on the affordability of the Kean Ocean degree.

The Ocean County Freeholders also remain strongly committed to the partnership and provide support for both institutions to realize their shared vision of an expanded Kean Ocean campus. During the last year, completion of major County funded infrastructure such as an expansion of College Drive, so that it loops the entire campus, constructed the new West College Drive entrance that leads to the entrance of the Gateway Building, and improved traffic flow by an expansion of Hooper Avenue, where the main entrance to campus is located.



RECRUITMENT PLANS:

Kean Ocean plans to develop and implement a comprehensive marketing plan targeting Ocean, Burlington, Mercer, Monmouth, southern Middlesex and northern Atlantic counties (within a 40 minute driving radius of Kean Ocean). This will include branding for Kean Ocean. Expenditures and ventures will

be correlated with application and enrollment statistics to monitor effectiveness over the subsequent two years.

Data Results: A Kean Ocean promotional brochure was produced in October 2015 and 20,000 were ordered, with 10,000 given to OCC to use in conjunction with their recruitment efforts. Regular and ongoing communication has occurred between Kean Ocean, University Relations, and Enrollment Management phone conferencing monthly and in person meetings quarterly. Suasion Communication Group continues to handle Public Relations for Kean Ocean, as well as performing marketing, which generated several mentions in the news media on Kean Ocean, its faculty and offerings, as well as several television interviews (Comcast Newsmakers⁸, Princeton Community TV⁹).

- **What actions will be taken to strengthen the programs?**

In support of Kean University's 2013-2020 Strategic Plan Goal 2 (to attract and retain transfer and graduate students for Kean Ocean): By December 1, 2013, develop and implement instant application/admission/ decision days for Kean Ocean. Use 2013-14 as a baseline for monitoring growth, and based data collected, explore days, times and frequencies of the offerings, seek a 10% growth per year over subsequent two years. (Academic Years 2013-14, 2014-15 and 2015-16) **Goal Accomplished but results showed a poor return on investment so this was discontinued and replaced by widespread distribution of Fee Waivers to OCC students and Alumni.**

Implementation plan for this objective: Instant Decision Days were developed during the fall of 2014 and implemented in the Spring of 2014 for the Fall 2014 admission cycle. Two classes of instant decision days were created, those specifically for OCC students, and those open to the greater community (those who did not attend OCC). The OCC category was further developed in Spring of 2015 to include both IDD days and Quick Apply (QA) days. The external days were developed as TKO (Transfer to Kean Ocean) days.

Results of Instant Decision Days - add label: Number of students

	2013-14	2014-15	% change
IDD/QA days (OCC)	12	12	0
TKO days (external)	5	6	20.0
Attended IDD/QA	188	94	(50.0)
Attended TKO	12	21	75.0
IDD/QA waivers	188	242	28.7
TKO waivers	12	20	66.7
Admitted IDD/QA	157	74	(47.1)
Admitted TKO	10	16	60.0
Yield % IDD/QA	83.5	78.7	(6.7)
Yield TKO	83.3	76.1	(8.7)

⁸ Comcast Newsmakers Television Interviews: <http://comcastnewsmakers.com/?s=kean+ocean>

⁹ Princeton Community TV Television Interview: <https://vimeo.com/194984571>

Fee Waiver Promotional Code Distribution and Usage

	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Promotional codes used	96	213	251	458
% change from Spring 2015	NA	222%	261%	477%
Applications in Recruiter	325	670	350	684
% Applications using codes	29.5%	31.8%	71.7%	67.0%

From the data above two major trends emerged, one for the OCC or internal instant decision days and a separate trend for the TKO days. There were substantial declines in the attendance of the IDD/QA days, while a large increase in the waiver codes for the application fee. This indicates that the main interest of the OCC students was to obtain a waiver of the application fee. The data for the TKO days indicates that there is room for growth here, and interest, or more accurately awareness is increasing.

Actions Taken Based on Data Collected: Based on the data from the internal events, and the staffing and other resources devoted to planning and executing the IDD days, the decision was made in May to discontinue these events, and instead market a more general fee waiver code sent via email to current OCC students. As seen in the data for Spring 2016 and Fall 2016 the number and percentage of total applications using promotional codes for fee waivers increased dramatically, indicating the success of this choice, as well as better responsiveness relative to having the instant decision days. Better utilization of staff and resources are being made by focusing on responsiveness and turnaround times in completing applications and decisions, instead of having instant decision days and related activities.

RECRUITMENT

By January 1, 2015, develop and implement a regional recruitment plan that targets Ocean, Burlington, Mercer, Monmouth, southern Middlesex and northern Atlantic counties. Establish baseline demographics from each region and their admission to Kean Ocean. Using 2013-14 as a starting point, look for 5% growth per annum from each of the counties for 2014-15 and 2015-16. (Academic Years 2014-15 and 2015-16). **Advertising and marketing, combined with cooperation of the new leadership of University Relations, as well as with Enrollment Management, including the creation of a dedicated, Ocean based graduate recruiter will be required for this initiative to be successful.**

Timeline with milestones: Baseline data compiled by September 2015, recruitment plan developed by October 1, 2015 and implemented by November 1, 2015. Recruitment will continue through the Fall 2016 admission cycle.

Implementation plan for this objective: Baseline data compiled by September 2015, recruitment plan developed by October 1, 2015 and implemented by November 1, 2015. Recruitment will continue through the Fall 2016 admission cycle. Data will be compared with the baseline to determine the effect of the recruitment plan.

Admitted Kean Ocean Students by level and county distribution 14/FA to present.

County	14/FA			15/SP			15/FA			16/SP			16/FA		
	UN	GR	Tot	UN	GR	Tot	UN	GR	Tot	UN	GR	Tot	UN	GR	Tot
Ocean	500	17	517	258	28	286	530	30	560	297	17	314	536	24	560
Monmouth	29	4	33	15	13	28	38	7	45	22	4	26	31	11	42
Mercer	2	1	3	0	0	0	2	2	4	0	0	0	2	0	2
Middlesex	6	2	8	0	5	5	2	5	7	0	0	0	3	2	5
Burlington	1	2	3	0	0	0	0	2	2	0	4	4	3	1	4
Atlantic	1	0	1	0	0	0	4	0	4	1	1	2	0	0	0
Other	6	8	14	0	10	10	1	9	10	3	5	8	6	6	12
Total	545	34	579	273	56	329	595	73	668	232	31	354	581	62	643

Actions Taken Based on Data Collected: In order to have an enhanced impact, we would need to have an Ocean based graduate admission person, who could also serve as a full time recruiter for all out of county graduate and undergraduate programs is necessary. We have a Graduate Assistant for Fall 2016 that has been serving in a undergraduate recruiter role. This assessment data will be reviewed in the next strategic plan and annual report.

2013-2020 Strategic Plan Goal: Ensure Kean Ocean fosters a campus environment which reflects the Union campus and reflects our institutional commitment to equity, inclusivity and social justice. Extension of Kean University 2013-2020 Strategic Plan Goal 4.

- **What actions will be taken to strengthen the Additional Location academically?**

Kean Ocean operations will continue to combine Kean and Ocean County College support services, supplementing or enriching them as necessary to deliver on site in Toms River, as close as possible the equivalent of Kean Union experience in the areas of instruction, services, and facilities.

The first Kean Ocean Open House was developed and implemented in March 2014, combining Graduate and Undergraduate together. However, results showed a poor return on investment and stagnant to declining attendance, and no direct evidence that attending the Open House had any impact on the decision whether or not to apply or enroll. Consequently, Open Houses were discontinued. Moving forward, Kean Ocean will consider new recruitment mechanisms.

Data Results:

Open House Attendance Statistics

Event	Spring 2014 Kean Ocean Open House	Fall 2014 Kean Ocean Open House	Spring 2015 Kean Ocean Open House	Fall 2015 Kean Ocean Open House
Date	03/29/14	11/01/14	05/02/15	11/01/15
Time	9:00 AM	9:00 AM	9:00 AM	9:00 AM
Registered	67	53	0	68
Attended	34	26	1	28

Admission Statistics for Students who Registered and Attended Open House

Date	03/29/14	11/01/14	11/01/15
Attended	34	26	28
Suspect (no application)	4	3	9
Applicant (submitted)	30	23	19
Completed Applications	28	20	17
Rejected	1	1	1
Admitted	27	19	16
Enrolled	14	15	15
Start Term 14/FA	18	NA	NA
Start Term 15/SP	5	13	NA
Start Term 15/FA	5	8	2
Start Term 16/SP	1	0	10
Start Term 16/FA	NA	NA	5
Start Term 17/SP	NA	NA	0
Admitted Union	4	0	1
Admitted Ocean	23	19	15

Admission Statistics for Students who Registered and DID NOT Attended Open House

Date	03/29/14	11/01/14	11/01/15
Total	33	27	39
Suspect (no application)	8	6	13
Prospect (started application)	0	2	0
Applicant (submitted)	25	19	26
Completed Applications	20	17	24
Rejected	1	2	5
No Decision	NA	NA	2
Admitted	19	15	17
Enrolled	12	13	10
Start Term 14/FA	16	NA	NA
Start Term 15/SP	2	7	NA
Start Term 15/FA	2	10	NA
Start Term 16/SP	0	0	7
Start Term 16/FA	NA	NA	16
Start Term 17/SP	NA	NA	1
Admitted Union	10	4	9
Admitted Ocean	9	11	8

Actions Taken Based on Data Collected. The data demonstrate that without a comprehensive and sustained marketing of the Open House in the media, especially to the external community outside of Ocean County College, continuing with the Open House at Kean Ocean is not justified. . Another interesting conclusion was that registering for the Open House seems to be the most significant factor in applying to and attending Kean, while attending the Open House has little to no impact on applying to and attending at Kean. Essentially the same number of students applied and ultimately enrolled for both open houses, whether or not they attended: Spring 2014 open house (88% of attendees applied, 76% of non-attendees applied, 14 enrolled from attendees, 12 enrolled from non-attendees), Fall 2014 open house (88% of attendees applied, 78% of non-attendees applied, 15 enrolled from attended, 13 enrolled from not attended) and Fall 2015 open house (68% of attendees applied, 67% of non-attendees applied, 15 enrolled from attended, 10 enrolled from not attended). Clearly, with three data sets, Kean Ocean open houses are not effective means of recruitment, and have no statistically significant impact on the decisions to apply to, get admitted to or enroll at Kean Ocean (along with several of the registrants choosing Union over Ocean). Therefore, the resource outlay cannot be justified based on the returns and yield. We will develop an alternative mechanism for recruitment activities.

- ***Are there any other major changes indicated that should be made within the programs presently being offered?***

To grow Kean Ocean to between 2500 and 3000 students in the next five years (with the aim of achieving growth of between 1000 and 1500 students in the lifetime by 2016).

Kean Ocean will provide those students with full and unimpeded access to all university services, whether through physical duplication on site or through means of remote interaction with the home campus. In this way, Kean Ocean students will be fully enfranchised and satisfied members of the Kean University community.

- ***Are there any additional concerns or data that we should consider?***

Ocean County College is actively engaged in forming international partnerships with institutions in the Middle East, Egypt and Morocco. They are actively seeking our participation in these partnerships, which can help expand Kean's reach into that part of the world.

Section 3: Resource Needs

A. Faculty and Staff Resource Needs

Discuss faculty and staff resource needs using supporting data and a rationale connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data.

Staff Resources to Improve Retention and Graduation

We are considering an increase of staffing to improve turn around and institutional response times,

key factors in increasing enrollments. Having a Graduate Admission representative, as well as a full time admission recruiter (for both graduate and undergraduate admissions) would tremendously assist in broadening our outreach and growing our graduate programs. Additionally, a full time advisement coordinator, who could coordinate new and continuing student advisement sessions and periods, as well as doing academic advisement in the absence of faculty advisors would be a great help in improving student retention and degree completion rates.

Staff Resources for Financial Aid

An additional Financial Aid professional staff member was hired in 2014 to improve the response times in processing of financial aid documents and awards for Kean Ocean, as well as decrease response times for answering phones, responding to messages and emails. Once hired, establish AY 2014-15 as the baseline. Look to achieve a 24 hour response time in all areas by the end of 2016. (Academic Years 2014-15 and 2015-16). **Goal was accomplished. The additional staff member has made a significant impact on the responsiveness of staff to student needs, by phone, email and drop in. Both staff members resigned during 2015-16 and have been replaced. One of the positions was replaced by converting to a Managing Assistant Director position to provide leadership in this division. This structure will be reviewed as part of the next strategic plan.**

Timeline with milestones: January 13, 2014 president approves position. PAF approved April 11, 2014. Ad was review April 14, 2014. Position was advertised internally April 30, 2014, with a May 14, 2014 closing date. The search committee reviewed the three candidates and recommended on May 21, 2014, with completion of the hire paperwork June 1, 2014. Candidate started on 7/28/14.

Data Results: Position was approved, search completed and the candidate hired on 7/28/14. Position has been in place since that time. The effect of the additional position is summarized in Appendix 3. Increases were shown in each of the areas of job responsibilities due to the addition of the additional financial aid staff member.

Actions Taken Based on Data Collected: The addition of a second financial aid staff member has allowed for increased responsiveness to the student need at Kean Ocean. It has also allowed for more available hours of coverage, including coverage over lunch and one evening a week of office hours. We will continue monitoring these statistics for the duration of the strategic plan to demonstrate the effect of the additional position. Resignations of both of the existing staff members, with replacement of a new managerial structure has delayed assessment of the complete effectiveness, but this will be developed for the next strategic plan.

Staff Resources for Student Affairs

By June 30, 2014 request and develop a full time Student Affairs professional for Kean Ocean. This would be a joint initiative of the Division of Student Affairs and the Division of Academic Affairs. By January 1, 2015, recruit and hire a person to staff this position. Having this person in place will help ensure the equity and inclusivity of the student experience at Kean Ocean. (Academic Years 2013-14, 2014-15 and 2015-16). **Goal was accomplished, however, due to the repeated medical leaves and**

ultimate untimely and tragic death of the staff member there is no new assessment data for the past year. Additionally we now will need to refill/reorganize this position, so this will again be a new goal for the next strategic plan and annual report.

Timeline with milestones: The position was over a year in development. It was approved in April 2014, and the position advertised in May-June 2014. The Committee was convened in August 2014, reviewed candidates and conducted interviews through September, developed a list of three finalist that were recommended to the Vice President. A decision was made in December 2014, and the candidate selected began in January 2014.

Implementation plan for this objective: The candidate, began a semester later than initially anticipated. She served as the sole full time representative for the Division of Student Affairs at Kean Ocean, and represented: Student Conduct, Center for Leadership and Service, Student Organization, Graduate and Part Time Student Counsel and Disability Services. Substantial and ongoing training has been occurring since January.

Actions Taken Based on Data Collected: The initial data indicated positive growth and impact by this staff position. Unfortunately her repeated medical leaves and untimely and tragic death prevent new data from being collected and limited the growth and impact during this assessment cycle.

B. General Resource Needs

Discuss general resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data with respect to the following:

- **Office Supplies, Travel**

The continuation of support for travel is needed for faculty and staff to attend professional meetings and to present research.

- **Technology (e.g. administrative software, faculty computers, etc.)**

More autonomy and independence in the administrative functioning of our operation will allow for faster and more accurate responses to constituent needs.

- **Office Equipment**

Appropriate computer, printers, and other equipment for new faculty will be acquired based on student needs. A maintenance plan and routine for equipment will be implemented by the IT department.

- **Facilities (Office Spaces, etc.)**

There are numerous opportunities for the continued growth and success of the Kean Ocean program. The Southern Educational Center in Manahawkin still represents a largely untapped opportunity to serve students in southern Ocean County. Expanding our presence there, offering more degree completion programs, especially in Nursing, Psychology, Education, and Business, can grow our enrollments and

allow us an entrée into Atlantic County and Atlantic City.

For the first time, at the August, 2016 Ocean County College Board of Trustee's meeting, Dr. Jon Larson indicated that they would have interest in forming a partnership with Kean to develop residential facilities, which would serve students from both institutions. This presents an opportunity for both schools to extend their reach beyond Ocean County, as well as internationally. This will be further explored in our next strategic plan.

The future addition of residence halls to Kean Ocean will allow us to more aggressively extend our reach into south Jersey (Salem, Atlantic, Camden, Gloucester, Cumberland and Cape May counties) will make Kean ocean a major player in southern New Jersey.

SCHEDULING

During AY 2013-14 began local control over the scheduling, registration and advisement processes for Kean Ocean.

C. Pedagogical/Curricular Needs

Discuss pedagogical/curricular resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning)

- **Instructional Equipment (microscopes, etc.)**
- **Professional Services (Practice exams for licensure preparation, etc.)**
- **Library Resources (Databases, etc.)**
- **Facilities (Classrooms, Labs, etc.)**

Another area of in need of improvement is the need for Kean Ocean students to travel to Union in order to take the classes they need to graduate, but are not offered when a student needs them. More consideration needs to be given to the needs of serving students, faculty and staff without necessitating travel to the Union campus.

Kean Online represents an opportunity to also reach our students as well. We have encouraged Kean Online to reach out to and recruit at the Southern Educational Center, and present students with the option of exclusively Kean Online or hybrid Kean Online - Kean Ocean.

Section 4: Professional Development Needs

A. General Faculty Development Issues

*Discuss faculty development needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data. (e.g. Advisor Training, specific assessment trainings, HR issues)*

B. Staff development issues

*Discuss staff development needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data where appropriate. (e.g. Assessment training, training in Datatel, learning about Careers Centers).*

Mandatory trainings and biannual professional development, held ten days per academic year, should they be fully attended by the Kean Ocean staff, would leave our operation completely unstaffed essentially closing our entire operation. Consequently, much of the staff at Kean Ocean have been unable to take full advantage of the professional development opportunities Kean offers. Discussions are underway to deliver professional development programming directly at the Kean Ocean location and through online instruction.

C. Pedagogical/Curricular Issues

*Discuss faculty development needs in pedagogy/ curricular issues **using supporting data and a rationale** connected to Section 2 (General Academic Planning), the Strategic Plan for the Additional Location, and individual program data. (e.g. Blackboard training, support with other technology, norming, creating active classrooms)*

REGISTRATION SERVICES

By December 1, 2013, implement the use of AdvisorTrac for New Student Registrations held at Kean Ocean. Use this to monitor registration patterns for new students and adjust the process accordingly.

Goal Accomplished

Implementation plan for this objective: Implementation has occurred for the Spring 2014 registration cycle and was successful

Data Results: The training to use AdvisorTrac occurred during October, 2013 since that date we have used it for 16 completed registration days, with one additional day remaining on August 31, 2015.

Please see Appendix 4 for the dates and numbers of appointments.

Actions Taken Based on Data Collected: After the first semester of implementation, awareness and utilization of the AdvisorTrac system has increased substantially, with a 24.3% increase from Fall 2014 to Fall 2015, and an additional 8.8% increase from Fall 2015 to Fall 2016. Likewise, there was a 176% increase from Spring 2014 to Spring 2015, and an additional 20.5% increase from Spring 2015 to Spring

2016. This has become a very popular tool utilized by Kean Ocean students, so much so that continuing students have also used this, at times blocking out the new student dates. This year represents the first major outreach to get continuing students to register earlier and provide advisement for July and August. As of July 19, 2016 we had 300 continuing students who had not registered, compared with July 21, 2015 when we had 359 continuing students who had not registered for the fall. This represents a 16% improvement over last year. This further decreased to 252 by August 9, 2016.

Overall, as of September 12, 2016, continuing student registration was up 6% over Fall 2015 and 8.7% higher than Fall 2014. We will continue to improve this going forward in the next strategic plan. Additionally, tracking of students taking courses only at Ocean to follow up, and monitoring student who stop attending, those in academic probation are desperately needed. This is a full time job and requires a full time position to maximize our retention and advisement for students. We have a temporary full time person in this position hopefully beginning November 2016. This person would also take charge of scheduling all registration/advisement sessions and coordinate advisement with the faculty and the Executive Directors. We will need to add a new measure recording the attended/no-show data for the appointments. This was supposed to happen this cycle, but was not accomplished. Will implement this for the next assessment cycle

SCHEDULING

By June 1, 2014, train staff on use of EMS and conduct space utilization study for the Gateway building. Assume responsibility for scheduling/adding/cancelling all Kean Ocean classes locally. **We are in our third semester of locally scheduling of rooms and room changes for all Kean Ocean classes. We have modified the plan so that all course scheduling worksheets for Kean Ocean courses must have local approval after the Dean's Office, prior to any action by Union. This has provided increased control over space utilization and course offerings.**

Timeline with milestones: Training completed by June 1, 2015, room scheduling handled locally for by August 1, 2015, full scheduling handled locally for by September 2015.

Implementation plan for this objective: Training Spring 2015, room scheduling handled locally for Fall 2015, full scheduling handled locally for Spring 2016.

Data Results: April 10, 2015 EMS installed. April 17, 2015 training completed. May 8, 2015 missing rooms for 15/S2 successfully assigned. June-July 2015 rooms added for 15/FA courses at Kean Ocean. We are currently in the third full semester of room scheduling locally.

Actions Taken Based on Data Collected: Initial actions involve much faster turnaround for room assignments/room changes. We are also able to monitor and correct special room needs (*i.e.* classes that must be held in laptop classroom, of which the utilization has increased from 22.9 % in Fall 2014 to 51.0% for Fall 2015). The next step will be to conduct utilization studies for all rooms, and also to perform analysis of scheduling based on program requirements to ensure sufficient course availability without conflicting times so students can take a full time (15 credit) schedule. This will be performed

during the next assessment cycle, and next strategic plan. The addition of a staff member who can split time between registrar related and data processing related activities will help us achieve this objective.

Graduation Rates

With the advent of our own space, by July 1, 2015 transform Kean Ocean schedule to mirror more closely the schedule run at Kean Union, including implementing college hours and meeting times more parallel with Kean Union **Goal Accomplished. New guidelines and schedule grid attached in Appendix III. During the next strategic plan and annual report a space utilization study will be undertaken during academic year 2016-17.**

Implementation plan for this objective: Implement new scheduling guidelines beginning for the Fall 2015 class schedule.

Actions Taken Based on Data Collected: Fall 2015 represents the first major attempt to adjust the schedule. Over 10 sections were moved from the 6 PM to 8:45 PM timeslot. This time slot essentially reduced room utilization by 50% since the room would remain vacant from 4:30 -6 PM and from 8:30-10:15 PM. Additionally, better utilization of the 7:30 – 10:15 timeslot was done, along with a better distribution of 4:30 PM classes over Monday through Thursday was accomplished. Students in the more popular majors such as Psychology, Management, Marketing, Accounting and Criminal Justice now have opportunities to take courses at 4:30 or 7:15 over each of the four days. Our next focus will be to expand daytime offerings, especially early morning, where our facility is greatly underutilized. A review of the effectiveness of the changes is forthcoming for the next assessment cycle. We are now in the third semester of offering this schedule system. We have also undertaken a major review of the Nursing offerings at Kean Ocean, with the modifications of these classes implemented for the Spring 2017 schedule.

PARTNERSHIPS

2013-2020 Strategic Plan Goal: Augment Kean Ocean's academic, economic and cultural community partnerships with Ocean County College, Ocean County and the South Central New Jersey region (Atlantic, Burlington, Monmouth, Ocean, Mercer and southern Middlesex counties). (Extension of Kean University 2013-2020 Strategic Plan Goal 5)\

Objective D.6 To better showcase the Kean Ocean partnership to the higher education community, jointly host the NJCTA 2 year – 4 year meeting at Gateway building, by May 30, 2016. (Academic Years 2014-15 and 2015-16) **Goal accomplished in May 2015, successful meeting held in the Gateway Building.**

Data Results: We were selected to host the May 1, 2015 NJCTA 2 year 4 year meeting held in the Gateway Building. The event was publicized as seen in Attachment 6. The event was successful and attended by 75 representatives from across the state 2 year, 4 year public and private colleges and universities.

Actions Taken Based on Data Collected: The event was successful and highlighted effective two year four year partnerships, of which Kean Ocean was featured prominently. This was an effective event in creating awareness of Kean Ocean among the two year feeder segment. We will use this awareness to create more regionalized admission to Kean Ocean, as reflected in the goal above.

TECHNOLOGY

Ensure that Kean Ocean Students, faculty and administrators are provided with the technological resources and innovative technological solutions necessary to meet Kean Ocean’s instructional, research and administrative needs. (Extension of Kean University 2013-2020 Strategic Plan Goal 9)

By March 1, 2014, fully implement utilization of Recruiter/Exact Target to create a paperless admission process for Kean Ocean from application to admission packet to registration. Use 2014-15 as a baseline and look to improve open rates and click through rates of 80% by the end of Academic Year 2015-16.

Goal Accomplished. Assessment of this will continue in the next strategic plan and assessment cycle.

Timeline with milestones: Implement for the Spring 2015 cycle, monitor at the conclusion of each admission cycle, review procedures and student follow up for each cycle to meet projected rates.

Implementation plan for this objective: Begin sending in October 2014, review after each semester admission cycle is completed

Data Results: The email performance data and analysis from *Exact Target* is summarized in the table below.

Kean Ocean admission email performance by term, from *Exact Target*

Admission cycle	Spring 2015 admission cycle	Fall 2015 admission cycle	Spring 2016 admission cycle	Fall 2016 admission cycle
Number of emails sent	347	537	344	680
Number of emails delivered	335	532	342	677
% delivered	96.5%	99.1%	99.4%	99.6%
Number opened	292	469	302	609
% opened	87.1%	88.1%	88.3%	90.0%
Number of unique click-throughs	202	296	204	377
% unique click-throughs	69.2%	63.1%	59.6%	55.7%

Actions Taken Based on Data Collected: Now that we have completed two full year admission cycles (Fall and Spring) we have an established track record that indicates that we are confident that this is a

cost effective, efficient and timely method of notifying students of their admission decisions. We are up to a 99.6% delivery rate, which exceeds that observed using paper mailings, and the open rate has been steadily increasing to the point we are at a 90% open rate, which is an outstanding performance marker.

DATA PROCESSING CENTER

Timeline with milestones: January, 2014 room configured and operational, staffed by two academic specialists and two students supervised by a staff member. Beginning in November 2014, a third academic specialist was added to handle updates to continuing students credit evaluations, rather than having them sent and processed in Union. Turnover in academic specialists have left us with one current specialist doing data entry and one half who assists with the data collection and analysis.

Implementation plan for this objective: All of the targets in the timeline were accomplished and implemented. We are now at a comfort level, familiarity and level of training to begin phase two of the assessment, to begin collecting data on the timeliness of the processing efforts.

Data Results:

Transcripts processed by month and year

Month	2014	2015	2016	Total
January	21	325	273	619
February	15	103	206	324
March	34	152	197	383
April	74	309	374	757
May	75	213	190	478
June	125	261	120	506
July	126	233	NA*	359*
August	231	252	NA*	483*
September	174	220	NA*	394*
October	160	134	NA*	294*
November	215	340	NA*	555*
December	166	143	NA*	309*
Total	1416	2685	1360*	5461

*Data in progress, tally incomplete.

Applications Completed and Courses Entered

	2014	2015	2016
Spring Term	N/A	263	282
Fall Term	499	580	563
Total	499	843	845

LAPTOP/ TECHNOLOGY

By September 1, 2014, develop and establish a laptop classroom and a student access computer laboratory for the use of Kean Ocean students. Establish AY 2014-15 as the baseline and monitor usages of both facilities. Look to increase usage of these facilities by 10% during the subsequent Academic Year. (Academic Years 2014-15 and 2015-16) **Goal Accomplished by October, 2014 occupancy was achieved in GATE 214. We will continue to monitor utilization going forward to maximize utilization of the room, and better coordinate the use between Schools and Departments.**

Timeline with milestones: Room completed September 30, 2014. Room Utilization began October 1, 2014. Utilization will be determined each semester from Fall 2014 (baseline) forward.

Implementation plan for this objective: Utilization parameters will be measured each semester after scheduling is completed, and changes will be monitored each semester.

Data Results: Potential Hours of Utilization M-Th 8:00 AM – 10:15 PM (14.25 hours) Sat 9:00 AM – 3:15 PM (6.25 hours) for a weekly total of 77.5 hours.

Utilization data for GATE 214, laptop lab

	14/FA	15/SP	15/FA	16/SP	16/FA
Sections Monday	0	3	2	2	2
Sections Tuesday	2	5	3	4	2
Sections Wednesday	1	2	4	3	4
Sections Thursday	2	3	3	2	3
Sections Friday	1	3	3	3	2
Sections Saturday	1	0	1	1	1
Hours Monday	0	7.75	5.5	5.5	5.5
Hours Tuesday	5.5	6.5	6.75	6.5	5.5
Hours Wednesday	2.75	5.5	11	8.25	11
Hours Thursday	4	7	6.75	5.5	7.5
Hours Friday	2.75	4	6.75	3.75	5.5
Hours Saturday	2.75	0	2.75	2.75	2.75
% used Monday	0%	54.4%	38.6%	38.6%	38.6%
% used Tuesday	38.6%	45.6%	47.4%	45.6%	38.6%
% used Wednesday	19.3%	38.6%	74.6%	57.9%	74.6%
% used Thursday	28.1%	49.1%	47.4%	38.6%	52.6%
% used Friday	19.3%	28.1%	47.4%	28.1%	38.6%
% used Saturday	44.0%	0%	44.0%	44.0%	44.0%
Total sections	7	16	16	15	14
Total hours	17.75	30.75	39.5	32.25	37.8
Total percent used	22.9%	39.7%	51.0%	41.6	48.7%

Actions Taken Based on Data Collected: As the availability of the room has become widely known among faculty and executive directors, we have seen increased utilization of the room. Now that we have assumed responsibility for the scheduling of room utilization beginning with Fall 2015, we will be able to proactively spread out the utilization of the room, through ensuring classes requiring the room are not scheduled at the same day or time. This resulted in the 28% increase in utilization for Fall 2015. We have exceeded our goal of 10% utilization each semester and have successfully realized this goal. During the 5 semesters we have now been using GATE 214, a total of 68 sections have been offered.

Appendix 1: 2015-2016 Assessment Summaries for Programs Offered at Kean Ocean

College	Primary Program	2015-2016 SLO(s) Assessed	Direct Measure	Course(s) Used for Data Collection	# of Students # of Sections	Results/ Conclusions/ Analysis	Curricular Actions/ Closing the Loop
CBPM	B.A. Public Administration	SLO2: Have the ability to critically analyze public administration issues	Case analysis on specific aspects of public administration graded using a 5 point rubric.	PA 4000	n=29 students N-2 sections	The classes mean scores met or exceeded the requirement by the department (at least 3 on a 5 point scale). They were successful in perceiving the genre/audience and also had relatively high scores on development and organization but there is room to improve. Grammar and mechanics did have some room to improve as well since it was the lowest category.	The faculty agreed to pay continued attention to increasing students' writing abilities in development and organization of the paper and to utilize the University Writing Center to improve their grammar and mechanics.
CBPM	B.S Accounting	SLO4: Know the key concepts in all major disciplines	Assessment tests at the end of the year	ACCT 2	n=79 students n=3 sections	The class did not meet expectations of 70%. The overall average of correct answers was around 58% Students seem to struggle with problem solving questions as well as questions related to "common accounts-equity"	The instructors will devote more time helping students cope with both conceptual and problem solving questions, they will also review important topics from time to time over the semester in an attempt to achieve deeper learning. Spending more time explaining the solution and logic behind some difficult questions so students can have a better understanding may also be helpful.
CBPM	B.S. Finance	SLO1: Communicate Effectively	Both courses require a research paper and a presentation that is graded by a rubric with a 5	FIN 3350 FIN 4310	FIN 4310 n=19 students n=2 sections FIN 3350 n=12 students	In both courses student met the expectation of either 3 or 4 on the rubric scale and both courses met the required percentage of student who received the expected score. However some	Both courses proved to be successful for SLO1 despite some individuals that had trouble. To address those issues lectures will incorporate more case studies or real world examples for students to relate to. They plan to

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

			point scale		n=2 sections	students did struggle with genre/audience, development and presentation. Others struggled analyzing the information they provided and did not work as a group.	encourage teamwork and cooperating with the faculty for (COMM3590/ENG3090) to improve their presentation skills.
CBPM	B.S. Management	SLO6: Know the key concepts in all the major business disciplines.	A final exam and 3 tests throughout the course of each semester. Used critical thinking rubrics to assess.	MGS 2150	n=103 students n=4 sections	In 2 out of the 5 areas students met the criteria of 80% receiving a score of 3 or above. However in the remaining 3 areas (explanation of issues, students position, and conclusions and related outcomes) only around 70% received a 3 or higher.	To achieve better performance instructors can place more emphasis on teaching how to set-up issues and make conclusions. They can also allocate more time to cover these areas or encourage students to complete practice problems.
CBPM	B.S. Marketing	SLO1: Communicate Effectively	Written cases analysis and final exam case studies.	MKT 4500	n=44 students n= 3 sections	The students seemed to perform very well in this class. There is still evidence of a struggle retaining information from past courses. Overall the scores on their written case analyses and final exam case study met the criteria of at least 80%.	The huge challenge in this course is retaining the information they have learned from previous classes. As per the previous year's closing the loop they included a review of concepts from the past but found it not to be helpful. However they did an extensive review leading up to the case studies which was beneficial and suggest making this part of the course. But overall the students did well.
COE	B.A. Early Childhood Education	SLO 1: Use knowledge of young children's ... needs to promote children's development and learning and to create healthy, respectful, supportive, and challenging	Philosophy Statement		Spring 2015 N=12 Fall 2015 N=9	Spring 2015 67% scored capable or accomplished Fall 2015 89% scored capable or accomplished	This semester brought attention to a need to work with students to better understand individual school contexts and expectations. As a result, faculty worked diligently with students to better align their work with the expectations at each assigned school.

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		learning environments.					
COE	B.A. Elementary Education	SLO1: Knowledge (KU 2, 4; GE S4) -- Candidate has understanding and knowledge of subject matter, and of national and New Jersey state standards.	Assessment Description: Licensure Test: Professional Examination of Content Knowledge Praxis II: Elementary Education Multiple Subjects	Pre-req. for EMSE 4810 (K-6) and EMSE 4812 (K-6/5-8)	The aggregated data outlines the number of teacher candidates from Kean Union, Kean Ocean County, and Kean's Post Bac Program that took one of the following three tests: For 014 the total number of test takers is 143 , for the 5031 series the total is 95 , and for 5001 series the total is 3 .	Given the extremely low number of test results from the 5001 series, the data from the newest version of the Praxis II Multiple Subjects test is the least reliable, but when we compare data from the 5031 series and the 5001 we can see that Kean's teacher candidates remain on par with national averages and score higher on the majority of the subtests than their New Jersey state peers.	The pass rate is 100% because students do not become program completers if they do not do so. This ultimately skews the data and denies us from getting a truly clear picture of how our students are doing on these exams. Questions arise here such as: What do we do to assist our teacher education candidates that do not pass one or more sections of the Praxis II? Faculty need to be involved in analyzing the types of thinking and the forms of knowledge teacher candidates need to have acquired to pass the Praxis II Multiple Subjects Exam. Faculty should take the exam.
COE	B.A. Recreation Administration	SLO # 3 Demonstrate knowledge the value of leisure and recreation in supporting healthy lifestyles and communities from a local and global	The Philosophy statement is worth 10 points. This assignment is scored with course specific rubric as well as on the GE writing rubric. Students	REC 2901	N= 31 (34)	Grading rubrics for the philosophy paper demonstrated that after the revision of the first draft student's papers were well organized. Students provided good insights into to their understanding of the field and their own personal experience of	<ol style="list-style-type: none"> 1. Revise course outline to reduce class size to 20 to provide more time to focus on written assignments. 2. Connect with the writing center to provide the class with a specific workshop on successful writing techniques including paraphrasing etc. 3. Utilize Turnitin in or Safe to assess

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		perspective.	are expected to submit a first draft of the required paper and a revised version of the paper for assessment and designation of a final grade. A score of 6/7 represents a C on the paper. A score of C or better is required to successfully pass this assignment.			leisure. Areas in need of improvement included general writing skills including aspects of writing related to grammar and punctuation. Organization of information in order to provide a paper that was cohesive and focused required at least 2 drafts until final paper was submitted for grading. Average score on the philosophy paper was an 8.7 which.	the papers for plagiarism. 4. Create classwork groups where students can share and discuss each other's Health and Philosophy papers to assess with editing and focusing of information. 5. Organize small group meeting with library personnel to provide students with research support when appropriate.
COE	B.A. Special Education	SLO # 1.0: to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	All seven CEC Standards and Elements are assessed as being one of the following: Not Acceptable, Acceptable, or Target.	SPED 4135	N= 68(spring) N=25 (fall)	All of the students scored at the acceptable or target level. These ratings are consistent with the outcomes of our Professional Internship Competency Assessment.	Following this process, meetings are scheduled with the pertinent faculty and adjuncts who teach the courses where syllabi and course outlines are reviewed. Those individuals adjust course material, lectures, and assignments accordingly.
COE	B.S. Physical Education	SLO 3: Physical Education teacher candidates plan	There are 2 direct measures. The Teacher Work	PED 4610 Capstone	Spring 2015 N= 31 (3 sections of	All TCs scored acceptable or target on all elements of Standard 3 as addressed by the	Since all TCs scored acceptable or target on all elements, course instructors will continue to provide

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		and implement developmentally appropriate learning experiences aligned with standards to address the diverse needs of all students.	Sample (written portfolio document) addresses planning. The internship (implementation of Teacher Work Sample in the field) addresses implementation.	PED 4699 Student Teaching	each course) Fall 2015 N= 24 (2 sections of each course)	Teacher Work Sample and Supplemental Assessments.	clear expectations at the start of the project. Since there is still variability between the course instructor and university supervisor, additional clarification will be provided at the start of the semester indicating that the assessment rubrics for this standard are based on the rubrics.
NWGC	M.A. Counseling	SLO4: Interpret and utilize professional research and existing data.	Internship case presentation (minimum score of 2 out of 5 on rubric; mean of 2.8) and Counselor Preparation Comprehensive Exam (CPCE) score within 1.5 standard deviations of national mean.	CED 5985 CED 5896	N = 65 students N = 4 sections	Mean for internship case presentation was 2.77, just below target; CPCE scores exceeded national mean..	Instructors will use live and video demonstrations to emphasize evidence-based practice research and use of existing data to improve effectiveness of the counseling process.
CHSS	B.A. Communication	SLO1: Understand how the power of communication helps change and shape society	an assessment tool created on Monroe's Motivated Sequence. Assessment categories included: organization, delivery, persuasiveness,	COMM 3590	Fall 2015: N= 134 (6 sections) Spring 2016 N= 118 (5 sections)	In the fall of 2015 and the spring of 2016, the data show that a "majority" of the students were assessed in the Excellent/Good/Acceptable ranges. This is in line with where student scores should be. There were only a few students who fell below the acceptable range specifically in the category of	Will provide an opportunity for COMM 3590 instructors to meet (similar as COMM 1402) and discuss their perceptions of students' needs in the class. In addition, this meeting can provide an opportunity for instructors to grade/assess a single speech for reliability purposes.

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

			research, and preparation.			research.	
CHSS	B.A. English [Standard Option, Writing Option]	SLO1: Students will produce essays through a series of drafts that include exploratory writing or talk, as well as revisions that include addition, deletion, substitution and rearrangement.	ENG 2020 and ENG 2021 through a literacy narrative assignment	ENG 2020 & 2021 & 4817	ENG 2021: N=10 (fall 2015) ENG 2020: N=45	The target was met for 50% of students receiving a 3 or above but was much too high in the spring. The rater for ENG 2021 may have been influenced by his years of working with ESL students. The rater for ENG 2021 may have been influenced by his years of working with ESL students.	These results indicate that training and norming with the rubric is needed to ensure that the findings are reliable. In addition, as ENG 2020 is similar to ENG 2021 in the Teaching English in Global Settings option, cross-training and norming between instructors in these two courses/options may be conducted in the future.
CHSS	B.A. History	SLO2: Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of historical events	final essay will be scored using the rubric created by the department for assessing this final writing assignment.	History 4990	Spring 2016 n= 21 Sections: 2	students met or exceeded expectations in four of the five categories. They struggled the most in the area of Bibliographic sophistication. Although students are receiving considerable instruction in historiography and have preliminary bibliographies reviewed, they still rely too heavily on internet sources and fail to utilize appropriate library resources, databases, etc.	The introduction of HIST 3990 – Junior Seminar – in Fall 2016 will provide history majors the opportunity to spend additional time on historical thinking and methods. Additional emphasis on the use of library resources, historical databases, and other peer-reviewed sources will be emphasized in assignments. A class visit to the library and a session with one of the research librarians will be suggested.
CHSS	B.A. Psychology	SLO2: Differentiate basic concepts and principles of the major theories of psychology SLO3: Critically evaluate classic and contemporary	Assessed based on students' Individual Research Project Paper using a rubric developed by the Kean University School	PSY 4940,	n= 96 8 Sections	The means for evaluating SLO2, SLO3, and SLO6 were assessed at the advanced level range from 4.07 to 4.13, and 75% or more of the students who were assessed attained scores of a 4 or higher in all 3 of the	In future faculty meetings this report will be discussed to elicit potential improvements that could be made with how the department delivers PSY 4940. We should consider systematically examining those students who scored below a 4 on each item to determine

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		issues, advances, and research in psychology SLO6: Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports	of Psychology faculty. The writing rubric consists of 11 criteria and student performance is rated on a five-point scale.			SLO's assessment. In SLO6, 45% of all assessed students achieved a score of a 5.	what they need to improve their performance. For example, perhaps more of these students are transfer students or they took psychology courses in a non-recommended order.
CHSS	B.A. Sociology	SLO1: Demonstrate an understanding of the core concepts and theories within the sociological perspective through a rigorous analysis of society and social behavior. SLO2: : Critically analyze the effects of social structures and social forces on human lives, organizations and groups.	The selected learning outcomes (SLO 1, 2, and 5) will be assessed based on the student's final research paper using the Sociological Critical Thinking and Diversity Rubrics.	SOC 4000	Fall 2015 N= 23 2 sections Spring 2016: N-	Students in the Senior Seminar Capstone Course in Sociology (Soc 4600, section 01 and K1) scores exceeded expectation with scores above the three (3) point. Students in Senior Seminar performed well with an average of 3.78 for the criteria of <u>perspective taking within the context of cultural humility</u> . In the spring scores were lower with one falling below 3. Faculty reported that students' passion for their research influenced the clarity of their presentations and that they arrive to the class with a real work commitment and strong background learned in other	Faculty suggested the following activities to improve student sociology critical thinking skills: <ul style="list-style-type: none"> - Written assignments where students use sociological concepts learned in previous sociology courses to explain and analyze issues they confront in their social world. - Requiring drafts and revisions from written work. - Help students develop time management skills. - One to one advisement for the development of research papers for the course.

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		SLO 5: Articulate, analyze and describe the relationship between their personal lives, the history of their world, and contemporary social arrangements in local, national, environmental, and global context.				classes. However, and this might be a possible explanation to the lower average score in the influence of context criteria, faculty observed that students found it difficult to integrate several sociological perspectives and that some might need more help in making significant connections between a sociological analytical perspective and their empirical research topics.	<ul style="list-style-type: none"> - Series of assignments with clear questions to help students develop analytic thinking using the critical thinking rubric. - Dividing research process into small tasks throughout the semester.
CNAHS	B.A. Biology	SLO #1: Acquire the knowledge of fundamental concepts and principles which characterize living organisms and biological functions	In BIO 4970, the Transdisciplinarity rubric is used to assess student success in the development of a final grant proposal or research report. Specifically the literature review/background sections are examined to determine successful integration of other disciplines into the Biology study	BIO 4970	N=107 in 8 sections	When the Transdisciplinarity rubric was introduced to Biology majors in fall 2015, student scores ranged between 3.25 and 3.42. One year later, the range of scores are similar with an eight point increase. Integration of prior learning (3.25) still appears to be a problem for students to grasp, while they are most successful with curiosity (3.5) that is related to performance of research.	Faculty have taken the lead on introducing examples of Transdisciplinarity-related events for participation credit (i.e. STEM research, stress reduction activities, ecology field trips, and Research Day presentations).
CNAHS	B.A. Mathematical Sciences	SLO 1-5 (e.g. problem solving,	Ten multiple-choice	MATH 2416	155 students over all	The data show that students as a whole perform well on questions	We are continuing our effort to trim the content breadth, provide better

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		recognizing connections, understanding and communicating mathematical argument, technology usage)	assessment questions were included in final examinations over all sections. These questions assessed material throughout the course, including prerequisites, limits, continuity, differentiation, integration, and various interrelated topics. The questions assessed both conceptual and computational aspects of the course.		sections	that are primarily computational, but still struggle with conceptual questions. The large amount of difficult conceptual content, the amount of material packed into the each of the calculus sequence courses, poor student preparation, and lack of sufficient help/support outside the classroom are possible reasons for students' poor performance on some of the questions.	support, and assess entering students in order to elevate performance. The calculus faculty group will continue to meet to streamline, update, and, where appropriate, reduce content in Calculus 1 to better facilitate our students' learning. Additionally, students will now be assessed on their preparedness in the first week of classes, so that we can understand the deficiencies of the Calculus 1 student population at the very beginning of the course, and plan our course of action accordingly. Also, we have recruited better-prepared tutors for Calculus 1, and encourage our students to avail themselves of this support.
CNAHS	B.S.N. Nursing	SLO # 3 Demonstrate the use with a conceptual model for nursing practice. SLO # 4 Synthesize learning from the humanities, and the physical, social and nursing science into the practice of nursing.	A rubric aligned to the listed SLO's was used to grade a written assignment "Critique of a Research Report" to determine if the students met the objectives.	NURS 4200	N = 21 in 1 section	Analysis of the data form the written assignment in this course indicates all the students passed the course. Based on the alignment of the SLO's to the course objectives and grading elements of the written assignment, it is noted that SLO # 3, 5 and 8 as represented on the written assignment rubric; the students had mean score greater than 4. The scores were ranked from 5 as the highest score to 1	Based on this finding, the faculty proposed the following interventions to close the loop: <ul style="list-style-type: none"> ● Require APA manual instead of recommending it ● Provide a course orientation that includes review of APA style of writing ● Collaborate with the English department to see if any changes are needed in the English courses required for nursing students.

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

		<p>SLO # 5 Incorporate research in the nursing process.</p> <p>SLO # 8 Characterize their practice by leadership in assuming responsibility and accountability for the quality of nursing care delivered to their clients.</p>				<p>as the least score with 3 being the mean score. Majority of the mean scores fell between 4.09 to 4.8 which is above the benchmark of 3.5. SLO # 4 represented as writing style on the rubric was ranked the lowest with majority of the students not meeting the benchmark. The mean score for SLO #4 is 3.3 representing the lowest mean score for all the categories represented.</p>	
CNAHS	M.S.N. Nursing	<p>SLO5: Devise collegial strategies ... to achieve a collaborative network.</p> <p>SLO6: Serve as ..., role models and mentors to RNs to develop their expertise...SLO7: Model behavioral characteristics of client advocacy and ethical perspectives</p>	<p>student's final oral presentation using the Speaker Evaluation rubric. The rubric consists of 10 criteria and student performance is rated on a scale (3.5 = excellent).</p>	NURS 5910	n=6 2 sections	<p>All students met or exceeded to goal of scoring at least a 2.</p>	<p>Encourage a broader range of theoretical frameworks. Foster the selection of more culturally diverse topics Given the global/world class education vision of Kean University, the student as an aggregate will integrate health delivery models in a compare and contrasting framework across all continents.</p>

Appendix 2: Internship Case Presentation Rubric

Counseling Case Presentation Rubric

Student Name _____ CED _____ Professor Name: _____

	Lifespan SLO1	Multicultural SLO2	Counseling SLO3	Research SLO4	Appraisal SLO5	Ethics SLO6	Limits SLO7
Presenting Problem							
Developmental History							
Current Environment							
Counseling Approaches							
Clinical Impressions							
Multicultural considerations							
Ethical considerations							
Treatment Plan							
AVERAGE	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1= Does not meet standard 2=Minimally meets standard 3= Meets standard

SLO1: Explain the nature and needs of individuals across the lifespan.

SLO2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling

SLO3: Apply individual and group counseling theories to facilitate individual, and group counseling

SLO4: Interpret and utilize professional research and existing data

SLO5: Administer appraisal and assessment instruments in counseling

SLO6: Apply professional, legal and ethical standards in counseling

SLO7: Identify his/her own limitations, seek supervision and participate in professional development.

Student Signature: _____ xx/xx/xxx

Professor Signature: _____

Appendix 3: Impact of Increased Staff Resources for Financial Aid

Financial Consortium Agreements Processed at Kean Ocean:

	Summer 2010 – 101	Fall 2010 – 239
Spring 2011 – 318	Summer 2011 – 78	Fall 2011 – 337
Spring 2012 – 349	Summer 2012 – 81	Fall 2012 – 414
Spring 2013 – 398	Summer 2013 – 92	Fall 2013 – 378
Spring 2014 – 320	Summer 2014 – 70	Fall 2014 – 376
Spring 2015 – 382	Summer 2015 – 45	

Verifications Processed at Kean Ocean:

2012-2013: 557
2013-2014: 671
2014-2015: 846

Walk-In Students for Financial Aid:

Based on log-in sheets:

2012: 1632
2013: 1914
2014: 2239
2015: 1706 (as of 7/13/15)

Emails:

2012-2013: 769
2013-2014: 1038
2014-2015: 1135

Phone Calls:

2012: 4200
2013: 6210
2014: 7822
2015: 4850 (as of 7/13/15)

Increases were shown in each of the areas of job responsibilities due to the addition of the additional financial aid staff member.

Appendix 4: Dates and Numbers of Appointments

Spring 2014 Registrations:	12/13/13	63 appointments
	01/06/14	48 appointments
	Total	111 appointments

Fall 2014 Registrations	05/09/14	84 appointments
	06/10/14	90 appointments
	07/08/14	85 appointments
	08/05/14	120 appointments
	08/26/14	197 appointments
	Total	576 appointments

Spring 2015 Registrations	11/14/14	50 appointments
	12/12/14	102 appointments
	01/20/15	155 appointments
	Total	307 appointments

Fall 2015 Registrations	04/01/15	59 appointments
	05/02/15	45 appointments
	06/09/15	110 appointments
	07/16/15	109 appointments
	08/04/15	106 appointments
	08/10/15	19 appointments
	08/17/15	44 appointments
	08/18/15	2 appointments

6.8 Kean Ocean Administrative Unit Assessment Report (2015-2016)_Condensed

08/20/15	11 appointments
08/24/15	9 appointments
08/25/15	19 appointments
08/31/15	183 appointments
Total	716 appointments

Spring 2016 Registrations	11/20/15	91 appointments
	12/18/15	95 appointments
	01/20/15	184 appointments
	Total	370 appointments

Fall 2016 Registrations	04/01/16	78 appointments
	05/13/16	123 appointments
	06/07/16	134 appointments
	07/14/16	182 appointments
	07/27/16	6 appointments
	07/28/16	29 appointments
	08/15/16	13 appointments
	08/16/16	14 appointments
	08/22/16	11 appointments
	08/29/16	189 appointments
	Total	779 appointments