Monitoring Report to the Middle States Commission on Higher Education from Kean University Union, NJ 07083

Dr. Dawood Farahi, President

Dr. Jeffrey Toney, Chief Academic Officer
Middle States Accreditation Liaison Officer

Date: September 1, 2012

Subject of the Follow-Up Report:

To accept the monitoring report and to note the visit by the Commission's representatives. To place the institution on probation because of a lack of evidence that it is currently in compliance with Standard 6 (Integrity), Standard 7 (Institutional Assessment), Standard 12 (General Education), Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due September 1, 2012, providing documented evidence that the institution has achieved and can sustain compliance with Standard 6 (Integrity), Standard 7 (Institutional Assessment), Standard 12 (General Education), and Standard 14 (Assessment of Student Learning). To request that the monitoring report include, but not be limited to, evidence of the development and implementation of (1) procedures to ensure that factual information about the institution, including Middle States Commission on Higher Education team reports and Commission actions, are accurately reported and are made available to the institution's community (Standard 6); (2) an organized and sustainable institutional assessment process that (a) includes direct measures that clearly and purposefully relate to the goals they are assessing, (b) is used to evaluate, improve, and gain efficiencies in all programs, services, and processes, and (c) informs decision-making about institutional planning and resource allocation (Standard 7); (3) a coherent program of general education that (a) incorporates the study of values, ethics, and diverse perspectives in a manner consistent with institutional mission, (b) specifies 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, and (c) provides assessment results that are utilized for curricular improvement (Standard 12); and (4) an organized, systematic, and sustainable process to assess the achievement of student learning goals in all programs that foster student learning and development, and that (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, and (d) uses student learning assessment results as part of institutional assessment (Standard 14). To remind the institution that the monitoring report, due September 1, 2012, should also provide evidence of (5) the equitable and consistent treatment of constituencies in the application of academic requirements and policies, administrative review, and institutional governance and management; (6) an institutional climate that fosters respect among students, faculty, staff, and administration; and (7) the periodic assessment of integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented (Standard 6). A small team visit will follow submission of the monitoring report. To remind the institution of its obligation to inform the Commission about any and all significant developments related to compliance with MSCHE requirements of affiliation and standards of accreditation. The due date for the next Periodic Review Report will be established when accreditation is reaffirmed.

Middle States Team Visit, September 13-14, 2012
MSCHE Action, June 28, 2012

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Introduction to the Monitoring Report

The Middle States Commission on Higher Education has requested that Kean University provide documented evidence the institution has achieved and can sustain compliance with Standard 6 (Integrity), Standard 7 (Institutional Assessment), Standard 12 (General Education), and Standard 14 (Assessment of Student Learning). This Monitoring Report is the University's response to those requests. All the issues raised in the Visiting Team report from April 2012 that applied to Standards 7, 12, and 14, as well as the Commission's action letters to the President on March 2, 2012 and June 29, 2012 referencing Standard 6 are addressed in the report that follows. Furthermore, the evidence Kean University has provided in this monitoring report demonstrates that it is an institution operating with integrity, and that outcomes are based on data gathered from direct and indirect measures of assessment across academic and non-academic units. These data collections have led to ongoing closing-the-loop activities across the campus to inform and improve teaching and learning, impact resource allocation, ensure the integrity of our academic programs, and support the University's strategic plan goals. Additionally, this monitoring report provides documentation of a coherent program in General Education that is integrated and assessed systematically in support of essential General Education Student Learning Outcomes and those of Kean University, and clearly addresses and meets the characteristics and excellence with respect to values, diversity and ethics.

In its April 2012 Visiting Team report, MSCHE acknowledged Kean University's progress in its work to assess student learning and institutional effectiveness. According to the Visiting Team, "In the year since its decennial reaccreditation, Kean University has been hard at work establishing a system for the sustained measurement and improvement of institutional effectiveness. All administrative units have created statements of mission, with goals, objectives, and "measurements of assessment" (p. 7). The report continues by stating that, "The Kean University community has made significant, even remarkable progress since the Commission on Higher Education issued its warning on June 2011" (p. 10). This monitoring report details the completion of the first cycle of our assessment system, relevant policies and practices that guide this process, and new initiatives aimed at continuous improvement.

Kean University recognizes that the decennial self-study was critical in identifying strategies and engaging in best practices essential in establishing a culture of excellence in assessment. For instance, at the time of the 2011 self-study, the University community learned that an overwhelming majority (81%) of academic programs and departments utilized assessment data to implement program changes. The institution also has learned that less than half of its programs reported holding faculty retreats to review student learning based on expected program outcomes. Today, all academic programs engage in assessment activities, and have put in place the necessary structures and processes needed to support such activities. Likewise, assessment activities across non-academic units also were not systematic. In other words, administrative units were not engaged in frequent and systematic assessment practices. Today, all non-academic units have completed annual assessment reports for 2011-2012, and are working on putting in place their 2012-2013 assessment procedures in order to connect them to their internal planning processes and budget allocations. In implementing these new best practices in assessment, Kean

University acknowledges the valuable guidance and feedback received from the two MSCHE visiting teams. The MSCHE teams' direction made it possible for the University community to complete the 2011-2012 assessment cycle and engage in closing-the-loop activities. At the same time, Kean is moving to the next academic year fully prepared to begin its second assessment cycle and follow this cycle through to closing the assessment loop in June of 2013.

To that end, since its 2011 self-study, the University has devoted significant effort and resources to systematically coordinate assessment efforts at all levels in order to:

- Assure that all courses, programs, and general education proficiencies have clearly articulated student learning outcomes and goals.
- Implement an organized and sustainable program for the assessment of student learning.
- Generate assessment data and findings that provide evidence of student learning.
- Provide evidence that assessment data are used to inform and improve teaching and learning as a meaningful component of institutional assessment continues program improvement as well as being guided by a commitment to academic integrity.
- Assure that all units have clearly articulated goals and objectives.
- Implement an organized and sustainable program for the evaluation of non-academic units.
- Provide evidence that assessment data are used to inform and improve institutional effectiveness at all levels.

And, since the most recent Commission action, the University has also:

- Critically examined the elements of Standard 6 included in the Commission's action to ensure and document that the University is in compliance with these elements.

This report begins with the University's response to Standard 7, one of the two standards which the University was deemed to have not met when MSCHE issued its initial warning in 2011. Reponses to Standards 12, 14, and 6 follow.

University Profile as it Relates to the Monitoring Report

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 twelve institutions that make up the New Jersey State System of Higher Education. Kean has maintained accreditation status from the Middle States Commission of 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 16,000 students enrolled. Of this number, approximately 2,800 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 mission to provide access and opportunities 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.

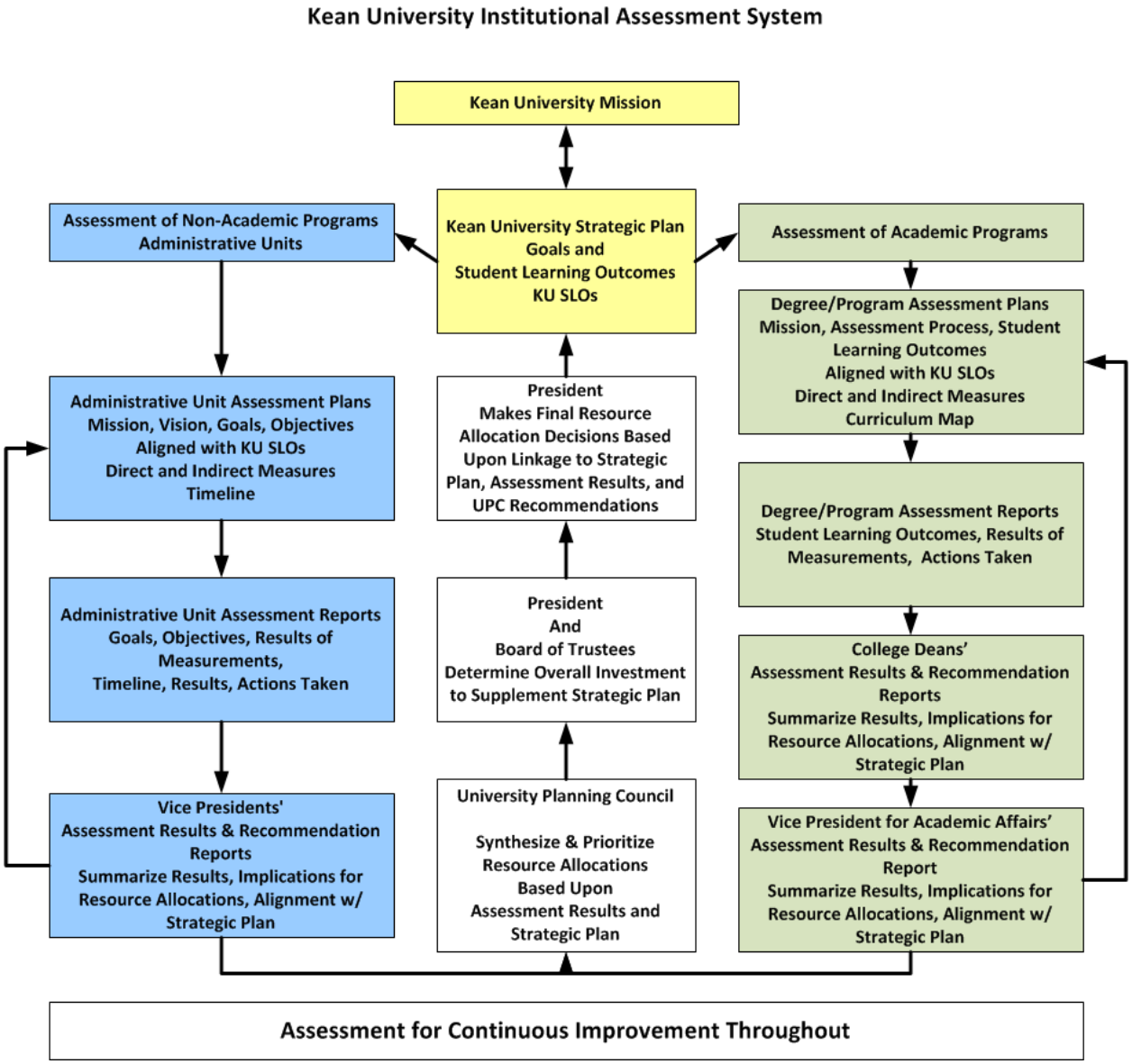
Standard 7: Institutional Assessment

The Middle States Commission on Higher Education, in its letter to President Farahi dated June 29, 2012, called upon Kean University to provide a monitoring report by September 1, 2012 and that report, with respect to Standard 7 must "… include, but not be limited to, evidence of the development and implementation of … an organized and sustainable institutional assessment process" that:

A. Includes direct measures that clearly and purposefully relate to the goals that they are assessing.
B. Is used to evaluate, improve, and gain efficiencies in all programs, services, and processes.
C. Informs decision-making about institutional planning and resource allocation.

This section of the Monitoring Report begins with a description of the process that defines the cycle for institutional assessment, which is represented in the color-coded institutional assessment flowchart represented in Figure 1, and includes documentation from the completed 2011-2012 cycle that addresses how assessment has informed decision-making about institutional planning and resource allocation (requirement c above). Next is the direct response to the other two requirements for this standard (listed as a and b) wherein evidence is presented from assessment reports that the process included direct measures that clearly and purposely relate to the goals they are assessing and that the assessment data are tied to improvements in program effectiveness.

Figure 7-1



Kean University's Institutional Assessment System

Provide evidence of the development and implementation of … an organized and sustainable institutional assessment process that … informs decision-making about institutional planning and resource allocation.

Figure 1 schematically presents the University's Institutional Assessment System. The left side of the figure presents the system for non-academic programs (administrative units) while the right side presents it for academic programs. In essence both processes are the same. An academic or administrative unit examines the University's strategic plan for its implications for the unit's mission and vision. (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. The

complete plan may be found at http://www.kean.edu/KU/Strategic-Plan.) The unit then establishes goals and objectives for the year, the measurements that will be used to assess progress toward them, and a timeline for activities during the year, all of which are reported in an annual Assessment Plan. (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.) At the end of the year, an annual Assessment Report is produced that is used to report results of the assessments, actions taken based upon the assessments, and to identify needs uncovered by the assessments. The results of the analysis of yearly assessments are then used to inform the unit's Assessment Plan for the following academic year. For academic units, reports are submitted to the appropriate deans for review and synthesis. They then submit their syntheses and recommendations for resource allocations to the Vice President for Academic Affairs for a final review and synthesis. For administrative units, the reports are submitted to the appropriate division head/vice president for review, synthesis, and determination of the implications for resource allocation. The vice presidents' Annual Assessment Results and Recommendations Reports provide brief summaries of their departments' and programs' needs based on the results of their assessments and the implications for resources needed, which are aligned with the goals of the University's current Strategic Plan.

All administrative and academic units, all school and college deans, and all vice presidents participated in this, the first year of implementing the University's Institutional Assessment System. The core documents at the administrative unit level are an Assessment Plan for 2012-13 and an Assessment Report for the year 2011-12. A sample set of templates for these documents is included in Appendix 7-1. (The section on Standard 14 provides documentation for academic units.) A full set of reports from throughout the University is available in the document room in the Office of Accreditation and Assessment and on the web at http://www.kean.edu/KU/Administrative-Unit-Assessment.

The next step in the annual assessment of institutional effectiveness takes place when the University Planning Council (UPC), which represents a broad range of constituencies on campus, reviews the vice presidents' Assessment Results and Recommendations Reports. (See below for additional information about the UPC.) As part of its newly clarified role in the assessment process, the UPC reviewed the vice presidents' summary reports this year as part of the assessment cycle. The Council formed several smaller working groups to discuss the reports and align resource and budget requests with the goals of the 2007-2012 strategic plan. The UPC then forwarded its synthesis (Appendix 7-2) to the President, who then presented his recommendations based upon it to the Board of Trustees at their June 25 meeting. The Board at that meeting authorized the President to use up to $2 million to support the needs identified in the assessment process with the full and final authority for how the funds would be allocated.

The President, after meeting with the Board of Trustees, returned to the UPC at its July 2 meeting to report back and empower the UPC to go further in the process of resource allocation by prioritizing the needs identified in the assessment process. He also asked that, where the Assessment Results and Recommendations Reports identified needs but did not estimate their costs, these costs be provided.

Vice presidents revised their Assessment Results and Recommendations Reports to address the President's requests and submitted them to the UPC, which then rated and prioritized the resource requests at an extended meeting on August 2. (See Appendix 7-3 for a description of

the criteria UPC members considered in their rating of the requests.) The UPC submitted its prioritization report to the President on the same day. The President then reviewed the report and communicated the results of his decisions back to the UPC on August 3. The UPC report, including the President's decisions, is presented in Appendix 7-4.

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.

Table 7-1

2007-2012 Strategic Plan Goals for Kean University		
Direction	Title of Goal	Goal
A. Reaching Excellence	I Accountability and Assessment	To implement a University-wide and comprehensive outcomes assessment plan to evaluate student learning, program quality, and institutional effectiveness, as well as address a longstanding and critical need for consistency in University-wide assessment.
	II Academic Initiatives	To enhance Kean's overall competitiveness and reach for excellence by building on existing institutional strengths while simultaneously developing new academic initiatives that are responsive to the region's needs.
	III External Partnerships	To initiate and maintain academic and cultural partnerships at the local, state, national, and international levels.
B. Enriching the Campus Community	IV Attracting and Retaining Students	To position Kean as a university of first choice for qualified prospective students.
	V Attracting and Retaining Faculty-Scholars	To continue to attract and retain faculty with subject mastery who demonstrate a student-centered approach to teaching and advisement, who instill critical thinking, who are technologically competent, and who have strong backgrounds in scholarship or creative works.
	VI Commitment to Diversity	To reaffirm Kean's commitment to diversity to ensure that all students, faculty, staff, prospective students, and visitors feel welcome.
C. Strengthening the Campus Infrastructure	VII Financial Infrastructure	To ensure innovation, creativity, and the entrepreneurial spirit in establishing a revenue flow that is sufficient, dependable, and consistent to support complex financial obligations.
	VIII Physical Infrastructure	To continue physical renovations and additions to reflect Kean's academic quality and aesthetic features.
	IX Technological	To ensure that technology enhancements anticipate and exceed current standards in meeting academic,

	Infrastructure	research, instructional, and administrative needs.
	X Adaptability and Responsivity	To comply with all legislation, academic standards, academic codes, or work place requirements that may impact the provision of services, improve campus safety, or affect the work place environment.

Figure 7-2 below illustrates the tool UPC members used to record their ratings of particular requests. The group was polled using "clicker" technology and the results were entered into the spreadsheet which then calculated the average rating for each request. The references to the original summaries referred back to the summary assessment reports the vice presidents submitted where the data and rationale for a request appeared and which was read for each item. The two tables that appear in Figure 7-2 actually were joined together in the spreadsheet and appeared as a single set of rows for the group with the bottom table actually alongside and to the right of the top table. The entries in the ratings columns are the percentages of UPC members who gave a request the rating.

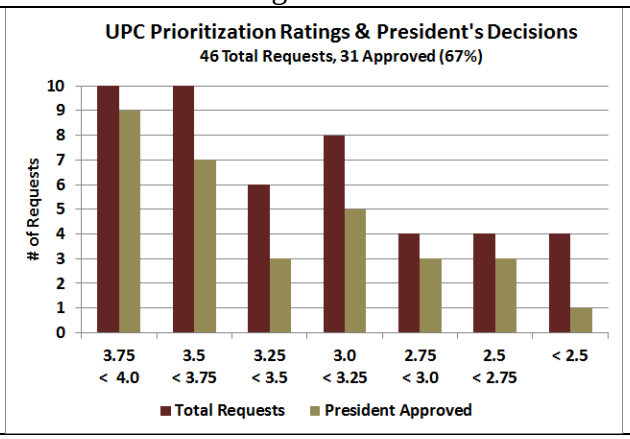
Figure 7-2

Division	Requesting Unit	**Reference to Original Summary**	**Strong 4**	**Mod 3**	**Weak 2**	**Not Rec 1**	**Priority = Avg Rating**
Academic Affairs	Academic Affairs	AA24	100				4.0
Academic Affairs	Center for Academic Success & College of Humanities and Social Sciences	AA1	94	6			3.9

		2007 - 2012 Strategic Plan Goals Addressed									
Description of budget request	**Budget Request**	**I**	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	**IX**	**X**
Director of Online Instruction	70,000		X		X					X	
Writing Center Director	70,000		X		X						

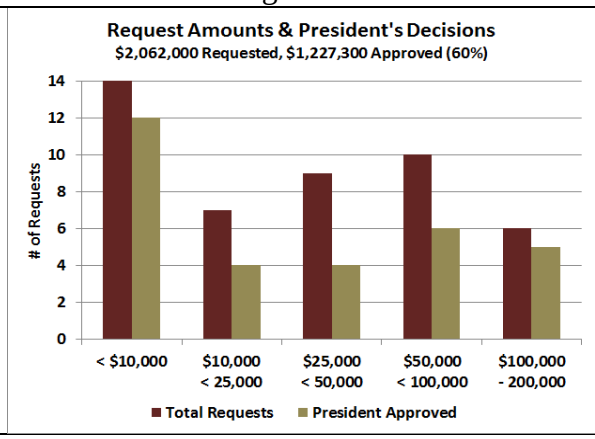
Figure 7-3 summarizes the results of the process with respect to resource allocation based upon UPC's rating and prioritizing of the requests it received derived from the assessment process. Figure 7-4 provides the same data organized by the amount of the requests. Of the 46 requests for funding based 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.

Figure 7-3



4=Strong, 3=Moderate, 2=Weak, 1=Not recommended

Figure 7-4



The following table provides specific examples of the materials vice presidents presented to the UPC for review in the closing the loop process of resource allocation based upon the assessment process just completed. The UPC priority rating was added to the materials. As indicated above, Appendix 7-4 provides all of the ratings and the President's decisions.

Table 7-2

Division	Summary of Assessment Results	UPC Priority Ratings and Descriptions of the Requests	2007-12 Strategic Plan Goals Supported
Academic Affairs	Analysis of the Academic Affairs Assessment Report reveals the need for further support of enrollment management, enhancing retention and the need to enhance online course instruction. The Middle States report from the Spring 2012 visiting team recommended addition of an online instruction director.	Rating = 4.0 Recommend hiring of a Director of Online Instruction *Estimate: $70,000 plus benefits. Alternatively, a full-time faculty member could be identified to serve as an online instruction coordinator.*	II Academic Initiatives IV Attracting and Retaining Students IX Technological Infrastructure
Academic	Assessment reports and	Rating = 3.9 Recommend	II Academic

Affairs	program recommendation reports based upon closing the loop activities reveal a consistent theme for the needs for strengthening Kean's Writing Center.	hiring of a full-time Director and continued support with Graduate Assistants and/or academic specialists. *Estimate: $70,000 plus benefits. An alternative solution would be to identify a full-time faculty member in the Department of English to serve as a Writing Director Coordinator.*	Initiatives IV Attracting and Retaining Students
Student Affairs	Data analysis from the Campus Lab assessment platform indicates that the software system offers an efficient and effective data management strategy for all units within Student Affairs. • Sixty-two survey projects • Seven projects that incorporated the General Education learning outcomes rubrics • Two national benchmark surveys • Over 20 assessment related webinars reflect the productivity achieved through this product.	Rating = 3.7 In order to strengthen divisional capacity to conduct learning outcomes assessment across all units, integrate with existing information management systems and facilitate the capacity to administer and monitor university funds appropriated to student groups, additional software will need to be purchased no later than October 2012. Current Annual Contract- $30,000 Contract Upgrade $39,668 (1st year of multi-year contract)	I Accountability and Assessment IV Attracting and Retaining Students IX Technological Infrastructure
President's Office	Institutional Research: 1. Data reporting analysis of time and staff load indicates need for Academic Specialist and GA 2. Data that analyzed needs for warehouse expansion indicates need for Academic Specialist and GA 3. Data from interactions with program faculty and department personnel working on Program Review (2012 cycle)	Rating = 3.5 Academic Specialist and Graduate Assistant requests for 2012-2013 Estimated $35,000 annually	I Accountability and Assessment

	indicate need for template to be created for the data needed from IR		
Institutional Advancement	Analysis of reviews of 30 unfunded federal proposals submitted from across the University with support from the Office of Research and Sponsored Programs identified research design, program evaluation, and advanced statistical methodologies as main areas needing improvement.	Rating = 3.4 Contract with Elite Research, or other consultants, to offer introductory and advanced faculty development workshops and one-on-one faculty and staff training during AY2013. Estimated Cost : $10,000	III External Partnerships V Attracting and Retaining Faculty-Scholars
University Relations	Statewide publication and coverage of the polling results conducted by the newly-formed Center for History, Politics and Public Policy and the related policy and extensive stories generated in FY2012 points to need for increased resources in FY13 to expand awareness, credibility and increased exposure of faculty. • Five statewide polls financed in FY2012 • Star Ledger, NYT, AP coverage of all five polls • Three polls led to faculty appearances on policy talk shows • Three op-eds requested based on polling	Rating = 3.9 Recommend a 50% increase in Center resources for FY13, or a $25,000 increase. Rating = 3.9 Recommend a $20,000 expenditure to support the design, creation and launch of Center website, database and marketing materials.	II Academic Initiatives III External Partnerships IV Attracting and Retaining Students V Attracting and Retaining Faculty Scholars VI Commitment to Diversity
Operations	Enrollment services: 25% of the concerns of incoming freshmen encountered by admissions staff were related to financial aid issues. Enrollment services need better coordination in order to process student applications, produce financial aid packages and class schedules. The department needs to utilize	Based on the data collected, the resource allocation for enrollment services is appropriate. More training is required in existing information systems in the future. *(Since Operations did not request additional funding, it was not rated or prioritized*	IV Attracting and Retaining Students VI Commitment to Diversity

	existing technology and communication devices in order to achieve continual enrollment growth.	*by the UPC.)*	

The August 3 meeting of the UPC was an important event for its members and the University. They and their colleagues had worked for over a year to implement the assessment process that came to fruition on that day. Indeed three members of the Board of Trustees attended the meeting to witness the process unfold firsthand. What the UPC had done, for the first time in its history, was participate in the creation and "implementation of … an organized and sustainable institutional assessment process that … inform[ed] decision-making about [their University's] planning and resource allocation."

The University Planning Council's Role in the Assessment Process

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 highly representative deliberative body for the University. Its membership is comprised of:

- Eight members appointed by the President (including the UPC Chair and Vice-Chair)
- Six members appointed by the Faculty Senate (one from each college)
- The Faculty 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)

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 Appendix 7-5.

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 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.

Institutional Scorecard and Strategic Planning

In addition to the role the UPC plays in the evaluation, synthesis, and prioritization of resource requests that emerge from the Institutional Assessment System, the UPC also is responsible for the Institutional Scorecard. The Visiting Team in its report also suggested that our cycle for institutional assessment utilize the Institutional Scorecard both for institutional monitoring and regulatory reporting (p. 9). This was important feedback to the UPC. As the 2007-2012 Strategic Plan comes to an end, the lessons learned from it will be applied to the development of the 2013-2020 Strategic Plan. (A rough draft of its goals and objectives appears in Appendix 7-6.) Specifically, as goals and objectives are developed indicators for an institutional scorecard will be tied directly to them. In the aggregate, scorecard indicators will include data elements that are reported to IPEDS and the State and will build on these mandated reporting processes while providing other data elements that go beyond what is required for state and federal reporting. The UPC works closely with the Office of Institutional Research and the Office of Accreditation and Assessment in the development of the scorecard. To this end, the Office of Institutional Research created a demonstration scorecard to help UPC members understand the capabilities of a scorecard. It may be accessed at http://ir.kean.edu/irhome/PDF/Assessment/PerformanceIndicator2012.pdf.

Building Organizational Capacity for Sustainability

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

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

In addition to adding to the capacity of the Office of Accreditation and Assessment, the Office of the Vice President for Academic Affairs recently hired a new Associate Vice President whose duties are substantially devoted to academic assessment and who collaborates closely with the Accreditation and Assessment staff. In her capacity as associate dean and dean at two prior institutions where she was responsible for Standards 12 and 14 as well as academic program reviews. She brings this wealth of experience to Academic Affairs at the University and to the assessment team in the office of Accreditation and Assessment.

Building Infrastructure to Support Assessment

For the past two years the Division of Student Affairs has been using three Campus Labs (campuslabs.com) software tools to develop and track its goals and objectives, measure and track student involvement in co-curricular learning (particularly related to the University's student learning outcomes) and to conduct assessment projects. The Division's experience has been quite positive and the process described above led to the Division receiving additional resources to expand the use of the software to support curricular mapping, developing a first-year alert system, and conducting program review of their goals, objectives, and assessments.

In addition, two faculty members have been using the University's license for Turnitin® (Turnitin.com) to assess the utility of the GradeMark system for applying rubrics to the assessment of student work.

Both the Campus Labs work and the work with Turnitin® have been successful, particularly the use of Campus Labs to support assessment and decision-making in Student Affairs. The Office of Accreditation and Assessment will be working in the coming year to create an evaluation team to assess the University's experience in these areas, explore additional assessment infrastructure tools and recommend a course of action to create a digital infrastructure for future assessment efforts.

Administrative and Academic Program Review

The visiting team suggested in its report that the University assess the program review process. This has been accomplished. The Faculty Senate created a task force charged with reviewing the program review guidelines. The task force shared its recommendations with the Faculty Senate, which adopted them, and they now await action by the Board of Trustees on September 17. The visiting team's feedback recommended that we consider the timing and structure of the report to enhance its usage and effectiveness. Revision considerations raised by the Faculty Senate task force include items in line with this feedback. The complete Faculty Senate task force report is found in Appendix 7-6.

The academic program review process is discussed in the section on Standard 14 below. With respect to administrative units, the following departments completed program reviews this year: the Nancy Thompson Library (Division of Academic Affairs), Human Resources (Division of Operations) and Health Services, the Center for Leadership Development, and Residence Life (Division of Student Affairs). The Vice President of Academic Affairs, the Vice President of Operations, and the Vice President of Student Affairs have received the reviews, have reviewed them, and are now determining the appropriate next steps.

Achieving Institutional Assessment – outcomes, assessment data, results, and actions for administrative units

Since the submission of the University's Institutional Response to the visiting team's exit report on May 16, administrative unit directors and assessment liaisons have revised their academic year 2011-2012 assessment reports. To support this effort, the Office of Accreditation and Assessment, on May 18, prior to closing the first assessment cycle and immediately following the submission of the visiting team's report, conducted an assessment conference where academic and administrative unit representatives met to review their 2011-2012 assessment reports and to receive updates regarding what the Commission was expecting from the University. At this conference, guide sheets and resources (Appendix 7-7) were distributed to all personnel that identified how to draft assessment reports and plans and provided information on how to use direct versus indirect measures for assessment. The Kean University mission statement and student learning outcomes were also included in addition to the Middle States institutional accreditation requirements for referencing purposes. More than 90% of administrative units had at least one representative present for the conference while those that could not attend notified the Office of Accreditation and Assessment and were given the material in advance.

A post-conference evaluation survey indicated that it was quite successful. Ninety-four percent of the respondents said that assessment was an important part of their work, and 93% indicated that they understood the assessment process for their program or department.

At the end of the conference, a deadline of June 6 was established for completion and submission of the administrative unit assessment reports for the 2011-2012 academic year. Once the Office of Accreditation and Assessment received the finalized assessment reports from the administrative units, it was then the duty of the respective unit Vice Presidents to summarize their individual department assessment reports into a standardized form which documented how the department's budgetary/resource allocation requests emerged from their Division's assessment processes and how those requests aligned with the 2007-2012 Strategic Plan goals of the University. (See Table 7-2 above.) In total, all 49 administrative units that existed in 2011-2012 completed an assessment report. For the 2012-2013 academic year assessment cycle, 53 administrative units (all of the 2011-2012 units in addition to four new units) will complete an assessment report.

As indicated above, the Commission called upon Kean University to "provide a monitoring report by September 1, 2012 and that report, with respect to Standard 7 include, but not be limited to, evidence of the development and implementation of … an organized and sustainable institutional assessment process that:

A. Includes direct measures that clearly and purposefully relate to the goals that they are assessing;
B. Is used to evaluate, improve, and gain efficiencies in all programs, services, and processes; and
C. Informs decision-making about institutional planning and resource allocation.

Previous sections provided documentation of the University's efforts to comply with item c. The remainder of this section addresses administrative departments' efforts to comply with items a and b. (The sections on Standard 12 and 14 address similar issues for academic units.) A full set of reports from throughout the University is available in the document room in the Office of Accreditation and Assessment and on the web at http://www.kean.edu/KU/Administrative-Unit-Assessment

Table 7-3 provides a broad set of examples from across the University's administration of how administrative units addressed a and b above. (These are direct quotations from the departments' Annual Assessment Reports for 2011-2012 with the exception of the removal of the timeline column and minor reformatting to enable presentation of examples in the body of this report.) As can be seen from the examples, there is great variety in the way administrative units used the templates provided to them, the types of direct measures they used and the nature of the actions they took in response to their assessments. The latter range from changing processes in response to assessments to adding staff.

The assessments illustrated in Table 7-3 enabled administrative units to make or recommend improvements at the department/program level at the University. Then, as described above, vice presidents used the information provided in their units' reports and conversations with their staffs to create syntheses of the assessment results and resource needs at their divisional level which the UPC then synthesized and prioritized for the President.

Table 7-3

Health Services - Goal I: Optimize services for students and Kean University community			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.4 To reduce barriers to premium woman's healthcare **Timeline:** Yearly statistics evaluated monthly.	Monthly statistics recorded in logbooks and Advisortrac. Students who came to Health Services were given an online satisfaction survey through Campus Labs.	Doctor Lueng saw female patients three times a week. She evaluated 168 patients in FA/11 and 204 patients in SP/12. In FA/11, 24% waited less than five minutes; 37% waited five to ten minutes. In SP/12, 35% waited less than five minutes; 47% waited five to ten minutes. Increased availability of gynecological services.	Hired a second nurse practitioner to increase the availability of gynecological services. Primary care availability increased with the hiring of the second nurse practitioner. [see yearly statistics] Proposals made for EMR system.

Residential Student Services - Goal 1: To develop and revise assessment tools that will evaluate various aspects of residential living.			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.3 Develop and assess learning outcomes. *The learning outcomes are based on those developed and assessed by the General Education department.* **Timeline:** June 2012	Report on how many learning outcome assessment tools we used.	RSS utilized three (3) rubrics to assess learning outcomes that addressed skills specific to the School of General Education outcomes. Written Communication Rubric – completed one time for 60 students. Out of 60 students, 27 students were advanced in Mechanics and 12 students needed to develop in Structure. Oral Rubric – completed one time on 55 students, 28 were advanced or outstanding in their area of Central Message and 15 were developing or unacceptable in the area of supporting details. Civic Knowledge and Engagement Rubric – completed four times on approximately 150 students. On average, our student members rated advanced in all areas of the rubric.	Based on the results of the three rubrics, RSS has added learning outcomes to the assessment plan for 2012-2013 for specific goals and objectives and implemented training workshops to strengthen writing and oral presentation skills.

Office of Research and Sponsored Programs - Goal 1: To actively support faculty and staff in identifying opportunities and in successfully securing external funding through grants, contracts, and agreements.			
Objective	**Measurement**	**Results**	**Action Taken (closing the loop)**
1.1 To provide faculty and staff with pre-screened, timely announcements of viable funding opportunities throughout the year. **Timeline:** Evaluated annually every June	Increase funding announcements to faculty by 25% in year one and 10% in subsequent years.	The data shows that the number of announcements increased 43% from AY2010 (126 sent) to AY2011 (181 sent). The projected number of announcements for AY 2012 is 154 and represents a 22% increase compared with 2010 data. However, this projection is slightly off from the original expectation of 173 for AY2012 (Several programs announced in AY 2011 were not re-announced in AY 2012).	Based on these results, Office of Research and Sponsored Programs subscribed to a new source, Federal Assistance Monitor, to ensure its staff is aware of all funding opportunities. The office also established an objective for the Pre-Award Administrator to find more private funders through the Foundation database and other sources.
1.2 To continually improve the number and quality of proposals successfully submitted for review **Timeline:** Initially, June 2012, then evaluated every June	Increase the number of proposals successfully submitted for review by 5% each year starting in AY2012	172 proposals totaling over $19 million were submitted in AY 2011. Through 3rd qtr. AY 2012, 99 proposals totaling over $20 million were submitted. The projection for the number of AY 2012 proposals submitted is 150, which is below the target, even though the total dollar amount of funding requested will increase by 10% or more due to timing of RFPs for major programs such as Upward Bound and McNair.	Contacted faculty who received internal funding but who were not on proposal submission list for 2012 to discuss and encourage their plans for seeking external funding. Will schedule individual meetings to address roadblock issues that were identified. Established objective for AD and PreAA to develop strategies with individual faculty who are doing fundable research and might be ready to submit.

Counseling and Disability Services - Goal 1: To provide mental health services and programs that support and enhance student mental health and awareness, and support academic success and retention.			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.1 To provide individual mental health and substance use/abuse assessment and treatment of Kean University students requesting services. **Timeline:** Ongoing during AY2011-2012	Tracking statistics are maintained and available for monthly, semester or academic year analysis. Data includes #'s of sessions provided, type of appt., and demographics obtained through Electronic Medical Record.	From 9/01/2011 - 5/31/2012 the KCC provided services to 428 clients for a total of 1,957 counseling center appointments compared to 452 clients with 2,746 appointments during the same period in 2010-11 AY. This is a decrease of 24 clients and 608 appointments (29%) in appointments due to the retirement of two staff members (Director and Associate Director) and the loss of a consulting psychiatrist.	A Director for the Office of Counseling and Disability Services was hired and began in April 2012. Two weekly support groups were created to manage the number of clients requesting mental health services for Fall 2011. Authorization to hire a full time Associate Director for Clinical Services was obtained. Search process begun in June 2012 Authorization to hire a consulting psychiatrist obtained. Search process begun in July 2012.

Student Financial Services - Goal 1: To ensure that the Student Accounting & Financial Aid Offices maintain proper operations.			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.2 To ensure responsible collecting and recording of the University's receivables. **Timeline:** Updated and reviewed monthly.	Develop and monitor monthly reports for all main aspects of Student Accounting Operations including but not limited to A/R, Cash Receipts, Collections & Third Party Billing.	Reports have been developed and data made available. A/R – Report confirmed a decrease in collectible receivables by .52% from FY 2010 but an overall increase of .13% since FY 2008. Cash Receipts – With 45 % of payments channeling online, report confirmed that online payments are popular amongst our student body. Collections – Report confirmed that one of the collection agencies was in possession of 2100 accounts that were never returned after one year of non-payment. Third Party Billing – Report displayed that 51% of the 518 vouchers billed remain unpaid and a need to follow up on unpaid funds.	A/R – The Student Accounting Office has taken a more active and vigorous position in the collection of our receivables by designating 3 staff members to make phone calls and resolve balances. Cash Receipts – A payment option has been added to accept credit cards for tuition online and in person. Collections – The Student Accounting Office has requested that all 2100 old accounts be returned to us. Third Party Billing – Third parties were contacted as needed for collection of unpaid funds.
1.4 To package awards for prospective students on an earlier timeframe so that student applicants are able to make May 1 deposit decisions with financial aid data. **Timeline:** Evaluate annually using data up to and including May 31	Utilize monthly summary reports to compare with prior year data.	Results indicate successful progress. Prior to May 1, a total of 2217 students were awarded for 2010-2011 and 2644 were awarded for 2011-2012, reflecting an increase of 19% from 2010-2011 to 2011-2012.	Continue working with technical staff to ensure timely installation of new academic year tables, calculations, regulations, and subsequent system testing.

Computer and Information Systems - Goal 2: To provide a high level of support for the use of technologies			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
2.3: To ensure that proper staffing level are maintained on phones and help desk to ensure timely resolution to common issues in AY2012-2013. **Timeline:** Evaluated at the conclusion of every academic semester.	The number of services recorded in phone logs and service logs.	Data illustrated that staffing levels were insufficient during September. Help desk completed work order count in AY2011-12: Jan 453; Feb 591; March 595; April 601; May 421; June 499; July 364; August 403; Sept 798; Oct 611; Nov 454; Dec 315. Percentage of answered application call between 1/1/2011-12/31/2011(84.47% on average) : Jan 68.04% (Low rate due to the installation of the new phone queue); Feb 84.6%; Mar 85.22%; Apr 88.1%; May 85.67%; June 93.37%; July 91.07%; Aug 89.95%; Sept 84.58%; Oct 87.33%; Nov 87.20; Dec 84.93%. There is a significant rise in recorded service requests and phone call during September. The phone logs specifically show that our answer rate dropped to about 84.58% in September which is our lowest of any month.	To better serve the community, especially for September, the office provided 10 training sessions for 5 student employees so that they can handle the needs of the office, which include answering help desk calls and providing desktop computer support. The office also hired additional student staff to answer phone calls and provide computer desktop support.

Facilities and Campus Planning - Goal 1: To establish a 5-year assessment program for each building and develop an applicable preventive maintenance program			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.1: To establish baseline data in FY2011 - 2012 in order to reduce operating costs in FY2012 - 2013 by installing energy efficient equipment and systems without diminishing the quality of research and education. **Timeline:** Establish utility costs (gas, water, electricity) for FY 2011 and 2012. Establish long rage plan by end of 2012.	Catalog utility costs for each building on campus.	Overall, Utility Costs for FY2012 have decreased as compared to FY2011. The decrease in Electric and Gas are attributed to the extreme cold of Winter 2011 and the exceptionally mild Winter 2012. Electric Costs – FY2011 - $4,462,581; FY2012 - $3,822,575 (14% decrease) Water Costs – FY2011 - $489,710; FY2012 - $476,898 (2.6% decrease) Natural Gas Costs – FY2011 - $3,408,536; FY2012 - $2,963,695(13% decrease) Sewer Costs – FY2011 - $276,542; FY2012 - $253,355 (8.3% decrease)	Not every building on campus has its own utility meter. There are 40 buildings on the three Union campuses (Main, Liberty, East) and only 14 electrical meters, 13 gas meters, and 19 water meters. In FY2012-2013, the office will add sub-meters for individual buildings, where possible, in order to create baseline data for each building, and identify areas of improvement in the long range plan.

Premiere Stages - Goal 1: To be recognized as a statewide cultural resource for the performing arts and a national model for how a professional theatre arts program can help support and strengthen opportunities and access for University students and the campus community.			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.2: Produce a Collaborative Premiere each season that features unique partnerships with organizations on and off campus that share similar missions and goals. **Timeline:** Planning timeline (pre-production): January – August Production timeline: September Project Assessment timeline: October through November	Analysis of the impact of the project on the campus, the quality of the production and the benefit of the collaborations and partnerships developed. Plays are reviewed by the New York Times and the Star-Ledger.	The Project has led to the establishment of the Premiere Stages Human Rights Initiative, an ongoing project that explores issues of human rights, social justice and sustainability. Plays have received critical acclaim from NY Times, Star-Ledger and many others (Geraldine R. Dodge Foundation, Bob Rendell, Talkin' Broadway, Worrall Newspapers) and have resulted in community partnerships with the Darfur Rehabilitation Project, The New Jersey Commission on Holocaust Education, the Kean Human Rights Institute, The Diversity Council; and producing partnerships with 24 professional theatres including Playwrights Theatre of New Jersey.	The assessment results indicated that the bulk of student participation has come from the theatre department. Therefore Premiere Stages will continue to explore ways to involve a broader spectrum of students from other Kean colleges. In 2012 Premiere Stages is producing a play about the behind the scenes inter-workings of elections. Premiere Stages will engage in a partnership with The Kean Center for History, Politics and Policy to involve and engage students who are not part of CVPA. Premiere Stages will also partner with the League of Women Voters to register students to vote at intermission of each of the 15 performances. The voting initiative is targeted specifically at a broad spectrum of university students.

Office of Affirmative Action Programs - Goal 2: To monitor and facilitate equitable practices in the University's employment activities.			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
2.2: To measure the effectiveness of the outreach to diverse employment candidates **Timeline:** Reports generated annually in June	Utilization and review of applicant summary form and statistical demographic questionnaires and *Affirmative Action Questionnaires* for applicants	The searches monitored yielded 2294 applicants. Affirmative Action Questionnaires were returned by 1344 applicants for a response rate of 58.59%. Out of the 1344 applicants, 44.7% (n=600) are minority including: .5% (n=6) American Indian or Alaskan Native; 6.5% (n=87) Asian or Pacific Islander; 23.1% (n=311) Black/African American (not of Hispanic origin); 11.2% (n=150) Hispanic; and 3.4% (n=46) more than one Race. 50.7% (n=681) of the respondents are female and 49.3% (n=663) are male.	Based on the collected data, Office of Affirmative Action Programs will evaluate the information to analyze the demographic trends/profiles of the applicant pool. Special attention will be paid to Hispanic and Asian groups since these two represent lower ranges in the minority category. Additional efforts will be explored to enhance outreach to these groups.

Ronald E. McNair Scholars Program - Goal 1: To provide program participants with academic and emotional support to encourage and prepare them to pursue doctoral studies			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.1: 75% of McNair participants will complete research and scholarly activities that will directly impact their educational progression each McNair Program academic year.	Annual Progress Report (APR) submitted annually to the U.S. Department of Education	92% -Met objective	Next year, this objective will be increased from 75% to 90% of McNair participants. Research during the summer and/or academic year will be made mandatory for all participants.

Timeline: Evaluated at end of the fall semester when APR is submitted			
1.2: 75% of new participants served in each McNair Program academic year will attain a baccalaureate degree within three years. **Timeline:** Evaluated at end of academic year (including summer sessions)	Annual Progress Report (APR) submitted annually to the U.S. Department of Education	75% -Met objective	To increase this number for the upcoming year, we will more actively track student progress through program evaluations and current transcript reviews

Admissions - Goal 1: Office Operations: Recruit qualified students who have the potential to succeed at Kean University			
Objective	**Measurement**	**Results**	**Action Taken (Closing the Loop)**
1.2 To attract academically prepared national students who are excellent candidates for Kean University in AY2011-2012. **Timeline:** Evaluated semi-annually every January and June.	The number of students with higher SAT and GPA scores identified by the College Board Name Search program	National applicants who are high achievers and possessed scores of 1000+ SAT and a 3.0+ GPA are increasing over the years: Fall 2009 801 applicants Fall 2010 863 applicants Fall 2011 915 applicants Fall 2012 currrently there are 935 applicants	Due to the increasing number of high achieving applicants, the office will hire two additional admissions counselors in addition to the established five admissions counselors to focus on identifying and increasing the number of high achieving students who can fulfill their potential to be successful at Kean University.

Conclusion to Standard 7

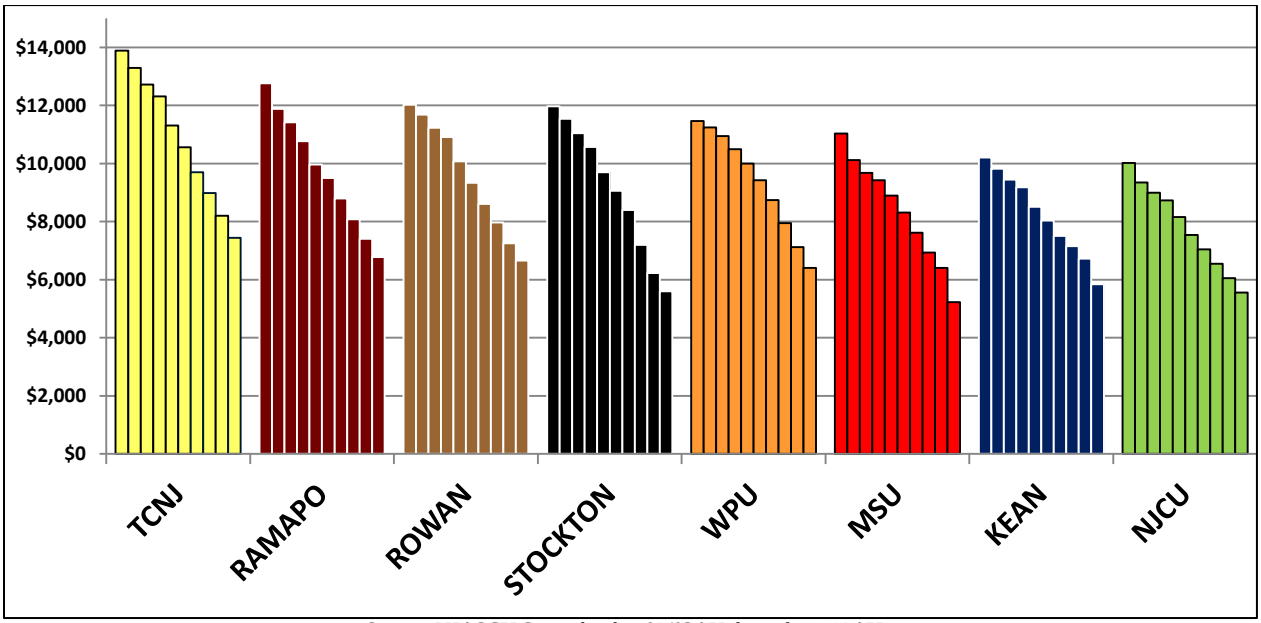
It should now be clear that Kean University has built upon its foundation of assessment and decision making processes to comply with Standard 7. All the issues raised in the Visiting Team report from April 2012 and the Commission's action letter to the President on June 28, 2012

regarding Standard 7 have been addressed here or are addressed in subsequent sections and supporting documentation of the University's actions has been provided. The University's Institutional Assessment System has the demonstrated support of the Board of Trustees, the President, the Division Heads/Vice Presidents, the Vice President of Academic Affairs, the College and School Deans, and every administrative and academic unit head. The Office of Accreditation and Assessment is now fully staffed and a digital infrastructure to support the assessment system is actively being investigated. A complete cycle of the system has been successfully completed.

The Office of Accreditation and Assessment is now reaching out to its constituents to determine how to improve the system for the next cycle of implementation. This has already led to improvements in the system with respect to Standard 14 and in how the results of the system are used by the UPC and the President in the prioritization and resource allocation process. And steps are being taken now to more closely tie the process for administrative divisions to their internal planning processes by building directly on those processes. The Office is engaged with the Faculty Senate Assessment Committee to work through its new charge (Appendix 7-8) and develop concrete plans for collaboration over the coming year. As a result of the past year's success and the current assessment of it for improvement, one thing is quite clear. The system described in Figure 7-1 is now in place and will be followed annually.

Our system for institutional assessment begins and ends with Kean University's mission to provide 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. " Access based on affordability is one of the important tenets of the mission. Kean remains, for the last ten years, among the most affordable comprehensive universities in the State of New Jersey (see Figure 7-5 below).

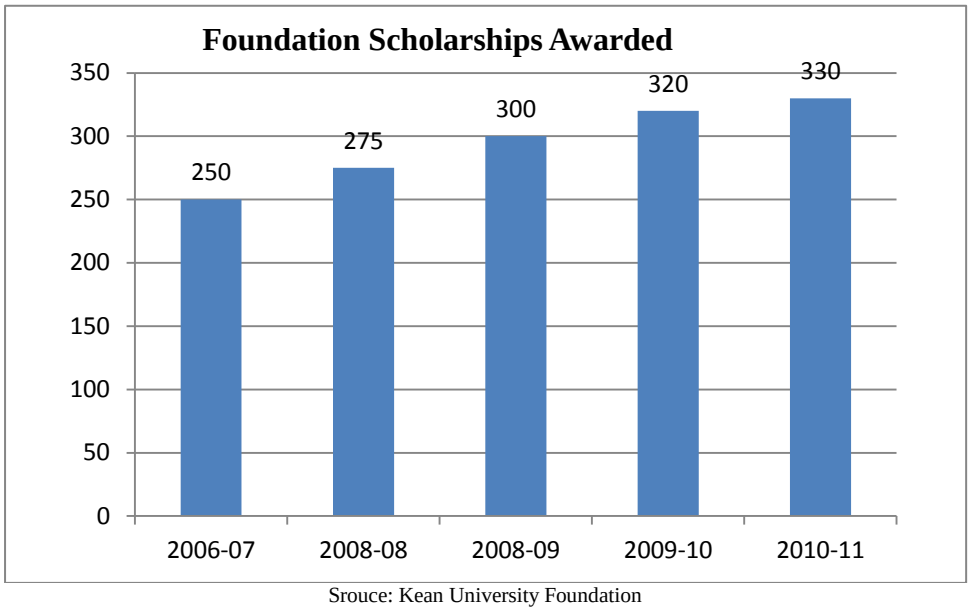
Figure 7-5



Source: NJASCU Sourcebook – 02/03AY through 11-12AY

The opportunity component of access is also anchored on the premise of securing external and internal financial resources for student scholarships. Figure 7-6 below shows the pattern of support provided during the last several years

Figure 7-6



Srouce: Kean University Foundation

In short, after more than a year of a concerted and supported University-wide effort, Kean University has developed and implemented a sustainable institutional assessment process that:

- Includes direct measures that clearly and purposefully relate to the goals that they are assessing;
- Is used to evaluate, improve, and gain efficiencies in all programs, services, and processes; and
- Informs decision-making about institutional planning and resource allocation.

Appendices for Standard 7:

Appendix 7-1: Sample set of program assessment templates

Appendix 7-2: UPC synthesis of divisional yearly summary reports aligned with 2007-2012 Strategic Plan goals

Appendix 7-3: Rating criteria for prioritizing resource requests

Appendix 7-4: UPC second report to the president including his decisions for funded requests

Appendix 7-5: 2007-2012 Strategic Plan with draft evaluation

Appendix 7-6: Draft 2013-2020 Strategic Plan Goals and Objectives

Appendix 7-7: Faculty Senate Program Review Task Force Report

Appendix 7-8: Material distributed at May Assessment Day

Appendix 7-9: Charge to Faculty Senate Assessment Committee

Standard 12: General Education

This is a response to the request from the Middle States Commission of Higher Education to demonstrate a coherent program in General Education (GE) that:

A. Incorporates the study of values, ethics, and diverse perspectives in a manner consistent with the institutional mission;
B. Specifies clearly articulated GE outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning; and
C. Provides assessment results that are utilized for curricular improvement.

Context

Prior to Kean University's Self Study and Evaluation Team visit in Spring 2011, the University had made considerable progress in establishing a GE program. However, as highlighted in the MSCHE Notice Letter (July 3, 2012), documented evidence that the institution has achieved and can sustain compliance had to be provided.

Since Spring 2011, the University has devoted a significant number of personnel and resources to systematically coordinate the GE assessment efforts in order to:

a. Assure that all courses and programs, including GE have clearly articulated Student Learning Outcomes (SLOs).
b. Implement an organized program for evaluating GE SLOs at multiple points (entry, midpoint and exit) in each student's baccalaureate degree program (Appendix 12-1: School of General Studies Action and Assessment Plan 2011-2014).
c. Generate assessment data that provide evidence of student achievement of learning outcomes.
d. Provide evidence that assessment results are used to inform and improve teaching and learning as a meaningful component of institutional assessment.
e. Integrate the study of values, ethics, and diverse perspectives in 100% of its course offerings in a manner consistent with the University Mission.

In addition, the University has implemented an organized and sustained assessment process for GE. Results are assessed on a three-year timeline, and GE and academic department assessment reports and program reviews document improvements in SLOs, thus closing the loop. Action items identified by the University GE Committee and the School of General Studies include professional development opportunities for faculty to support student writing, as well as resources for the University Writing Center and curricular modifications that include more opportunities for revision of student writing in courses.

Kean University has accomplished the following since the Middle States Evaluation Team visit in April 2011:

a. 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-wide academic restructuring to strengthen scheduling, teaching, and student support operations of the GE program).

b. Connecting the Office of Accreditation and Assessment and the School of General Studies to collaborate in assessment efforts of the GE SLOs.
c. 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.
d. 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.
e. 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).
f. Establishing an on-going adjunct and full-time faculty training program in assessment and rubric norming.
g. Creating and disseminating information regarding GE and assessment.
h. Reviewing course syllabi, SLOs, and assessment tools used to sustain and/or improve the GE curriculum and student learning.

GE Curriculum

The University's GE curriculum was revised by resident faculty and the GE Committee, and approved by the Faculty Senate in AY 2001-2002, to include values assessment, collaboration in a diverse society, and an appreciation of diversity. The University GE Committee is composed of elected voting representative faculty from each college, professional staff, advisement, and appointed voting representatives for various academic support areas (e.g., Library), bargaining units, and student groups. In addition, the GE Committee also includes non-voting and ex-officio representation from the GE Office and from foundational programs (e.g., English Department). In AY 2001-2002, all approved GE courses were required to include learning objectives for cognitive skills, diversity, and values (Appendix 12-2: University Faculty Senate Procedures Manual, pp. 51-59). The curriculum was also revised in 2001-2002 to include two additional core and breadth or distribution requirements to improve the connection of the existing GE courses to the major degree requirements. The two new requirements were included to assist students in developing deeper knowledge in specific breadth/distribution course areas that foster a liberal arts education and provide for appreciation of diverse cultures and global perspectives, and a capstone course experience was added. The new GE program adopted a "course-embedded" assessment model, primarily utilizing indirect assessment measures, such as pre- and post-course student surveys that were systematically collected for foundation and required breadth or distribution courses. Since 2002, assessment using pre- and post-class student and faculty surveys and grade distribution has been on-going in GE foundation courses (Appendix 12-3: 2002-2004 GELAP Assessment Report).

GE Requirements for Bachelor Degree Students

The GE program consists of a minimum of 43 credits for students pursuing BA degrees and 32 credits for students pursuing BS degrees or other professional programs. Students take 13 credits

of common foundation courses, which include all GE SLOs for skills and knowledge. They also take a minimum of 19-30 credits in distribution courses in the humanities, social sciences, natural and mathematical sciences, which include all GE SLOs for knowledge (GEK 1-4), skills (i.e., GES 3; GES 4) and values (i.e., GEV 4).

GE SLOs (Aligned with Kean University SLOs)

The following are GE SLOs, which cover the areas of Knowledge, Skills, and Values, and are aligned with Kean University SLOs.

SLOs—Knowledge—Students will demonstrate proficiency in knowledge and content by:

GEK1: Applying the scientific method to understand natural concepts and processes (KU1, 2, 4).
GEK 2: Evaluating major theories and concepts in social sciences (KU1, 2, 4).
GEK3: Relating literature to historical context (KU 1, 2, 4).
GEK4: Evaluating major theories and concepts in the fine arts (KU1, 2, 4).

SLOs—Skills—Students will demonstrate the skills and technology necessary to:

GES1: Write to communicate and clarify learning (KU1, 4).
GES2: Communicate effectively through speech (KU1, 4).
GES3: Solve problems using quantitative reasoning (KU1, 4).
GES4: Think critically about concepts in multiple disciplines (KU1, 2, 4).
GES5: Demonstrate information literacy (KU1, 2, 4).

SLOs—Values—Students will exhibit a set of values that demonstrates:

GEV1: Personal responsibility (KU2, 3).
GEV2: Ethical and social responsibility (KU2, 3).
GEV3: Social and civic engagement (KU2, 3).
GEV4: Respect for diverse cultures and perspectives (KU1, 2, 3).
GEV5: Life-long learning (KU1, 2, 3, 4).

School of General Studies Collaboration with Academic Departments and Non-Academic Units

The School of General Studies collaborates with key campus offices to assess academic and non-academic issues affecting student success and retention in the University community, such as the Center for Academic Success and Student Affairs. For instance, in the Fall 2012 semester, the Civic Engagement Benchmark survey administered by the Center for Leadership and Service within the Student Affairs division to assess social and civic engagement will be added to the University's Freshman Seminar course (GE 1000), using the VALUE rubric for Civic Engagement from the Association of American Colleges and Universities (AAC&U). Also, GE 1000: Freshman Seminar courses will include completion of the AlcoholEdu.com program (an online alcohol-abuse awareness program) in a partnership with the Office of Student Affairs to further assess personal responsibility. At the same time, an A-TEAM model has been adopted to provide mandatory academic support to students as a way of improving student success and promoting a culture of personal responsibility, including the use of peer-led team learning. This model employs adjunct faculty teaching English and Mathematics courses to work

collaboratively with student tutors to provide ongoing academic support to students in need of such services.

Training and Support

Staff from the School of General Studies, the Office of Accreditation and Assessment, the Associate Vice President for Academic Affairs and representatives from faculty and student affairs participated in a retreat in 2010. Action and assessment plans were created that included a specific mission and 14 SLOs for the GE program consistent with the mission and aligned with the University SLOs. Since then, direct and indirect assessment activities have been put in place for each SLO. (See Appendix 12-4: GE SLO Assessment Report 2011-2012.) Additionally, the GE program ensures that each student completes at least three credits in each SLO.

In August 2011, the Executive Director of the School of General Studies presented the vision and expectations of the GE program to all new full-time and adjunct faculty to ensure that assessment efforts are understood, sustained and reinforced. These presentations are scheduled to occur annually through ongoing collaboration with the Office of the Vice President for Academic Affairs and the Center for Professional Development.

The University has supported such initiatives as payment for adjuncts for participation in annual training and workshops for all GE foundation and required distribution courses. Workshops focusing on specific GE SLOs were conducted in June 2012 (Appendix 12-5), and a University–wide workshop focusing on values was held on August 8, 2012, with training provided by the AAC&U, which included norming sessions for rubrics used in the evaluation of student work in GE courses. Workshops were designed based on feedback from past training which indicated more norming sessions were needed as were strategies to improve teaching and learning. Training in the use of electronic student response cards (clickers) for formative and summative assessment was one pedagogical strategy that grew out of previous workshop feedback.

The effectiveness of these workshops is monitored through indirect measures. A survey is administered to faculty after each workshop to determine the effectiveness of the training, to prepare faculty to implement best practices for various assessment measures in the courses they teach, and to inform the GE Program of needs for future planning. Data from the surveys indicate that as a result of the workshops provided, faculty members reported that their ability to appropriately use the rubrics to score writing assignments (87% strongly agree/agree) and oral communication (94% strongly agree/agree) had improved. In fact, they indicated increased confidence in evaluating student learning and pinpointing student strengths and weaknesses as outgrowths of use of these rubrics.

In addition to strengthening the organizational structure of the GE program and make certain that there is a well-distributed, shared and corporate responsibility for GE at the University, the Executive Director of the School of General Studies has been appointed to serve on the Council of Deans. This affords an opportunity for the Executive Director to be present when academic policies and procedures are developed. Furthermore, the University has obtained membership with the AAC&U and is a founding and active member of the New Jersey Association of New Student Advocates (NJANSA). These organizations provide a framework for continual external review and growth of the GE program towards teaching, learning and assessment. To this end, a representative from the University Board of Trustees is slated to serve as chair of an External

Review Panel, responsible for collaborating for ongoing evaluation of the GE program at the University. The aforementioned External Review Panel held its first organizational meeting on August 7, 2012.

Moreover, in 2011, the Executive Director of the School of General Studies asked the GE Committee to focus on methods of teaching, learning and assessment in the course review and approval process in order to engage faculty directly in thinking about key components of GE courses and to ensure that GE writing and oral communication skills are assessed with GE rubrics, agreed upon by the GE Committee in 2011 (Appendix 12-6: Memo to Deans and Executive Directors, February 18, 2011).

Progress to Date and Current Status of the GE Program:

The Middle States Commission on Higher Education requested that Kean University demonstrate a coherent program of GE that:

A. Incorporates the study of values, ethics, and diverse perspectives in a manner consistent with the institutional mission.

Since 2001, the GE program has evolved to include the study of values, ethics, and diverse perspectives. The program aids in *instilling students with a distinct set of values.* These values include personal, ethical, and social responsibility, contributing as active members and leaders to the community through civic and social engagement, showing respect for diverse communities and perspectives and a commitment to life-long learning. (See GEV1-5, pp. 39-40 of this report.)

For the most part, assessments for the GE Values, Ethics, and Diversity SLOs were primarily developed and implemented by the School of General Studies through review of existing best practices for GE assessment from AAC&U. The AAC&U VALUE rubrics were used to initiate assessment efforts for diversity (GEV 4) in GE and program-specific course offerings. The College Success Factors Index has been also used in the GE 1000 course since 2010 to assess personal responsibility (GEV 1) (Appendix 12-7: CSFI Results). The AAC&U Civic Engagement and Life-long Learning rubrics were introduced at the GE 1000 faculty training on July 27, 2012, and will be implemented in the Fall 2012 semester in GE 1000: Freshman Seminar course to address GE SLOs GEV 3 and GEV 5 (Appendix 12-8: AAC&U Rubrics) The Defining Issues Test was introduced at the GE 1000 faculty training and will be implemented in the Fall 2012 to ~200 students in GE 1000: Freshman Seminar course, and ~200 students in capstone experiences to assess ethical and social responsibility (GES 2) (Appendix 12-9: Defining Issues Test.) (For a discussion on the application of the aforementioned results see "actions taken," pp. 39, 41 & 64 of this report.)

In alignment with the University's overall mission of encouraging diversity and mutual respect in a pluralistic, global community, the School of General Studies seeks to develop students' knowledge, skills, and values acquisition to improve their academic success. The program has adopted the use of the Intercultural Knowledge and Competence VALUE rubrics (Appendix 12-8: AAC&U Rubrics) from the AAC&U to assess diversity in GE courses via writing assignments (Appendix 12-1: 2011-2012 Assessment Plan). Faculty used the data from the Intercultural Knowledge and Competency VALUE rubric to revise assignments in certain courses so that overall scores improve from milestone 2 to milestone 3 (n~150 students from sections of PSY

1000, ID 1225 & SOC 1000, Mean = milestone 2/4 on rubric). (Appendix 12-4**:** GE SLO Assessment Report.)

Additionally, the College Success Factors Index (CSFI) has been used in GE 1000: Freshman Seminar to evaluate personal responsibility (n=421 in Fall 2011 who also completed IRB approval, n~800 students total; data used for a student research project presented at the University Research Forum and at the 8th Annual CUE conference in New York). Survey results indicate that Kean University students rank above the national average for personal responsibility. Instructors also use CSFI data to inform their teaching by focusing on certain topics or directing individual students with specific needs to the appropriate support services, such as the Counseling Center and the Center for Academic Success. The CSFI data have also been shared with all GE faculty to improve understanding of first-year students and to consider possible modifications of the GE 100 course for Fall 2012. The CSFI will be an ongoing assessment in this first year course and additional training has been done by Cengage Learning (Summer 2012) as a response to the data, the aim of which is to achieve more than a 50% completion of both the pre- and post- class surveys.

Student surveys (indirect measures) have also been used in various GE foundation and required distribution courses to assess diversity. These surveys indicate that students gain a deeper appreciation for diverse cultures in their coursework and readings, with increases in the mean from 4.45 to 6.05 on a 10-point scale in ENG 2403 and a post-course mean of 4 on a 5 point scale in COMM 1402. Data from these surveys are included in the 2011-2012 GE Assessment Report (Appendix 12-4). New initiatives set for Fall 2012 include use of the Defining Issues Test, implementation of the VALUE rubric for Personal and Social Responsibility; Ethical Reasoning, Civic Knowledge and Engagement, and Life-Long Learning in the Freshman Experience. These data have been used for GE workshops in Summer 2012 to continue the use of these rubrics in specific GE courses, such as GE 1000: Freshman Seminar and GE 202x: Research and Technology. Also in Spring 2011, for example, assignments were scored using the Intercultural Knowledge and Competency VALUE rubric to assess diversity (n~150 students from sections of PSY 1000, ID 1225 and SOC 1000). The mean score (milestone 2/4) from this assessment indicates that students demonstrate an emerging appreciation for diversity, with the goal to improve from milestone 2 to milestone 3 in upper-level courses.

In addition, Kean University, recognized by Diversity, Inc. in 2008 as one of the most-diverse universities in the country, offers many programs that inculcate in students and staff the values of service, ethical conduct, and acceptance and appreciation of diversity. This programming is assessed for improvement through robust advisory bodies within each program and project. (See Diversity Council website https://sites.google.com/a/kean.edu/diversitycouncil/) Students in various GE courses, including GE 1000: Transition to Kean, GE 202x: Research and Technology, ENG 1030: English Composition, World Literature, Speech Communication, and History receive co-curricular and course credit for attending and reflecting on experiences offered by the University that include:

- Speakers in programs, including Africana Studies, Jewish Studies, the Center for History, Politics, and Policy, the Holocaust Resource Center, and Human Rights Institute.

- Providing students and the external and internal community with appreciation of global art. This program was initiated three years ago and attracts over 1,000 participants each year.
- Annual speaker series, "Issues," brings in nationally known scholars and personalities with divergent perspectives three to five times a year attracting from 600 to over 1000 participants each.
- Annual human rights conference has attracted 4,925 participants since 2008.

The impact on student learning with respect to values is evident through the 15,000 hours of community service logged annually by the Center for Leadership and Service, deserving of a place on President Obama's Honor Roll for the third consecutive year, and individual student group projects including *Be the Change*, providing assistance to hurricane victims and food support to homeless groups, and the *Human Rights Club* raising enough funds to buy and send 150 solar cookers to Darfur. The implementation of the AAC&U VALUE rubric for Civic Engagement in GE 1000 in Fall 2012 will provide initiatives such as these the opportunity to include a systematic direct measure of student learning.

The Middle State Commission on Higher Education requested that Kean University demonstrate a coherent program of GE that:

B. Specifies clearly articulated GE outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning

In 2010, the School of General Studies and Office of Assessment and Accreditation created an assessment plan that included 14 SLOs for the GE program (See pp. 39-40 of this report), consistent with the mission and aligned with the SLOs of the University. The assessment activities for GE Knowledge SLOs (GEK 1-4) were developed by faculty at the University in the disciplines offering GE distribution course, including the social and natural sciences, the arts and the humanities. Examples of assessments of knowledge (Appendix 12-4) include:

a. Students through surveys with Likert Scale analyses (i.e. students (n>400) in ENG 2403: World Literature self-reported an increase in their understanding of Western Literature (pre-4.94 to post-6.44). (GEK 3)
b. Examination questions (i.e., students in two science courses (n>200) could articulate examples of observations but were less successful in clarifying between hypotheses and theory). (GEK 1)
c. Assessments of student writing (i.e., portfolio review of students in HIST 1000/1062 (n>200) indicate needs for greater Historical analysis and for more chronological comparison). (GEK 2)

Assessments for the GE Skill SLOs in writing (GES 1) and oral communication (GES 2) were developed by faculty in the English and Communication programs and include rubrics and student surveys with Likert Scale analyses. For GES1, writing rubric scores for revision (Scale 1-5) were lowest, 3.2 (Fall 2011, n=304 students, 22 sections) 2.9 (Spring 2012, n=736 students, 77 sections). For GES 2, oral presentation rubric scores for overall impact and supporting materials were lowest in overall impact 4.1 (Fall 2011) and in supporting materials 3.2 (Spring

2012, n=712 students, 85 sections). Significant University-wide actions taken based on these data include increased resources and support for the University Writing Center and for the Speech Lab.

The assessment for quantitative reasoning (GES 3) was used for Math courses falling under the purview of the School of General Studies, based on an existing assessment originally from Buffalo State University and the AAC&U (Appendix 12-10). GE courses in Math use common assessments in the form of examination questions that assess the answer and the process using a rubric developed by Buffalo State University available on the AAC&U website (Appendix 12-10). Students (n> 300) in GE Math courses (MATH 1010, 1016, 1030) are more proficient in solving word problems with Arithmetic than Algebra, a finding consistent with ETS profile testing from a sample of our freshman (n>60), indicating weaker proficiency at Level 2 (Algebra) than Level 1 (Arithmetic). GE Math courses have been redesigned to include more emphasis on Algebraic thinking.

Additionally, the assessment for critical thinking (GES 4) was identified from existing AAC&U VALUE rubrics by the School of General Studies to initiate data collection to orient faculty to creating a more nuanced assessment, particularly in concert with respective program level outcomes for critical thinking, for the University in 2012-2013. In Spring 2011, assignments were scored using the AAC&U VALUE rubric to assess critical thinking (n~150 students from sections of PSY 1000, ID 1225 & ES 1000) The mean indicates students are at milestone 2/4 on the rubric demonstrating the ability to explain some details of issues but not necessarily to make new connections, synthesize and draw conclusions. Starting in Fall 2012, courses, such as COMM 1402: Speech for Critical Citizenship, are scheduled to include an assessment of critical thinking during oral presentation to improve oral presentation skills. (For discussion of GE Values SLOs, see pp. 35, 38 & 39 of this report.)

Finally, the assessment for information literacy (GES 5) was created through a collaboration between the University Library and the School of General Studies staff and faculty and includes Project SAILS: pre and post assessment in GE 202x and a rubric piloted in Spring 2012. Over 300 students participated in Project SAILS, including freshman, sophomore and senior students with longitudinal progress shown across the eight information literacy categories. In addition, pre- and post-assessments in GE 202x and a rubric piloted in Spring 2012 (n=89) indicate that a research log and the critical evaluation of sources are areas for improvement in information literacy. Use of this rubric is ongoing to improve students' ability to critically evaluate sources.

GE SLOs and Assessment Activities (Results in Appendix 12-4: GE SLO Assessment Report 2011-2012)

The following are tables listing the 14 GE SLOs as aligned with those of Kean University, including direct and indirect measures and related assessment activities. (See Appendix 12-1: School of General Studies Action and Assessment Plan, June 2012, pp. 13-15, for specific courses in which the GE SLOs are assessed; also see Courses and Results in sequential order: Knowledge, Skills, Values, in Appendix 12-4: GE SLOs Assessment Report 2011-2012.)

SLOs—Knowledge—Students will demonstrate proficiency in knowledge and content by:

Student Learning Outcomes	Assessment
GEK1: Applying the scientific method to understand natural concepts and processes (KU1, 2, 4)	Direct: exam questions; lab reports
GEK2: Evaluating major theories and concepts in social sciences (KU1, 2, 4)	Direct: exam questions; written assignments; Indirect: student surveys
GEK3: Relating literature to historical context (KU1, 2, 3)	Direct: portfolios with normed grading; Indirect: student surveys
GEK4: Evaluating major theories and concepts in the fine arts (KU1, 2, 4)	Direct: exam questions

SLOs—Skills—Students will demonstrate the skills and technology necessary to:

Student Learning Outcomes	Assessment
GES1: Write to communicate and clarify learning	Direct: writing rubric (Kean University)
GES2: Communicate effectively through speech	Direct: oral presentation rubric (Kean University)
GES3: Solve problems using quantitative reasoning	Direct: exam questions (i.e., Buffalo State QR project)
GES4: Think critically about concepts in multiple disciplines	Direct: writing prompt/critical thinking rubric (VALUE/AAC&U); critical evaluation of sources-KU Library/GE; CAAP testing 2011.
GES5: Demonstrate information literacy	Direct: information literacy rubric-KU Library/GE; Project SAILS

SLOs—Values—Students will exhibit a set of values that demonstrates:

Student Learning Outcomes	Assessment
GEV1: Personal responsibility	Direct: College Success Factors Index; Indirect: learning styles inventory, surveys (i.e., Alcohol.edu)
GEV2: Ethical and social responsibility	Direct: Defining Issues Test (PHIL 3310); Indirect: student surveys
GEV3: Social and civic engagement	Indirect: participation in out-of-class activities; student surveys direct: Civic Engagement rubric (VALUE-AAC&U) (Fall 2012); Kean University Center for Leadership and Service and Co-curricular transcript analysis
GEV4: Respect for diverse cultures and perspectives	Direct: writing assignment-Intercultural Knowledge rubric (VALUE-AAC&U);

	Indirect: student surveys
GEV5: Life-long learning	Indirect: student surveys – reading improvement; Direct: Life Long Learning rubric (VALUE-AAC&U)

Program Integrity–Closing the Loop

The GE Committee collaborates with the School of General Studies monthly to make sure that the GE SLOs are being systematically assessed with the Kean University System for Institutional Assessment, and both formative and summative date are reviewed. For instance, on May 18, 2012, GE SLOs were discussed at a University-wide assessment workshop, drawing on a summary of findings from assessment data from Academic Year 2011-2012 to guide actions to inform and improve teaching and learning and guide curricular revisions when necessary. Assessment data are available in the GE SLOs Assessment Report (Appendix 12-4).

In addition, the assessment plan for the University GE SLOs (see Table 1) includes the annual assessment of the GE foundation courses and the periodic assessment of GE distribution and capstone courses in conjunction with academic program review (Appendix 12-1, School of General Studies Action and Assessment Plan, 2011-2014). This plan provides direct and indirect measures of student learning for all values, knowledge and skills.

As a matter of practice, the School of General Studies creates a summary of the annual assessment reports that are provided to the University GE Committee (Appendix 12-11: Summary of Findings in GE Workshop Resources, May 2012). Then, action items, such as professional development for student writing and resources for the University Writing Center and curricular modifications to include more opportunities for revisions in courses, are identified resulting from GE and program assessment data. These action items are then presented to the University leadership (Vice President/Senate/ University Planning Council).

Closing the loop activities have been taking place and continue to evolve through collaboration between the University GE Committee, the School of General Studies, and faculty from programs such as English and Communication who are in line to determine which specific SLOs would require focus and ultimate revision based on data from assessment activities. SLOs are identified through indirect measures, based on knowledge of specific SLOs, assessment implementation and the importance of SLOs to a particular program. For example, assessment of written and oral communication skills is ongoing and will continue beyond GE at the program level, where faculty will work to improve these student skills in the disciplines. The University's GE assessment activities, using the written and oral presentation communication assessment rubrics, are continuing through 2012-2013 to inform programs and close the GE assessment loop at the institution. Moreover, the School of General Studies, in collaboration with the Office of Accreditation and Assessment, is in a continuous, annual schedule (see the following page for GE SLOs Assessment Plan) to use the CAAP and MAPP standardized assessments in GE 1000, GE 202x and in capstone courses of programs designated for formal program review.

The GE assessment plan aims to have all programs undergo program review by the end of AY 2014. After a full review of the assessment data, the School of General Studies plans to undertake a revision or restructuring of the GE program following the University Faculty Senate guidelines in 2014-2015 and from steps described in "General Education: A Self-Study Guide

for Review and Assessment," by Leskes and Miller (AAC&U 2005). In addition, the GE program at Kean University is reviewed annually by the GE Committee (a Faculty Senate elected committee) and by the administration of the GE program. The requirements and approval processes for the GE curriculum and courses are described in the Faculty Senate Procedures Manual (Appendix 12-2).

Part of the assessment plan is to create more focused, in-depth, sustainable and cross-curricular evaluation of specific GE SLOs in each academic year. Thus, following the 2011-2012 assessment plan which focused on GES1 (Writing) and GES2 (Oral Communication), the 2012-2013 assessment cycle is focusing on GES4 (Critical Thinking) and all GEV SLOs (Personal Responsibility, Ethical and Social Responsibility, Social and Civic Engagement, Respect for Diverse Cultures and Perspectives and Life-Long Learning). The 2013-2014 plan is focusing on GES 3 (Quantitative Reasoning), GES5 (Information Literacy) and all GEK SLOs (Applying the Scientific Method, Evaluating Major Theories and Concepts, Relating Literature to Historical Context and Evaluating Major Theories and Concepts in the Fine Arts), to allow for review of GE distribution courses in all programs.

GE SLO's Assessment Plan

The School's GE SLOs Assessment Plan has been scheduled as follows:

GE SLOs Assessment 2011-2012

Focus placed on GES 1, GES 2 & GES 3: quantitative reasoning baseline; GES 5: information literacy baseline.

GE SLOs Assessment 2012-2013

Focus placed on GES 4: critical thinking; and all GE SLOs for values (GEV 1-5); Defining Issues Test. For example, the Executive Director of the School of General Studies in collaboration with the School of Natural Sciences, on August 17, 2012, organized and facilitated a workshop on the aforementioned SLOs.

GE SLOs Assessment 2013-2014

Focus placed on GES 3: quantitative reasoning; GES 5: information literacy; and all GE SLOs for knowledge (GEK 1-4).

The Commission also requested that the GE program:

C. Provides assessment results that are utilized for curricular improvement.

The GE curriculum ensures that each student will have completed at least three credits in each SLO (Appendix 12-13: Matrix for Elementary Education Majors, K-5). GE courses that include written (GES1) and/or oral (GES2) presentations, including capstone experiences, use common rubrics for assessment so that there are a minimum of three assessments (GE 1000 and 2000 level and the capstone course) for these GE skills. Faculty responsible for two GE foundation courses, English Composition (ENG 1030) and Speech for Critical Citizenship (COMM 1402), developed the aforementioned rubrics. Likewise, GE courses in Math use common assessments

in the form of examination questions that assess the answer and the process using a rubric developed by Buffalo State University available on the AAC&U website (Appendix 12-10).

On May 18, 2012, GE SLOs were discussed at a University-wide assessment workshop, drawing on a summary of findings from assessment data from Academic Year 2011-2012 to guide actions in improving teaching and learning. Follow-up workshops were held by the Executive Director of the School of General Studies for faculty from individual colleges to further review the data and discuss more detailed actions, categorized and summarized by GE SLOs (Appendix 12-4**:** GE SLO Assessment Report).

Data Driven Results

The following provide examples of the successful implementations of the GE skills assessment for written and oral communication and quantitative reasoning. These implementations provide models for the University, the continuing development of which will enhance these institutional assessment efforts. (See pp. 42-43 of this report for written and oral communication and quantitative reasoning data.)

Student Learning Outcomes GES 1 and GES 2: Written and Oral Presentations

A major curricular initiative from the 2011-2012 GE assessment was the University-wide implementation of common rubrics for written and oral communication in various GE foundation and capstone courses. The Faculty Senate also approved a new writing emphasis requirement, which includes this common rubric and the requirement that programs identify a junior-level course (not the capstone) to assess writing. Common rubrics–developed by the English Department for the GE foundation course, English Communication, and by the Communication Department for the GE course, Speech for Critical Citizenship–were used and graded by faculty teaching the capstone course. The rubrics and training in the Fall 2011 semester were provided by the GE program and the collaborating departments and included Kean Ocean faculty participation remotely. Instructors evaluated the students, and rubric data were forwarded to the GE office for summary and dissemination. Instructors were given an option to enter values in EXCEL to summarize for their class, and entering summary data on-line in Qualtrics was included. GE lecturers and mentors in the School of General Studies aggregated the data and an EXCEL file was made available for all instructors, by course and section level, in Summer 2012 (See Appendix 12-14: GE Capstone Data for GES1 and GES2, Spring 2012).

The use of the Writing Center and the Speech Lab was identified as an action item to improve revision in writing and overall impact of supporting materials in speech in the capstone courses during the GE/College Assessment Workshops in May 2012. This is an action item that was given top priority by the University Planning Council budget allocation work (Rated as a 3.9/4.0 to strongly recommend the hiring of a director for the Writing Center).

In the Fall 2011 semester, data indicated that overall student writing did not change across the curriculum based on total score and using the writing rubric in GE 1000: Freshman Seminar (n=79; mean total score = 20.82/30); GE 202x (n=322; mean total score = 22/30), and in the capstone courses (n=304; mean total score = 22.7/30). Similar results were reported for Spring 2012. However, it is noted that students improved on the rubric in genre/audience and

development of the paper in the capstone course, but they scored lower in the area of revision. In response to these findings, curricular revisions and improvements that emerged from these discussions and follow-up include the creation of program-level academic support seminars for students and use of student peer-review to help students revise their work. This led to a recommendation from the Vice President for Academic Affairs to the University Planning Council to provide extensive budget support for the University Writing Center to support such activities.

Summary of Capstone Data

1040 students (99 sections): Writing rubric scores for revision were lowest; goal is to improve to 3.5. 712 students (85 sections): Oral presentation rubric scores for supporting materials in the Spring 2012 were lowest; goal is to improve to 3.5.

Spring scores are noticeably lower than fall scores. This observation is consistent with observed trends from grade analysis of GE courses comparing fall to spring success rates. Additional resources for the Writing Center and faculty recognition of this trend are in line to address this concern between semesters. The School of General Studies is working with the Center for Academic Success to determine possible actions, such as workshops to address this overall trend, including non-academic factors that may limit success (e.g., stress and attendance issues).

Written Communication

Fall 2011 Writing Rubric Averages (Cohort: 304 students, 22 sections) Genre/Audience: 4.1 Focus: 4 Development: 3.9 Organization: 3.9 Grammar/Mechanics: 4 Revision: 3.2 Total Score: 22.7/30	Spring 2012 Writing Rubric Averages (Cohort: 736 students, 77 sections) Genre/Audience: 3.8 Focus: 3.8 Development: 3.8 Organization: 3.5 Grammar/Mechanics: 3.8 **Revision: 2.9** Total Score: 22/30

Oral Communication

Fall 2011 (Cohort: 160 students, 8 sections): Analysis of topic: 4.19 Supporting Material: 3.93 Organization: 4 Style: 3.99 Engagement: 4.17 Body Movement: 4 Voice Quality: 4.02	Spring 2012 (Cohort: 552 students, 77 sections) Analysis of topic: 3.7 Supporting material: 3.2 Organization: 3.6 Style: 3.4 Engagement: 3.6 Body Movement: 3.4 Voice quality: 3.4

Fluency: 3.94 Outline: 4.11 Overall Impact: 3.92 Total/Final Score: 40.47	Fluency: 3.3 Outline: 3.4 Overall impact: 3.6 Total/Final score: 34.5/50

GES 3 – Quantitative Reasoning

In 2011-2012, based on a five-year review of student success (ABC – DWF) rates and a comparison of Accuplacer scores to grades in a Math 1000-level course (Appendix 12-10), three GE courses in Mathematics were moved to the School of General Studies to improve student advisement and success in GE Mathematics. A common assessment was used in the form of examination questions that assess not only the answer, but also the process using a rubric developed by Buffalo State University, available on the AAC&U website (Appendix 12-10). Data indicate that students' arithmetic skills (n=317 course GE 202x) are satisfactory (mean = 3.17), but their ability to construct a weighted average was relatively weak (mean = 2.56). Mean scores were also lower for students in 1000-level Math courses (n=480), BIO 1000 (n=420), and CPS 1032 (n=31). This finding is supported by ETS Profile Testing (formerly MAPP) showing that 68% of students (n=90 GE 1000) are proficient/marginally proficient in Math Level 1 (Arithmetic) and 45% of student proficient/marginally proficient in Math level 2 (Algebra).

Through a collaboration with Pearson Learning and funding from the University, the School of General Studies created a common on-line platform for teaching, learning and assessment for three GE Math courses and a developmental course that is integrated with the Accuplacer Diagnostic Test. Essential Algebraic concepts related to programs/courses/course sequencing have been identified to address applications of Algebra skills to solve relevant real-world problems. Data from courses in Summer II, 2012 are being analyzed to assess the impact of this approach. All eight instructors working with this platform had very positive comments. Preliminary findings from courses using the new platform in Summer 2012, show no gain in student Algebraic thinking in MATH 0901. In Spring 2012, the mean score for MATH 0901 (n=142) was 1.98/4 for Arithmetic thinking and in Summer 2012 (n=82 including EEO students), the mean score was 1.94/4. A positive gain in Algebraic thinking was reported by the only section of MATH 1016 in Summer 2012 (Mean score 3.15/4: n=12), compared to Spring 2012 (Mean scores 2.46/4: n=179). A small gain in Algebraic thinking was reported in the only section on MATH 1010 in Summer 2012 (Mean score of 2.5/4: n= 11) compared to Spring 2012 Mean score 2.47/4: n=124). Formative and summative data findings from Spring and Fall 2012 will guide further development.

Conclusion to Standard 12

Kean University is committed to providing a strong liberal education for all its students. As part of that commitment, the institution and its constituencies are working collaboratively to clearly articulate and sustain the expected SLOs for all GE courses, evaluating student learning at various levels, providing evidence that students are achieving learning objectives, and using assessment data to continuously inform and improve teaching and learning. Kean University faculty, administration, and staff strive to create a well-articulated, sustainable GE assessment model, with clear objectives and SLOs, concrete timetables, a formal and repeated training program and an infrastructure for ongoing mentoring for Kean University faculty, staff and

students. Additionally, through collaboration, an assessment framework is in place to guide the use of data in improving teaching and learning. The institution's assessment program includes regular review of the GE academic assessment efforts in order to effect change in GE courses and various academic programs that include GE SLOs. Finally, the institution has planned a comprehensive evaluation of the GE SLOs at the end of the GE assessment cycle (AY 2014) in order to determine the extent to which the GE curriculum and its assessment practices are effective and changes, as needed, will be implemented across the GE curriculum. The School of General Studies is committed to quality assessment practices by ensuring that assessment results are being well used and that these assessment results are being used to inform and improve teaching and learning. To that end, the School of General Studies looks forward to charting how these efforts will continue to lead to improvements in the teaching and learning outcomes at Kean University.

Appendices for Standard 12

Appendix 12-1: School of General Studies Action and Assessment Plan

Appendix 12-2: University Senate Curriculum Procedures Manual

Appendix 12-3: 2002-2004 GELAP Report

Appendix 12-4: GE SLO Assessment Report 2011-2012

Appendix 12-5: GE SLO June 2012 Workshops

Appendix 12-6: Memo to Dean 2/18/11

Appendix 12-7: College Success Factors Index Data for GE 1000

Appendix 12-8: AAC&U VALUE Rubrics

Appendix 12-9: Defining Issues Test

Appendix 12-10: Quantitative Reasoning Assessment

Appendix 12-11: Summary of Finding 2011-2012 from GE Workshop May 2012 Resources

Appendix 12-12: Faculty Survey from May Workshops

Appendix 12-13: Matrix for Elementary Education Degree K-5

Appendix 12-14: GE Capstone Data for GES1 and GES2, Spring 2012

Standard 14: Assessment of Student Learning

The Middle States Commission on Higher Education in its June 29th action called for Kean to provide evidence in the monitoring report that there is in place an organized, systematic, and sustainable process to assess the achievement of student learning goals in all programs that foster student learning and development, and that the process:

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.

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.

Assessing Student Learning—outcomes, assessment data, results, and actions to improve student learning

The system for assessing student learning supports the institutional goals and Kean's mission to prepare students to think critically, creatively and globally; adapt to changing social, economic, and technological environments; serve as active and contributing members of their communities; and advance knowledge in the traditional disciplines and enhance skills in professional areas. Assessment of student learning takes place at the course level, the program level, and at the institutional level. The process and results of assessing student learning is described in this section of the monitoring report according to these three levels.

Assessing student learning at the program and course levels

The process for assessing student learning across academic programs is defined in the program assessment plan that describes the program mission and the process of assessment, and articulates program student learning outcomes (SLOs) that are aligned with the University outcomes for student learning. In undergraduate programs, program SLOs are also aligned with General Education student learning outcomes. An essential element of program assessment is documented by the program curriculum map, which defines for students the "mapping" of program SLOs onto the core courses of the program. Student learning outcomes are measured at the course level via course assessments for students to meet course objectives that align and support program SLOs. To assess the progress toward and achievement of program SLOs, programs define *at least* two direct measures for each SLO—one at a mid-level transition point

and one from an assignment at the capstone or end-of-program. Programs also collect assessment data from indirect measures such as student and alumni surveys.

Program faculty collect data on an on-going basis as courses are taught each semester. At the close of the fall semester, program faculty use mid-year data to inform modifications of course assignments, content, or outcomes, if any, for the following semester. At the conclusion of the spring semester and the academic year, programs complete an assessment report to document the program's use of assessment data to inform actions taken to improve teaching and learning. In addition, data are used to track student achievement of student learning outcomes at the program level. All programs submit their assessment reports to the dean, who prepares an annual assessment and recommendations report for submission to the VPAA. The VPAA prepares a summary based on college and institutional assessment data that reports on actions taken to improve student learning, resources needed, and recommendations for budget allocations. The deans' reports and the VPAA report also purposefully align with the goals of the institution's strategic plan. Appendix 14-1 provides examples of the templates for the program assessment reports, the annual assessment and recommendations report which the deans complete, and the yearly summary report as completed by the VPAA.

Another means of comprehensively evaluating program effectiveness is accomplished via the 3-year program review cycle. The program reviews are submitted to the deans by June 1 and then the report and the dean's review are submitted to the VPAA and the UPC by June 15. Program reviews provide all key stakeholders with a three-year review that includes enrollment data, assessment data, faculty achievements, program revisions and improvements, and use of data to inform decisions about resources needed for program improvement and to better support student learning and support of institutional goals. For undergraduate programs, the School of General Studies provides programs with data aligned with GE designated courses within their programs. Appendix 14-2 contains the guidelines and templates that programs used to complete their review in the pilot year, 2011-2012. The academic programs completing program review in 2011-2012 are Communication, Recreation Administration, Adult Fitness, Public Administration, Interior Design, Laboratory Science and Health Information Management (partner programs with UNDMJ), and Counselor Education. Findings from these program reviews are also included in the annual VPAA assessment and recommendations report. As described on page twelve, the Faculty Senate created a task force charged with reviewing the program review guidelines during its pilot year. The task force shared its recommendations with the Faculty Senate, which adopted them and they now await action by the Board of Trustees (see Appendix 7-6 for the Program Review Task Force Report).

Examples presented in the next three tables highlight the engagement of faculty in the assessment of student learning at the program and course levels and the data-driven actions that emerge from institutional assessment. We document how we comply with the specific requirements for the MSCHE action on Standard 14 (as listed on the previous page) and have incorporated suggestions and recommendations from the Visiting Team Report. We wish to emphasize that the examples are from one program only per college (including General Education and NJCSTM), and assessment documents for all academic programs to provide further evidence from across colleges of direct measures assessing student learning, evidence that students are achieving key learning outcomes, and evidence that assessment results are used

to improve teaching and learning are available in the document room in the Office of Accreditation and Assessment and at http://www.kean.edu/KU/Kean-University-Assessment-System.

A. Direct measures assessing student learning outcomes

The actions for Standard 14 call for Kean to present the evidence that direct measures are utilized in assessing student learning outcomes; moreover, the Visiting Team Report recommended that direct measures of assessment in programs go beyond the capstone/culminating course as a data collection point. To that end, each program has identified *at least one other direct measure* to assess for program SLOs in an earlier course in their sequence. The program assessment plans document the assessment measures for each program in their articulation of program SLOs; Table 14-1 provides examples of direct measures and the targeted student learning outcomes from program and GE assessment plans. Viewing assessment as continuous and ongoing, for the next cycle of assessing student learning, programs developed reports that documented the plan for assessment of direct measures other than solely in the capstone courses for 2012-2013 academic year. Again, we emphasize that the examples are from one program only per college (including General Education and NJCSTM), and assessment documents for all academic programs to provide further evidence of direct measures assessing student learning outcomes can be reviewed at http://www.kean.edu/KU/Kean-University-Assessment-System and in the document room of the Office of Accreditation and Assessment.

Programs also assess for student learning at the course level. Syllabi define course outcomes that are aligned with program outcomes, and key assignments at the course level ensure that students are meeting course outcomes. Direct measures in the form of course assignments determine if students have achieved course objectives. The University requires the use of syllabi templates for full-time and adjunct faculty to use in development of syllabi, which are uploaded each semester to the syllabi website. Additionally, each August, new faculty and adjunct faculty are provided with a workshop to familiarize them with the syllabi requirements as outlined on the templates (see Appendix 14-3 for the University syllabi templates, and for examples of syllabi from Spring 12 and Fall 12 semesters). Program coordinators complete a summary each semester of assessment-related improvements at the course level to maximize student learning. This summary is kept internally in the program files and information from the summary is shared at program assessment meetings and used in conjunction with data from the identified direct measures of each program's SLOs as programs to prepare annual assessment reports.

Table 14-1 Examples of direct measures to assess student learning outcomes

College/Program & SLO Assessed	Direct Measure
College of Humanities and Social Sciences: English(BA) **SLO 3**: students will use two or more methodologies from English Studies to develop original research or creative	The Research Methods Rubric was used to assess a research project written for ENG 3029. Fourteen students participated in the Fall, and nine students participated in the Spring. Data collection for SLO3 in ENG 4817 is planned for Fall

College/Program & SLO Assessed	Direct Measure
products (KU1, KU2, KU4); (K3); (S1, S4); (GEV 2, GEV 4, GEV 5)	2012.
School of General Studies: General Education **GE SLO**: Skills 1: Written Communication Skills	GE Written Communication Skills Rubric
College of Natural and Applied Health Science: **Mathematics** **SLO 1**: Use mathematics as a problem solving tool. (KU SLO 1, 2; GE SLO K1, S3, S4, V3)	Senior Seminar MATH 4890, Capstone Final Written Project (n=29) Scored final paper using rubric measuring program SLOs
College of Business and Public Management: Criminal Justice (BA) **SLO 4:** Knowledge of research design & implementation: Students will design and conduct an original research study on a topic related to the study of CJ. (KU 2, KU3, KU4, GE-K2, GE-S3, GE-S4, GE-S5, GE-V5))	Direct measure #1: Written final research paper, graded with rubrics in capstone course, CJ-4600. Students were scored on the strength of their research design, data collection, sampling, delineation of variables, and whether their data analysis was performed correctly. Direct measure #2: Comprehensive knowledge test in capstone course The five knowledge test questions pertaining to research design and implementation were as follows: (1) The variable of interest, or the outcome variable, is also known as what? (2) The major ethical concern for research is what? (3) Taking a representative subset of a population for study is known as what? (4) Causality is not required or relevant for which of the following factors? (5) What is the correct sequence for conducting a research study?
College of Education: School of Communication Disorders and Deafness (Graduate Program in Speech-Language Pathology) **SLO 1**: demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural	Student Assessment Management System (SAMS*)* for basic process prerequisite courses: CDD 2251 Introduction to Speech, Language and Hearing Disorders, CDD 2254 Phonetics, CDD 2255 Language Development, CDD 2260 Anatomy and Physiology of the Ear and Speech Mechanism, CDD 3251 Speech Science, CDD 3258 Disorders of Speech Production and Voice, CDD 3259 Basic Audiology and CDD 3269 Neuroscience for Speech and Hearing

College/Program & SLO Assessed	Direct Measure
bases (KU 4)	
College of Education: School for Global Education and Innovation **SLO 1**: Compare and contrast varying approaches to literary study and relate specific aspects of a literary subject to the Hispanic literary tradition. (KU1; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)	SPAN 4700: Capstone Seminar Course: Oral presentations, formal research assignment of 8-10 pages. Rubric-based evaluation of all measures by Capstone Instructor
College of Visual and Performing Arts: Robert Busch School of Design Graphic Design(BFA), Industrial Design (BID), Interior Design (BFA) **SLO 1**: Recognize, apply, and use underlying concepts governing design and the visual arts, and to provide the opportunity to develop basic design skills through in-depth explorations of a variety of two dimensional media and fundamental experience with three-dimensional media (thus preparing the student for more advanced study). (KU 1, KU 2, KU 3) (GE K 4, S 2, S 4, S 5) (D 1, D 2)	Direct Measure # 1: Entry portfolio review used as a baseline. …….. Direct Measure # 2: Continuation portfolio review. Interior Design rubric to document proficiencies and deficiencies. Graphic Design and Industrial Design faculty review of student work. …… Direct Measure # 3: Exit portfolio review. Rubrics to document proficiencies and deficiencies.
Nathan Weiss Graduate College: Department of Advanced Studies in Psychology; Doctor of Psychology in Combined and Integrated School and Clinical Psychology **SLO 3**: The preparation of practitioners of school and clinical psychology who demonstrate understanding of and competency in professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on professional practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Competencies as defined by NCSPP guidelines: • Diversity in Clinical Practice • Professional Ethics (KU 1-5; S 1-5)	SLO #3 Measure #1 Professional Ethics and Diversity sections of the Assessment and Intervention Competency Exams (faculty ratings) SLO #3 Measure #2 Practicum and Internship supervisory ratings (specific to ethics and diversity)
NJ Center for Science Technology and	Direct Measure 1:

College/Program & SLO Assessed	Direct Measure
Mathematics: B.S./M.S. Sci & Tech: Mol Bio/Biotech option **SLO5**: (Communication) Graduates will be able to verbally express themselves and communicate scientific comprehension and knowledge in both formal oral presentations and in written format clearly, concisely and accurately. (KU 1, KU 3) (GE S1, S2, S3, S4, S5, V4)	GE 2024 Paper and presentation scored with rubric Direct Measure 2: STME 3610 Poster scored with rubric Direct Measure 3: STME 4610 Presentation scored with rubric Direct Measure 4: STME 5410 Paper and oral presentation scored with rubric

B. Evidence that students are achieving key learning outcomes

As described earlier in this section, a critical step in the process of "closing the loop" and completing the assessment cycle for an academic year is ascertaining whether or not students are achieving program student learning outcomes. Table 14-2 provides examples of student achievement taken from program assessment reports across the colleges including the General Education program and from the New Jersey Center for Science Mathematics and Technology (NJCSTM). Again, we emphasize that the examples are from one program only per college (including General Education and NJCSTM), and assessment reports, AY 2011-2012, for all academic programs to provide further evidence that students are achieving key learning outcomes can be accessed from http://www.kean.edu/KU/Kean-University-Assessment-System and in the document room located in the Accreditation and Assessment office.

Table 14-2 Examples of students achieving learning outcomes

<table>
<tr><th>College/Program & SLO Assessed</th><th>Evidence of Student Achievement</th></tr>
<tr><td>College of Humanities and Social Sciences: English (BA)

SLO3: Students use two or more methodologies from English Studies to develop original research or creative products</td><td>Comparison of percent proficient
<table>
<tr><th></th><th>Fall 2011</th><th>Spring 2012</th><th>% change</th></tr>
<tr><td>a-1. Articulates research questions</td><td>71.4%</td><td>100%</td><td>+28.6%</td></tr>
<tr><td>a-2. Can gather data to answer a research question using at least one primary and one secondary research method</td><td>NA</td><td>100%</td><td>NA</td></tr>
<tr><td>a-3. Identifies and explains relationships within data</td><td>71.4%</td><td>88.9%</td><td>+17.5%</td></tr>
<tr><td>a-4. Creates original, synthetic conclusions based on relationships within data</td><td>50%</td><td>66.6%</td><td>+16.6%</td></tr>
<tr><td>a-5. Presents conclusions in a format appropriate to their discipline</td><td>57.1%</td><td>88.9%</td><td>+31.8%</td></tr>
</table></td></tr>
</table>

<table>
<tr><th>College/Program & SLO Assessed</th><th>Evidence of Student Achievement</th></tr>
<tr><td></td><td>
<table>
<tr><td>a-6. Applies knowledge of ethical concerns in all phases of the research process</td><td>NA</td><td>100%</td><td>NA</td></tr>
</table>

See growth in all categories where we have two semesters of data
• Largest percent increase is in a-5 (Presents conclusions in a format appropriate to their discipline)
• Least growth is in a-4 (Creates original, synthetic conclusions based on relationships within data) and a-3 (Identifies and explains relationships within data)
(questions a-2 and a-6 only included in SP12)
</td></tr>
<tr><td>School of General Studies: General Education

GE SLO: Values Skill 4: Critical Thinking</td><td>SP 12 data results from use of Critical Thinking (VALUE) rubric in GE Distribution Courses:
Means for PSY 1000 / ID 1225 and ES 1000 ~2.0 for all criteria except for ~2.5 in “explanation” in ID 1225.
(a score of 2 indicates target)</td></tr>
<tr><td>College of Natural and Applied Health Science: Mathematical Sciences

SLO 1: Students apply mathematics as a problem solving tool</td><td><u>Fall 2011</u>: 18% did not meet expectations; 30% met expectations; 52% exceeded expectations.

<u>Spring 2012</u>: 7% did not meet expectations; 38% met expectations; 55% exceeded expectations.

Students were assessed with a rubric scored on a scale of 1 to 5, where an assessment of 1 or 2 did not meet expectations, 3 or 4 met expectations, and 5 exceeded expectations.</td></tr>
<tr><td>College of Business and Public Management: Criminal Justice (BA)

SLO4: Knowledge of research design & implementation: Students will design and conduct an original research study on a topic related to the study of CJ. (KU 2, KU3, KU4, GE-K2, GE-S3, GE-S4, GE-S5, GE-V5))</td><td><u>Direct measure #1</u>: As per the final written paper rubrics, 73 percent of Seminar students produced final papers that met or exceeded the professors’ expectations. 89 percent of students (83 out of 93) performed their chosen method nearly or completely correctly. Seventy-one (71.4) percent of students performed their data collection fully correctly, and 68.4 percent sampled correctly. However, 33% of the total (n=138) Seminar students did not update their research design section from how it was written as a proposal, and therefore the professors could not determine whether the method was fully carried out correctly.
<u>Direct measure #2</u>: 79 percent of the students answered 3 or more of the Research Methods questions correctly.</td></tr>
<tr><td>College of Education: School for Global Education and Innovation

SLO1: Compare and contrast varying approaches to literary study and relate specific aspects of a literary subject to the</td><td>7 Students (FA11) and 11 Students (SP12): Median for FA11 (Written—Research) is 28/30 and Mean is 28.2/30. Median for FA11 (Oral Presentation) is 45/50 and Mean is 46.1/50. Median for SP12 (Written—Research) is 29/30 and Mean is 26.97/30. Median for SP12 (Oral Presentation) is 48/50 and Mean is 44.31/50. Weaknesses perceived in students’</td></tr>
</table>

College/Program & SLO Assessed	Evidence of Student Achievement
Hispanic literary tradition. (KU1; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)	analytical and research skills.
College of Visual and Performing Arts: Robert Busch School of Design Graphic Design(BFA), Industrial Design (BID), Interior Design (BFA) **SLO 1**: Recognize, apply, and use underlying concepts governing design and the visual arts, and to provide the opportunity to develop basic design skills through in-depth explorations of a variety of two-dimensional media and fundamental experience with three-dimensional media (thus preparing the student for more advanced study). (KU 1, KU 2, KU 3) (GE K 4, S 2, S 4, S 5) (D 1, D 2)	Discussion among faculty revealed deficiencies in foundation areas (noted also from assessments in prior years). Approximately 89% met expectations, with deficiencies shown in technical skills and drawing. 11% exceeded expectations, with some deficiencies. <u>Interior Design</u>: of 21 students 57.9% /Exceeded expectations 42.1/% Met expectations 0%/ Did not meet expectations. Faculty noted some weaknesses in drawing and two-dimensional design as it relates to Design. <u>Interior Design</u>: of 24 students 52.1%/Exceeded expectations 43.4 %/Met expectations 5.4 %/Did not meet expectations <u>Graphic Design</u>: of 28 students 76.9 %/Exceeded expectations 20.1 % /Met expectations 2.9 %/Did not meet expectations <u>Industrial Design</u>: of 12 students 50.3 % /Exceeded expectations 24.4 % /Met expectations 25.3 %/ Did not meet expectations <u>School of Design</u> Average of three programs; of 64 students 59.5 % /Exceeded expectations 29.4 %/Met expectations 11.2%/ Did not meet expectations Revealed in both individual project solutions and portfolio of work in 2012 and Dec. 2011 (and prior) portfolio reviews, it was determined that the traditional Fine Arts foundation courses (required in Design but with FA content taught by

College/Program & SLO Assessed	Evidence of Student Achievement
	artists) did not adequately provide in-depth explorations in two-dimensional and three-dimensional design principles that made connections with applications in the Design disciplines and therefore did not fully prepare students for advanced study in the disciplines of Design.
Nathan Weiss Graduate College: Department of Advanced Studies in Psychology; Doctor of Psychology in Combined and Integrated School and Clinical Psychology **SLO 3**: The preparation of practitioners of school and clinical psychology who demonstrate understanding of and competency in professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on professional practice. Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Competencies as defined by NCSPP guidelines: • Diversity in Clinical Practice • Professional Ethics (KU 1-5; S 1-5)	Assessment Competency Exam: mean score on Cultural Diversity = 4.2 (in average range); mean score on Ethics = 4.73 (in average range); Intervention Competency Exam: mean score on Cultural Diversity = 3.29 (below the average range, which begins at 4), mean score on Ethics = 4.65 (in average range); 17/17 students received average or above ratings on ethics and diversity from School/Clinical practicum supervisors
NJ Center for Science Technology and Mathematics: B.S./M.S. Sci & Tech: Mol Bio/Biotech option **SLO 5**: (Communication) Graduates will be able to verbally express themselves and communicate scientific comprehension and knowledge in both formal oral presentations and in written format clearly, concisely and accurately. (KU 1, KU 3) (GE S1, S2, S3, S4, S5, V4)	Average score 4.0/5.0 or above on all measures except for "grammar/mechanical" (3.5/5). NJCSTM data shows 4.2, 4.2, and 4.0/5 averages on graphics, organization, and presentation respectively. Average scores of 4.11, 3.83, 3.89, and 3.76/5 on organization, delivery, visuals, and documentation questions on rubric respectively. Average score of 4.1/5 overall for communication topics. 3.8/5 lowest subtopic score in Body Movement. (* scores are for all NJCSTM program options)

C. Use of assessment results to improve teaching and learning

The Visiting Team report required that Kean complete "…the first full cycle of student learning outcomes assessment, document this with the data that were gathered and used, and articulate the linkages between this work and improvements in teaching and learning." Further, in their recommendations and requirements for Standard 14, the team recommended that we "emphasize the improvements made to the course or program to provide evidence that the loop is being closed" in the yearly assessment reporting. 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 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 Appendix 14-5 for all of the completed deans' and directors' yearly summary reports).

Table 14-3 Examples of use of assessment results to improve teaching and learning

<table>
<tr><th>College/Program & SLO Assessed</th><th>Assessment Results</th><th>Actions to Improve Teaching and Learning</th></tr>
<tr><td>College of Humanities and Social Sciences: English (BA)

SLO 3: Students use two or more methodologies from English Studies to develop original research or creative products</td><td>Comparison of percent proficient
<table>
<tr><th></th><th>Fall 2011</th><th>Spring 2012</th><th>% change</th></tr>
<tr><td>a-1. Articulates research questions</td><td>71.4%</td><td>100%</td><td>+28.6 %</td></tr>
<tr><td>a-2. Can gather data to answer a research question using at least one primary and one secondary research method</td><td>NA</td><td>100%</td><td>NA</td></tr>
<tr><td>a-3. Identifies and explains relationships within data</td><td>71.4%</td><td>88.9 %</td><td>+17.5 %</td></tr>
<tr><td>a-4. Creates original, synthetic conclusions based on relationships within data</td><td>50%</td><td>66.6 %</td><td>+16.6 %</td></tr>
<tr><td>a-5. Presents conclusions in a format appropriate to</td><td>57.1%</td><td>88.9 %</td><td>+31.8 %</td></tr>
</table></td><td>Students' weakest area remains the development of synthetic conclusions.

Measures to strengthen analytic practice and the articulation of synthetic conclusions will be added to the process analysis assignment in ENG 2020.

For ENG 3029, the final research project will be broken down into a series of short assignments to break their data into parts and identify significant patterns, each of which will receive feedback. In particular, students will submit an outline of analytic findings along with raw data. These documents will be the basis both of peer workshops and one-on-one conferences with</td></tr>
</table>

<table>
<tr><th>College/Program & SLO Assessed</th><th>Assessment Results</th><th>Actions to Improve Teaching and Learning</th></tr>
<tr><td></td><td>
<table>
<tr><td>their discipline</td><td></td><td></td><td></td></tr>
<tr><td>a-6. Applies knowledge of ethical concerns in all phases of the research process</td><td>NA</td><td>100%</td><td>NA</td></tr>
</table>

See growth in all categories where we have two semesters of data
• Largest percent increase is in a-5 (Presents conclusions in a format appropriate to their discipline)
• Least growth is in a-4 (Creates original, synthetic conclusions based on relationships within data) and a-3 (Identifies and explains relationships within data)
(questions a-2 and a-6 only included in SP12)</td><td>the instructor.</td></tr>
<tr><td>College of Natural and Applied Health Science: School of Natural Sciences/Biology Program

SLO1: Acquire Knowledge of fundamental principles (diversity of living organisms/biological fundamentals/evolutionary biology) (KU 1, 2, 4) (GE K1, S5, V1)</td><td>Students scored lowest in Sub-score 3, Organismal Biology with a range score of 41 and 48% scored below the mean of the student sample.
In Sub-score 1, Cell Biology, students scored in the range of 38 with 43% of the scoring below the mean of the student sample.
In Sub-score 4, Population Biology, Evolution and Ecology, students scored in the range of 37 with 43% of the scoring below the mean of the student sample.
Students scored best in Sub-score 2, Molecular Biology & Genetics, students scored in the range of 38 with 38% of the scoring below the mean of the student sample.</td><td>A. Since students scored low in Sub-score 4, Population Biology, Evolution and Ecology, new content in SLO #1 has been added for acquiring knowledge of fundamental concepts and principles of evolutionary biology in all core courses. (6/2012 - See expanded SLO#1)

B. Identified sources of knowledge, developed, and implemented online pre-test/final for core courses using Qualtrics (9/2012)</td></tr>
<tr><td>College of Business and Public Management: Criminal Justice (BA)</td><td><u>Direct measure #1</u>: As per the final written paper rubrics, 73 percent of Seminar students produced final papers that met or exceeded the professors' expectations. 89 percent of students (83 out of 93) performed their chosen method nearly or</td><td>We will make the <u>2 capstone courses, CJ-3675/Research Methods to CJ-4600/Seminar, more independent</u>. This primarily</td></tr>
</table>

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
SLO4: Knowledge of research design & implementation: Students will design and conduct an original research study on a topic related to the study of CJ. (KU 2, KU3, KU4, GE-K2, GE-S3, GE-S4, GE-S5, GE-V5))	completely correctly. Seventy-one (71.4) percent of students performed their data collection fully correctly, and 68.4 percent sampled correctly. However, 33% of the total (n=138) Seminar students did not update their research design section from how it was written as a proposal, and therefore the professors could not determine whether the method was fully carried out correctly. Direct measure #2: 79 percent of the students answered 3 or more of the Research Methods questions correctly.	involves resetting student expectations to design a second, more focused *implementable* research study in CJ- 4600. We will also provide examples of completed final papers that have an updated (i.e., past verb tense) method section (including sampling and data collection), in the hopes that students' final papers will be better synthesized, reflecting what they actually did in conducting their study. Finally, we will also explore alternative ways to emphasize what dependent and independent variables are. This remains a point of confusion for many Seminar students, even post-final paper submission. The online knowledge exam will be administered again during the fall of 2012, to as many as 75 students enrolled in CJ-4600. Papers submitted during the Fall 2012 semester will be similarly assessed using the rubric.
College of Education: School of Communication Disorders and Deafness(Graduate Program in Speech-Language Pathology) **SLO1**: demonstrate knowledge of basic	Recent analyses of the learning markers revealed weakness in knowledge base in neuroscience	Added required course in Neuroscience for the SLP to basic human communication processes coursework which revealed a slight improvement in student performance in CDD 5231 Aphasia, CDD 5238 Motor Speech Disorders, and CDD 5269 Dysphagia. This

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (KU 4)		conclusion was based on professors' judgments, but will now be quantified and analyzed when we have collected two years of data (grades) for CDD 5231: Aphasia (50 students per year), CDD 5239: Motor Speech (25 students per year), and CDD 5269: Dysphagia (50 students per year) to compare with the two years of data prior to the introduction of the required Neuro for SLP course .
College of Education: School for Global Education and Innovation **SLO1**: Compare and contrast varying approaches to literary study and relate specific aspects of a literary subject to the Hispanic literary tradition. (KU1; GE: K3, S1, S2, S4, S5, V2, V3, V4, V5)	7 Students (FA11) and 11 Students (SP12): Median for FA11 (Written—Research) is 28/30 and Mean is 28.2/30. Median for FA11 (Oral Presentation) is 45/50 and Mean is 46.1/50. Median for SP12 (Written—Research) is 29/30 and Mean is 26.97/30. Median for SP12 (Oral Presentation) is 48/50 and Mean is 44.31/50. Weaknesses perceived in students' analytical and research skills.	Revise Capstone course to address professional as well as academic skills. Revise entire Spanish program with particular emphasis on foundations courses to "frontload" analytical and research skills development in earlier courses in major sequence. Continue collecting data using existing rubrics established for Capstone course to measure outcomes.
College of Visual and Performing Arts: Robert Busch School of Design **Graphic Design(BFA), Industrial Design (BID), Interior Design (BFA)** **SLO 1**: Recognize, apply, and use underlying concepts governing design and the visual arts, and to	Discussion among faculty revealed deficiencies in foundation areas (noted also from assessments in prior years). Approximately 89% met expectations, with deficiencies shown in technical skills and drawing. 11% exceeded expectations, with some deficiencies. ……. <u>Interior Design</u>: of 21 students 57.9% /Exceeded expectations 42.1/% Met expectations 0%/ Did not meet expectations.	Implemented new courses, required by all majors, specifically for Design foundation to provide better access and opportunity to develop basic design skills through in-depth explorations that are specific to Design disciplines (course outlines were developed and written in A/Y 2010-11); DSN 1101 – Visual Form I DSN 1102 – Visual Form II

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
provide the opportunity to develop basic design skills through in-depth explorations of a variety of two-dimensional media and fundamental experience with three-dimensional media (thus preparing the student for more advanced study). (KU 1, KU 2, KU 3) (GE K 4, S 2, S 4, S 5) (D 1, D 2)	Faculty noted some weaknesses in drawing and two-dimensional design as it relates to Design. …….. <u>Interior Design</u>: of 24 students 52.1%/Exceeded expectations 43.4 %/Met expectations 5.4 %/Did not meet expectations <u>Graphic Design</u>: of 28 students 76.9 %/Exceeded expectations 20.1 % /Met expectations 2.9 %/Did not meet expectations <u>Industrial Design</u>: of 12 students 50.3 % /Exceeded expectations 24.4 % /Met expectations 25.3 %/ Did not meet expectations <u>School of Design</u> Average of three programs; of 64 students 59.5 % /Exceeded expectations 29.4 %/Met expectations 11.2%/ Did not meet expectations Revealed in both individual project solutions and portfolio of work in 2012 and Dec. 2011 (and prior) portfolio reviews, it was determined that the traditional Fine Arts foundation courses (required in Design but with FA content, taught by artists) did not adequately provide in-depth explorations in two-dimensional and three-dimensional design principles that made connections with applications in the Design disciplines and therefore did not fully prepare students for advanced study in the disciplines of Design.	DSN 1103 – Visual Techniques I DSN 1101 – Visual Techniques II Met and created one, uniform evaluation rubric for entry portfolio review to be used by all RBSD faculty. Streamlined evaluation processes and use of rubric across School of Design disciplines for clarity in interpretation of statistical data. Created and filled the position of Foundation Coordinator to lead and organize faculty and instructors in a committee to monitor success of the Design foundation courses. Met with faculty and instructors on June 28, 2012. Reviewed success of course content. Designed and distributed a model rubric for use in Foundation courses for Fall 2012. Developed a comprehensive, cross-disciplinary glossary of design terms for use in the Foundation courses in order that students use this vocabulary to better verbally explain their work in the course as well as retain for intermediate and advanced

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

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
Students will acquire and demonstrate an understanding of, and proficiency in, the following Core Competencies as defined by NCSPP guidelines: • Diversity in Clinical Practice • Professional Ethics (KU 1-5; S 1-5)		are being made to increase students' competence with regard to incorporating cultural considerations into their applied work. Please see box just below (for SLO #3 Measure #3) for specifics.
NJ Center for Science Technology and Mathematics: **B.S./M.S. Sci & Tech: Mol Bio/Biotech option** **SLO5**: (Communication) Graduates will be able to verbally express themselves and communicate scientific comprehension and knowledge in both formal oral presentations and in written format clearly, concisely and accurately. (KU 1, KU 3) (GE S1, S2, S3, S4, S5, V4)	Average score 4.0/5.0 or above on all measures except for "grammar/mechanical" (3.5/5). NJCSTM data shows 4.2, 4.2, and 4.0/5 averages on graphics, organization, and presentation respectively. Average scores of 4.11, 3.83, 3.89, and 3.76/5 on organization, delivery, visuals, and documentation questions on rubric respectively. Average score of 4.1/5 overall for communication topics. 3.8/5 lowest subtopic score in Body Movement. (* scores are for all NJCSTM program options)	1.We will implement the e-rate function of Turnitin.com to specifically address issues of grammar that we have seen in our sections of GE 2024. Based on analysis, prior assessment report indicated a weakness in speaker enthusiasm during presentations, and a close the loop activity of increasing emphasis on skill building in presentation was enacted. Enthusiasm and confidence during presentations in GE 2024 show improved performance. 2. No current action required. Based on analysis, prior assessment report indicated a weakness in use of graphics in presentations, and a close-the-loop activity of increasing emphasis on scientific illustration and presentation skills in STME 3610 was enacted. Use of scientific illustration and presentation in STME 3610 show improved performance. 3. Increased feedback will be given to draft presentations

College/Program & SLO Assessed	Assessment Results	Actions to Improve Teaching and Learning
		by students on the need for documentation of all data in slides when giving talks. Students in 4610 will be paired up for peer-reviewed practice sessions, and results of peer-review will be added to assessment data. 4. No current action required.

D. Use of student learning assessment results as part of institutional assessment

The Visiting Team called for the University to "…complete and document the full cycle of institutional assessment and planning, document this with the data that were gathered and used, and articulate the linkages between this work and institutional resource allocation." As the flowchart provided in Figure 7-1 indicates, academic assessment data are essential to inform the whole institutional assessment process. The VPAA summarized assessment reports from his division and prepared his annual report. This report documents his use of data about student learning to make decisions and inform his recommendations for resource allocations. The UPC then reviewed and aligned those recommendations with the goals of the University strategic plan. The Visiting Team recommendation that the role of the UPC be clarified was helpful in determining the group's part of the annual cycle of assessment. To that end, the UPC met to review annual reports from division leaders and prepared for the President a briefing on data results that informed requests for resource allocations categorized and prioritized by goals of the strategic plan. Appendix 7-4 includes the UPC report to the President and the budgetary report tied to assessment data presented by the President to the Board of Trustees. The table below presents examples from the annual summary reports prepared by the college deans and directors about assessment results tied to resource allocation specifically related to student learning.

Table 14-4 Examples of student learning assessment results used as part of institutional assessment

College/Program	Strategic Plan Goal	Data Results	Resources Requested to Support Student Learning
College of Humanities and Social Sciences	Accountability and Assessment	Exit survey data indicated need for additional field experience and research opportunities for students	Cultivate additional local partnerships to increase field experience opportunities.
School of General Studies	Accountability and Assessment	Results from use of AAC&U VALUE rubric SP12 indicated need for professional development in use and scoring of student work using rubric	Day-long workshop in use of rubric facilitated by AAC&U presenters prior to FA12 with year-long follow-up
College of	Accountability	Several programs identified the need	Continued and increased

College/Program	Strategic Plan Goal	Data Results	Resources Requested to Support Student Learning
Natural and Applied Health Science:	and assessment	for baseline assessments on students entering the major, both native and transfer.	funding in support of the use of national norms as baseline assessments whenever possible
College of Business and Public Management	Technological infrastructure	Technological needs (upgrade of labs) necessary for developing students' technology skills	Upgrade CBPM computer labs with updated versions of software applications such as Microsoft Office tools.
College of Education	Accountability/Assessment	Capstone and foundation courses revised with greater focus on analytical skills of students in Spanish program	Spanish Program was redesigned to meet ACTFL standards requiring program consultant time ($1000)
College of Visual and Performing Arts	Attracting and retaining students	Exit interviews with graduating seniors in theatre confirmed need to provide support for expanded production opportunities due to sudden growth (UCVTS-APA partnership) and Premiere Stages expanded scheduling).	To support expansion of production series, Costume Shop Management Staff will need to be augmented.
Nathan Weiss Graduate College	External Partnerships	Internship evaluations indicated need for improvement in students' capability to communicate effectively with stakeholders	Support to conduct activities and events on campus that could lead to greater interaction with school districts, with a goal of creating additional external partnerships
NJ Center for Science Technology and Mathematics	Academic initiatives Attracting and retaining students	Implement AY 2012-13 what was piloted in SP12 in STME 5103 (graduate scientific writing) for use in NJCSTM majors only section of 2024 and other courses where writing is emphasized, the feature of Grademark in the Turnitin.com suite. Specifically, to use the software to track the common mechanical/grammar errors scored by the software and the instructor when e-grading the papers submitted online as a means to further identify problem areas and provide greater feedback and instructional	Continue to fund the University's annual subscription to Turnitin.com including features of Peermark and Grademark. Continue to work with Professional Development to encourage more faculty to use the full features of this software which has only been available to us the past year.

College/Program	Strategic Plan Goal	Data Results	Resources Requested to Support Student Learning
		interactions between instructor and students.	

Assessing student learning at the institutional level

The process of assessing student learning at the program and course levels, as previously detailed, closely aligns with the process for assessing student learning at the institutional level. Assessment of the General Education SLOs throughout the GE distribution courses is one area that informs assessment of student learning institutionally. The plan for how the GE SLOs are mapped onto and assessed through the GE distribution courses is described in the General Education Assessment Plan (see Appendix 12-1). GE distribution courses are at transition points throughout the undergraduate degree requirements and are incorporated into each academic undergraduate program. Assessing for the GE SLOs provides rich data that informs not only the efficacy of the GE program and student learning of essential skills at the program level, but also provides the data with which to analyze how effectively the Kean University SLOs as described in our mission are being met.

GE Course Assessment

Beyond the GE distribution course assessments, standardized measures such as the CAAP, SAILS, and MAPP are administered to students at transition points as well. The General Education Assessment Report for 2011-2012 (see Appendix 12-4) provides the data results and the actions taken as a result of these formal assessments. One example of assessment of student learning at the institution level that led to improved teaching and learning is described in the General Education section. ETS profile testing (formerly MAPP) showed that 68% of students (N=90 GE 1000) scored proficient/marginally proficient in math level 1 (arithmetic) and 45% of student proficient/marginally proficient in math level 2 (algebra). These data demonstrate the need to strengthen mathematics instruction. Through a collaboration with Pearson Learning and funding from the University, the School of General Studies has created a common on-line platform for teaching, learning and assessment for three general education math courses and the developmental course that is linked with the Accuplacer Diagnostic Test. Essential algebraic concepts related to programs, courses, and course sequencing have been identified to address applications of algebra skills to solve relevant real world problems. Courses in Summer II 2012 report very favorably about this new approach, with all eight instructors indicating by interview, that this focused and sequenced instructional program is already improving student performance as all these courses are now assessing performance using common exam questions. Appendix 12-1 also provides the schedule for collecting data from these standardized measures. Similarly at the graduate level (NWGC), GRE data provide the baseline, and comprehensive exams, thesis completion, and successful dissertation defenses provide the measures of student learning not only within these programs, but more broadly of the institution's student learning outcomes. Graduate programs are piloting the use of a common scoring rubric for the thesis at this time. (Appendix 14-5 includes examples of assessment rubrics from the examples used in Tables 14-1,

14-2, 14-3 and also samples of rubrics aligned with Kean University SLOs that are used by the graduate programs.)

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 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.

Table 14-5 Percentages of programs tying capstone or culminating course data to application of content knowledge earlier in course sequence

College of Business & Public Administration	College of Education	College of Humanities & Social Science	College of Natural & Applied Health Sciences	College of Visual and Performing Arts	Nathan Weiss Graduate College
57%	44%	80%	40%	54%	50%

To sustain the assessment system and continued faculty development throughout the academic year, assessment-related activities take place and are supported by the college deans, program coordinators, the Office of Accreditation and Assessment, and the office of Academic Affairs. During the fall and spring semesters, academic program coordinators, department chairs and Executive Directors coordinate the assessment work for program assessment. Also each college can assign a college assessment coordinator for additional compensation of 3 credits over an academic year. In the summer, program faculty take on the role of summer program assessment coordinators to assist their programs and work with the Office of Accreditation and Assessment to submit program assessment reports and associated data for an additional 2-credit compensation. The Office of Accreditation and Assessment is staffed by a director and two associate directors, while the Office of Academic Affairs has a Vice President and an Associate Vice President who take part in assessment activities. Some examples of faculty support and professional development relevant to assessment include two assessment conferences in January and in May and an on-going series of workshops for learning more about assessment, strategic planning, and program review. (See Appendix 14-6 for 2011-2012 conference programs and workshops offered including numbers of attendees.) Aggregated data from conference participants who completed post-conference surveys from the January and May events as faculty indicate a strong understanding and level of engagement with assessment. The table below illustrates levels of engagement with assessment by conference participants who responded to these surveys.

Table 14-6 Post-assessment survey data indicating

Survey Questions	**Survey Responses (n=179)**
Assessment is an important part of my work.	98% strongly agreed or agreed
I understand the assessment process for my program/department.	92% strongly agreed or agreed
I understand the system for assessment at Kean.	80% strongly agreed or agreed
I play an important role in completing my program/department Assessment Reports.	78% strongly agreed or agreed

These findings suggest that nearly all survey participants view assessment as central to their work and understand their program's assessment process. The data also imply that on-going professional development and articulation at the program level for continuous improvement, so that program faculty can understand their program's contribution to the institutional assessment system and their role in the overall process in order to maximize student learning.

E. Conclusion: What we have learned from the first cycle of assessing student learning

Assessment of student learning is essential to and deeply integrated with overall institutional assessment. Completing the first full year of the assessment cycle illustrated in 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. Furthermore, the agenda for opening day, during which a calendar of assessment activities was distributed, included whole college meetings regarding the articulation of program, course, and institutional assessment for the 2012-2013 academic year.

Deans have reported on how participation in the first year of Kean's cycle for assessing student learning has led to more effective teaching and learning. For example the Dean of the College of Education describes changes that have occurred as a result of program assessment in non-accredited, non-teacher education programs including Recreation Administration and Adult Fitness. In both programs, there are now ongoing data collection systems in place in order to track student learning and program efficacy. Additionally, Recreation Administration will be working to create a stand-alone minor in Recreation Therapy and pursue a process that will eventually lead to accreditation of the Recreation Program. As a consequence of the self-study, Adult Fitness has recognized that it needs a new name and a marketing plan to disseminate the kind of training that is ongoing in this program in terms of promoting healthful living.

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 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.

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.

Appendices for Standard 14:

Appendix 14-1: Templates for the program assessment reports, the annual assessment and recommendations report which the deans complete, and the yearly summary report as completed by the VPAA.

Appendix 14-2: Guidelines and templates that programs used to complete their review in the pilot year, 2011-2012.

Appendix 14-3: University syllabi templates, and examples of syllabi from Spring 12 and Fall 12 semesters.

Appendix 14-4: Deans' and directors' yearly summary reports

Appendix 14-5: Samples of assessment rubrics aligned with Kean University SLOs that are used by the graduate programs.

Appendix 14-6: 2011-2012 conference programs and workshops offered including numbers of attendees

Standard 6: Integrity

This section of the Monitoring Report addresses the criteria raised by the MSCHE relative to Standard 6 in its June 29, 2012 action letter. The Commission directed the institution to provide evidence by September 1, 2012, of

A. development and implementation of procedures to ensure that factual information about the institution, including MSCHE team reports and Commission actions, are accurately reported and are made available to the institution's community;
B. the equitable and consistent treatment of constituencies in the application of academic requirements and policies, administrative review, and institutional governance and management;
C. an institutional climate that fosters respect among students, faculty, staff, and administration; and,
D. the periodic assessment of integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

The Commission also has requested a written response from the University to two specific sets of third party comments received by MSCHE. On August 9, 2012 Kean Accreditation Liaison Officer Dr. Jeffrey Toney emailed MSCHE Staff Liaison Dr. Debra Klinman to inform her of the University's decision to respond to third party comments separately from this Monitoring Report, and to request approval to submit responses for both sets of comments on September 1, 2012. This request was approved by Dr. Klinman via email on August 10, 2012.

Hence, what follows are responses to the June 29, 2012 request for a Monitoring Report with respect to Standard 6, organized by the four specific areas identified above.

A. Evidence of the development and implementation of procedures to ensure that factual information about the institution, including Middle States Commission on Higher Education team reports and Commission actions, are accurately reported and are made available to the institution's community.

The Kean University Board of Trustees and the University administration are committed to ensuring that every facet of the Kean community, inclusive of students, faculty, staff, alumni, and all stakeholders who support our institution, are kept well informed about the University's accreditation status and are afforded the fullest opportunities to be engaged in making Kean a better, stronger institution of higher learning. One way the University expresses this commitment is by ensuring that its constituencies have ready access to clear and accurate information about our MSCHE accreditation status, Monitoring Reports, and Middle States communications to the institution.

In furtherance of that purpose, and given our current efforts to resolve the concerns expressed by the Commission respecting such communications, the Board has directed the University

Administration to enhance the institution's review of the adequacy and accuracy of all communications related to MSCHE issues. The Administration has acted upon that directive.

University Relations

All members of the University Relations department have been provided with MSCHE policies relative to communications and public disclosure, and directed to familiarize themselves with these policies. To ensure compliance with MSCHE requirements and expectations respecting openness of communications, the President and the University's Accreditation Liaison Officer (ALO) have undertaken to promptly forward statements relative to Kean's accreditation status to the University Relations department for appropriate posting or other distribution.

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.

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 (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.

Consistent with this commitment to provide complete and ready access to current information, the University also established at www.kean.edu a webpage 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 webpage provides the full text, not excerpts, of all Commission actions related to Kean since early 2011, including:

- 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
- March 1, 2012 MSCHE Action Letter and Public Disclosure Statement

- April 2012 MSCHE Visiting Team Report
- June 28, 2012 MSCHE Action Letter and Public Disclosure Statement
- July 19, 2012 MSCHE Action Letter and Public Disclosure Statement
- July 27, 2012 MSCHE Notice Letter
- July 31, 2012 MSCHE Action Letter and Public Disclosure Statement

The webpage also contains links to locations on the MSCHE website where interested persons may access MSCHE explanatory and reference materials, including *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation,* as well as assessment-related materials and Commission policies and procedures. The Office of Accreditation and Assessment is responsible for updating the webpage to ensure that the information and documents are current and accurate, and that MSCHE action letters, team reports, and Kean accreditation reports are promptly posted.

The University's University Relations department is charged with working with the President, all University offices and departments, senior administration, and the Board of Trustees to help ensure that University publications and statements accurately and factually reflect the institution and its affairs and status. The office has a general web posting policy available for review under the *Media* webpage at (http://www.kean.edu/KU/Media) as well as the *Resources* section of (http://www.keanxchange.com)

Board of Trustees

Open public meetings of the Kean Board of Trustees provide another conduit through which current information is shared with the University community, and the community has an opportunity to communicate with the Trustees. In addition to the quarterly Board meetings required by its Bylaws, the Board convenes special meetings when needed to address key campus issues, to enhance communications and to encourage community input. The public speaking process encourages community members to sign up to speak at least 48 hours in advance of the board's public session. Speakers also are encouraged to submit their comments in writing. Apropos of the current issue, a special meeting was held on July 9, 2012, dedicated to an open discussion of matters related to the University's accreditation status with campus constituencies. Twenty-seven speakers participated in the public session, including students, faculty members, parents, alumni and other University employees. Many speakers at this session expressed the need for the University's constituencies to work together to resolve Kean's accreditation status.

In support of public transparency, agendas for all regularly-scheduled Board public sessions are posted on the University's website one week prior to each meeting, and are simultaneously emailed directly to the Faculty Senate office, the full-time faculty union office and the adjunct faculty union office. A campus-wide email blast precedes all Board meetings, notifying the community of the time, date and place of the Board meeting as well as their right to address the Board during the public session. The minutes of all public sessions are posted on the Kean website (www.kean.edu/KU/Public-Session-Minutes) after approval by the Board of Trustees in public session. Regular meetings of the Board of Trustees have and will continue to serve as an

important vehicle for engaging the campus community in dialogue related to the governance and administration of the institution, including MSCHE team reports and Commission actions.

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 Appendix 6-1.

B. Evidence of the equitable and consistent treatment of constituencies in the application of academic requirements and policies, administrative review, and institutional governance and management.

Consistent with the *Characteristics of Excellence in Higher Education*, it is a core tenet of the Board of Trustees that Kean be committed in policy and in practice to the principle that integrity " is a central, indispensable and defining hallmark of effective higher education institutions…" [1] Pursuant to the direction of the Board, the University Administration is committed to ensuring that this core principle is imbued and reflected in how Kean conducts its operations, serves its constituencies, and relates to all of its stakeholders. The University is governed by duly established academic and administrative policies, procedures and processes, as well as by applicable state and federal laws and regulations which apply to all University personnel equally. The Board of Trustees ensures that these laws, regulations, policies, and procedures are consistently and fairly applied by providing the financial support for all University systems needed to monitor, hear, and adjudicate such matters including, but not limited to, the:

- Office of Academic Affairs
- Office for Affirmative Action
- Office of Community Standards and Student Conduct
- Ethics Office
- Exceptional Education Opportunities Office
- Office of Internal Audit (which also receives "Whistleblower" matters)

These offices, among many others, function to assist the University and its community in promoting a campus environment that encourages transparency, openness, and mutual respect. Additionally, these offices provide specific avenues for campus constituents—faculty, students and employees—to present and be heard on matters that may require further attention, including but not limited to the right to appeal decisions through clearly defined appellate processes and the right to grieve decisions through legally established rules and procedures by the state of New Jersey. Ultimately, matters that require final adjudication on the part of the Board of Trustees are brought before the trustees through the committee system and ultimately decided in by official action taken in public session.

[1] MSCHE Standard 6

Academic Requirements and Policies

The University's *Undergraduate Catalog* 2011-2012 (www.kean.edu/KU/Undergraduate-Catalog) and *Graduate Catalog* 2011-2013 (http://grad.kean.edu/graduate-catalog) describe the academic standards and procedures for each of Kean's undergraduate, graduate, and continuing education degree, non-degree, and certificate programs and academic-related requirements. As per MSCHE's direction, the catalogs now include mission statements and Student Learning Outcomes (SLOs) for each college's programs. Electronically archived copies of the institution's catalogs are available as sections or policies are updated.

The Kean University *Student Handbook* 2011-2012 (www.kean.edu/KU/Student-Handbook) provides relevant information regarding expectations for student conduct, academic, and non-academic services available to students, and academic-related policies, including *Problem Solving Procedures*, to support students in areas such as instruction, the curriculum, grades, and grade grievances. The *Handbook* also contains the University's *Academic Integrity Policy*, www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf, which speaks to the maintenance of high academic standards of integrity by establishing standards for "ensuring and maintaining excellence in the quality of its academic instructional programs and facilitating the intellectual development of its students." The policy, the result of close collaboration involving the Board of Trustees, the President's Office, the Faculty Senate, Vice President for Academic Affairs, the Kean Federation of Teachers ("KFT"), and the Council of Deans, sets forth four elements fundamental to the integrity of the academic process: (1) mastery of material, (2) representation of sources, (3) truthful submission of work, and (4) access and use of resources.

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

Academic Integrity Policy

The most recent review and update of the University's *Academic Integrity Policy* were completed June 25, 2012. The review process began in March 2012 at the behest of the Board of Trustees, triggered by the Board's own comprehensive review of the existing *Academic Integrity*

Policy as part of its investigation of allegations relating to President Farahi's resume. The review included comparisons to similar policies at institutions such as Cornell University and New York University, among others. The Board's preliminary review indicated that, in comparison with the policies of other institutions, Kean's policy would benefit from review and improvement. The suggested improvements included the language and breadth of the policy, as well updates needed to comport with changes in learning models and activities.

The Board directed the University's Office of Academic Affairs to work with the Faculty Senate to engage in a thorough review of the *Academic Integrity Policy*. Together, the Office of Academic Affairs and the Faculty Senate worked diligently to craft the language and concepts needed to make the University's *Academic Integrity Policy* comprehensive and applicable to all constituent groups on campus. The policy proposal was unanimously approved by the Faculty Senate on June 19, 2012 (https://sites.google.com/a/kean.edu/faculty-senate/minutes) and forwarded to the VPAA, the President and the full Board of Trustees for consideration at the June 25, 2012 public meeting. The Board of Trustees reviewed the Senate recommendations, as well as those of general counsel and the VPAA, and unanimously approved comprehensive new policy language at its public session. (Appendix 6-2) Certain elements of the updated policy that bear on the terms and conditions of employment are potentially within the scope of Collective Bargaining Agreements to which Kean is a party and, therefore, the subject of labor negotiations pursuant to such Agreements. A November 2012 deadline was set by all parties for finalizing this portion of the policy.

An example of an equitably applied measure of individual course instructor teaching effectiveness is the Student Instructional Review II (SIR II, an ETS tool) evaluation process which the University instituted beginning in Spring 2010. This course evaluation survey is a tool to capture quickly and objectively students' perceptions of their learning experience in any given class. The SIR II student evaluation is administered for each section of every course, every semester. SIR II student evaluations have been administered equally for instructors, including the President, Vice Presidents, Deans, Executive Directors, Chairs, full-time faculty, adjunct faculty and staff.

Employee Handbook

The University Employee Handbook (http://www.kean.edu/admin/uploads/pdf/hr/EmployeeHandbook.pdf) maintained by the Office of Human Resources describes the policies and requirements relative to recruitment, promotion, retention, performance evaluation, and job termination for all academic and non-academic personnel. In addition to the Employee Handbook, the Adjunct Faculty Handbook (2011-2012), www.kean.edu/admin/uploads/pdf/hr/AdjunctHandbook.pdf, provides information relative to Kean policies and regulations for the hiring, and terms and conditions, of employment of adjuncts.

All employees, without exception, must adhere to the New Jersey state *Uniform Ethics Code,* (www.nj.gov/ethics/docs/ethics/uniformcode.pdf), and are protected under the University's Affirmative Action policy (www.kean.edu/KU/Affirmative-Action), which guards against discriminatory practices. The Employee Handbook prescribes specific disciplinary action for violations of University policies, including but not limited to the *Uniform Ethics Code*. The

Employee Handbook is reviewed and updated bi-annually; a new version (2012-2013) will be available for distribution on or about November 1, 2012. University policies are posted on the University's website at www.kean.edu/KU/Policies.

All employees, both academic and non-academic, must undergo ethics training, which generally takes place on a three-year cycle. The last University-wide training cycle was initiated and completed in 2010; it included mandatory participation in an online training course developed and administered by the State Ethics Commission. Information on the training course is available at www.kean.edu/KU/Ethics-Office and the next round of campus wide ethics training is underway.

Labor Contracts

Kean University is party to several Collective Bargaining Agreements (CBAs) covering academic and non-academic personnel, pursuant to the requirements of State law and policies and procedures of the New Jersey Public Employment Relations Commission. CBAs are currently in effect for five recognized unions: KFT, KUAFF, IFPTE, PBA, and CWA. Each CBA contains negotiated grievance procedures. A five-year review (2007-2012) of the number of grievances filed by the KFT on behalf of full-time faculty and professional staff whom it represents, for example, finds an average 11.2 grievances filed annually. The University tracks the disposition of grievances, according to the number settled, withdrawn, denied, untimely/not pursued, or pending. For example in AY 2011, the most recent year for which complete records are available, 12 grievances were filed on behalf of KFT members. Of these, 7 (58%) were settled, 1 (8%) was withdrawn, 1 (8%) was untimely/not pursued, and 3 (25%) are pending. The University makes every effort to equitably and consistently resolve each grievance in adherence with its policies, procedures, and state law. Procedures for the four main collective bargaining groups at Kean provide guidance in these matters. As noted above, the University is subject to State law regarding its public employee CBAs. Adjudications respecting the application of the CBAs are the exclusive province of the New Jersey Public Employment Relations Commission and outside of the academic purview of the institution.

Employment Policies

The University's employment policies and procedures are administered by the Office of Human Resources, which strives to: recruit, retrain and train a premier workforce, promote diversity, foster a work environment that promotes and facilitates change, and adhere to and comply with federal, state, and local regulations in order to provide fair and equitable treatment to all employees. Details concerning Kean's performance evaluation procedures, timetable, and forms can be found at http://www.kean.edu/KU/Human-Resources. Similarly, policies and procedures relative to Kean's administrative operations, such as research and sponsored programs, operations, internal audit, and computer usage can be found at http://www.kean.edu/KU/Administration.

Kean's Employee and Student Handbooks include clearly articulated codes of conduct to foster respect among students, faculty, staff, and administration regarding various aspects of campus

life. The University's Affirmative Action policy reinforces and codifies the fundamental importance of the "equity of conditions for employment and education to all employees, students and applicants." The Office of Community Standards and Student Conduct reinforces the value of "providing a campus environment where students can grow intellectually and develop as a people." These principles are dependent on the explicit and implicit expression of shared values that promote and foster Integrity, Fairness, Community, Respect, and Responsibility. As noted earlier, all of these policies and principles are readily available on the Kean University website.

Faculty Hiring, Tenure and Promotion

Fair and impartial practices for hiring of faculty and staff are ensured by the strict adherence by faculty and administration to policies that include extensive input from student representatives, faculty, staff, and administration. These practices are carried out in committee meetings, wherein open discussion of a candidate's credentials ensures transparency of the process. Hiring practices are overseen by the Office of Human Resources and the Office of Affirmative Action to ensure compliance and fair and impartial practices of job candidates, working closely with the Office of Academic Affairs.

Faculty recruitment is accomplished by strict adherence to the guidelines below to ensure fair and impartial practices for each recommendation for hiring submitted to the President. (http://www.kean.edu/admin/uploads/pdf/hr/EmployeeHandbook.pdf, pg. 24-26).

In each case, the search committees make a recommendation to the Chairperson or Executive Director, who then makes a recommendation to the Dean and then to the VPAA. The VPAA evaluates the recommendations independently based on sound academic judgment, and then makes a recommendation to the President.

Recommendations for Faculty Retention, Tenure, and Promotion

Each candidate is evaluated for performance in teaching, scholarship, and service annually up to the fifth year, after which the candidate is eligible to apply for tenure. Evaluations occur at the level of the Department/School (Chair/Executive Director), College (Dean) and University (VPAA). Recommendations are then forwarded to the President. Each academic year, calendars are distributed detailing deadlines for each step of this process (pages 21-27 of this document) to provide each candidate sufficient time to prepare a successful dossier.
Expectations for retention, tenure, and promotion are communicated to faculty through a new faculty orientation program offered each academic year. This orientation program includes lectures, workshops, and discussion of sample application dossiers as best practices for presenting documentation for teaching, scholarship, and service. Presentations are made by the VPAA and by senior tenured faculty members.

Expectations for retention, tenure, and promotion are further reinforced by Chairs/Executive Directors and Deans serving as mentors for early career faculty. Such mentoring can include advice on enhancing pedagogy, preparing publication of peer-reviewed manuscripts, submission of proposals for external funding, enhancing community service, to name a few. Each year, candidates for reappointment receive a letter from the President providing detailed feedback on

strengths and weakness in each area of teaching, scholarship, and service. Candidates may schedule a meeting with the President if they wish to discuss the feedback.
Note: If a candidate wishes to appeal decisions for retention, tenure, and promotion, s/he has the right to submit a formal appeal to the President. Appeals can include supplemental information submitted since the original application date for consideration by the President. Individual appointments can be arranged for candidates to meet with the President and present their case. Such meetings are supported by attendance of a representative from the VPAA's Office.

Whistleblower Policy

In June 2008, the Board of Trustees acted to adopt the Kean University Whistleblower Policy (http://www.kean.edu/KU/Internal-Audit), another example of the periodic assessment of integrity. In furtherance of the state of New Jersey's Conscientious Employment Whistleblower Act, the Board established specific guidelines and protocol for implementation on campus. Responsibility for oversight and management of the policy was assigned to the Office of Internal Audit, which provides a secure channel through which current Kean employees may make confidential disclosures. The office evaluates each disclosure to determine whether there is a substantial likelihood that it pertains to a violation of any law, rule or regulation. If a determination of misconduct is made, the office has the authority to investigate the matter and provide recommendations for resolution.

Ongoing Administrative Review of Policies and Procedures

Kean strives to ensure that all of its policies and procedures are effective, consistent, and equitable within the context of administrative review. University policies, which are posted on the University's website (www.kean.edu/KU/Policies), guide the conduct and activities of the institution. Components of these efforts are aligned with the activities of various University-wide committees, councils, functional departments, and divisions. As provided under its Bylaws (www.kean.edu/KU/Bylaws), the Board of Trustees' scope of responsibilities encompasses University-wide policy and decision-making respecting matters such as curriculum and instruction, student affairs, finances, and other matters relevant to the welfare of Kean University.

Faculty Senate

The Faculty 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 Faculty 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 Faculty Senate, including the Senate's Constitution can be found at http://www.kean.edu/KU/Faculty-Senate.

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

The Faculty Senate task force reviewed these changes and shared its recommendations with the Faculty Senate, which adopted them. These recommendations will be reviewed by the Academic Policy and Programs Committee of the Board of Trustees in September 2012, and a final recommendation will be made to the full Board based on that review. A current schedule of when programs are slated to undergo the review process was developed on a three-year review cycle. The Faculty Senate Program Review Task Force has recommended changing the schedule to a five-year review cycle.

University Planning Council

Because its planning responsibilities extend campus-wide, the University Planning Council (UPC) plays a vital role in terms of administrative review. Broadly representative, the UPC oversees all major planning initiatives to assure their linkage to the mission of the University and the current strategic plan. As noted in the Standard 7 section of this Monitoring Report, the UPC reviews the Assessment Results and Recommendations Reports developed by the Vice Presidents annually and prepares a synthesis and its recommendations for the President and Board of Trustees through an open forum with the Kean community. The resulting document includes assessment results and related recommendations for both administrative units and academic units, and sample reports can be found at www.kean.edu/KU/Kean-University-Assessment-System. The first full cycle of Kean's revamped institutional assessment system was completed in early August 2012 with the completion of the collaborative decision-making process having begun in 2011 among the UPC, the President, division Vice Presidents, college Deans, department and unit Directors, Chairs, and their faculty and staff.

Institutional Governance and Management

The bylaws of the Kean University Board of Trustees (www.kean.edu/KU/Bylaws) provide that "the Board has as its purpose and responsibility the formulation of the specifics of [the

University's stated] mission, the establishment of the policies for its fulfillment, and the accountability for seeing to it that those policies are carried out." While the Board does not and should not administer the policies it approves, it does hold the administration accountable for ensuring that those policies are equitably and consistently applied as explained below.

Both directly and through its Standing Committees, the Board receives regular reports from the President and/or his designees respective to University affairs, educational programs, student success indicators, financial performance, and operations. These reports are supplemented by presentations at regularly scheduled and special Board meetings, enabling the Board to effectively monitor the implementation of its policies. Every Board meeting includes an opportunity for community members to address the Trustees respecting concerns and interests. This provides an opportunity for Trustees to learn first-hand about the impact and effectiveness of its policies on members of the Kean community, as well as to identify areas that may be in need of further consideration.

The Board's standing committees provide the Trustees an opportunity to examine and monitor institutional operations, to ensure that institutional initiatives are consistent with its mission, and to determine that institutional policies, procedures, and practices are appropriate, equitable and consistently applied. Each committee is staffed by a member of the University's senior administrative team and, as directed by the Board, initiatives and operations are reviewed and evaluated, and appropriate recommendations are made to the full Board for action. Various members of the campus community are invited to participate in committee meetings on topics or issues related to their institutional area. Board members, who serve six-year terms, are nominated by the Governor and confirmed by the State Senate. Members rotate their committee assignments to participate in various aspects of governing the University. The Board's standing committees are:

Academic Policy and Programs
Audit
Facilities and Maintenance
Finance
Legal and Personnel
Student and Community Affairs
Institutional Advancement
Nominating

The Board specifically addressed integrity issues related to the financial health of the University when it created its Audit Committee in September 2007 (Appendix 6-4). Previously, audit-related matters were addressed by the Board of Trustees as part of the larger Finance Committee meetings. In 2007, aware of national and regional efforts to increase accountability by both private and public boards and mindful of best practices in board governance, Board members recognized the need to establish a separate Audit Committee for the University. Relying on information and guidance from the Association of Governing Boards (AGB), as well as the experience of an existing trustee, a charter for the committee was established and adopted by the full Board at its public session in September 2007. The committee meets quarterly and has since functioned effectively in reviewing annual external audits; annual internal audit reports; financial

strategies; and risk management issues at the University. Additionally, the committee was the driving force behind the creation and implementation of the Board of Trustees' first self-assessment survey in November 2011. A copy of the instrument and results are available at Appendix 6-5.

Regarding employment and retention issues, the Board's Academic Policy and Programs Committee receives updates at each quarterly session on employment issues (staffing, promotions, tenure reviews, etc.) in academic affairs as well as academic searches at the senior management level. Once a year, the committee receives and reviews a comprehensive profile of every academic department on campus that includes program goals, students enrolled, faculty employed by department and their salaries, program growth (or decrease) over a five-year period, and budget allocations. The committee also receives annual updates on new faculty hires, professional development initiatives and sabbaticals, among other issues.

The Board also engages in a comprehensive annual review process of the University President. Each year, the Board Chair directs the President to draft a self-evaluation of the previous year's work, as well as goals and objectives for future years. The Chair appoints trustees to the Presidential Review Committee to review the self-evaluation, as well as information provided by peer institutions and criteria provided by AGB. The committee makes recommendations to the full Board related to the terms and conditions of the President's employment. The terms and conditions of the President's employment are approved annually in a public session of the Board of Trustees.

C. Evidence of an institutional climate that fosters respect among students, faculty, staff and administration.

An institutional climate that fosters respect among students, faculty, staff, and administration is accomplished in many ways. One example of such respect is Kean University's culture of faculty and students working closely with administrators. Our administrators, including the President, Vice Presidents and Deans, teach courses, and many administrators maintain active scholarship. In addition, administrators work closely with faculty to submit proposals for external funding as well as to develop new curricula. These activities allow administrators to serve as mentors for faculty early in their careers, and for our students. For example, the Dean of the College of Education routinely leads a research and writers group to support faculty scholarship and often reads manuscript drafts for faculty.

Be the Change

An initiative called "Be the Change," proposed and launched by Dr. Norma Bowe of the Physical Education, Recreation and Health Department, is an excellent example the University's cooperative and respectful climate. The initiative draws on the strengths, resources and willingness of faculty, students, and employees alike to embody Mahatma Gandhi's call to "be the change you wish to see in the world." This service initiative serves local communities as well as locations as far away as Joplin, Missouri, and the Dominican Republic. The University administration provided early funding to help this program grow. Fostering student activism,

"Be the Change" has provided a complete home makeover at a teen homeless shelter in East Orange, New Jersey, participated in relief work in the aftermath of Hurricane Katrina, and planted urban community gardens in abandoned lots in the Central Ward in Newark, New Jersey. On a weekly basis, this initiative invites the campus community to participate in its "Peanut Butter & Jelly" initiative, a project in which participants make sandwiches and brown bag lunches for the hungry and the homeless in Newark's Penn Station. *Be the Change* continues to grow in partnership with the city of Newark and is now developing gardens located in new senior housing to help residents cultivate and benefit from the harvest of fresh fruits and vegetables. *Be the Change* has had a positive impact on students, fostered the involvement of various segments of the Kean community, and is a tremendous source of pride for students, faculty, staff, and administration alike.

Faculty Research Days

Another example of how collaboration fosters a climate of respect among faculty, students, and the larger community is an annual event entitled *Faculty Research Days*. This initiative, created and implemented by the Office of Research and Sponsored Programs, is a two-day celebration and public display of the extensive, thoughtful, and innovative research taking place on the Kean campus among faculty, students, administration, and staff. Collaborators are encouraged to present posters and presentations related to their research; the posters are put on display throughout the atrium of the University's STEM building, and presentations take place throughout the two days set aside as Faculty Research Days. The entire campus community is invited to participate in the effort and attend the presentations. This year, the Faculty Research Days included:

- 17 faculty presentations
- 116 student poster presentations
- 213 students in total including research teams with multiple students
- 21 undergraduate student oral presentations
- 26 graduate student oral presentations

There were 257 student participants in this year's initiative. A booklet summarizing these research initiatives is prepared by ORSP and created and published by University Relations. Copies will be available for the Visiting Team's review.

Yet another example of the kinds of collaborative activities that foster a climate of respect in the community is evident in sponsored events on campus. For instance, this past spring, the Hennings Annual Lecture sponsored by the Office of Institutional Advancement, the College of Education, and Drs. George and Dorothy Hennings brought in Rosalind Wiseman, an expert lecturer on the topic of bullying. The lecture was open to undergraduate and graduate students. Students majoring in Education, Psychology, and Nursing attended along with faculty, alumni, and Resident Life staff, as well as teachers from surrounding school districts.

There are examples of interdisciplinary collaborative activities and events led by other college deans that provide evidence of a respectful campus climate as well. Nine interdisciplinary constituencies formed a broad collaboration resulting in a one-day conference for teachers, school psychologists, school nurses, and Kean University students entitled: "Turner Syndrome in

a School Setting: Educating the Educators" on April 16, 2011. Families affected by Turner Syndrome were also invited to participate and attend a special performance of *A Midsummer Night's Dream* by University's Kean Players troupe. The former dean of the College of Natural and Applied Health Sciences (currently the VPAA) presented at the faculty seminar series, Exploring Pedagogy in Science, in 2009, 2010, and 2011. The dean of the College of Visual and Performing Arts (dean from 2008-1012) worked with English department faculty to coordinate an event entitled the American Drama Conference. The dean of the College of Education collaborated with key faculty working closely with the New Jersey Center for Teaching and Learning to provide direction and teacher professional development as part of the Progressive Science Initiative.

Other collaborations among administration, faculty, and students include co-presented workshops, co-authored journal articles, co-authored grant proposals and awards, and collaborative programming for students across colleges and student life. Appendix 6-6 provides a comprehensive listing of these kinds of collaborative efforts, and Appendix 6-7 documents examples from recent years of collaborations among faculty, students, and the college administrators.

Human Rights Institute

Kean University's Human Rights Institute is another example of Kean's commitment to a community climate based on respect. As stated on its website, the Human Rights Institute at Kean University "...broadens the University's longstanding efforts to promote the awareness of human rights issues and violations across the globe, and to develop initiatives designed to help eradicate these atrocities and their root causes."

The HRI hosts an annual international conference on human rights. The first such conference in 2008, *Darfur: The First Genocide of the 21st Century*, featured presentations by Nicholas Kristoff, the two-time Pulitzer Prize winner and columnist with *The New York Times,* former Sudanese slave Simon Deng, international photographer Kay Chernush, and a representative from Doctors without Borders. In 2009, the HRI turned its attention to the complicated and controversial issue of slavery in the 21st Century. With more than 27 million people enslaved worldwide today, Kean brought together experts to expose the prevalence and the horrors of the issue, and educated an audience of 1,200 on what can be done to combat slavery. In 2010, the topic turned to *Combating Hatred*, which examined the ongoing effects of hatred on society. Keynote speaker Morris Dees, founder and chief trial counsel of the Southern Poverty Law Center, presided over the discussion. *Immigration: A Melting Pot No More?* was the topic of 2011's conference, which featured a diverse and emphatic panel of experts on the topic of immigration, including former U.S. Ambassador John Bolton and *New York Times* editorial writer Lawrence Downes. This year's conference, *Creating Opportunity through Education: Empowering Women in the Developing World to Combat Oppression,* focused on both the need for, and the power of, education in third-world countries.

The HRI also encourages respect through its comprehensive art gallery programs that use art and photography to stimulate educational discussions on human rights matters. The gallery opened

with Kerry Kennedy's powerful exhibit, *Speak Truth to Power*. Descriptions of current and past exhibits are found at http://www.kean.edu/KU/Human-Rights-Gallery.

Functioning in collaboration with the Holocaust Resource Center, the Institute offers an undergraduate course, "The Holocaust, Genocide, and Modern Humanity." The Institute also supports the goals of Kean's undergraduate academic programs in Africana, Jewish, Latin American, and Women's studies as well as Kean's master's degree program in Sociology and Social Justice. The Human Rights Institute collaborates with the Master of Arts in Holocaust and Genocide Studies, which focuses on atrocities in Armenia, Cambodia, Darfur, and elsewhere in the world.

Codes of Conduct and Free Speech

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

It is important to note the University's policy on *Free Speech & Dissent*, www.kean.edu/KU/Policy-Statement-on-Free-Speech-Dissent, derives from the earliest days of the modern Kean University. In 1972, the institution then known as Kean College of New Jersey established a Bill of Rights and Responsibilities which set forth the commitment of the institution to "free speech and to dissent and recognizes the inherent link between these two." While it is the goal of the Board to strive for a harmonious University community, it must be a core value of every institution of higher learning to allow for dissent and disagreement. Indeed, while the presence of conflict can give the appearance of an institution in distress, the presence of discordant voices can also symbolize that freedom of expression, debate, and open discussion that should be encouraged and respected. It is also true that with dissent and disagreement, miscommunications and misinterpretations of actions and purposes by all of the participants sometimes occurs. It is the responsibility of the Board of Trustees, as the ultimate governing authority of the University, to hear and seek to resolve issues of concern to ensure a campus climate of mutual respect that is appropriate for an institution of higher learning. These are obligations that the Board (and each Trustee) takes very seriously, as most recently evidenced by its intensive engagement in the concerns raised by the Commission.

Another strong example of inclusion and active engagement of representative members of campus constituencies in the University's decision-making processes is the University Planning Council (UPC). As discussed earlier in this report, the UPC is responsible for guiding the strategic planning process at Kean. The more than three-dozen members of the UPC reflect the diverse constituencies that comprise Kean University, including faculty, students, bargaining agent representatives from the five unions representing Kean employees (KFT, KUAFF, CWA, IFPTE, and PBA), administrators, and staff. The recent resource allocation request put forth by

the UPC serves as evidence of productive collaboration and respect across this broad range of constituents.

Students are also an integral component of the University's governance, with the Student Organization of Kean University and the Graduate & Part-time Student Organization, which address the needs and gives a voice to the issues of Kean's undergraduate, graduate, and part-time students. In addition, two students sit on the Board of Trustees, one as a voting member and the other as an alternate, representing student interests. Students also have a presence on all University-wide committees, and have ongoing opportunities to meet with the President. Students and student leaders have been a vital force on this campus and their opinions are invited and respected. They have been a primary force in fostering a campus environment conducive to student life and learning, such as the creation of residential tutoring programs and the establishment of the Cougar Den eatery and game room.

Similarly, as demonstrated later in this report, the Faculty Senate, through its active involvement in the refinement and implementation of the University's assessment program for student learning and program review, is a vital and forceful advocate for continuous improvement in the quality of education at Kean.

The 2012-2013 academic year began with a new format that reflects the events of recent months. After the President's Opening Day address on August 30, morning and afternoon hours were designated for whole college meetings to discuss program, course, and institutional assessment for the 2012-2013 academic year and reflect on progress made toward compliance with standards 6, 7, 12, and 14.

The administration and in particular the President are striving to enhance their working relationship with the Faculty Senate, particularly in light of recent cooperative efforts to address the concerns of the Commission. The current Faculty Senate Chair and the President are working toward a unified agenda. As a result of recent meetings, for example, the President accepted a recommendation from the Faculty Senate chair that the University create an Ombudsman's Office to receive and investigate the complaints of campus constituent and attempt to resolve them. A search for the position will begin in September.

As described more fully in the sections of this report pertaining to Standard 7 and Standard 14, faculty across the institution are actively involved in assessing student learning, systematically implementing assessment measures and tools, and using subsequent results to improve courses and programs. In January and May of this year, more than 250 faculty, staff, and administrators participated in campus-wide Assessment Days, which also included faculty on summer contracts who served as assessment coordinators.

The Quality First Initiative (QFI) is also an example of a respectful institutional climate. The QFI offers opportunities for offices, divisions, and student organizations to recommend initiatives to enhance the University. Specifically, grantees receive special funding for projects that require extraordinary funding beyond customary division or department/office budgets, and that address one or more of the University's strategic planning priorities. The Quality First Initiative was created by President Farahi to recognize the extraordinary work of Kean faculty

and staff. Among the faculty projects funded for 2012-2013 was an initiative for the development of an honors program in the History Department, which includes the offering of workshops to other departments on how to develop honors programs. The University has approved and funded seven proposals for the 2012-2013 year.

The Leadership Forum is another vehicle established by the University to promote an institutional climate that fosters respect among campus constituencies. The forum was established by President Farahi to give the leaders of all campus unions and student organizations an opportunity to engage in regular, informal discussions of campus issues with University administrators. The forum takes place monthly, usually on the last Wednesday of the month, and is attended by the University's senior management team. Participants are encouraged to send agenda items in advance of the session and sessions allow for an on-site exchange of information and updates, as well as a comprehensive question-and-answer session.

President Farahi

Since his appointment in 2003, President Dawood Farahi has been a familiar face to the entire campus community. Routinely, the President walks the campus environment, greeting students, faculty, and visitors alike. He regularly dines in the University Center cafeteria, and he encourages ongoing dialogue with all campus constituencies.

President Farahi regularly holds divisional luncheons with faculty, staff, and student groups to facilitate open communications about campus issues, and to foster planning and development within academic units. Conversations with Design faculty and staff, for example, led to the creation of the Robert Busch School of Design, which had been a small component within the Fine Arts Department but which has grown to become a designated Center of Excellence with more than 500 students. Faculty in the Design school have been innovative and persistent in their efforts to continually improve and advance the quality of education and opportunities Kean offers in their area. Through collaboration with the administration, the school has made great strides over the past several years, and has brought great distinction to the University.

Keeping pace with the booming growth of the design fields requires constant work on the part of the faculty and administration to ensure that the academics keep pace as well. Advancements made through the cooperative efforts of the faculty and administration include a massive curriculum update undertaken to meet critical needs as identified by the faculty and supported by the administration. For example, the creation of the *Open Studio for Industrial Design* that is a secure space for the Industrial Design students to work and build their large scale models of products. This space is equipped and secured so that the students can safely come and go, leaving their projects for continued work during non-class hours. The space is meant to encourage the students to take on challenging work knowing that they have a secure area that allows them to work overtime to completion.

In Spring 2012, in order to encourage and provide opportunities for greater faculty input, the President stepped up his outreach, initiating a full schedule of such luncheons in order to meet with all of the University's academic divisions before the end of the year. Thus far, nine

luncheons have been held with 65 faculty participants as of July. Luncheons have been held with representatives from the:

Nathan Weiss Graduate College
School of Environmental and Life Sciences
Kean Ocean Nursing
Occupational Therapy
School of Communication Disorders and Deafness
Educational Leadership
Counselor Education
School of Social Sciences
Center for Sustainability Studies

During these luncheons, the President provides a status report on institutional issues, invites faculty to raise questions or offer comments, and seeks recommendations regarding divisional plans and/or proposals. He clearly explains that criteria used to evaluate the viability of any proposals that may emerge from these discussions. Those criteria are: 1) the proposal has to be beneficial for Kean students; 2) it has to bring distinction to the University; 3) it has to be economically feasible; and, 4) it has to be fair.

The President's recent luncheons resulted in the pursuit of new and sometimes dramatic initiatives. As an example, after the President's luncheon with the School of Communication Disorders and Deafness, faculty and staff are now pursuing the development of a doctoral program in Speech Language Pathology with the administration's full support.

Feedback from multiple divisions and offices led to the creation of a new venue to highlight achievement at the University. A new publication, *Kean Current*, was produced in July 2012 and distributed to over 300,000 households in the region. The issue focuses on the academic, cultural and social developments on campus and encourages the community to participate in Kean initiatives.

Board of Trustees Engagement

The Board of Trustees also has developed and implemented changes and initiatives to further improve communications and encourage engagement by greater numbers of campus constituent groups. At a special Board of Trustees meeting on July 9, 2012 to discuss the University's accreditation status, Board Chair Ada Morell told the campus community that the Board will take a proactive role in improving the campus climate, and will begin by engaging in more-inclusive campus dialogue. She announced a series of campus meetings that were scheduled immediately between Board members and Kean's constituency groups to foster and encourage direct dialogue. Specific information about these campus meetings is presented later in the report along with preliminary results of a survey designed to gauge the value of such interactions.

Since the July 9, 2012 announcement, 15 such meetings have been held. These meetings were conducted in a spirit of collegiality and transparency, and all participants were encouraged to be

both candid and receptive. All parties were encouraged to take notes and share their observations with their constituencies. Meeting notes were shared with the entire Board to serve as the basis for further discussions related to the campus climate. The Board's notes from these meetings will be available for review by the Visiting Team. Appendix 6-7 provides a complete listing and description of the meetings held with various constituencies since the beginning of July, 2012.

As a further step to ensure that the Board is fully informed with respect to issues and attitudes among Kean community, the Board Chair announced that Trustees would make themselves available to sit as observers at meetings of the Faculty Senate, the Leadership Forum, the University Planning Council, and Student Leadership Tri-Council.

The direct engagement of members of the Board of Trustees already has enhanced the understanding of individual Trustees of issues that concern the Kean community and will improve the collective ability of the Board to carry out its governance responsibilities in a fully informed and responsible manner. The Board's value of this practice and commitment to sustaining it is further evidenced by establishment of an annual Board calendar delineating important campus meetings and trustees signed up to observe those meetings. (Appendix 6-8)

In conjunction with these trustee/campus constituent meetings, a survey was developed by the Office of Accreditation and Assessment and the Vice President for Academic Affairs, with input from members of the Faculty Senate Assessment Committee, to administer after each session through an online survey tool. The survey was designed to provide a quick measure the value of such interactions as well as participants' opinions related to:

Communications
Equitable treatment of and respect for campus constituencies
Freedom of expression
Engagement in campus decision-making
Cooperation and collaboration between faculty and administration

(Appendix 6-10 is a summary report of the survey results.)

Campus Climate Survey

Among the outcomes of the campus meetings held by the Board of Trustees was a decision by Board Chair Morell to direct the Office of Accreditation and Assessment, in cooperation and consultation with the Faculty Senate Assessment Committee, to develop and implement a statistically reliable campus climate survey to be administered each fall. Development of the survey has begun, as the Office of Accreditation and Assessment has met with members of the Faculty Senate Assessment Committee to discuss ideas and approaches. Once designed and approved, the survey will be administered annually and the results reported to the President and the full Board of Trustees, and shared with the campus.

While Kean University has faced and continues to experience challenges and points of conflict, it must be emphasized that this has not deterred and should not be allowed to overshadow the positive academic and institutional developments that have characterized the University in recent

years. As Martin Luther King, Jr. stated so eloquently, "Change does not roll in on the wheels of inevitability, but comes through continuous struggle."

The challenges of the new global economic climate have required public universities such as Kean to be nimble, innovative, and creative in their efforts to compete efficiently and effectively in today's marketplace. Such change often results in conflict and frustration, but the long-term results of these struggles certainly will better position Kean and its students to compete in the future.

D. Evidence of the periodic assessment of integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

As stated in the *Characteristics of Excellence in Higher Education*, a university "may demonstrate integrity through the manner in which it specifies its goals, selects it faculty, admits students, establishes curricula, determines programs of research, pursues its fields of services, demonstrates sensitivity to equity and diversity issues, allocates it resources, serves the public interest, and provides for its students." In many ways, integrity is demonstrated throughout Kean's campus through the consistent application of all university actions named above, as well as the unyielding pursuit of its mission of access and excellence. Each year academic integrity violations and student conduct reports are reviewed for frequency and magnitude of violations and discussed with various constituencies on how to address these occurrences and strategies for decreasing these types of infractions. This happens administratively based on academic infractions and behaviorally based on student conduct reports. Also, all programs that are nationally accredited routinely review policies, processes, and practices related to integrity and program effectiveness as they prepare reaccreditation reports. The periodic assessment of integrity on campus occurs in many forms, ranging from ethics training to Board review and approval of annual financial plans to the correction of policies needed to ensure the University operates at the highest level of integrity.

Research Integrity and Compliance

The University is committed to the highest standards of integrity and responsibility in all research activities. The Office of Research and Sponsored Programs (ORSP) promotes education and training in the responsible conduct of research and scholarship. ORSP ensures that all research activities, sponsored or unsponsored, involving either humans or animals, meet ethical standards and follow specific federal, state, and University regulations and procedures.

As a way to educate the Kean community, ORSP has made available a collection of resources which address this topic. Among these resources are: information about the Responsible Conduct of Research online training sponsored by the Collaborative Institutional Training Initiative, the IRB online training course sponsored by the National Institutes of Health, and the IACUC online training course sponsored by the Laboratory Animal Training Association. (http://www.kean.edu/KU/Research-Integrity-and-Compliance)

Ethics Office

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

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

- Uniform Ethics Code
- Plain Language Guide
- Uniform Ethics Code Receipt
- Outside Activity Questionnaire (OAQ) Form
- Ethics Standards in Brief—College and University Adjunct Faculty

The Ethics Office also is responsible for the annual review, improvement, and enforcement of ethics matters. Other specific duties for the ELO include: attending quarterly training sessions at Ethics Commission[2]; distribution and collection of all mandated ethics policies, codes and forms; evaluation of University travel forms and employee conflicts of interest that may arise; enforcement of the State's gift prohibition and the handling of all matters when University employees receive gifts from vendors; advising all employees of post-employment restrictions upon leaving the employ of the University; informing and assisting employees who file the annual Financial Disclosure Forms; informing and assisting Board of Trustee members in filing the Executive Order No. 64 (Christie) Conflict of Interest Disclosure forms; overseeing and implementing the mandatory training requirements for the University's employees; participating in a mandatory compliance review process[3] with the Compliance Officer from Ethics

[2] Kean University has sent its ELO or a designee to participate in all Commission training sessions to date.

[3] Kean University was audited by the SEC during 2009 and was deemed to be in substantial compliance of all State ethics requirements on November 13, 2009.

Commission; investigating matters involving ethics violations and reporting such violations to Ethics Commission; and maintaining a webpage (http://www.kean.edu/KU/Ethics-Office) and e-mail address (ethics@kean.edu) for the University's Ethics Program.

As stated above, the University's ELO periodically gathers Outside Activity Questionnaire forms; receipts for the Uniform Ethics Code and Plain Language Guide; Scholarly Capacity Disclosure forms; Request for Approval for Attendance at Events forms; and, Ethics Briefing receipts.[4] Data can be provided to the MSCHE Visiting Team at the September 2012 visit.

Board Assessment of Integrity

For the Board of Trustees, the periodic evaluation of policies related to integrity takes many forms. Each board committee and its members are responsible for understanding and overseeing the University's policies involved in their committee's area of expertise. In the area of finance, for example, the Board of Trustees, through both its Audit and Finance committees, undertakes an annual review of the University's finances, including internal and external audit reports, enrollment trends, bond capacity, and cash management policies. Several years ago, for example, when the market dropped and investments grew precarious, the Audit Committee reviewed the University's Cash Management Policy and recommended the Board adopt a more conservative approach to investment, focusing primarily on certificates of deposit and Treasury bills. An annual review of this policy two years later determined greater strength in the marketplace and a broader approach to cash management recommended to, and adopted by, the Board. The close monitoring and review of financial practice to ensure the highest standards of fiscal integrity are maintained is, in this Board's view, a vital part of its responsibility in overseeing a publicly funded institution whose students receive approximately $71 million in federal financial aid.

The Board of Trustees also engages regularly in its own self-assessment on issues of integrity and best practices. As noted earlier in this report, the Board has begun a bi-annual process of self-assessment aimed at determining what improvements can be made in areas such as board operations, education, recruitment and communications. (Appendix 6-5). At least three Board members annually attend the national Association of Governing Board (AGB) Conference on Trusteeship to participate in workshops designed to identify best practices for board members in both the public and private sector. A few of the results of these workshops include information that led to the creation of the Board's Audit Committee, an increased emphasis on risk-management discussions at the University, and this year's recommendation for the creation of a Board governance committee, which currently is under discussion. New trustees also are invited to participate in AGB's orientation program for new trustees at the annual conference.

The Board of Trustees' careful and thorough examination of the issues raised with regard to the credentials of President Farahi also stands as another example of the commitment of the University's leadership to ensure integrity is maintained and that proper procedures are followed. As MSCHE is aware, the president of the Kean Federation of Teachers sent a letter to the Board of Trustees in late November 2011 alleging that President Farahi's resumes dating from the

[4] Since the Commission's next cycle for mandatory online training is 2013, the University is completing an ethics briefing during 2012.

1980s contained inaccurate or misleading information. The Board took these allegations most seriously. After careful consideration in December 2011, the Executive Committee of the board requested the law firm of McElroy, Deutsch, Mulvaney & Carpenter conduct an independent investigation of the underlying facts. The firm's investigation included a thorough review of all available documents, including materials secured from sources outside of the University, as well as extensive in-person and telephone interviews of relevant individuals within and outside the University. The president of the KFT did not respond to requests from independent counsel to be interviewed in the investigation. At its meetings on February 9, 2012 and February 15, 2012, the Board of Trustees reviewed the independent investigators' report, as well as all other relevant information received, including but not limited to President Farahi's responses. After due deliberation and careful consideration, a majority of the Board affirmed its support of President Farahi in a public session through a roll call vote.

NCAA Reviews

At the administration level, another example of how the University has engaged in an assessment of integrity evidenced in its institutional policies, processes, and practices as well as the manner in which they are implemented can be found in the process triggered by and in alignment with an external investigation conducted by the NCAA. The MSCHE was informed by Kean on April 19, 2012 that the NCAA Division III Committee on Infractions had issued a Public Infractions Report ("Report"), a copy of which was forwarded to the MSCHE on the same date. While all violations are inexcusable, the report does acknowledge on Page 2 that as an institution with six men's and seven women's intercollegiate sports, this was Kean's first major infractions case.

As the NCAA report indicated, the initial violations were self-reported and, as soon as additional violations were discovered, the University administration informed the Board of Trustees and was directed by the Board to take immediate corrective action. The University engaged Alden & Associates, Inc. to conduct a thorough NCAA compliance review of the intercollegiate athletics program and provide compliance training. The report from Alden & Associates presented recommendations for best practices, additional guidance on how best to enhance compliance, and strategies regarding how to prevent future violations. Among the recommendations was the establishment of formal, written procedures for securing NCAA rules interpretations. The Alden & Associate report and recommendations have been reviewed by the University and actions have been taken towards implementation of those recommendations, including the refinement of related policies and procedures, as demonstrated by the Athletic Department's compliance dashboard report, which will be available to the MSCHE team during its Fall 2012 visit.

The NCAA acknowledged and took into consideration Kean's extensive corrective actions and self-imposed penalties. Among the additional penalties imposed by the NCAA (Report, pp. 18-21), Kean was placed on probation for four years, from April 19, 2012 until April 18, 2016 and a four-year show cause was issued against the former head coach of the women's basketball team. The requirements placed on the University during this period of probation (Report, pp. 21-22) included, among other things, the submission of a preliminary report and schedule for establishing compliance and an educational program as well as the filing of an annual compliance report regarding further progress made. On June 27, 2012, the NCAA Associate

Director for the Committee on Infractions notified the University that the committee has reviewed and approved the institution's preliminary compliance report. (Appendix 6-11)

Upon the NCAA's release of the public report, Kean's Athletic Director issued a public statement regarding the corrective actions being implemented in response to the findings, and both the NCAA report and the Athletic Director's statement were immediately placed on the University's website. An email announcing the findings was sent to the entire campus community and New Jersey media outlets. The President hosted several lengthy meetings with parents of student athletes affected by the NCAA decision, and coaches from all programs were briefed and directed to meet personally with their teams to discuss the findings and their implications. The Athletics Department, which is now under new leadership, continues to work with the administration as well as the NCAA to ensure that all issues of concern are addressed and that the appropriate compliance requirements, including enhanced oversight and monitoring, are in place.

Throughout this process with the NCAA, the University has established open communications, made all relevant documents available to the Kean community, and committed the resources to ensure that appropriate oversight and monitoring are established and effective to protect the integrity of the institution and its students. Further, all actions taken and decisions made by the University in relation to these matters are in compliance with applicable federal and state laws, NCAA regulations, and Kean's employment policies.

In addition, as further explained in other sections of this report, the institution has added significant professional personnel to Kean's assessment team to assure that Kean realizes continual improvement and that a culture of assessment is sustained with respect to both processes and outcomes.

As previously stated, the series of constituent meetings initiated by the Board has been helpful, and measured. The direct engagement of members of the Board of Trustees has greatly enhanced the understanding of individual Trustees of the issues that concern the Kean community, particularly with respect to matters related to this standard. The Board's value of this practice and commitment to sustaining it is further evidenced by the establishment of an AY 2012/2013 calendar for attendance at campus constituent meetings (Appendix 6-9). Participant surveys will continue to be used, and then will be incorporated into Kean's ongoing culture of assessment. In addition, once matters related to the newly adopted Academic Integrity Policy that are subject to negotiations with appropriate unions are established, the Board will direct the Office of Assessment to commence with the development of a plan and instrument(s) for assessing the policy's effectiveness. Further, at the Board's direction, the Office of Assessment already is engaged in the development of an environmental climate survey for Kean University that can be administered annually or bi-annually to collect reliable data and information regarding the campus community.

Appendices for Standard 6:

Appendix 6-1: Board Resolution & Minutes (5.21.12) Correcting June 2011 Resolution

Appendix 6-2: Board Resolution on Academic Integrity Policy

Appendix 6-3: Board Resolution on Program Review Guidelines

Appendix 6-4: Board Resolution Creating Audit Committee

Appendix 6-5: Board 2011 Self-Assessment Survey and Results

Appendix 6-6: Evidence for Collaboration amongst Administration, Faculty and Students Representative Examples

Appendix 6-7: Table to highlight collaborations between administration, faculty, staff, students, and community partnerships across colleges

Appendix 6-8: A listing and description of the meetings held with various constituencies since the beginning of July, 2012

Appendix 6-9: BOT Campus Meeting Calendar for AY2012-2013

Appendix 6-10: Board/Campus Meetings Survey Results

Appendix 6-11: NCAA Letter Approving the University's Preliminary Compliance Report

Conclusion: Reflecting on lessons learned from completing the first cycle of assessment and embracing the synergy of collaboration

The action taken by the Commissioners on Standard 6 (Integrity) required Kean to examine institutional and Board policies and practices to ensure that decisions are data-driven and integrity drives the operations of the institution. Doing so has strengthened these very policies and committed the Board and the University's leadership to ongoing collaboration with the constituencies that comprise the campus community. Known as a model for assessment in the 1980s, Kean, as a result of the MSCHE preparation and visits, has returned to a systematic schedule of robust program and curriculum review, which will continue to provide the most current and reliable data, enabling the institution to assure that its culture of assessment is robust, informed, and sustainable.

The University recently completed its first cycle of the processes which comprise the University's Institutional Assessment System illustrated in Figure 1 and is now actively and collaboratively engaged in assessing these processes with the Office of Accreditation and Assessment. This office, now fully staffed, is working with institutional leaders from assessment and accreditation committee members to department chairs, deans and administrative department managers, to vice presidents, the President and members of the Board of Trustees to ensure that the second cycle of the Institutional Assessment System grows in its effectiveness by building upon what has been learned from the first cycle. The very writing of this Monitoring Report, a process which involved individuals from throughout the campus community, is perhaps the most important early element of this assessment of the assessment process.

The tools and processes now in place to assess institutional effectiveness, general education, and student learning generally were designed to stand the test of time and they have proven their utility in the writing of this Monitoring Report. But more importantly, they have proven their utility to the people who designed them to assess and improve the effectiveness of what they do in the service of the University's students.