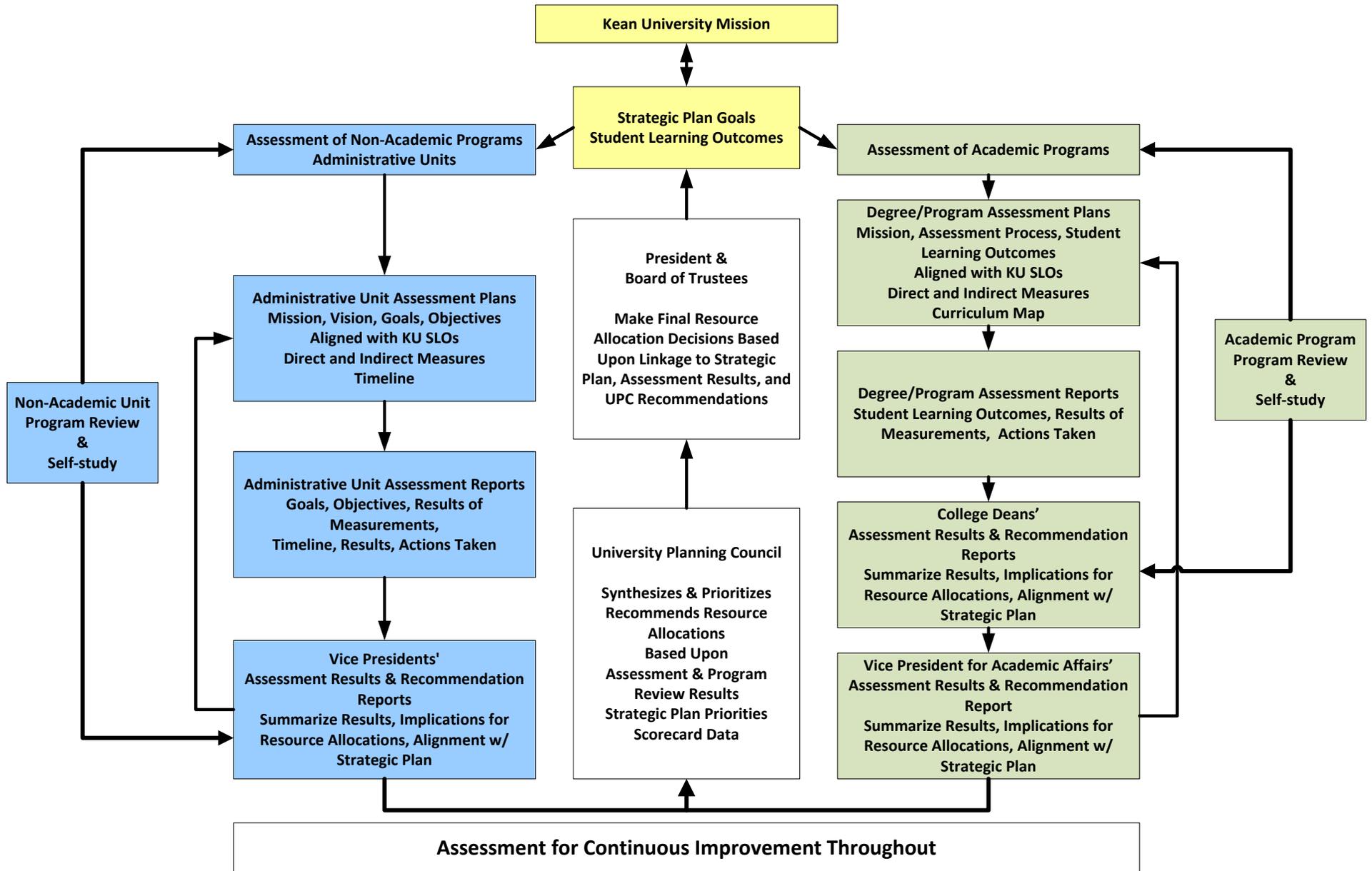# Appendix 7.01

Kean University Institutional Assessment System

Appendix 7.1   Kean University Institutional Assessment System

Kean University Mission

**Strategic Plan Goals
Student Learning Outcomes**

**Assessment of Non-Academic Programs
Administrative Units**

Assessment of Academic Programs

**Degree/Program Assessment Plans
Mission, Assessment Process, Student
Learning Outcomes
Aligned with KU SLOs
Direct and Indirect Measures
Curriculum Map**

**President &
Board of Trustees**

**Make Final Resource
Allocation Decisions Based
Upon Linkage to Strategic
Plan, Assessment Results, and
UPC Recommendations**

**Administrative Unit Assessment Plans
Mission, Vision, Goals, Objectives
Aligned with KU SLOs
Direct and Indirect Measures
Timeline**

**Non-Academic Unit
Program Review
&
Self-study**

**Academic Program
Program Review
&
Self-study**

**Degree/Program Assessment Reports
Student Learning Outcomes, Results of
Measurements, Actions Taken**

**Administrative Unit Assessment Reports
Goals, Objectives, Results of
Measurements,
Timeline, Results, Actions Taken**

**College Deans'
Assessment Results & Recommendation
Reports
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan**

University Planning Council

**Synthesizes & Prioritizes
Recommends Resource
Allocations
Based Upon
Assessment & Program
Review Results
Strategic Plan Priorities
Scorecard Data**

**Vice Presidents'
Assessment Results & Recommendation
Reports
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan**

**Vice President for Academic Affairs'
Assessment Results & Recommendation
Report
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan**

Assessment for Continuous Improvement Throughout

Appendix 7.02

Closing the Loop Actions Grid 2012-2013 AY

Appendix 7.2: Closing the Loop Actions Grid 2012-2013 AY

Division	Department	Reference to Orig Sum	UPC Ratings				Avg	Description of budget request	Budget Request	Annual = a One time = o	Administration Review
			Strong 4	Mod 3	Weak 2	Not Rec 1					
Academic Affairs	NWGC	AA6	95	0	5	0	3.90	Additional Lecturer position for Counselor Education to meet CACREP student:Faculty ratio	$70,000.00	a	**Approved**
Operations	OCIS-Undergraduate Admissions	O2*	89	11	0	0	3.89	Common Online Application Initiation	$50,000.00	a	**Approved**
University Relations	Media & Publications	UR1*	89	5	5	0	3.85	SEO and SSO Online efforts for School of Global Business	$150,000.00	o	**Insufficient Data to Justify**
Academic Affairs	COE	AA23	84	11	5	0	3.79	Site licenses for 14-15 calendar year Praxis-Prep	$13,000.00	o	**Approved**
Academic Affairs	COE	AA21	74	26	0	0	3.74	Support to attend CAEP Conference	$4,500.00	o	**In Operating Budget**
Academic Affairs	COE	AA25	79	16	5	0	3.74	16 Praxis review sessions for students	$3,200.00	o	**In Operating Budget**
Operations	Facilities	O1*	83	5	5	5	3.69	Energy Master Plan Vendor audit	$250,000.00	o	**Not Financially Feasible**
Academic Affairs	NWGC	AA8	68	32	0	0	3.68	AOTA professional association fee	$3,450.00	o	**In Operating Budget**
Academic Affairs	NWGC	AA7	84	0	11	5	3.63	Support for EPAS/EFMD membership and required attendance at meeting in Brussels	$15,000.00	o	**In Operating Budget**
Academic Affairs	COE	AA24	58	37	5	0	3.53	Site licenses for Teachscape 14-15	$5,000.00	o	**In Operating Budget**
Student Affairs	Student Affairs	SA1*	67	17	17	0	3.50	Sustain contract with Campus Labs & upgrade to include Beacon	$64,000.00	a	**In Operating Budget**

Division	Department	Reference to Orig Sum	UPC Ratings				Avg	Description of budget request	Budget Request	Annual = a One time = o	Administration Review
			Strong 4	Mod 3	Weak 2	Not Rec 1					
Academic Affairs	COE	AA22	63	26	5	5	3.48	Train University Supervisors and Adjuncts 1X per AY on use of rubrics for assessment, new core curriculum standards and teacher eval models	$6,000.00	o	In Operating Budget
Academic Affairs	COE	AA20	68	16	11	5	3.47	Support to attend national accreditation conference	$2,250.00	o	In Operating Budget
Academic Affairs	CHSS	AA3	68	11	16	5	3.42	Adjunct training - Rubrics, new curricula, etc.	$60,000.00	o	In Operating Budget
Academic Affairs	CVPA	AA11	63	16	21	0	3.42	Digital Photography Studio	$47,000.00	o	Denied Funding
Student Affairs	Center for Leadership and Service	SA2*	61	17	22	0	3.39	Purchase of a 12 passenger van for volunteer opportunities	$22,000.00	o	Reassign from existing fleet
Academic Affairs	CHSS	AA4	53	32	16	0	3.37	Expand GE Math Lab for 0901 instruction	$57,736.55	o	Approved
Academic Affairs	NWGC	AA9	47	42	5	5	3.32	CSWE professional association fee	$7,000.00	o	In Operating Budget
Academic Affairs	CHSS	AA5	53	26	21	0	3.32	Update Experimental Lab (EC236) to improve student learning of statistical analysis & experimental design	$49,000.00	o	Insufficient Data to Justify
Academic Affairs	CVPA	AA16	58	16	26	0	3.32	Multimedia Lab studio	$76,000.00	o	Insufficient Data to Justify
Student Affairs	UC Administration	SA3*	61	11	22	5	3.29	Student related capital improvements to UC 2nd and 3rd floors	$60,000.00	o	In Operating Budget

Division	Department	Reference to Orig Sum	UPC Ratings				Avg	Description of budget request	Budget Request	Annual = a One time = o	Administration Review
			Strong 4	Mod 3	Weak 2	Not Rec 1					
Academic Affairs	CVPA	AA12	47	32	21	0	3.26	Music Technology and digital keyboard studio lab	$38,000.00	o	**Insufficient Data to Justify**
Academic Affairs	COE	AA26*	44	33	22	0	3.22	.5 FTE Feildwork Coordinator for PE Students	$25,000.00	o	**Denied Funding**
Academic Affairs	NWGC	AA10	42	42	11	5	3.21	Recruiter to attend recruitment fairs, conferences and events & create recruitment materials	$50,000.00	a	**Insufficient Data to Justify**
Academic Affairs	NJCSTME	AA1	42	37	16	5	3.16	Funding for NJCSTME-Drexel Program tutorial assistance	$5,517.00	o	**In Operating Budget**
President	Student Government	P3*	61	11	5	22	3.12	Funding for a major show for students	$75,000.00	o	**In Operating Budget**
Academic Affairs	CVPA	AA14	37	42	16	5	3.11	Equipment for Design studio (laser cutter, 3D printers, scanner, color printer)	$61,000.00	o	**Denied Funding**
Academic Affairs	CBPM	AA2	37	32	26	5	3.01	Travel to consortium of Universities	$18,000.00	o	**Denied Funding**
Academic Affairs	CVPA	AA17	32	32	36	0	2.96	Instrumental wind band budget	$30,000.00	o	**Insufficient Data to Justify**
Academic Affairs	CVPA	AA18	42	21	26	11	2.94	Acoustically treated hammering room	$42,000.00	o	**Insufficient Data to Justify**
Academic Affairs	CVPA	AA15	16	48	26	0	2.89	Professional manager for Design	$52,000.00	a	**Insufficient Data to Justify**
Academic Affairs	CVPA	AA19	32	26	37	5	2.85	Studios with optimized lighting	$53,000.00	o	**Denied Funding**
Academic Affairs	CVPA	AA13	26	26	42	5	2.74	Support for travel to conferences and other lab equipment	$50,000.00	o	**Denied Funding**
* Indicates that there was one fewer voter for these votes									**$1,514,653.55**		

Division	Department	Reference to Orig Sum	UPC Ratings				Avg	Description of budget request	Budget Request	Annual = a One time = o	Administration Review
			Strong 4	Mod 3	Weak 2	Not Rec 1					

New Amount Approved	In Operational Budget	Insufficient Data to Justify	Financially Not Feasible	Denied Funding
$70,000.00	-	-	-	-
$50,000.00	-	-	-	-
-	-	$150,000.00	-	-
$13,000.00	-	-	-	-
-	$4,500.00	-	-	-
-	$3,200.00	-	-	-
-	-	-	$250,000.00	-
-	$3,450.00	-	-	-
-	$15,000.00	-	-	-
-	$5,000.00	-	-	-
-	$64,000.00	-	-	-

New Amount Approved	In Operational Budget	Insufficient Data to Justify	Financially Not Feasible	Denied Funding
-	$6,000.00	-	-	-
-	$2,250.00	-	-	-
-	$60,000.00	-	-	-
-	-	-	-	$47,000.00
-	-	-	-	$22,000.00
$57,736.55	-	-	-	-
-	$7,000.00	-	-	-
-	-	$49,000.00	-	-
-	-	$76,000.00	-	-
-	$60,000.00	-	-	-

New Amount Approved	In Operational Budget	Insufficient Data to Justify	Financially Not Feasible	Denied Funding
-	-	$38,000.00	-	-
-	-	-	-	$25,000.00
-	-	$50,000.00	-	-
-	$5,517.00	-	-	-
-	$75,000.00	-	-	-
-	-	-	-	$61,000.00
-	-	-	-	$18,000.00
-	-	$30,000.00	-	-
-	-	$42,000.00	-	-
-	-	$52,000.00	-	-
-	-	-	-	$53,000.00
-	-	-	-	$50,000.00
$190,736.55	$310,917.00	$487,000.00	$250,000.00	$276,000.00

New Amount Approved	In Operational Budget	Insufficient Data to Justify	Financially Not Feasible	Denied Funding
12.6%	20.5%	32.2%	16.5%	18.2%

Appendix 7.03

2013-2014 Non-Academic Unit Assessment Planning Form

Appendix 7.3: 2013-2014 Non-Academic Unit Assessment Planning Form

CONTEXT FOR NON-ACADEMIC UNIT PLANNING FOR 2013-2014

Created by the Office of Accreditation and Assessment
August 2013

After successfully completing two cycles of assessment responding to Middle States and succeeding in removing our warning and probationary status with them, it is time to use what we have learned and move forward with planning for our University's continuous improvement in our operations in the service of our students.

To do so, throughout 2013-2020 we will be collectively focusing our attention on achieving the goals of our new 2013-2020 Strategic Plan. Beginning this year, each non-academic unit will focus its attention on the Strategic Planning goals its division has chosen to focus upon, identifying which actions relate to their office, and developing an assessment plan based off of those action items.

This represents a transition from thinking of assessment as an accountability tool directed outward toward Middle States to assessment as a tool to inform planning and decision making directed inward toward unit, division, and University improvement in the service of our students. By starting with our new Strategic Plan's goals this year, it also represents the full adoption of our Assessment System as outlined in the figure below. It also takes advantage of the rare opportunity to develop unit-level plans that are specifically designed to contribute to the success of the University's overall Strategic Plan.
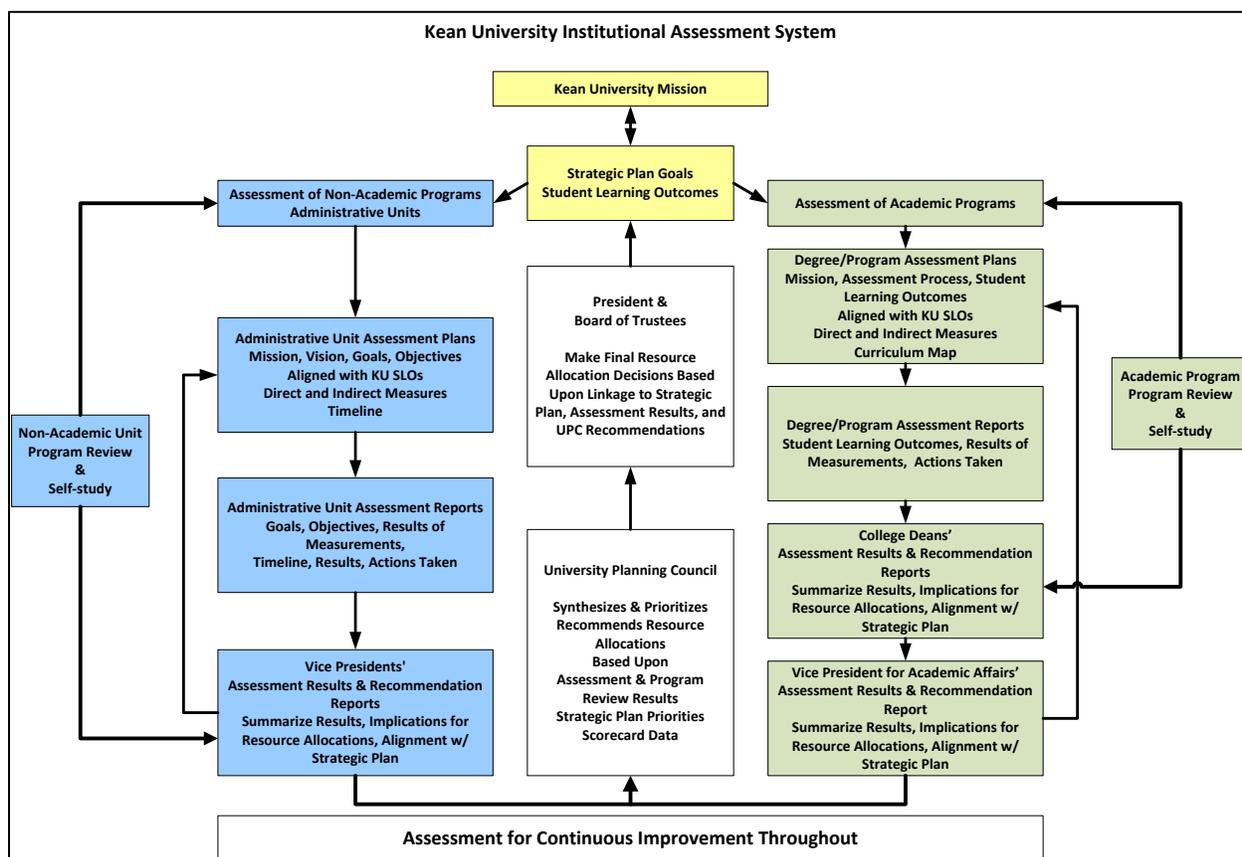
2013-2020 Strategic Plan Goals

- **Goal 1:** To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions

- **Goal 2:** To attract and retain more full-time, first-time undergraduate, transfer and graduate students

- **Goal 3:** To retain and further attract world class faculty and professional support staff

- **Goal 4:** To utilize our diversity and global perspective to further promote a learning environment that is equitable, inclusive and socially just

- **Goal 5:** To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international*

- **Goal 6:** To become a globalized university: uniquely global, uniquely Kean

- **Goal 7:** To establish a revenue flow, and financial planning and resource allocation processes that are sufficient, dependable, and consistent to support Kean University's ongoing financial obligations and future ambitions, in light of ongoing reductions in public funding

- **Goal 8:** To enhance and build facilities that will support the growth of Kean as a multi- campus, increasingly residential and partner-oriented institution sited in multiple and diverse communities

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

- **Goal 10:** To develop, sustain and be ready to operationalize a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc), and reaching out to every aspect of Kean university life (personal, institutional, and educational)

PREPARING YOUR UNIT'S 2013-2014 PLAN

You should set realistic targets for <u>this year</u> that will contribute to a multi-year effort to achieve University, division, and unit goals based on the 2013-2020 Kean University Strategic Plan goals and action items. Keep in mind as well that where you end up at the end of this year will likely serve as the baseline from which you will begin your 2014-2015 planning. You should think about planning not as something you do at the beginning of the year and only get back to at the end of the year to satisfy reporting needs, rather you should think about developing a plan that is a tool you will use *throughout* the year to monitor progress and make mid-course corrections if necessary.

<u>You may wish to follow these steps as you prepare your plan:</u>

1. Identify your goals for the year in each of these categories
   a. 2013-2020 Strategic Plan goals your unit will be contributing to
   b. Additional division-specific goals
   c. Identifying which action items/implementation timeline items your unit will achieve

2. Brainstorm with your staff how you can contribute to these goals and how you would measure progress *throughout* the year

3. Write your objectives for each goal taking care that they are objectives that identify the measures you will use to monitor progress

4. Review your written goals and objectives with your colleagues

5. Complete your plan for the year

The following page provides the format you should use to write you 2013-2014 Unit Plan. There is no form or template this year. Simply use the following format so that the format for all units' plans will be consistent.

2013-2014 Academic Year Administrative Assessment Plan

(Insert Unit name here)

Mission Statement: (*Write your mission statement here*)

Vision Statement: (*Write your vision statement here*)

Goals and Objectives

A) 2013-2020 Strategic Plan Goal: Insert your division's 1st goal from the Strategic Plan here

   1) Objective A.1 (Write your first objective here – utilize the action items/ implementation timeline items from the strategic plan goal you have identified as your objective)

      a) *Responsible Individual:* Who in your unit will be responsible for overseeing the achievement of this objective and who will work on this person's team?

      b) *Measures:* Description of the measure(s) you will use to monitor your progress throughout the year. If it is not amenable to quantitative measurement, explain how progress will be measured. If you will need support from the OAA or others to collect the necessary data, explain the support you will need here.

      c) *Timeline with milestones:* What do you expect to achieve by when throughout the year? What level on your measure(s) do you expect to achieve on these milestone date(s)? We will use February 14, 2014 for one of your milestones. A mid-year report will be due February 14; representatives from the OAA will meet with you to discuss it.

      d) *Implementation plan for this objective:* Description of the process you will use to achieve this objective.

   2) Objective A.2 (if applicable) then repeat steps a-d

B) 2013-2020 Strategic Plan Goal: Insert your division's 2nd goal from the Strategic Plan here if applicable

   1) Objective B.1 (repeat a-d)

C) 2013-2020 Strategic Plan Goal: Insert your division's 3rd (if applicable) goal from the Strategic Plan here if applicable

   1) Objective C.1 (repeat a-d)

D) 2013-2020 Strategic Plan Goal: Insert your division's 4th (if applicable) goal from the Strategic Plan here if applicable

   1) Objective D.1 (repeat a-d)

Appendix 7.04

SMART Objective Form for Administrative Unit Assessment

SMART Objectives

Developing SMART Objectives

One way to develop well-written objectives is to use the SMART approach. Developing specific, measurable objectives requires time, orderly thinking, and a clear picture of the results expected from program activities. The more specific your objectives are, the easier it will be to demonstrate success.

> **SMART** stands for
> **S**pecific
> **M**easurable
> **A**ttainable/Achievable
> **R**elevant
> **T**ime bound

Specific—*What exactly are we going to do for whom?*
The "specific" part of an objective tells us what will change for whom in concrete terms. It identifies the population or setting, and specific actions that will result. In some cases it is appropriate to indicate *how* the change will be implemented (e.g., through training). Coordinate, partner, support, facilitate, and enhance are not good verbs to use in objectives because they are vague and difficult to measure. On the other hand, verbs such as provide, train, publish, increase, decrease, schedule, or purchase indicate clearly what will be done.

Measurable—*Is it quantifiable and can WE measure it?*
Measurable implies the ability to count or otherwise quantify an activity or its results. It also means that the source of and mechanism for collecting measurement data are identified, and that collection of these data is feasible for your program or partners.

A baseline measurement is required to document change (e.g., to measure percentage increase or decrease). If the baseline is unknown or will be measured as a first activity step, that should be indicated in the objective as "**baseline to be determined using XXX database, 20XX.**" The data source you are using and the year the baseline was obtained should always be specified in your objective statement. If a specific measurement instrument is used, you might want to incorporate its use into the objective.

Another important consideration is whether change can be measured in a meaningful and interpretable way given the accuracy of the measurement tool and method.

Attainable/Achievable—*Can we get it done in the proposed time frame with the resources and support we have available?*

The objective must be feasible with the available resources, appropriately limited in scope, and within the program's control and influence.

Sometimes, specifying an expected level of change can be tricky. To help identify a target, talk with an epidemiologist, look at historical trends, read reports or articles published in the scientific or other literature, look at national expectations for change, and look at programs with similar objectives. Consult with partners or stakeholders about their experiences. Often, talking to others who have implemented similar programs or interventions can provide you with information about expected change.

In some situations, it is more important to consider the percentage of change as a number of people when discussing impact. Will the effort required to create the amount of change be a good use of your limited resources?

Relevant—*Will this objective have an effect on the desired goal or strategy?*
Relevant relates to the relationship between the objective and the overall goals of the program or purpose of the intervention. Evidence of relevancy can come from a literature review, best practices, or your theory of change.

Time bound—*When will this objective be accomplished?*
A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment in which the change must be achieved, the scope of the change expected, and how it fits into the overall work plan. It could be indicated as "By December 2010, the program will" or "Within 6 months of receiving the grant,..."

Using SMART Objectives

Writing SMART objectives also helps you to think about and identify elements of the evaluation plan and measurement, namely indicators and performance measures.

An indicator is what you will measure to obtain observable evidence of accomplishments, changes made, or progress achieved. Indicators describe the type of data you will need to answer your evaluation questions. A SMART objective often tells you what you will measure.

A performance measure is the amount of change or progress achieved toward a specific goal or objective. SMART objectives can serve as your performance measures because they provide the specific information needed to identify expected results.

Getting Started

To develop SMART objectives, use the template below and fill in the blanks:

By_____/_____/_____, _____
[WHEN—Time bound]   [WHO/WHAT—Specific]

from _____ to _____
[MEASURE (number, rate, percentage of change and baseline)—Measurable]

Adapted from http://www.cdc.gov/dhdsp/state_program/evaluation_guides/pdfs/smart_objectives.pdf

Appendix 7.05

Assessment Institute Schedule January 2013

Day	Time	Activity – ALL ACTIVITIES AND SESSIONS LOCATED IN STEM BUILDING
Monday	8:00 - 9:00	Coffee and Danish (STEM Atrium -1st Floor) – Registration (2nd Floor outside of Auditorium)
	9:00 - 9:20	Welcome and Overview of Institute (Auditorium – 2nd Floor)
	9:20 - 9:30	Introduction of Keynote Speaker: Dr. Peggy Maki
	9:30 - 11:00	Dr. Peggy Maki Keynote
	11:00 - 11:15	**BREAK** POSTER – Assessing New Technologies to Expand Knowledge and Information Sharing in Internship and Experiential Learning Settings – Mirrer – 3rd Floor Lounge POSTER – Moving towards SMART Objectives – Moran, Austein – 6th Floor Lobby
	11:15 - 12:45	Maki – presentation to administrative units (Auditorium – 2nd Floor)
	11:15-11:45	Breakout Sessions/Presentations - Academic • Raising the Assessment Bar with National Accreditation - Knezek, Santomauro, Morreale - (Rm. 306) • Why Assessment Matters – Christie (Roundtable) – (Rm. 307) • Is Middle States Serious or Can There be Humor in Assessment? – Andriotis – (Rm. 308) • Program Review Without Tears – Mascari, Daly, Lynch – (Rm. 317)
	12:00-12:30	Breakout Sessions/Presentations – Academic • Graduating Student Survey – Hoffman (6th Floor)
	12:45 - 1:30	Lunch (1st Floor Atrium & 6th Floor)
	1:30 - 3:00	Maki - presentation to academic programs (Auditorium – 2nd Floor)
	1:30 - 3:00	Office of Accreditation and Assessment - Administrative Units (6th Floor)
	3:00 - 3:15	**BREAK** – 3rd Floor and 6th Floor – Cookies and Coffee POSTER – Assessing New Technologies to Expand Knowledge and Information Sharing in Internship and Experiential Learning Settings – Mirrer – 3rd Floor Lounge POSTER – Moving towards SMART Objectives – Moran, Austein – 6th Floor Lobby
	3:15 - 3:45	Breakout Sessions/Presentations • The Advantages and Challenges of Uniformity Across Sections within a Course – Stokes-Huby (Roundtable) – (Rm. 306) • Synchronize program outcomes w/ student learning objectives with focus on globalization, critical thinking and creativity – Nevarez – (Rm. 308) • NON academic units on Clickers for planning and decision making - Dobosiewicz (Auditorium – 2nd Floor)
	3:45 - 4:30	GE sessions • Statistics: Teaching Quantitative Reasoning Skills Throughout the Disciplines – Dacosta (Rm. 306) • Diversity: AACU Value Rubrics – Kaplan (Rm. 307) • Higher Education Assessment and the United Kingdom –Howlett – (Rm. 308) • GE Oral Presentation Rubric Used Across the Curriculum – Fitch (Rm. 318)

Appendix 7.5: Assessment Institute Schedule January 2013

Day	Time	Activity – ALL ACTIVITIES AND SESSIONS LOCATED IN STEM BUILDING
Tuesday	8:00 - 9:00	Coffee and Danish (STEM Atrium -1st Floor) – Registration (2nd Floor outside of Auditorium)
	9:00 - 11:30	Joe Cronin - Strategic Planning - Draft 2013-2020 Strategic Plan + Interactive Goals and Themes (Auditorium – 2nd Floor)
	11:30 - 11:45	**BREAK** POSTER – Assessing New Technologies to Expand Knowledge and Information Sharing in Internship and Experiential Learning Settings – Mirrer – 3rd Floor Lounge POSTER – Moving towards SMART Objectives – Moran, Austein – 6th Floor Lobby
	11:45 – 12:15	Breakout Sessions/Presentations • Use of Assessment Testing in Biology to Support Student Learning Outcomes – Knezek, James, Pu (Rm. 306) • Assessment of each element within the current framework of a program – Adams, Szekeres (Rm. 307) • Assessing Kean University Student Learning Outcomes in Non-Academic Departments – Van Dyk (Rm. 308) • Social Work Practice: Using Lessons Learned to Inform Curriculum Development and Future Learning Outcomes – Norwood, Lightfoot (Rm. 317) • Meeting for 2013 Academic Program Review and College Assessment Coordinators (Rm. 401)
	12:15 - 1:00	Lunch (1st Floor Atrium & 6th Floor)
	1:15 - 1:45	Breakout Sessions/Presentations • Measuring Creative Thinking: Culturally and Linguistically Diverse Students – Namazi (Rm. 306) • Including Wenzhou-Kean Students in the ESL Program Assessment – Griffith (Rm. 307) • Using Assessment Information to Improve MGS 2150 - Business Statistics & Its Application – Rayat, Rhee (Rm. 308) • Assessing How a Regional University Prepares Students for National Exams – Moran (Roundtable) (Rm. 317) • Using SMART Objectives for smart assessment – Van Dyk, Armstrong (6th Floor)
	1:45 - 2:45	Colleges/academic programs meet: COE (306), CHSS (307), NAHS (308), CPBM (317), CVPA (401), NWGC (501), NJCSTM (TBA)
	1:45 - 2:45	Administrative units meet (6th Floor)
	2:45 - 3:00	**BREAK** – 3rd Floor and 6th Floor – Cookies and Coffee POSTER – Assessing New Technologies to Expand Knowledge and Information Sharing in Internship and Experiential Learning Settings – Mirrer – 3rd Floor Lounge POSTER – Moving towards SMART Objectives – Moran, Austein – 6th Floor Lobby
	3:00 - 4:15	Presentations from Turning Technologies (Auditorium – 2nd Floor) • Clickers and pedagogy - Dr. Elizabeth Sheyder • Clicker Technology Anywhere - Kyle Pavlock (Non-academic units welcome)

Day	Time	Activity – ALL ACTIVITIES AND SESSIONS LOCATED IN STEM BUILDING
Wednesday	8:00 - 9:00	Coffee and Danish (STEM Atrium -1st Floor) – Registration (2nd Floor outside of Auditorium)
	9:00 - 9:15	Closing comments and Thank You! (Auditorium – 2nd Floor)
	9:15 – 9:45	GE session(s) • Assessment for GE Distribution Courses - Dobosiewicz (Auditorium – 2nd Floor) • Assessment for Capstone Courses - Lepore (1st Floor Atrium) • Graduate Studies Sessions – Howlett – (Rm. 308)
	9:45 – 10:15	• Student Math/Science Achievement vs. Academic Assessment – Stapleton (Rm. 306) • Effects of Student Readiness: Prerequisite Screening – Shin, Stokes-Huby (Rm. 307) • Graduate Studies Sessions – Howlett – (Rm. 308)
	10:15 - 10:30	**BREAK**
	10:30-11:00	• Information Literacy (GE S5) in Research and Technology and the Capstone: Addressing the Gap – Cifelli, Dowd, Yildiz, Anderson, Gonzalez (Auditorium – 2nd Floor) • Graduate Studies Sessions – Howlett – (Rm. 308)

Appendix 7.06

Assessment Institute Schedule May 2013

Assessment Day Agenda
May 17, 2013
12:00pm-4:00pm

12:00pm-12:45pm   Working Lunch — Strategic Plan town hall
1st Floor Atrium

12:50pm-1:00pm   Keynote Introduction
 Auditorium

1:00pm-1:55pm   Dr. Finley — Keynote presentation for all representatives

2:00pm-2:55pm   Administrative Units — Workshop with Dr. Finley
Auditorium

 Academic Programs — Breakout groups by college
NAHS – 3rd Floor Room 306
CVPA – 3rd Floor Room 317
NWGC – 3rd Floor Room 318
CBPM – 4th Floor Room 401
COE – 1st Floor Atrium
CHSS – 6TH Floor

3:00pm-4:00pm   Administrative Units — Meet with OAA
6th Floor

Academic Units — Workshop with Dr. Finley
Auditorium

Appendix 7.07

Training Days Schedule January 2014

Appendix 7.7: Training Days Schedule January 2014

Monday, January 13, 2014 Assessment Institute: Day One – Closing the Loop		
8:30 AM-9:15 AM	**Continental Breakfast -** *DOWNS HALL*	

8:30 AM-9:15 AM	**Registration -** *Wilkins Theater*	

9:30 AM - 11:00 AM *Wilkins Theater*	**FACULTY TRACK and STAFF TRACK**	
	Plenary Session: Maintaining Momentum *Speaker: Linda Suskie* *Assessment & Accreditation Consultant, Author*	

11:15 AM – 12:15 PM	**FACULTY TRACK**	**STAFF TRACK**
	Assessing Diversity Learning Outcomes: Workshop – *Linda Suskie* *Wilkins Theater*	**Staff Assessment Techniques –** **best practices and results from 2012/13** Facilitated by Ian Klein, Office of Accreditation and Assessment *Downs Hall*

12:30 PM-1:30 PM	**Lunch - DOWNS HALL**	

1:45 AM - 2:45 PM	**FACULTY TRACK**	**STAFF TRACK**
	GE Track **- Large Scale Testing, General Surveys – Results and analysis** *Wenjun Chi, M.Ed., Acting Associate Director-* *Office of Accreditation and Assessment* *Linda Cifelli, M.L.S., Ed.S., Information Literacy Librarian-* *Kean University Library* *UC 228* *GE Track* **– Working with GE Rubrics** Kim Chen, Bridget Lepore, Dr. Ramandalis Keddis, General Education Faculty, & Bridget White, Managing Assistant Director, School of General Studies - General Education Program *CAS 106*	**Closing the Loop Unit Meetings focusing on results from Program Review and/or results of Annual Assessment By division (see chart below)** Facilitated by Ian Klein, Office of Accreditation and Assessment

		GE Track – Designating and aligning your course with GE SLOs *Facilitated by Dawn Marie Dowd, Managing Assistant Director, School of General Studies, General Education Program* *UC 226 A/B*				
		Designating and aligning your SLOs as a course, and as a program – discussion within program groups with facilitators as requested				
	College	**Facilitated by**	**Room #**	**Division**	**Facilitated by**	**Room #**
Also at 1:45 AM - 2:45 PM	CBPM	Susan DeMatteo Acting Associate Director Office of Accreditation and Assessment	**K 127**	**Operations**	Ian Klein Associate Director Office of Accreditation and Assessment	**Downs Hall Rm 1**
	COE		**K 127**	**Student Affairs**		**Downs Hall Rm 2**
	CHSS		**K 127**	**Academic Affairs**		**Downs Hall Rm 3**
	CNAHS		**K 127**	**Institutional Advancement**		**Downs Hall Rm 2**
	CVPA		**K 127**	**University Relations**		**Downs Hall Rm 1**
	NJCSTM		**K 127**			
	NWGC		**K 127**			

2:45 PM-3:00 PM	**Coffee/Tea/Water Service in Downs Hall**

	FACULTY TRACK	**STAFF TRACK**
3:00 PM – 4:30 PM	**Closing the Loop program meetings focusing on results from Academic Program Review and/or results of Annual Assessment**	**Closing the Loop Division Meetings focusing on overall results from Unit Meetings** *Gathering By division*

	College	Facilitated by	Room #	Division	Facilitated by	Room #
	CBPM			Operations		UC 315
	COE			Student Affairs		UC 228
	CHSS	Susan DeMatteo Acting Associate Director Office of Office of Accreditation and Assessment	Downs Hall	Academic Affairs	Ian Klein Associate Director Office of Office of Accreditation and Assessment	UC 226
	CNAHS			Institutional Advancement		UC 228
	CVPA			University Relations		UC 228
	NJCSTM					
	NWGC					

Tuesday, January 14, 2014
Assessment Institute: Day Two – Moving Forward

8:30 AM-9:15 AM	Continental Breakfast - *Downs Hall*

	FACULTY TRACK	STAFF TRACK
9:30 AM – 10:30 AM	*GE Track:* **Teaching with the University Writing Rubric** *Presenting: Mark Sutton, English Department* **N 113** *GE Track*: **Proposed New Guidelines from the GE Committee** *GE Committee Presenters: Don Marks, Psy.D., Assistant Professor, Advanced Studies in Psychology, Melda N. Yildiz, Ed. D. Associate Professor, School of Global Education and Innovation, Dawn Marie Dowd, Managing Assistant Director, School of General Studies* **CAS 106** *GE Track:* **Values – How do we measure them? – a working group** *Facilitating: - S. Gwendolyn Beloti, Transition to Kean, Managing Administrative Assistant - Scott Snowden, Director, Center for Leadership and Service - Lydia Kaplan, Research & Technology Lecturer, School of General Studies* **UC 228**	**Building Your Strategic Plan: A Training** *Presenting: Dr. Veysel Yucetepe, Chair MBA Global Management* *Little Theatre*

	GE Track: Transfer Transition to Kean – a working group *Facilitated by Wilma Velazquez, CAS & Sharon Haussmann, CAS* *UC 315*	
	Understanding the Data from Institutional Research *Presenting: Dr. Shiji Shen, Director of IR* *B 109*	

	FACULTY TRACK	**STAFF TRACK**
10:45 AM – 11:45 AM	**GE Track: Assessing Speech Presentations across the Curriculum** *Presenters: Dr. Chris Lynch and Michael Rizzo* *UC 315*	**Implementing Your Strategic Plan: A Training** *Presenting:* *Dr. Veysel Yucetepe, Chair* *MBA Global Management* *Little Theatre*
	GE Track: Exploring the Critical Thinking Rubric *Presenters: School of General Studies Faculty* *CAS 106*	
	GE Track: What is good writing? Assessing our students using Kean's Composition Rubric *Presenter: Dr. Kathryn Inskeep, Writing Center Director* *UC 228*	
	"Enhancing your teaching through use of the SIR II Report: SIR II, SIR II Online and eSIR" *Presenters: Susan Polirstok, Ed.D, Dean, College of Education and Wenjun Chi, M.Ed., Acting Associate Director-Office of Accreditation and Assessment* *N 113*	

12:00 PM - 1:00 PM	**Lunch - *Downs Hall***

	FACULTY TRACK	**STAFF TRACK**
1:15 PM – 2:15 PM	**GE Track: Distributed Courses, Capstones and GE Outcomes** *Facilitated by Bridget Lepore, faculty General Education Program, Dawn Marie Dowd, Managing Assistant Director, School of General Studies, General Education Program, Lisa Sissler, faculty General Education Program* *N 113*	**Project Management and Cost Benefits Analysis: A Training** *Presenting:* Dr. Shanggeun Rhee Management Coordinator School of Management, Marketing, and International Business
	GE Track: Assessing Writing Emphasis Capstones *Dr. Kathryn Inskeep, Writing Center Director* *UC 228*	

	Using the Co-Curricular Transcript *Facilitator: Susan Figueroa, Managing Assistant Director for Community Service and Civic Engagement* **UC 315** *GE Track:* **Exploring Quantitative Reasoning: What is it, where and how should we assess it?** *Leslie DaCosta, Kathleen Lodge, Elizabeth Sieminski, General Education Math Faculty, & Bridget White, Managing Assistant Director, School of General Studies - General Education Program* **CAS 106** **NWGC Faculty: Assessment of Graduate Courses – a working group** *Facilitator: Dr. Jeff Beck, Dean of the NWGC* **Downs Hall**	**LIttle Theatre**

2:15 PM-3:00 PM	**Coffee/Tea/Water Service – Downs Hall**

	FACULTY TRACK	**STAFF TRACK**
2:30 PM – 4:30 PM	**Finalizing your Annual Assessment Plans/Planning Your Program Review – Assessment coordinators to facilitate** *By college*	**Finalizing your Annual Assessment Plans for 2013-2014/Planning Your Program Review – facilitators available as requested** *By division*

	College	Facilitated by	Room #	Division	Facilitated by	Room #
	CBPM		*Downs Hall*	Operations		*UC 228*
	COE		*Downs Hall*	Student Affairs		*UC 228*
	CHSS	**Susan DeMatteo Acting Associate Director &**	*Downs Hall*	Academic Affairs	**Ian Klein Associate Director Office of Accreditation and Assessment**	*UC 315*
	CNAHS	*Wenjun Chi, M.Ed., Acting Associate Director*	*Downs Hall*	Institutional Advancement		*UC 228*
	CVPA	**Office of Accreditation and Assessment**	*Downs Hall*	University Relations		*UC 228*
	NJCSTM		*Downs Hall*			
	NWGC		*Downs Hall*			

Wednesday, January 15, 2014 Advisement Day			
8:30 AM – 9:25 AM	**Continental Breakfast & Registration** *DOWNS HALL*		

	FACULTY TRACK & STAFF TRACK		
9:30 AM-11:45 AM DOWNS HALL	**The Good Advisor – Connecting with Your Advisees** *Facilitated by The Counselor Education Department:* *Maria Del Carmen Rodriguez, Ph.D., Juneau Gary, Psy.D., Barry Mascari, Ed.D., Baire Cholewa, Ph.D., Rebekah Pender, Ph.D., Robert Kitzinger, Ph.D., Allison Paolini, Ph.D., Kimika Samms, M.P.A.* *Downs Hall*		

12:00 PM – 1:00 PM	**Lunch in Downs Hall**	

	FACULTY TRACK	**STAFF TRACK**
1:00 PM – 2:00 PM	**Models for Advising – Best Practices** *Presenters: from the History Department* *Christopher Bellitto, Brid Nicholson, Elizabeth Hyde* *From EOC: Linda Bradbury, EOC* *Jennifer Daro, EOC* *Jeremiah Dix, EOC* *Facilitated by Pat Ippolito, Elementary & Bilingual Education* *Downs Hall*	**Disabilities Services and Support for College Students** *Andrew Lee, Psy.D., Director-Counseling Center & Office of Disability Services* *Donna Dingle, Managing Assistant Director for Office of Disability Services* *Charlie Williams, Ph.D. Affirmative Action Director* *Little Theatre*

		FACULTY TRACK	**STAFF TRACK**
2:15 PM – 3:15 PM	**Option 1:**	**Technical Advisement Basics** Overview of advisement resources, procedures, relevant Datatel/KeanWISE screens and Degree Audit *Presenting: Rosa Paulino, CAS* *Jackie Langley, Tutoring Coordinator, CAS* *UC Student Lab – 1st floor*	*GE Track:* **Teaching the *NEW* T2K** *Facilitators: S. Gwen Beloti, Transition to Kean, Managing Administrative Assistant, School of General Studies* *Dawn-Marie Dowd, Managing Assistant Director, School of General Studies* *Kim Chen, English Lecturer, School of General Studies* *Bruce 204*
	Option 2:	**Transfer Student Advisement Emphasis** Quick review of basics; transfer admission & evaluation policies/procedures: transfer credit evaluations and course equivalencies; njtransfer *Presenting: Michael Worlds, Associate Director, Transfer Student Services, Office of Undergraduate Admissions and Wilma*	**Supporting Students in Distress: Overview of the new Kean University Student Support Services folder and Gatekeeper Training Initiative: Campus Connect** *Andrew Lee, Psy.D., Director- Counseling Center &*

		Velazquez, CAS **CAS 106**	*Office of Disability Services* **Little Theatre**
	Option 3:	**First Year Advisement Emphasis** Quick review of basics; testing & placement policies; developmental & GE Foundation courses; course sequencing and prerequisites *Presenting:* *Jean Brown, Retention & Intervention Coordinator, CAS* *Bridget White, Managing Assistant Director, GE* *Sharon Haussmann, CAS* **Hennings Hall N 113**	**Emergency Response Training** *Director: Adam Shubsda* *Department of Public Safety & Police* **Wilkins Theatre**
	Option 4:	**Graduation Planning Emphasis** *Quick review of basics; graduation procedures; course sequencing issues; course waiver & substitution policies* *Presenting:* *Uzma Ali, Managing Assistant Director, Office of the Registrar* *Blanca Cieri, Assistant Registrar, Office of the Registrar* **Bruce 109**	

3:30 PM - 4:30 PM	**FACULTY TRACK**			**STAFF TRACK**
	Advisement Syllabus Working Group *Facilitated by:* *Sharon Haussmann, CAS* *Susan DeMatteo, Office of Accreditation and Assessment* **UC 228**			**Customer Service Best Practices** *Little Theatre*
	How is your department going to advise in the future? (model to be used/structures/calendar/standardizing practice) **(Gathering by department/program)**			
	College	**Facilitated by**	**Room #**	
	CBPM	*Facilitated by* *The Counselor Education Department:* *Maria Del Carmen Rodriguez, Ph.D., Juneau Gary, Psy.D., Barry Mascari, Ed.D., Baire Cholewa, Ph.D.,*	**Downs Hall**	
	COE		**Downs Hall**	
	CHSS		**Downs Hall**	

	CNAHS	Rebekah Pender, Ph.D., Robert Kitzinger, Ph.D., Allison Paolini, Ph.D., Kimika Samms, M.P.A., Jean Brown, Retention & Intervention Coordinator, CAS, Wilma Velazquez, CAS Rosa Paulino, CAS	**Downs Hall**	
	CVPA		**Downs Hall**	
	NJCSTM		**Downs Hall**	
	NWGC		**Downs Hall**	

Thursday, January 16, 2014 **Pedagogical Innovation and Technology Institute**

8:30 AM-9:15 AM	**Continental Breakfast & Registration - *Downs Hall***

9:30 AM- 10:30 AM (1 hrs)	**A**	**Clickers in the Classroom: Engage Students - Gauge Learning –** **Provide Prompt Feedback** *Presenter: Michael Howlett of Turning Technologies and Javier Horta from University of Massachusetts Lowell* **Hennings Hall N 113**	**B**	**Kean Library - eBooks & other Electronic Resources** *Presenters: Library staff* **Kean Hall 127**
	C	**Creating Google Sites – for face-to-face classroom and online classes support** *Presenters: Paula Avioli, Chair and Faculty – Psych Department Xurong Kong, Faculty – Asian Studies Program Gail Verdi, Faculty – Elementary & Bilingual Ed Will Heyniger, Staff/Adjunct – SELS* **Downs Hall**	**D**	**Emergency Response Training** *Director: Adam Shubsda Department of Public Safety & Police* **Little Theatre**

10:45 AM – 12:15 PM (1.5 hrs)	**A**	**Introduction to the Flipped Classroom and Sharing Ideas on Flipped Classroom Strategies** *Presenter: Melda Yildiz , Global Education & Innovation* **Downs Hall**
	B	**Intermediate SPSS** *Presenter: Joseph Cronin, Ph.D. Assistant Director – The Office of Research and Sponsored Programs* **CAS 106**

	C	**Google Apps: What the heck is Google Drive and how can I use it?** *Presenter: Karen Harris, Center for Professional Development* *Library Tech Training Lab - 115*		
	D	**Ellucian Recruiter: Best Practices for a Successful Enrollment Management Operation** *Presenter: Chad K. Austein, Director of Graduate Admissions and Student Services* *Hennings Hall N 113*		

11:30 AM – 12:30 PM	**Emergency Response Training** *Director: Adam Shubsda* *Department of Public Safety & Police* *Little Theatre*

12:30 PM- 1:30 PM	**Lunch -** *Downs Hall*

1:30 PM – 2:30 PM	**A**	**The 'How to' of Poster Design** *Presenters: Christina Luna, Communication, Disorders & Deafness* *Randy Henningson, CPD* *Hennings Hall N 113*	**B**	**Google Apps: Discover how powerful Google Plus** *Presenter: Karen Harris, CPD* *Library Tech Training Lab - 115*
	C	**Ellucian Recruiter: Best Practices for a Successful Enrollment Management Operation** *Presenter: Chad K. Austein, Director* *Graduate Admissions and Student Services* *Hutchinson room 133*	**D**	*GE Track:* **Teaching the *NEW* T2K** *Facilitators:* *S. Gwen Beloti, Transition to Kean, Managing Administrative Assistant, School of General Studies* *Dawn-Marie Dowd, Managing Assistant Director, School of General Studies* *Kim Chen, English Lecturer, School of General Studies* *Hutchinson room 136*
	D	**Supporting Students in Distress:** **Overview of the new Kean University Student Support Services folder and** **Gatekeeper Training Initiative: Campus Connect** *Andrew Lee, Psy.D., Director- Counseling Center &* *Office of Disability Services* *Little Theatre*		

2:45 PM –	**FACULTY TRACK**	**STAFF TRACK**

3:45 PM	**Disabilities Services and Support for College Students** *Andrew Lee, Psy.D., Director- Counseling Center & Office of Disability Services* *Donna Dingle, Managing Assistant Director for Office of Disability Services* *Charlie Williams, Ph.D. Affirmative Action Director* *Little Theatre*	**Mass Mutual Benefits Informational Session** *Kean Hall 127*
	Blackboard Problem-Solving Clinic: hands-on Q&A with the Blackboard Administrative Team *CAS 2nd floor, GE Lab room 202/203*	

Friday, January 17, 2014 **Pedagogical Innovation and Technology Institute**				
8:30 AM-9:15 AM	**Continental Breakfast & Registration - *Downs Hall***			
9:30 AM-10:30 AM (1 hrs)	**A**	**Creating a Facebook page for Dept/Program Public Relations Purposes** *Presenter: Sergio Saravia, CPD* *CAS 106*	**B**	**Putting Qualtrics to Work as a Registration Tool** *Presenter: Randy Henningson, CPD* *Bruce 109*
	C	**Introduction to *Virtual EMS* (Event Management System). Kean University's Room Reservation System** *Paul Dinero, Mary Wuethrich, Gina Lampasona* *Conference & Event Services* *Kean Hall 127*	**D**	**Introduction to Excel** *Presenter: Karen Harris, CPD* *Library Tech Training Lab – 115*

10:45 AM – 12:15 PM (1.5 hrs)	**A**	**Pixlr.com - free & easy online photo editing for the classroom** *Presenter: Sergio Saravia, CPD* *CAS 245*
	B	**Google Apps: How to make Google Email, Calendar, Drive, Sites Interact to Meet YOUR Needs** *Presenter: Karen Harris, CPD* *Library Tech Training Lab - 115*
	C	**Training the Facilitator: Empowering Faculty To Prepare Students to Successfully Use Endnote & EasyBib for their Research** *Presenter: Library staff* *Kean Hall 127*

	D	**What's exciting in Campus Lab and How You Can Use It** *Hennings Hall N*113*

12:00 PM- 1:00 PM	Lunch at Downs Hall		
1:15 PM – 2:45 PM	**A**	**Creating a Facebook page for Dept/Program Public Relations Purposes** *Presenter: Sergio Saravia, CPD* **CAS 106**
	B	**Google Apps: Discover how powerful Google Plus** *Presenter: Karen Harris, CPD* **CAS 2nd floor, GE Lab room 202/203**
	C	**Introduction to Qualtrics for Research Purposes** *Presenters: Dr. Joe Cronin, ORSP & Randy Henningson, CPD* **CAS 106**
	D	**Blackboard Problem-Solving Clinic: hands-on Q&A with the Blackboard Administrative Team** *Library Tech Training Lab – 115*

Appendix 7.08

Data Review

Attendance and Assessment of Experience

Assessment Institutes January and May 2013

1. Which one of the following best describes your role at Kean University?

#	Answer	Bar	Response	%
1	Full Time Faculty		54	68%
3	Administrator		15	19%
4	Staff Member		11	14%
	Total		80	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.79
Variance	1.38
Standard Deviation	1.18
Total Responses	80

2. Please indicate the academic department/program or administrative unit where your primary role is.

Academic Department/Program	Administrative Unit
xxx	
GE	
SONS	
NJCSTM	
Advanced Studies in Psychology	
CDD	COE
COE/SGEI:WL	
Math & Computer Science	
SOCIAL WORK	
psychology dept	
Communicaiton	
Math	NAHS
SELS	NAHS
Dept of Counseling, NWGC	
History	
General Studies	General Education
Social Work	
University Center Operations & Event Management	Student Affairs
Advanced Studies in Psychology	
EOC	Academic Affairs
Computer Science	
Counselor Education	NWGC
Fine Arts	SVPA
Occupational Therapy	
English	
Chemistry	
HISTORY	CHSS
School of Psychology	
History	
Criminal Justice	
Interior Design	
Special Education/Literacy	
Advanced Studies in Psychology	
Music	
EL	NWGC
Communication	
Psychology-Adjunct at Kean-Ocean	
ENGLISH/ESL	
General Studies	
CVPA	KEAN UNIVERSITY GALLERIES
OT	
General Studies	
SGEI	College of Education
Ed Leadership	
Chemistry	
College of Business and Public Management/Accounting Finance	
Student Affairs	Counseling Center
CNAHS	SONS
Fine Arts	
Student Affairs	Residential Student Services
Computer Science	CNAHS

College of Humanities	
English	
VPAA	CIS
CVPA - Theatre	
Counselor Education	
Ed. Leadership	
Design	CVPA
Occupational Therapy	
	Test
	President's Office
	Residential Student Services
	CHSS
	ORSP
	Business Services
	NWGC
	Center for Success
	Office of the Registrar
	University Center Operations & Event Management
	Office of Campus Planning and Facilties
	CAS
	ORSP
	Student Financial Services / Student Accounting

Statistic	Value
Total Responses	73

3. Working Lunch: 2013-2020 Strategic Plan Town Hall

#	Answer	Bar	Response	%
1	Very Useful		12	15%
2	Useful		25	32%
3	Somewhat Useful		21	27%
4	Not Useful		21	27%
5	Did not attend		0	0%
	Total		79	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.65
Variance	1.08
Standard Deviation	1.04
Total Responses	79

4. Dr. Finley's Keynote presentation

#	Answer	Bar	Response	%
1	Very Useful		22	28%
2	Useful		29	36%
3	Somewhat Useful		17	21%
4	Not Useful		12	15%
5	Did not attend		0	0%
	Total		80	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.24
Variance	1.04
Standard Deviation	1.02
Total Responses	80

5. Administrative Unit workshop with Dr. Finley

#	Answer	Bar	Response	%
1	Very Useful		7	11%
2	Useful		10	16%
3	Somewhat Useful		8	13%
4	Not Useful		4	6%
5	Did not attend		35	55%
	Total		64	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.78
Variance	2.27
Standard Deviation	1.51
Total Responses	64

6. Administrative Unit session with the Office of Accreditation and Assessment

#	Answer	Bar	Response	%
1	Very Useful		9	15%
2	Useful		6	10%
3	Somewhat Useful		8	13%
4	Not Useful		2	3%
5	Did not attend		37	60%
	Total		62	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.84
Variance	2.43
Standard Deviation	1.56
Total Responses	62

7. Academic Program workshop with Dr. Finley

#	Answer	Bar	Response	%
1	Very Useful		5	8%
2	Useful		25	38%
3	Somewhat Useful		13	20%
4	Not Useful		6	9%
5	Did not attend		16	25%
	Total		65	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.05
Variance	1.79
Standard Deviation	1.34
Total Responses	65

8. Were the lengths of the sessions appropriate for the topics covered?

#	Answer	Bar	Response	%
1	Yes		59	81%
2	No - If No, please explain below		14	19%
	Total		73	

No - If No, please explain below
test
As I said, for us, the time could have been much for useful working collaboratively in our unit as we are well on our way and just fine-tuning and revising.
keynote too long, breakout by college too short.
need more time within programs
More time needed for the breakouts by college.
The day was too chopped up to be really productive.
If we have more data, we could have used full time. Most of our time was used to collect information that could have been collected even if we did not meet.
I would have liked more time to ask questions with Dr. Finley.
Dr. Finley's academic program workshop was too brief.
Too much material for a half a day lecture....
I felt a bit rushed.
The Academic Programs could have used more time.
Too lengthy for content conveyed.
Needed more time with department

Statistic	Value
Min Value	1
Max Value	2
Mean	1.19
Variance	0.16
Standard Deviation	0.40
Total Responses	73

9. Please rate the 2013 May Assessment Day overall.

#	Answer	Bar	Response	%
1	Very Useful		14	18%
2	Useful		33	41%
3	Somewhat Useful		26	33%
4	Not Useful		7	9%
	Total		80	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.33
Variance	0.75
Standard Deviation	0.87
Total Responses	80

10. What were the highlights of the Day for you? Please explain.

Text Response
test
Rubrics presented in the workshop were useful
Time out of the office without interruptions with all of us together to re-evaluate the plan to date and adjust accordingly. It's hard to do that in a regular department meeting in one hour with interruptions and other business to attend to.
My working group did accomplish goals during breakout session, but this work could have been completed at end of year dept meeting.
Different components have different approaches and consolidating them to help all the stake-holders is yet to be perfected.
Meeting with colleagues within the college breakout sessions. I have learned quite a bit about what the other depts. are doing and where our department fares in this process.
We produced our assessment "closing the loop" for this year and prepared the next year's plan with modifications.
The college breakout session
Dr. Finley's keynote speech.
Time with my department.
Dr. Finley highlighted a very important point about the "Aha moment" when things click to students about lessons learned: some time after classes are over. Valuable lessons being taught/learned can't be always be measured, quantified in a period of time that is assigned to complete an institutional effort and in rushing to assess and find evidence in the short term could be overlooking some valuable lessons for life long learning.
Dr. finlay and her presentation of the Logic Model
Dr. Finely was a great speaker with a great deal of knowledge on assessment. The breakdown of outcomes and outputs was very important and I am now able to consider outputs when assessing the department.
The importance of aligning and identifying university goals and objectives with departmental objective. The importance of collaboration between units when completing assessment measures and accomplishing of similar goals and objectives.
Meeting with the department
Dr. Finley's talk and the very useful Breakout session with our faculty. We accomplished a great deal!
The overview of the Strategic Plan was very helpful, as it clearly highlighted the progress in which has occurred.
working with colleagues
Time spent with colleagues who are not in my unit. I was able to make some valuable connections for future collaboration.
DEVELOPMENT OF ASSESSMENT PLANS
Working with our department on program review
The keynote speech.
I enjoyed Dr. Howlett's presentation as well as Dr. Finley's.
Dr. Finley's presentation.
It was all very well done...I enjoyed Dr. Finley's discussion the most...
The break-out, small group sessions and the opportunity to speak with other faculty/program administrators from various areas of the University.
Breakout by college
Learning how to use google + and it's application potential for project meetings.
Had a chance to complete tasks that needed to be done face to face.
Break out sessions
Dr. Finley, an inspired speaker
Attending the sessions as a complete office staff group allowed us to discuss ideas in a completely different way - it was almost like a retreat because we were together over the course of 4+ hours. We kept coming back to our ideas and refining new thoughts.
Dr. Findley's presentation on AACU resources, as well as her commentary on interactive learning as a benefit for students.
Very inspiring to hear about Kean's strategy to address the educational needs of our next generation of leaders.
The best part of my day actually took place in the restroom, where I had an engaging discussion about gender roles in the workplace with an Art History professor.
Dr Findley was an accesible speaker who chose to use straight forward language instead of jargon making her presentation one that was easily translatable to the real work of my office.
I enjoyed Dr. Finely's presentation and having time to discuss the day's events, etc. with my colleagues.
Speaker's presentation
There weren't any
Dr. Findlay

Statistic	Value
Total Responses	40

11. What aspects of the Day worked least well for you? Please explain.

Text Response
test
The general sessions because we've done that and are well beyond that.
Discussion of strategic plan was overview, not discussion, keynote was not useful.
Sessions that focused more on pedagogy.
The lunch and break periods could have been utilized to include many other stake-holders that were left out.
The keynote - see my earlier comments
There is a strong sense among the faculty that we are on assessment overload and overkill. We know what we did wrong. We are now doing it right. Is there really a need for a mandatory meeting in January and May---or are we just doing this to tell Middle States that we are doing something? Is there really a need to do this on a Friday afternoon? Why not a morning?
Time together
I don't gain much from the keynote speakers.
food was awful ...
The setting in the cafeteria was not conducive for the strategic plan discussion. See why I say this above.
None of the content presented was actually related to how we should be doing and/or improving assessment.
The timing of the workshops disrupted the time needed to complete grades and department assessments required to be filed within the same time frame. The last three days of the semester (before final grades were due) were scheduled for mandatory faculty meetings.
Working lunch because the sound system and the room arrangements made it difficult to see the power point presentation and to hear Dean Howlett.
During the working lunch the audio was not loud enough, the speaker was not visible from where I was standing therefore I was not able to receive the information that was being shared.
------N/A
N/A
In all, it was a very good day.
The last session with Dr. Finley was a bit rushed, thereby not making the session as effective as it could have been.
Presentation/lecture. Much of the presentation was information that we have been through before. I am not sure how many more everyone-all-together lectures on assessment will be constructive => since many of us have different levels of expertise and/or assessment issues within our programs.
Time spent in lecture halls. She was dynamic speaker, but most of her talk was based on her experience in humanity. There are some overlaps and useful information, but I don't feel the information we got was enough to compensate the time we spent.
Dr.. Finley
The working lunch should have been in a room with better sound quality.
Dr. Howlett's presentation would have had a greater impact in a smaller forum.
The Working lunch
Lunch was very good but I could not hear the lecture or follow the PP from where I was sitting...
That it was held on a Friday afternoon after two graduations and while still reading final papers. I would prefer to see this day shifted to the following week, and not on a Friday because the commute home at 4 p.m. on Friday is horrific (and a tremendous waste of time and fuel). If it has to be on Friday because of Summer I, then I would prefer to start earlier and end earlier.
Keynote was interesting but provided nothing new.
Lunch meeting was too crowded.
The overflow due to the size of the room.
Lunch. Very crowded, noisy, hard to talk to anyone.
Probably the last session because, as noted, I was expecting a working session and it was all presentation and open discussion.
The timing of the conference was very poor. This is the time when faculty are expected to be grading (and assessing) our students, but instead we are expected to go to this conference. I'm not opposed to an assessment conference, but it should be AFTER final grades are due.
Working lunch, due to logistics.
Space was an issue for Dr. Finely's presentation. I didn't mind being in a seperate location in the building - at all, in fact. I just wish it had been predetermined prior to her start.
I do not believe we need a key note speaker as the topics are too general. If an expert is brought in, it would be more helpful if they worked individually with departments that are struggling.
Working lunch
The College meeting. See note above.

Statistic	Value
Total Responses	38

12. What should be done to improve future May Assessment Days?

Text Response
test
Acoustics of lunch room made it impossible to hear the speaker. Of course, since there was a speaker, it would be bad manners to socialize with our colleagues sitting next to us. My hearing is not great, so I ended up eating quietly, but missing most of what was said. I suggest having either lunch or a talk, but not both at same time (at least not in that room)
Would have liked more applied workshops - more tools, resources, etc
Dedicate more time for collaborative units to work on their plan, evaluation, and development of additionalf materials. Also, the sharing of rubrics continues to be helpful as we each massage them into a useful assessment document within our own disciplines.
Detailed schedule, expectations, and relevant documentation/data should be provided well in advance. Failure to do so does not allow us to work as the professionals that we are. Keynote speakers and outside consultants should be relevant to, should demonstrate understanding of the institution. Otherwise, it is a waste of scarce resources. Scheduling the workshop in May is preferable to June, but scheduling on Friday afternoon after graduation was deliberately punitive and disrespectful.
Better planning and preparation by providing all the relevant materials ahead of scheduled sessions.
*Longer sessions for the college. *Bringing in faculty from other universities who have implemented assessments - MUST be discipline specific.
Either get a speaker that can teach us something new or inspire us, or otherwise just let us work.
Focus on the reports that are due and how they will be used. Realize that assessment needs of professional staff, general ed faculty, and program faculty are going to be different.
Don't schedule them
Allow faculty to finish academic work be completed and once deadlines pass schedule these mandatory valuable professional development workshops.
Strategic Planning should be in small groups with the previous feedback and questions such as give suggestions and volunteer for the different groups.
More in depth discussion of different departments to discuss/present their processes of assessment and assessment plans from beginning to end. Resources and how they established and foster culture of assessment.
N/A
Start earlier and not have a presentation during lunch.
Move it a bit later in May--difficult to wrap up the semester (grade final assignments and submit grades) and then be required to attend the conference.
I would prefer more sessions where we work on our data/assessment tools/reports. F2F feedback (in groups or one-on-one) where "readers" of our reports could give us feedback would be useful. Even if we don't get particular suggestions, it would be useful to talk through expectations and how to meet those expectations from the perspective of our program.
Move the date to a later date, after data collection is finished and analysis is well on its way. I would like to talk about results rather than survey what data we need to start the analysis.
Sessions and assignments should be more focused.
Make it all about programs and departments working on assesment.
See comment above.
Dr. Toney, I think you and your team are doing a great job. This feedback definitely helps. Our assessment needs are diverse; therefore, the generic presentation works well-it gives us something to think about. Perhaps key experts discussing assessment with smaller groups after the major keynote might help to focus on assessment tools and how to use them more effectively. Otherwise, a great day.
We did not have enough time to grade. It's difficutl to go from classes to graduation to Assessment Day, and still get grade in on time. Assessment Day should be held a week or so after graduation. We need to offer ideas and advice for assessment at the course level.
N/A
Have the opening session (such as the Strategic Plan townhall) at 10:30 in a location (the auditorium?) where we could all hear what is being presented, and then let lunch just be lunch. This is a good time for us to interact with people from other departments that we do not get to see (or even meet) throughout the year. I enjoyed putting faces to the names of people I have contact with throughout the year.
More Kean presentations, no more external keynotes about broad themes, more specific real direct measures of student learning outcomes should be shared.
More direct tie ins to application for administration and our role as support of faculty.
Start earlier and leave early. I could not attend the last session due to parenting responsibilities.
Start it earlier in the day.
Larger rooms. A little bit more time for breakout sessions.
Maybe pairing up two areas for working sessions. If two similar academic areas were paired they might get ideas from each other - same with two similar administrative units. It would also build collegiality. The problem might be having enough facilitators for all the paired groups.
n/a
Distribute copies of or make available electronic copies of the strategic plan and presentations from the May Assessment Day.
More break-out sessions or small discussion groups.
I thought the day went well and was useful. I don't know that doing it the same way every year will be prudent. Some years it might be most useful to hear a speaker in Wilkins and then break into our colleges or programs/departments.
More time within our own departments. Also, the timing of the assessment day is difficult as the spring data is sometimes not full collected yet because grades are not in and we use rubrics for some of our data on final projects and thus they may not be completed yet.
Do away with it. Allow the departments to work
Not just after graduation - need some time to gather statistics to make the break out sessions more meaningful.

Statistic	Value
Total Responses	38

13. Please use the space below to briefly describe the knowledge you acquired during the Day that you plan to use to improve your ability to help our students succeed and how you plan to use it.

Text Response
xxxx
test
Speciifc suggestions within our department meeting helped us to identify what we are still developing and how to approach gettiing adjunct on board with standardizing projects and rubrics for data collection. We drafted a tentative plan on who does what and when, etc.
Assessment is still an art and not a science. We have some ways to go to improve this state-of-art.
It would have been very useful if we did not have to sit through presentations that took us away from the task of assessment.
It is helpful to brainstorm with my colleagues to see how they are assessing their students and what is most effective in my field of work (science).
What is needed is time to work on assessment and clear direction as to what the methods and criteria of assessment should be. Should we be continuing to use last years forms, or are the forms changing? Additionally, there seems to be little delineation between the assessment needs of general ed (e.g. values rubrics) and the assessment needs of departments on content. The focus seems to be entirely on the university learning goals and not how to assess program learning goals.
Not much new
Clearly a culture of assessment is a current trend in higher education in the U.S.
Of all the assessment conferences I rate this as one of the best
Difference between qualitative and quantitative assessment measures. The importance of aligning and identifying university goals and objectives with departmental objective. The importance of collaboration between units when completing assessment measures and accomplishing of similar goals and objectives.
Assessment feedback will use to continue making improvements to program
I intend to download the value rubrics that are available online. As Dr. Finley indicated, we are free to use the language of the rubrics (as long as appropriately cited) when creating our own individualized rubrics for our course assignments.
See comments above
The focus on assessment and the session have improved dramatically since last year. The administration is getting to the heart of the topic and offering more depth. Quality of subject matter and presentations have risen to a higher standard.
Yes...I would like to study the material further that has been now made available...the Kean mission statement explanation and the usage of rubrics will be highly valuable. I am not sure how to apply the concepts into my class completely...perhaps a second session would be helpful?
I found it very helpful to understand the strategic goals and to consider how my program fits into those goals. I start each semester by reviewing the KU SLOs with my students and then showing them how our course fits into those goals. Dr. Howlett's presentation did the same for me, showing how my program fits into a larger framework.
Considering a qualitative study to interview students about the first year experience at Kean.
I got a greater understanding the of the technology that is being used in the classrooms. It is also beneficial to know who to make better use of the software available to me as a staff member
Having opportunities to talk about assessment is always crucial an important. Thank you.
It is always interesting to see how other units assess there students and determine way to integrate this into my assessment plans.
As mentioned above, the rubrics for critical thinking and oral communication and research will be useful as we expand our work with students. Also, although we didn't work on it during the actual session, the preparation "homework" for the session with the Office of Accreditation and Assessment triggered an idea for promoting student research in a new way that we will definitely incorporate into the AY14 plan.
This event gave the entire College an opportunity to share our assessment best practices and collaboratively plan for the future (e.g. identifying common success and challenges).
I keep this quote in mind every day now: The aim of education should be to teach us rather how to think, than what to think. It gives me the right perspective on how I can best help our staff grow their professional careers.
This Assessment Day gave me a chance to see where my colleagues' comprehension level about assessment currently lies. I came to this institution with a more developed view of how assessment relates directly to student learning and the student experience than most of our administrative units appear to have. I am hoping that Dr. Finley's presentations will help encourage my department to stop crunching meaningless numbers and make connections to qualitative data.
Does it rally have to be on a Friday afternoon? Especially on a Friday when we had all been at Graduation the day before?
It was useful to be in attendance with everyone from the Univeristy at one event. We were sharing ideas, etc. all day. I found that extremely useful.
What was most helpful was working within the department and figuring out ways to better serve our students through the assessment data we collected.
GAINED NOTHING

Statistic	Value
Total Responses	29

14. Please rate the following:

#	Question	Poor	Fair	Average	Good	Excellent	Total Responses	Mean
1	Lunch	5	13	17	27	11	73	3.36
2	Technology for presentations	4	8	16	31	15	74	3.61
3	Presentation rooms/areas	4	7	11	33	18	73	3.74
4	Acoustics	9	15	10	23	17	74	3.32
5	Lighting	3	5	16	26	24	74	3.85
6	The STEM facilities overall	0	6	9	22	37	74	4.22

15. Please suggest improvements we should make in the future in the areas listed above.

Text Response
test
The presentation of the Strategic plan during lunch, the location was not the most appropriate location due to the number of staff and the technology was not good.
Is it not possible to recognize everyone without sign-in sheets? Since elevators are bottlenecks stair doors could be left un-locked
The information on the monitors on the 6th floor were difficult to see, due to sunlight and size of font. Both sound and projections on the first floor were often unaccessible. The 1/2 day format was perfect.
The Town Hall meeting needed to be held in a location that provided for better acoustics and lighting. It was difficult to hear the speaker due to the openess of the room and the presentation slides were hard to see given all the natural light coming into the atrium at that time of the day. Also, there was insufficient seating initially available for partipicants during this session which created a situation where attendees had to stand or sit outside in order to eat before they were able to bring in additional tables and chairs.
Havwe enough seats for attendeees
It is not easy to hear or see a presentation in the STEM lobby
Strategic plan had to be given to us in hard copy and also in a place conducive to this kind of discussion. The cafeteria was kind of noisy and also, the screens were set up in a way that only certain sectors of the audience could see and others could not. Finally, this visual difficulty would have been easily solved if we would have had copies of the slides but we did not.
Despite RSVPs by attendees, there were not enough seats in either the atrium or the auditorium. This should have been anticipated and planned for. The "overflow room" did not have appropriate audio/video to hear the presentation.
Do not have workshops after graduation. Take the next week for the two and a half days for the workshops. I would like some working hands on worshops such as Blackboard let's Roll and we bring our information and acutally set up one of our courses. When they give these presentations during the year they allow time for the participants to do the hands on experience. Overall I just want to say thanks to all the people who worked in preparing and presenting the conferences. THANK YOU! A special
Use internal audio system in STEM Lobby area instead of portable speakers!
N/A
Have speaker be more aware of what has been done already
Poor ratings only apply to the STEM Atrium, not the Auditorium.
None
Don't do presentations in the main area because the acoustics are so bad.
It's hard to rate the categories above because the ratings differ by event. Technology was fine in the auditorium, but not in the space used for lunch. The lighting was good for lunch (great, actually), but not good for the presentation.
Lunch session was difficult to see the powerpoint and as a colleague pointed out to me, the food had a better view than the participants.
Our mission statement could reflect forward thinking regarding global climate change.
Could not hear the talk in the atrium particularly well from the back and there were not enough places for the attendees to sit. Many had to sit outside and could not hear the presentation and when they did come in for the presentation, they were forced to either stand or sit on the stairs.
The auditorium was very cold for the administrative breakout session but I am not sure much can be done about that.
The auditorium was freezing throughout the presentations that were conducted there. It was difficult to see and hear during the lunchtime presentation. Also very crowded.
It is a great thing to have more participants than anticipated. Is it possible to separate the lunch groups (Academic/Administrative) to accommodate anticipated crowds?
Please have enough lunch time seating. People sitting outside were not immediately aware that a presentation was going on.
Some green salad or something that did not involve bread or pasta - as an option - would be energizing.
auditorium was not big enough for guest speaker- many of us had to go to a classroom and watch via streaming video.

Statistic	Value
Total Responses	26

16. We would appreciate any comments you may have about the Working Lunch.

Text Response
Test
Acoustics of lunch room made it impossible to hear the speaker. Of course, since there was a speaker, it would be bad manners to socialize with our colleagues sitting next to us. My hearing is not great, so I ended up eating quietly, but missing most of what was said. I suggest having either lunch or a talk, but not both at same time (at least not in that room)
It was difficult to hear and see the presentation
Helpful for our department to get together to discuss JUST issues related to assessment without the clutter of other discussions and without the interruptions that routinely occur when we schedule in-house meetings.
If a working lunch is what the University is looking to do the setting was not the most suitable for the number of staff members. Either have lunch for 1/2 hour and them go to the Auditorium for the presentation or do lunch in smaller locations were staff can work on specific areas of the strategic plan.
If desire was to facilitate substantive discussion about plan, attendees should have been provided with copy of plan so that finer points could be analyzed.
Since there are many sections in that strategic-plan that need input, may i suggest an "on-line" data collection process to enhance input and true collaboration?
FOR ME IT WAS A REPEAT OF WHAT WAS COVERED IN A RECENT UPC TOWN HALL MEETING. NOT AN IDEAL ROOM WITH EQUIPMENT NOT WORKING, USE OF THE AUDITORIUM WOULD HAVE BEEN BEST.
The sound and screen were difficult to access for people in the back of the room.
The update regarding the strategic plan was helpful, but it may have been beneficial to the group to circulate the updated draft in advance in preparation for the Town Hall meeting. Participants could have then had the opportunity to familiarize themselves with the document and possibly submitted questions beforehand.
very disorganized. seemed palnned as you go. Not enough seats
Administrators need to do more reaching out to individual departments to get more buy-in, and to get candid feedback. Just presenting ppt slides with a general *to do* list is not helpful, and does not address the specific challenges that Kean faces.
Working lunch would be more beneficial if we actually had time to work with our faculty to complete the assessment
Poor presentation, Very dissorganized, Different sides than the ones RECIEVED by email,
I would have followed better if I would have had copies of the slides. It was kind of difficult to read the ppt due to the bright sunlight coming into the cafeteria where this event was taking place.
No new information--there have been two public discussion on this including one that was mandatory in January.
Somewhat informative, but seemed improvised.
A group of us were standing the entire time and we were not able to hear or see the speaker.
Great information however seating was a major issue. Not enough tables and chairs to accomodate participants.
More speakers in the Atrium. Difficult to hear in the back.
Hard to read(contrast), screen could not be seen by everyone; not enough seats, not enough water
Very effective
Too many participants and not enough seats. But a great turn-out.
Provide more seating so that all can remain in the one room and hear the presentation.
We had many more people than available seating. Please consider a larger space at least to seat everyone who attended.
FACULTY INVOLVEMENT IN DRAFTING THE STRAGIC PLAN AND IN PREPARING FOR THE TOWN HALL MEETING WOULD HAVE GIVEN FACULTY A STRONGER STAKE AND WILL IN THE UNIVERSITY'S FUTURE
I could not see the PowerPoint and had difficulty hearing Dr. Howlett.
We made good progress on our program evaluation after Dr. Finley's presentation.
My table was behind a large pillar toward the back. We could neither hear the speaker nor see the screen.
It was very hard to hear and distracting with too many people and not enough chairs.
It was difficult to see the power point in that room. Otherwise, good information.
The acoustics were bad, the topic was exteremly dry and the presentation begged for a hand-out or (ugh) a PowerPoint of some sort. Also, when requesting volunteers, the speaker should have left a list somewhere for people to sign. Opening for a show of hands is not the best way to get results.
It was difficult to hear the main speaker(she had a English accent) as she was talking too softly into the mike...also the speakers in the ceiling in the back of the room were not on...the visual PP was not easy to read due to lighting and the letters were not dark enough, a handout of her presentation would have been helpful.
It was difficult to see the screen, and I had to move to another location to hear Dr. Howlett, but the information she presented was very helpful. I had tried to attend the other two UPC information sessions held during the semester in CAS 106, but in both cases I had end-of-semester appointments with students, and so could not. I was glad for this unexpected opportunity to hear the report. The lunch itself was excellent, though there were not enough tables for all of us to sit at, and I met some people in person with whom I've only had phone contact in the past.
Seating was difficult, unable to hear or see presentation
It was a great opportunity to share the master plan with the campus community.
It was crowded and could not see the slides from where I was standing.
It would have been helpful to receive a copy of the preliminary strategic goals in advance.
There was no option for lunch other than Vegetarian, Non-Dairy, or Kosher. For people who are gluten free, there was absolutely nothing to eat for lunch. The meals need to be inclusive for everybody. I also had a very hard time hearing the presentation.
Mics and public address sytem was very poor. Had trouble following the speaker.
It was a productive use of time. A good way to update everyone on the process of the strategic plan development without making it an additional session in the day. I would have liked to get a sense of the remaining timeline (maybe I missed it) to final presentation/adoption.
Couldn't hear or see the speaiker.

It was very interesting to hear about the University's Strategic Plan. I would like to get involved with one of the task forces/committess if possible.

This was mostly useful as a tool to familiarize everyone in attendance with what work has been done so far on the draft. The environment was not as conducive to making suggestions and planning as the smaller break-out sessions used in January.

No new information.

It would have been nice to have been able to look over everything beforehand. It was difficult to hear.

Could not see the PowerPoint

Statistic	Value
Total Responses	47

17. We would appreciate any comments you may have about Dr. Finley's Keynote presentation.

Text Response
test
Very cookie-cutter predictable.
She was very pleasant and motivational but nothing new or helpful was presented. Time would have been better spent continuing our work in our departmental meetings.
We all need to have substantive discussion of the purpose of a university education, and how Kean fits into this discussion. But it is clear that Finley foes not know our institution.
Dr. Finley was an excellent speaker, but as I am not faculty, it didn't pertain to me as much as I would have liked.
All assessment being "normative", is it not better to have students; for whose benefit all of this takes place; be in the picture to better comprehend it's impact on them?
SOCIAL WORK HAD DEVELOPED A SCHEMA TO GUIDE ITS ASSESSMENT, SIMILAR TO THE LOGIC MODEL SHE PRESENTED. THIS SCHEMA WAS PART OF ITS PRESENTATION AT THE ASSESSMENT CONFERENCE HELD AT THE BEGINNING OF THE YEAR.
very motivational and positive
Yet more generic info about assessment from a professional speaker. I think we need to move to new phase where you bring in disciplinary assessments experts - starting with the disciplines that need the most help (e.g. math).
Repetitive from all the other presentations over the last several years.
Way too low level. We have been doing rubrics for MANY years. This was more of the same unfortunately.
I didn't gain much from the presentation although she was a great presenter.
Very Upbeat, motivating
Dr.Finley's presentation allowed me to see the two equally important dimensions of assessment: complexity and simplicity. Her use of students own comments was illustrative of what students think of assessment. The whole presentation motivated me to continue to explore ways of engaging my counseling students in ways that help them feel owners of their own learning process. Thanks very much!
After 2+ years of focus on assessment, what is needed is time and direction to work, not more pep talks.
Good points yet the timing of the presentation was not helpful since some of us still had grading to do and as good as it was the priorities were elsewhere.
The logic model power point is very useful. I plan to use it when I teach my Research II Evaluation Research class. Her interaction with the participants was very engaging. She was very interesting and practical
Useful presentation and great information on rubrics.
Not enough seats
Fantastic speaker!!
Good speaker. Very interesting presentation
Dr. Finley was very energizing and realistic about assessment.
I appreciated the interactive sections of her talk - I view one of the key opportunities of these sessions as the chance they present to talk to colleagues.
I hope we can diversify the methods we are using to assess our students. There are many ways to think and define critical thinking, life-long learning especially what is needed during the first year or so of post secondary education. We are asking students to be accepting and accommodating diversity. I understand the need for standardized process for the purpose of reporting our effort to the accrediting body, however I feel there should be the same exercise in our assessment activities, too. Kean has grown to he a fairly large entity, so I would not mind seeing college or school wide rubrics for writing and critical thinking skills.
IT WAS CLEARLY PRESENTED BUT WOULD HAVE BEEN MORE EFFECTIVE IF SHE GOT A SENSE FIRST OF THE FACULTY'S EXPERIENCES WITH ASSESSMENT.
Dr. Finley is a dynamic speaker.
Nothing new.
She was energetic. Her presentation reinforced some of my current practices and gave me now ideas for future activities. Her presentation of the brief discussion of the Outcomes Assessment made me curious to learn more.
I have heard much of what she had to say previously. I liked her approach to presenting the material.
She was fabulous, the best assessment speaker I've heard so far (and I've attended all I think). She was inspiring, and offering useful information.
Yes...I was very motivated by her lecture and found it quite useful...it was a good idea to break up into groups although it seemed we were not sure what to do when we had the break out meetings. It could have been a full day which would have been better!
I liked Dr. Finley's embedding our assessment issues into the overall goal of higher education in the United States, and I liked her informal manner of presentation, but I would have enjoyed just as much reading an article by her. Reflecting on the presentation now, I remember most her description of general education in the United States as a unique feature of American education.
We could utilize Kean faculty for similar content but also provide more specific Kean connections to curriculum and non-academic programming (eg. CLS)
The speaker was very engaging and kept me interested.
Great framework and introduction and connection to Kean's mission.
It started off slow for me but as she progressed to logic models and rubrics it became much more useful.
Enjoyed the session.
While Dr. Finley was a very engaging speaker, it seemed to be more applicable to faculty.
The best speaker so far!
Pedestrian at best.
Great speaker- insightful.
Nothing new or helpful
Useful in that it was affirming and validating our approach.

Statistic	Value
Total Responses	43

18. We would appreciate any comments you may have about Dr. Finley's session with Administrative Units.

Text Response	21
Test	
Dr. Finley's workshop placed too much emphasis on the academic aspects which had minimal, if any, relevance to the Administrative units.	
Great brainstorming session and excellent opportunities for sharing of information across units. Additionally, discussion of ways to collaborate via assessment efforts to make the process and culture of assessment more effective and efficient.	
Very helpful and interactive	
She never talked with us.	
Previously scheduled meeting.	
There should have been more overt tie ins to the the applications for administrative units.	
Neede to be more "program centred".	
The VALUE rubrics project was especially useful to learn about. The rubrics for critical thinking and oral communication and research will be useful as we expand our work with students.	
I would like to see these events take place in a setting that feels less like a lecture hall and more like a working group discussion.	

Statistic	Value
Total Responses	10

19. We would appreciate any comments you may have about the
Administrative Unit session with the Office of Accreditation and Assessment.

Text Response	22
N/A - not an administrator.	
Does not apply	
Great examples of what types of assessments can be completed, the potential impact on the unit, and the importance of collaboration between units throughout the university.	
Very helpful meeting with department	
They never talked with us.	
Hoping that strategies discuss will be implemented	
I expected more of a working session rather than a discussion of various examples of assessment tools used by other units - although some of those were interesting.	
I think it would be more helpful for each unit if representatives could come to the table and discuss what pitfalls they have witnessed from other units in order to gain better insight into how our current processes could be changed to improve the experiences of students and coworkers across campus.	
Great to hear what other departments were up to.	

Statistic	Value
Total Responses	9

20. We would appreciate any comments you may have about the Academic
Program workshop with Dr. Finley.

Text Response	23
test	
Assessment methodologies seem to be "academic" rather than being realistic.	
WE ARE ALREADY USING A LOGIC MODEL	
Repetitive from all the other presentations over the last several years.	
SHe as short on time and really provided nothing new and it was more about her.	
No work was actually done during the workshop.	
Dr. Finley was approachable, enthuasiastic and is clearly extremely knowledgeable about the scholarship of pedagogy and assessment. It would be helpful to hear more about how the models she discussed might apply differently (and where there are areas of overlap) within undergraduate and graduate education settings.	
highly effective	
Information about the value rubrics and how to access them was very helpful.	
SAME AS ABOVE	
Among Dr. Finley's content, her rubric discussion allowed me to reassess my current rubrics. I am now instituting a revision for my summer I course.	
We could utilize Kean faculty for similar content but also provide more specific Kean connections to curriculum and non-academic programming (eg. CLS)	
shortened time impacted usefulness	

Statistic	Value
Total Responses	13

21. Academic Programs - Breakout groups by College

#	Answer	Bar	Response	%
1	Very Useful		28	39%
2	Useful		15	21%
3	Somewhat Useful		13	18%
4	Not Useful		4	6%
5	Did not attend		11	15%
	Total		71	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.37
Variance	2.09
Standard Deviation	1.45
Total Responses	71

22. We would appreciate any comments you may have about the Academic
Programs - Breakout groups by College.

Text Response
Its nice to have dedicated time to discuss assessment issues with our department. That's what we need most.
We could have been more productive had schedule and expectations been provided earlier.
Humanities - There should have been a clearer data-collection and feed back from all the individual groups
we needed much more time for this discussion. Maybe one session to review this past year and a session to set goals.
Should have allotted MORE time for this one. It was good to see what others in the college were doing and there was a lot of exchange of *useful* , *specific* ideas (unlike the generic keynote...)
This is the main task and could have been accomplished in a department meeting.
We dialogued about assessment, wrote the next year's plan and stayed on task.
I believe that the best work for assessment is done in the smaller groups that cover material directly relevant to our field if expertise.
Counseling Dept faculty started at 10 am so by the time we met after Dr. Finley's speech, we were more than ready to finish our assessment analysis.
Little direction on what should have been done in breakout sessions. There has been very little direction on assessment in general this year, and no involvement by the office of assessment and accreditation
No structure was given. Go meet and...?
It was very affirming to know that the Graduate Programs as professional program are right on target regarding assessment
Good to have the opportunity, during this particularly busy time of year, to finalize the gathering and analysis of data from colleagues within our department.
Very helpful to meet with department
Provided opportunity for the deparment (faculty and staff) to review the year's assessment plan (and closing of the loop), as well as the "how we are going to move forward"
We brought data to the session and completed our report for the academic year.
nice opportunity to mingle, but I don't feel we were very efficient since we did not have much time to gather any data to work with.
GOOD WORKING SESSIONS
Our assignment was not clear.
Accomplished a good deal on program review.
Yes..it seemed we were not sure what to speak about...so it would have helped to have had a handout on that part perhaps.
I had an opportunity to meet with adjuncts who attended the session, and that proved very helpful. I found it beneficial to have their feedback on our program. While we have meetings twice a year, this additional, informal discussion helped me appreciate their deep commitment to our program as adjuncts and to address some of the concerns they have for our students. This was, for me, the best hour of the day.
I would like to be included in an academic program, but as Gallery Director that isn't the case.
we were not informed about what was going to be discussed and did not come prepared
We had a great discussion and completed our assessment project.
Provides the faculty with dedicated time to review SLOs, assessment plan and report.
We need a criteria to cover during this period
We were able to share our progress on completion of the Assessment Plan and due dates!
This was the most beneficial use of time. Each program is so specific and has its own needs that the speakers and such do not tend to be as useful as they are so general that it is hard to make it applicable to one's own department. I have found over the last conferences that the time within our own departments is the best use of time.
Able to only review what had been discussed previously but uncomfortable in the classroom setting to further work on assessment. A conference room would be better and or a classroom that is not shared with other programs - gets confusingly loud.

Statistic	Value
Total Responses	30

23. If you have suggestions for future professional development workshops, online resources or other ideas to support the assessment process, please use the space below to describe them.

Text Response
Professional Development need not be so fragmented. It ought to be continuous through out the academic life.
A workshop speaker that had direct experience with Administrative assessment and how to develop effective assessment plans going forward in the upcoming years. How do you build upon what you've already done? Also, what happens for those who've gone through a program review? What are the expectations and next steps afterwards?
1. College wide committee to examine GenEd assessments specific to the college 2. Web based resources linking to *discipline specific* assessment rubrics and the like 3. Have Kean faculty who have done exemplary assessment work present to the entire faculty - can have a panel of such folks from a variety of disciplines - use this instead of the generic keynote speaker (also saves money :-)
none
Keep it 1/2 day but make it more discipline-based.
Have workshops in which the positive that is being done at Kean University is highlighted: too many weaknesses are portrayed as threats. There are many wasted opportunities and very little strengths being advanced. Time to focus on the leading indicators not on the lagging indicators. Case in point: an ongoing discussion about assessing a culture of diversity: yet 65 countries plus our own, were represented during our commencement. A clear strength not being addressed; we keep talking about diversity instead of acknowledging it is what defines us.
I really enjoyed the technology workshops. Mohummad was very good in presenting Blackboard on Monday afternoon.
Collaboration with sister universities on assessment in a round table setting.
First thing in the morning through noon
Would like to review actual assessment reports and suggestions for "closing the loop".
I am sure there are podcasts on assessment that can be distributed online to faculty. Using experts from prestigious higher ed organizations is very beneficial to the university.
Several departments/units received commendation for their reports. I would like to see these reports available online as models.
Workshops on teaching and learning that share strategies to take student learning outcome data and do something in the class to try to improve it. Developing more direct measures of student learning outcomes
Thank you.
Logic models
Jo Hoffman - presentation on Lessons Learned from Middle States, John Dobisciewicz - Research on GE Across the Curriculum
Several awards were distributed to those groups with outstanding assessments. It would be helpful to understand what those teams did that distinguished their plan from others and what made those assessments so successful, so that other groups can incorporate those elements into their plan.
N/A

Statistic	Value
Total Responses	18

Initial Report

Last Modified: 02/01/2013

1. Which one of the following best describes your role at Kean University?

#	Answer	Bar	Response	%
1	Full Time Faculty		65	53%
3	Administrator		30	25%
4	Staff Member		27	22%
	Total		122	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.16
Variance	1.65
Standard Deviation	1.29
Total Responses	122

2. Please indicate the academic department/program or administrative unit where your primary role is.

Academic Department/Program	Administrative Unit
xxx	
College of Education	
Biology	SONS
Occupational Therapy	
MAth	NAHS
math	
School of Communication Disorders	
Educational Opportunities Center (EOC)-EEO/EOF, PASSPORT, Spanish Speaking programs	Academic Affairs
Educational Opportunities Center (EOC)	Academic Affairs
NJCSTM	NJCSTM
Counselor Ed	NWGC
Biological Sciences	SONS
School of Communication Disorders and Deafness	College of Education
counselor education	
Project Adelante	
SGS	
Computer Science	
History	
NWGC	
Career Development	
Teacher Certifcation	College of Education
Sociology	
NWGC	
College of Education/Special Education/Literacy	
Generan Studies	General Education
Computer Science	
Department of Occupational Therapy	
Ed Leadership	NWGC
Interior Design	
I prefer not to state	
World Languages: Spanish	SGEI
Theatre	CVPA
Occupational therapy	
CDD	
PERH	
Robert Busch School of Design	
Communication Disorders and Deafness	College of Education
College of Humanities	
Post Baccalaureate Teacher Certification	College of Education
CDD	College of Education
Psychology	
Occupational Therapy	
English	
Educational Leadership	
GE math	GE
Psychology	
School of General Studies	
social work	
Educational Leadership	
SGS/GE	Admin
Mathematics	

General Studies	
CIS	VPAA
Undergraduate Admissions	
Biology	
Nursing	
SPED	
PERH	
Computer Science	
Department of Biology	School of Natural Sciences
School of Business	
math adjunct	
Health and Physical Education	
Chemistry	
English, Writing programs + MA in English Writing Studies	
Elementary Education and Bilingual Education	
English	College of Humanities and Social Sciences
CDD	
	University Counsel's Office
	CBPM
	Office of Financial Aid
	Student Affairs
	academic affairs
	Residential Student Services
	Computer and Information Services
	financial services
	Residential Student Services
	Conference & Event Services
	Financial Aid
	ORSP
	Holocaust Resource CEnter
	Office of the President
	Operations
	General Accounting
	Premiere Stages
	VPAA
	Accreditation and Assessment
	administration
	ORSP
	Office of Internal Audit
	OCIS
	Residential Student Services
	Office of the Dean College of Education
	Alumni Relations Office
	Student Affairs
	Registrar
	Purchasing/Materiel/Mail Services
	Office of Student Government
	CHSS
	College of Business and Public Management

This table has more than 100 rows. <u>Click here to view all responses</u>

Statistic	Value
Total Responses	112

3. Were you a presenter (presentation, round table or poster session) at the Institute?

#	Answer	Bar	Response	%
1	Yes		23	19%
2	No		99	81%
	Total		122	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.81
Variance	0.15
Standard Deviation	0.39
Total Responses	122

4. Please indicate which days you attended at least one session of the Institute. (Check all that apply.)

#	Answer	Bar	Response	%
1	Monday 1/7		116	96%
2	Tuesday 1/8		107	88%
3	Wednesday 1/9		66	55%

Statistic	Value
Min Value	1
Max Value	3
Total Responses	121

5. MON 9:30 - 11:00 Keynote: Dr. Peggy Maki (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		33	28%
2	Useful		48	41%
3	Somewhat Useful		21	18%
4	Not Useful		14	12%
	Total		116	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.14
Variance	0.94
Standard Deviation	0.97
Total Responses	116

6. MON 11:15 - 12:45 Presentation to Administrative Units: Maki (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		22	37%
2	Useful		28	47%
3	Somewhat Useful		8	13%
4	Not Useful		2	3%
	Total		60	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.83
Variance	0.62
Standard Deviation	0.78
Total Responses	60

7. MON 11:15 - 11:45 Raising the Assessment Bar with National Accreditation:
Knezek, Santomauro, Morreale (Rm. 306)

#	Answer	Bar	Response	%
1	Very Useful		12	46%
2	Useful		11	42%
3	Somewhat Useful		2	8%
4	Not Useful		1	4%
	Total		26	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.69
Variance	0.62
Standard Deviation	0.79
Total Responses	26

8. MON 11:15 - 11:45Why Assessment Matters (Round table): Christie, Ramaswami, Sadeghi, Callahan, Szabo (Rm. 307)

#	Answer	Bar	Response	%
1	Very Useful		5	31%
2	Useful		5	31%
3	Somewhat Useful		3	19%
4	Not Useful		3	19%
	Total		16	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.25
Variance	1.27
Standard Deviation	1.13
Total Responses	16

9. MON 11:15 - 11:45Program Review Without Tears: Mascari, Daly, Lynch (Rm. 317)

#	Answer	Bar	Response	%
1	Very Useful		13	45%
2	Useful		11	38%
3	Somewhat Useful		3	10%
4	Not Useful		2	7%
	Total		29	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.79
Variance	0.81
Standard Deviation	0.90
Total Responses	29

10. MON 11:15 - 11:45Is Middle States Serious or Can There Be Humor in Assessment?: Andriotis (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		4	19%
2	Useful		5	24%
3	Somewhat Useful		2	10%
4	Not Useful		10	48%
	Total		21	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.86
Variance	1.53
Standard Deviation	1.24
Total Responses	21

11. MON 11:15 - 11:45Graduating Student Survey: Hoffman (6th floor)

#	Answer	Bar	Response	%
1	Very Useful		10	29%
2	Useful		18	53%
3	Somewhat Useful		4	12%
4	Not Useful		2	6%
	Total		34	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.94
Variance	0.66
Standard Deviation	0.81
Total Responses	34

12. MON 1:30 - 3:00 Presentation to Academic Programs: Maki (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		9	18%
2	Useful		21	41%
3	Somewhat Useful		10	20%
4	Not Useful		11	22%
	Total		51	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.45
Variance	1.05
Standard Deviation	1.03
Total Responses	51

13. MON 1:30 - 3:00 Administrative Units: Office of Accreditation and Assessment - Klein, Chi, Barboni (6th Floor)

#	Answer	Bar	Response	%
1	Very Useful		20	43%
2	Useful		18	38%
3	Somewhat Useful		7	15%
4	Not Useful		2	4%
	Total		47	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.81
Variance	0.72
Standard Deviation	0.85
Total Responses	47

14. MON 3:15-3:45 The Advantages and Challenges of Uniformity Across
Sections within a Course (Round table): Stokes-Huby Shin, Mongelli (Rm. 306)

#	Answer	Bar	Response	%
1	Very Useful		10	48%
2	Useful		9	43%
3	Somewhat Useful		0	0%
4	Not Useful		2	10%
	Total		21	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.71
Variance	0.81
Standard Deviation	0.90
Total Responses	21

15. MON 3:15-3:45 Assessment as Opportunity: Nevarez (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		4	25%
2	Useful		6	38%
3	Somewhat Useful		4	25%
4	Not Useful		2	13%
	Total		16	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.25
Variance	1.00
Standard Deviation	1.00
Total Responses	16

16. MON 3:15-3:45 Non-academic Units on Clickers for Planning and Decision Making: Dobosiewicz (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		14	36%
2	Useful		17	44%
3	Somewhat Useful		6	15%
4	Not Useful		2	5%
	Total		39	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.90
Variance	0.73
Standard Deviation	0.85
Total Responses	39

17. MON 3:45- 4:30   Statistics—Teaching Quantitative Reasoning Skills
Throughout the Disciplines: Da Costa, Mavrea (Rm. 306)

#	Answer	Bar	Response	%
1	Very Useful		4	17%
2	Useful		8	35%
3	Somewhat Useful		7	30%
4	Not Useful		4	17%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.48
Variance	0.99
Standard Deviation	0.99
Total Responses	23

18. MON 3:45- 4:30   Diversity—AACU Value Rubrics: Kaplan (Rm. 307)

#	Answer	Bar	Response	%
1	Very Useful		7	54%
2	Useful		4	31%
3	Somewhat Useful		2	15%
4	Not Useful		0	0%
	Total		13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.62
Variance	0.59
Standard Deviation	0.77
Total Responses	13

19. MON 3:45- 4:30   Higher Ed Assessment and the UK: Howlett (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		9	50%
2	Useful		6	33%
3	Somewhat Useful		2	11%
4	Not Useful		1	6%
	Total		18	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.72
Variance	0.80
Standard Deviation	0.89
Total Responses	18

20. MON 3:45- 4:30   Oral Presentation Rubric Used Across the Curriculum:
Fitch, Lynch (Rm. 318)

#	Answer	Bar	Response	%
1	Very Useful		5	42%
2	Useful		5	42%
3	Somewhat Useful		1	8%
4	Not Useful		1	8%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.83
Variance	0.88
Standard Deviation	0.94
Total Responses	12

21. TUE 9:10 - 11:30 Strategic Planning Draft 2013-2020—Strategic Plan &
Interactive Goals and Themes: Cronin (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		34	34%
2	Useful		50	50%
3	Somewhat Useful		13	13%
4	Not Useful		3	3%
	Total		100	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.85
Variance	0.57
Standard Deviation	0.76
Total Responses	100

22. TUE 11:45 - 12:15 Use of Assessment Testing in Biology to Support
Student Learning Outcomes: Knezek, James, Pu (Rm. 306)

#	Answer	Bar	Response	%
1	Very Useful		5	31%
2	Useful		7	44%
3	Somewhat Useful		3	19%
4	Not Useful		1	6%
	Total		16	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.00
Variance	0.80
Standard Deviation	0.89
Total Responses	16

23. TUE 11:45 - 12:15 A Systematic Assessment of Program Goals for a
Successful Program Review: Adams, Szekeres (Rm. 307)

#	Answer	Bar	Response	%
1	Very Useful		6	29%
2	Useful		13	62%
3	Somewhat Useful		1	5%
4	Not Useful		1	5%
	Total		21	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.86
Variance	0.53
Standard Deviation	0.73
Total Responses	21

24. TUE 11:45 - 12:15 Assessing Kean University Student Learning Outcomes
in Non-Academic Departments: Van Dyk, Bennett (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		7	23%
2	Useful		12	40%
3	Somewhat Useful		9	30%
4	Not Useful		2	7%
	Total		30	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.20
Variance	0.79
Standard Deviation	0.89
Total Responses	30

25. TUE 11:45 - 12:15 Social Work Practice: Using Lessons Learned to Inform
Curriculum Development and Future Learning Outcomes: Norwood, Lightfoot
(Rm. 317)

#	Answer	Bar	Response	%
1	Very Useful		2	17%
2	Useful		7	58%
3	Somewhat Useful		1	8%
4	Not Useful		2	17%
	Total		12	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.25
Variance	0.93
Standard Deviation	0.97
Total Responses	12

26. TUE 11:45 - 12:15 Meeting for 2013 Academic Program Review and
College Assessment Coordinators (Rm. 401)

#	Answer	Bar	Response	%
1	Very Useful		6	26%
2	Useful		11	48%
3	Somewhat Useful		3	13%
4	Not Useful		3	13%
	Total		23	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.13
Variance	0.94
Standard Deviation	0.97
Total Responses	23

27. TUE 1:15 - 1:45 Assessing How a Regional University Prepares Students for National Exams(Round table): Moran (Rm.317)

#	Answer	Bar	Response	%
1	Very Useful		5	45%
2	Useful		5	45%
3	Somewhat Useful		0	0%
4	Not Useful		1	9%
	Total		11	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.73
Variance	0.82
Standard Deviation	0.90
Total Responses	11

28. TUE 1:15 - 1:45 Including Wenzhou-Kean Students in the ESL Program
Assessment: Griffith (Rm. 307)

#	Answer	Bar	Response	%
1	Very Useful		2	20%
2	Useful		6	60%
3	Somewhat Useful		0	0%
4	Not Useful		2	20%
	Total		10	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.20
Variance	1.07
Standard Deviation	1.03
Total Responses	10

29. TUE 1:15 - 1:45 Using Assessment Information to Improve MGS 2150 -
Business Statistics & Its Application: Rayat, Rhee (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful	▬	1	10%
2	Useful	▬▬▬▬▬	8	80%
3	Somewhat Useful		0	0%
4	Not Useful	▬	1	10%
	Total		10	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.10
Variance	0.54
Standard Deviation	0.74
Total Responses	10

30. TUE 1:15 - 1:45 Measuring Creative Thinking: Culturally and Linguistically Diverse Students: Namazi (Rm. 306)

#	Answer	Bar	Response	%
1	Very Useful		12	46%
2	Useful		10	38%
3	Somewhat Useful		3	12%
4	Not Useful		1	4%
	Total		26	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.73
Variance	0.68
Standard Deviation	0.83
Total Responses	26

31. TUE 1:15 - 1:45 Using SMART Objectives for Smart Assessment: Van Dyk, Armstrong (6th floor)

#	Answer	Bar	Response	%
1	Very Useful		10	32%
2	Useful		17	55%
3	Somewhat Useful		3	10%
4	Not Useful		1	3%
	Total		31	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.84
Variance	0.54
Standard Deviation	0.73
Total Responses	31

32. TUE 1:45 - 2:45 Colleges/academic programs meet: COE, CHSS, NAHS, CPBM, CVPA, NWGC, NJCSTM

#	Answer	Bar	Response	%
1	Very Useful		18	39%
2	Useful		21	46%
3	Somewhat Useful		4	9%
4	Not Useful		3	7%
	Total		46	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.83
Variance	0.72
Standard Deviation	0.85
Total Responses	46

33. TUE 1:45 - 2:45 Administrative units meet (6th floor)

#	Answer	Bar	Response	%
1	Very Useful		8	21%
2	Useful		21	54%
3	Somewhat Useful		8	21%
4	Not Useful		2	5%
	Total		39	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.10
Variance	0.62
Standard Deviation	0.79
Total Responses	39

34. TUE 3:00 - 4:15Classroom Response Systems and Pedagogy by Dr.
Elizabeth C. Scheyder, Instructional Technology Project Leader, University of
Pennsylvania (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		8	33%
2	Useful		12	50%
3	Somewhat Useful		4	17%
4	Not Useful		0	0%
	Total		24	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.83
Variance	0.49
Standard Deviation	0.70
Total Responses	24

35. TUE 3:00 - 4:15 Audience Response Systems Anywhere (Non-academic units welcome): Kyle Pavlock (6th floor)

#	Answer	Bar	Response	%
1	Very Useful		2	13%
2	Useful		9	60%
3	Somewhat Useful		3	20%
4	Not Useful		1	7%
	Total		15	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.20
Variance	0.60
Standard Deviation	0.77
Total Responses	15

36. WED 9:15 - 9:45 Assessment for GE Distribution Courses: Dobosiewicz (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		7	29%
2	Useful		7	29%
3	Somewhat Useful		6	25%
4	Not Useful		4	17%
	Total		24	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.29
Variance	1.17
Standard Deviation	1.08
Total Responses	24

37. WED 9:15 - 9:45 Assessment for Capstone Courses: Lepore (1st Floor Atrium)

#	Answer	Bar	Response	%
1	Very Useful		5	29%
2	Useful		6	35%
3	Somewhat Useful		4	24%
4	Not Useful		2	12%
	Total		17	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.18
Variance	1.03
Standard Deviation	1.01
Total Responses	17

38. WED 9:15 - 9:45 Graduate Studies Sessions (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		10	48%
2	Useful		8	38%
3	Somewhat Useful		2	10%
4	Not Useful		1	5%
	Total		21	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.71
Variance	0.71
Standard Deviation	0.85
Total Responses	21

39. WED 9:45 - 10:15 Student Math/Science Achievement vs. Academic
Assessment: Stapleton (Rm. 306)

#	Answer	Bar	Response	%
1	Very Useful		1	17%
2	Useful		1	17%
3	Somewhat Useful		2	33%
4	Not Useful		2	33%
	Total		6	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.83
Variance	1.37
Standard Deviation	1.17
Total Responses	6

40. WED 9:45 - 10:15 Effects of Student Readiness: Prerequisite Screening:
Shin, Stokes-Huby (Rm. 307)

#	Answer	Bar	Response	%
1	Very Useful		7	64%
2	Useful		3	27%
3	Somewhat Useful		0	0%
4	Not Useful		1	9%
	Total		11	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.55
Variance	0.87
Standard Deviation	0.93
Total Responses	11

41. WED 9:45 - 10:15 Graduate Studies Sessions (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		6	32%
2	Useful		9	47%
3	Somewhat Useful		1	5%
4	Not Useful		3	16%
	Total		19	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.05
Variance	1.05
Standard Deviation	1.03
Total Responses	19

42. WED 10:30 - 11:00 Information Literacy (GE S5) in Research and Technology and the Capstone—Addressing the Gap: Cifelli, Dowd, Yildiz, Anderson, Gonzalez (Auditorium)

#	Answer	Bar	Response	%
1	Very Useful		5	36%
2	Useful		6	43%
3	Somewhat Useful		2	14%
4	Not Useful		1	7%
	Total		14	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.93
Variance	0.84
Standard Deviation	0.92
Total Responses	14

43. WED 10:30 - 11:00 Graduate Studies Sessions (Rm. 308)

#	Answer	Bar	Response	%
1	Very Useful		9	50%
2	Useful		6	33%
3	Somewhat Useful		1	6%
4	Not Useful		2	11%
	Total		18	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.78
Variance	1.01
Standard Deviation	1.00
Total Responses	18

44. POSTER Assessing New Technologies to Expand Knowledge and Information Sharing in Internship and Experiential Learning Settings: Mirrer (3rd floor lounge)

#	Answer	Bar	Response	%
1	Very Useful		3	15%
2	Useful		5	25%
3	Somewhat Useful		9	45%
4	Not Useful		3	15%
	Total		20	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.60
Variance	0.88
Standard Deviation	0.94
Total Responses	20

45. POSTER Moving toward Smart Objectives: Moran, Austein (6th floor lobby)

#	Answer	Bar	Response	%
1	Very Useful		9	36%
2	Useful		5	20%
3	Somewhat Useful		8	32%
4	Not Useful		3	12%
	Total		25	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.20
Variance	1.17
Standard Deviation	1.08
Total Responses	25

46. Was there sufficient opportunity to engage in informal conversation with your colleagues at the Institute?

#	Answer	Bar	Response	%
1	Yes, quite sufficient		81	69%
2	I would have preferred more opportunities		33	28%
3	No, not nearly enough		4	3%
	Total		118	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.35
Variance	0.30
Standard Deviation	0.55
Total Responses	118

47. Were the lengths of the presentations sufficient for the topics covered?

#	Answer	Bar	Response	%
1	Yes		98	87%
2	No - If No, please explain below		15	13%
	Total		113	

No - If No, please explain below

The Maki talks were far too long, and way too general to be of any use.

Some could have been slightly longer

Intro sessions were too long. Dr. Cronin has the right idea - keep it concise, then release people once the important points were covered.

I think the breakout sessions should have been more than 30 minutes. As a presenter it would have been nice to have time to have the group practice what we were teaching them.

The morning sessions were a bit long, a break in between might have helped retain attention.

Breakout sessions for strategic plan could possibly have been repeated to have the opportunity to attend two instead of selecting one.

Far too long -- presentations were unorganized and unhelpful.

Very long days. Can shorten the days and keep the interest of audience

Too long

10-15 additional minutes for particular sessions would have been useful.

some individual sessions were too short to adequately cover material

Several were quite short and did not leave enough time to ask presenters questions

The content could have been covered in half of the time alotted.

I think that the length of the large group session was long (on day one), taking the format into account. Earlier breakout sessions would work well, with the keynote speaker actively engaged with groups.

repetitive of last year

Statistic	Value
Min Value	1
Max Value	2
Mean	1.13
Variance	0.12
Standard Deviation	0.34
Total Responses	113

48. Please rate the 2013 Assessment Institute overall.

#	Answer	Bar	Response	%
1	Very Useful		24	20%
2	Useful		60	50%
3	Somewhat Useful		28	24%
4	Not Useful		7	6%
	Total		119	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.15
Variance	0.65
Standard Deviation	0.81
Total Responses	119

49. What were the highlights of the Institute for you?

Text Response
mmm mmm
Getting to know more about Kean's programs.
Meeting colleasgues and sharing information acroos departments.
The administrative units discussion about the Strategic Goals
meeting with NWGC programs
Sharing thoughts about UPC's goals/objectives
Meeting with my department to plan our next six month's worth of assessment activites.
I like the interactive manner as people exchanged information and thoughts.
Joe's opening presentation was very well put together, informative and organized, and clearly the one primary highlight of the time I spent there.
Learning about other departments and their operations and how they conduct their assessment.
Breakout sessions
Keynote, networking opportunities.
I enjoyed the opening speaker. She gave us theory, but then allowed us to put it to use.
clicker training
Having an opportunity to hear from other units about their assessment progress and goal setting.
Dr. Maki's presentation on the first day and the breakout session on strategic goals on the second day.
Leaving.
Workshop with Janice Murry Lauryn on Retaintion
Continuing discussions beyond the formal sessions.
High intellectual level of presentations Skillful presenters
Talking about the strategic plan.
Working on issues to help the University attrack and maintain students. The reflection of all the parties involved demonstrated a common thread. It helped shift the feeling of isolation.
A defined culture of assessment throughout the university, of all stakeholders.
Talking with other Kean faculty and professional staff.
-Working on the individual SLOs, then meeting back in the auditorium to discuss. -Spending time on Wednesday as a department to focus on what we need to do in terms of rubrics and written objectives.
-
Discussions that addressed using assessment to engage students and the use of clickers were highlights for me.
The GE session was very useful as was the strategic planning session. Thought both sessions provided great opportunities for discussion and exchange of information.
Being able to discuss issues with colleagues
Clickers.
Maki
None
Having my understanding confirmed.
The opening session on opening day was a good introduction and kick off to the 2013 assessment series.
The opportunity to speak to other departments/areas and inquire how they are setting up their smart objectives.
Dr. Maki's sessions; facultys' participation and input to shaping golas for the University's Strategic Plan Committee.
Learning about student retention and how there needs to be more collaboration among different departments in the university.
break out sessions where we worked on the strategic plan
Use of clickers. Direction from Maki.
None
Graduate sessions. Input on goals/objectives/
for me it was seeing the other groups in the UPC, the presentations and what their approach is.
A broader understanding of Assessment and pacing yourself therefore you can obtain every aspect of knowledge needed!!
Yes. When the suggestions were specific, they were very useful. Generalities don't really work.
Keynote interrupts for audience workshop.
Interacting/dialogue with colleagues!
Maki's presentation on learning process. The example of the physics students with mistaken assumptions about "the way the world works" applied directly to teaching writing. And that was her point => that teaching needs to engage students in actively re-thinking what they know - as well as "learning more."
Peggy Maki's knowledge of assessment in general and our institutional needs and SLOs provides us with a keynote speaker that can quickly and thoroughly engage our audience.
Keynote speaker demonstrated inspiring knowledge and enthusiasm.

I enjoyed the graduate sessions and the format. Having the opportunity to work in small groups across departments was valuable.

Meetings with non-academic units geared specifically for us.

Keynote speaker

The technology discussion with Joy Moskovich

Statistic	Value
Total Responses	53

I enjoyed the graduate sessions and the format. Having the opportunity to work in small groups across departments was valuable.

Meetings with non-academic units geared specifically for us.

Keynote speaker

The technology discussion with Joy Moskovich

50. What aspects of the Institute worked least well for you? Please explain.

Text Response
The Maki talks were NOT useful. Her presentation was way too general .As educators, we already know about students' lack of conceptual understanding. We do not need it told to us in 100 different slides. What is nontrivial is how to increase that understanding, and assess it, and that is dependent upon content. Please - no more of the "pep talks". We need to move to actual strengthening of core courses and work on robust assessments. So we need content experts. This is why the computer science presentation was so useful, since it connecentrated on specific content issues.
The invited talks were once again geared toward novices. There was no new information to be gained there. The next invited talks should be geared towards an audience that knows what the basics of assessment are.
Wednesday did not have sessions that would apply more directkly to non-academic units
Many of my colleagues expressed the sense that we were doing this just to tell Middle States that we had done it, especially among faculty since standard 14 won praise and is not part of the 2014 monitoring report. There was a sense that this was busy work.
Too early a start, too many days as the enthusiasm wore out by day 3
See above.
N/A
As mentioned beyond Dr. Cronin's presentation, the organization, as well as the other workshops seemed somewhat weak and in need of direction or leadership.
assessment strategies too general. More step by step approach to development assessment tools.
There were not a lot of break out sessions for non-academic units.
long day
I had a difficult time committing myself to a three-day conference. I was all over campus so felt I may have missed some important information
Poster sessions. They weren't on the same floor I was on or on the same floor as the food, so I didn't make an effort to go to them.
The entire program could have been condensed into an afternoon.
Workshop on Capstone
Overly long presentations. Focused presentations for 1 to 1 1/2 days would be more effective than 2 1/2 days.
There was a noticeable absence of full time senior faculty who sometimes have the power to support program initiatives. When they do not participate and are not aware of the direction of assessment they can delay process. Overrealiance of junior faculty to update assessment to absent senior faculty.
As a Kean Ocean instructor, it did not address the issues of a remote campus.
All meetings have a degree of importance.
Listening to program specific discussions that were hard to adapt for what we need to do in our own department.
-
The break out poster sessions did not meet expectations.
I think that there may have been some opportunities to condense the conference to 2 days. However sometimes sessions were just not relevant to all programs and units but overall I think it was well done and interesting. Even when something does not appear to be relevant to your program specificall,y you can always take a new idea or approach from the session.
I think overall it was well planned and organized. It was very successful.
All the repetition of what we've already done. College of Education is beyond the cursory review stage. The time could have been much more effective working within our department.
All
Unspecific information that everyone already knows...
many presentations were not very applied
Workshops should be offered more than once, would allow a greater opportunity to get to all of the workshops/topics that your'e interested in.
Students' issues and other departmental issues made it impossible to fully participate for the entire three day.
The keynote
timing. those three days are crucial for our department to plan and execute student staff training. by attending, we had a difficult time preparing for training.
I missed a lot of workshops that were given concurrently.
Keynote, I believe we are well past the need for an external presenter to tell us broad statements about assessment
The movement through the building was confusing - more signage or direction on what is happening where would have been helpful.
Overall it was great!!
The session for the Academic Unit Program Review Coordinators - I thought I would pick up some pointers for the nonacademic program review cycle.
Two days are enough. Why have a closing session at the beginning of the third day? Anti-climatic.
There was too much concern over very many cancelled sections that had just happened, and took our concentration away from the meetings. The Keynote speaker brought up many questions, but had no suggestions for solutions.
Regret I could not attend more sessions.
I was ill for the 2nd and 3rd day so I am not really in a position to say. I thought the first day was great.
The timing of the Institute was tremendously inconvenient. The time between Fall and Spring semesters is a time I dedicate to research and writing--I count on that time to make progress towards my research.
Offer some presentations on reprisal. The Wednesday institute was not necessary or well attended
Useful information. Can be applied in many areas. Was difficult to stay for 2 1/2 days. Had to keep running back to the office during lunch to deal with work related issues.
I would have prefered additional time to interact with colleagues.

Again, I felt that much of the information presented in the keynote session was basic. I would have preferred a more interactive session.

General sessions not entirely relevant to what we (non-academic) do.

Dr. Maki address to faculty pointed out issues with teaching students but provided no help with how to work better.

Statistic	Value
Total Responses	48

51. What should be done to improve future institutes?

Text Response
See my comment above.
More sessions for non-academic units
Shorten the duration. One day for this each semester should be sufficient.
Make it one day and not rigidly mandatory. Representatives from units can attend; faculty need the winter break for research and writing, conferences, etc.
More focus on purpose - this was a scatter gun. Also Maki's session was way too low level!
More time for individual programs/departments to confer, with specific goals to be met.
Don't hire Peggy Maki.
More sessions focusing on how each academic/non-academic unit conducts assessment and what difficulties each unit confronts in assessing its performance.
More organization and overall attention to the assessment process itself and planning for the workshops, because based on what I saw, the vast majority of the breakout groups were cliques of similar-minded people or friends from the same departments or Kean circles who had their own agendas to push forward, rather than collaborating and coming up with new and fresh ideas for the University. In the future to avoid this, I would suggest assigned groups with specific focuses. Letting people choose for themselves in these situations almost never works for your desired results.
More organization of the institute.
It would be useful if other non-academic departments presented.
shorten the day
Make it only 2 days
Try to get everything into two days. I think the energy level drops on the third day.
Make them shorter and less disruptive -- intersession is important for faculty to conduct research and writing. Moreover there are other important issues facing the University that are not being addressed.
Handouts for all workshops, breaks between workshops
Shorter, more focused sessions that assume an an experienced audience or have two levels of presentations--one for the novice and one for the more experienced.
Two days instead of three
Keep doing the same great work.
I think carving out times where we can work with our departments to work on our assessment plans and results is important. Also, consider putting similar programs/departments together as some of the issues are similar.
I think each school needs time to work together. There should be a whole college address and then school based sessions.
Keep having them at least annually.
A shorter format -- perhaps 1.5 days -- would be preferred.
More time set aside to work as a department/college. Then, offer sessions that could help us in our needed areas. As an individual, and as a department, the most productive time was spent at the very end of the Institute where we had a round table discussion about what we need to work on specifically as a department. It would have been helpful to have this time set aside at the beginning, then have workshops and sessions, and then reconvene at the end.
don't schedule them in the middle of a break. I came back early from spending time with my family (who live several states away) for sessions that were of extremely mixed levels. Why couldn't we have waited one more week?
-
Group rubrics
Not sure
Just continue to seek out new and interesting keynote speakers who have ideas and information to share that will stimulate discussion and creativity.
There was some confusion on Wednesday morning. The Administrative Units attended the opening remarks which lasted only a few minutes and then didn't have any programs to attend. Not a big deal, but it was somewhat inconvenient to be there for 9 for a 3 minute presentation.
It was perfect as is.
Less time. Two-and-a-half days was way too much time for what we needed.
More like a conference. But more efficient and shorter days.
More hands on with individual program materials to be sure that we're on the right track.
Eliminate them
More specificity and examples to valid and reliable assessment that teaches us something about student learning.
Select a different time frame in a regular semester
Share the data on the actions recommended by the participants
descriptions about sessions on what transferable material will be presented
No external keynote, build capacity internally, more about direct measures from a university wide perspective
I thought it went well and I felt it was a positive way to address everyone involved....what is going on and what needs to be done to keep us on target and the path we need to take for Middlestates in the future.
Continuation! It must not be something we start and not continue. Life involves change and being innovative. We cannot continue to do the same thing and expect different results. We must be open and accepting to change and how to meke the University better as a whole!! Follow, Breathe and Act on our Mission statement!!
Two days. Leave Katerina A. home.
Hearing in the auditorium was difficult
Not an expert, sorry

I would have appreciated more time to work with my colleagues on applying some of what we were learning in the presentations and workshops.

The Institute should be shortened by a half and scheduled for the two days before classes begin. A detailed schedule of events should be provided weeks in advance. The Institute should be scheduled months in advance so that we can adjust our calendars accordingly.

two days is sufficient Presenters should be sound amplified in all rooms for the audience

Perhaps some time could be integrated into the daily schedule for further interaction with departmental (and other) colleagues.

I would like to see participants take a more active role in the institute. I think that surveying knowledge and needs of participants (in advance) would help in the design of sessions.

Roundtable discussions within non-academic units. More focus on real tools.

Include gluten free food alternatives

Statistic	Value
Total Responses	52

52. Please use the space below to briefly describe the resources/knowledge you acquired during the Institute that you plan to use to improve your ability to help our students succeed and how you plan to use them.

Text Response
This was the best assessment seminar I have attended--I've worked at several colleges in the past few years.
SMART Objectives
Better use of existing data through collection ,ethos
Information about the UPC's objectives/goals was useful; we must all know where we're going.
The most useful part was our department and college meeting. Peggy Maki's speech was too long and a waste of time. (The guy next to me did his retirement planning throughout it.) She gave a canned speech that wasn't tailored to the needs of Kean, and acted as if all students are highly motivated consumers who have no responsibility for their own learning. (Has she met our students?) In the backdrop are rumblings from all different departments about how Dr. Andriotis made sweeping cancellations to courses without alerting deans or executive directors. It's a little ironic - holding a conference about assessment to improve quality when things are really as dysfunctional here as they ever were. Nothing is any different than it was pre-Middlestates.
I have acquired some ideas to incorporate assessment into administrative units and how to utilize technologies in conducting assessment.
Joe Cronin did an excellent job on Monday. However on Tuesday, I arrived 20 minutes late because of a prior engagement on the main campus and there was nobody at the front desk to greet or answer questions. Further the agenda posted on the monitor above had the wrong logistical information. There were several others who arrived around the same time, and were equally displeased with the lack of organization in this particular area. Because nobody was there to direct me and because there were no instructions, I spent the next hour wandering aimlessly around STEM trying to find an appropriate session before giving up and coming back to my office to get some work done. However the one session I did sit in on became frankly nothing more than a gripe and comedy session among most of the participants.
Assessment of diverse population and the relationship to expected outcomes.
I learned to look overall at the experience I want the students to get out of being a part of our program. I plan on using this information when we plan out our goals and objectives for next semester. We will be looking at what we want to students to get by being part of the residential program and what we want them to learn instead of just assessing what we provide.
clickers
I gained a better understanding of the importance of goal setting and assessment as well as how to ensure the goals are measurable.
Use of rubrics assessment across disaplines
Plan to purchase the CAS professional standards as a reference document for undergraduate research programs. Will include student reporting in the SpF program (currently only the faculty report)
Better understanding how to write objectives to with KUMO
The keynote and related presentations were very much on target, but extremely simplistic in concept and beneath many of the assessment efforts at Kean.
Concrete ideas for assignments that help develop student outcomes for the program.
I got a better understanding of the distinctions between direct and indirect evidence from Peggy Maki's presentation. This will help me better assess the work that I am doing.
Awareness as to the direction of the University.
The data presented in the pre-req screening talk (Stokes-Huby and Shin) was very good. The structure of that effort provides a good example for other programs to follow. Listening to Peggy Maki on Monday morning was very good -- her experiences with other programs was very helpful.
We broke into groups that each were assigned a specific University SLO to revise. This was helpful in understanding the SLOs and how to revise our own college SLOs.
-
Networking,
I have begun to infuse critical thinking, diversity, and personal accountability into my classes. I am also adding writing assignments with grading rubrics.
I could not attend all of the sessions I would have liked to because of other meetings that conflicted but overall I felt that what I attended was useful and stimulated new ideas about assessment and instruction. I liked the keynote speaker and thought she had a great deal to offer. Of course many people enjoyed the session about the use of clickers in the classroom.
A better understanding of the assessment process and how to define goals and objectives
Two of the workshops gave some helpful ideas to enhance classroom effectiveness.
Learned nothing new
Adjusting classroom content to accommodate every student's learning style.
Listening to the assessment plans and collection of data from other departments.
Working with other units on the strategic plan helped to see how we can work in different ways toward common goals for the students and the university
General overview info from Maki was useful as reinforcement for what we are doing.
Understanding of the need for direct measures of assessment
It was good to hear from other colleagues how they approached the work that I do and the importance to their area.
Surveys Outreach Knowledgeable regarding what other departments offer
Excellent presentations except for the one on (supposedly) humor.
I must commend the institute for admitting my contrarion views towards testing.
I only attended the first day. I found the Maki's presentation to be MOST useful - especially the exercise about aligning University mission outcomes with the Department mission + programs. Members of the English department have responded by considering how to assess whether and how mission outcomes are achieved through our program.
Department assessment meeting was helpful in working towards "closing the loop" activities for our capstone course.
Keynote speaker offered an overview which clearly suggested the overall spirit, orchestration, and movement of an assessment-oriented university culture. Keynote speaker was effective and linked various components and levels of assessment.
I found it beneficial to work with colleagues in the small group sessions. I felt that much of the information presented by the keynote speaker on the first day of the

conference was basic and primarily review.

A way of thinking on assessment. Also the resource for standards for assessment by department (I can't remember the official name at the moment)

Using SMART objectives to accomplish program goals and as a tool for program evaluation and improvement.

I understand the assessment process better.

Statistic	Value
Total Responses	43

53. Please describe below the areas of professional development in which you would like the Office of Accreditation & Assessment to provide workshops.

Text Response
One obvious resource that is underutilized is the Blackboard platform. This can be used to 1) inform students of grades in real time 2) download and aggregate data 3) notify students who are lagging behind 4) standardize content across sections of same courses, especially 1000-2000 level courses 5) Form faculty groups that work in MAy/June to produce robust assessments for their programs, with sp[ecial attention to 1000-2000 level courses, incresing rigor in upper level courses, and general movement towards increasing quality of intsruction at Kean.
Writing Program Review
Managing all of this data without becoming overwhelmed.
N/A
At least one workshop should focus on a detailed approach to conceptualizing goals and objectives and developing tools to assess aforementioned goals and objectives.
How to create Direct and Indirect measures for the departments goals and objectives.
A "standards / best practices" series for academic and administrative topics.
On SMART Objectives
More workshops on campus units and an overview of what these units are doing at the University
Faculty support, respect, motivation, promotion, professionalism to faculty in the university atmosphere. President should show concrete steps to promote deserving faculty after many years of university service..
-
Sessions that focus on step by step, specific assessment techniques would be helpful.
Additional information on rubric design and creative classroom approaches. Technology as always remains something we can all learn from/
Some training/norming needs to be done with the rubrics, probably on a yearly basis.
None
Operationalizing SLO's and creating robust measures of student learning. How to present data.
Direct & Indirect Methods
Writing measurable objectives.
Excel Statistics for mathphobias.
All teachers will be evaluated in the near future, for the most part/ using "A Framework for Teaching", Danielson. Workshops related to the "model" would be useful.
using writing to learn student-centered teaching (and assessing student centered teaching)=> assessing University Mission Outcomes
Keep offering beginning workshops on assessment and we need to critically view our goals in light of institutional resources. Doing more with less is a nice catchphrase, but there needs to sober assessments of what can be provided based on our financial, technological and human resource needs. Topic idea bigger is not always better
Anything related to students assessment and how it can be applied in the classroom has been helpful
Assessment Methods in the Arts
I think that a continuation of assessment workshops is valuable- I feel that this could be done in less than three days.
How to revise course/program descriptions to include assessment.

Statistic	Value
Total Responses	26

54. On a scale of 1 to 10 - where 10 is excellent - please use the sliders rate
the following:

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Refreshments during breaks	1.00	10.00	6.89	2.64	106
2	Breakfasts	1.00	10.00	6.66	2.42	98
3	Lunches	2.00	10.00	7.60	2.12	106
4	Technology for presentations	2.00	10.00	7.81	2.06	111
5	Presentation rooms/areas	2.00	10.00	8.41	1.77	113
6	Acoustics	3.00	10.00	8.32	1.64	110
7	Lighting	2.00	10.00	8.43	1.67	107
8	The STEM facilities overall	3.00	10.00	8.79	1.56	112

55. Please suggest improvements we should make in the future in the areas listed above.

Text Response
Hot lunch appreciated. More water and drinks. Also, seems some people did not get food.
COFFEE and water available all day :)
Some sessions were overcrowded because scheduled rooms were not large enough. Perhaps preregister attendees for sessions held in classrooms so that popular sessions get larger rooms.
Solicit dates that would work for everyone. It was truly too early after the holiday break and the scheduling mess hit on the first day. Bad timing and a lot of bad blood floating around on the first day and that colored perceptions.
Don't hire Peggy Maki.
I did not have time to stay and dine either of the 2 days.
The room on the 6th was too brite because of the direct sunlight.
The 6th floor was not a good space for giving presentations. It accomodated large groups, but half the group was in the sun and could not see. It was also hard as a presenter to have the group spread out so largely.
It was excellent all around.
It may be helpful to shorten the conference schedule a bit and consolidate some of the breakout sessions. Perhaps running a few half-day workshops would be helpful.
Healthier foods a breakfast
More guest speakers who DO NOT work at Kean University. Would prefer run by a National Assoication on Assessment.
I didn't partake in the breakfast or refreshments so I did not assess
It is all fine.
very cold
-
The accomodations were excellent; the STEM is a superb facility. The food was good. I rated the food less than 10 only because, at an event like this, it is nearly impossible to have food rate a 10.
Room tend to be a bit small for some sessions
less sugary breakfasts.
PowerPoint was hard to read.
Get more Education Researchers to present and make clear to people that assessment IS education research (ie math ed research, bio ed research, english ed research, etc etc).
Maki could know her audience better and use Kean data (or lack there of) in her examples.
avoid sandwich platters
please note-- I was not able to take part in the lunches that is why i did not rate them
If any changes are made before the program date to alert the guests regarding the new room/topic locations. However, we did collaborate and attended all sessions. Thank you for a great job.
Have small items for dessert at lunch. Fewer carbs at breakfast. Have yougert, some protein.
I did not take lunch.
My overall experience during the assessment institute was positive. Keep moving forward!
more coffee and light refreshments throughout the day needed.
some rooms were very cold
Keep up the commendable efforts in facilitating such events! Some suggestions: Lighting in the Stem building is not conducive to clarity of projected images. Lack of air circulation in Stem building may be undesireable for full day events. Additional time between presentations might be considered. While not a problem in this instance, other events involving the use of STEM classrooms have been characterized by a "greenhouse" effect in which sunlight and resultant heat have created a very uncomfortable environment. These conditions should be avoided as future events are planned.
See above.
The auditorium in the Stem Building is too small; Every year we have people standing in the back because there are not enough seats.

Statistic	Value
Total Responses	33

Appendix 7.09

Vision to Strategic Goals

Appendix 7.9 Vision to Strategic Goals

UPC Presentation by Dr Sophia Howlett, January 2013
Vision 2020: Introducing Our Strategic Themes

Kean's Strategic Plan 2013-2020 is guided by its Vision 2020 document. Vision 2020 lays out 7 strategic objectives. We have taken these and made them the underlying themes for our Plan. Some are explicitly recognized in one goal (matching one goal to one theme, eg point 7 of Vision 2020 - making Kean an international university - directly matches Goal 10). But the role of these themes is to be pervasive: recognized again and again as the underlying motifs of our Plan.

1.   Faculty Development
Attracting world-class teacher-scholars to Kean

Increasing the number of new full-time faculty (20-30 new full-time faculty every year for the next 5 years)

Building on our centers of academic excellence program (creating 5 new centers of academic excellence by 2015, in addition to the 5 existing centers)

2.   Development of programs for careers of the future (Knowledge Economy careers)

3.   Technological innovation especially in the way that our students communicate with us and with each other

4.   A focus on applied research (faculty and faculty/student) to take our well known programs in applied areas beyond regional and national prominence to national leadership.

5.   Building more strategic partnerships with universities, colleges and organisations across our region to give our students more opportunities for study here, and to provide more opportunities for students to take Kean programs offsite.

6.   Raising further our academic standards (as evidenced by GPA required for graduation – we are aiming for 3.0 in the College of Education and aim to be not only the largest producer of teachers for the state but also the best – and will gradually attempt to move towards this standard across the university)

7.   By 2020, we will be an international university
By bringing more international students and leadership individuals to Kean

By increasing study abroad (we will aim for 10% of our students within the next 10 years to study abroad for a semester)

In addition, there are certain themes that have emerged from our environmental survey. These speak to the challenges we face as a state institution in New Jersey over the next time period. Whilst many of these challenges are implicit in Vision 2020 (for instance, the need to prepare

our students for Knowledge Economy related careers), there are some that we need to address as generic challenges for a university existing in this time and place.

More specifically:
1.   Retention of students
2.   The decline in public funding for state universities
3.   Diversity, equality and inclusivity
4.   Safety for our campus community

We have taken Vision 2020 and these additional generic themes and turned them into 10 strategic goals to guide us:

Goal 1: Expanding and Strengthening Academic Initiatives
Goal 2: Attract and Retain Students
Goal 3: Attracting and Retaining World Class Faculty
Goal 4: Building Upon Diversity
Goal 5: Cultivating partnerships
Goal 6: Financial Infrastructure
Goal 7: Strengthening our Physical Infrastructure
Goal 8: Strengthening Our Technological Infrastructure
Goal 9: Safety Awareness
Goal 10: Globalisation

Goal 1 addresses parts of Vision 2020 1 (Centres of Excellence), 2, 4 and 5. Though as Academic Initiatives are the primary delivery mechanisms for innovation, there is an obvious need to address all aspects of Vision 2020 through this Goal.

Goal 2 particularly addresses Vision 2020 6 (academic standards) and generic theme 1 (retaining students). However, our students are the heart and soul of the institution. They are the reason we exist, and their success must be our primary focus. Every theme of Vision 2020 is connected to our students (whether directly or indirectly, for instance the development of an innovative technological infrastructure speaks also to pedagogical innovation). In Goal 2, we only focus on attracting and retaining students. We are concerned here with our desire to raise Kean's academic standards, and the need to keep thinking about retention. For us, increasing academic standards is not about cutting off opportunity (choosing to focus on higher standards of admission, for instance), but rather building more opportunity – supporting those who come to us to aim towards excellence, to be excellent. For this we need to support students from 'prospect' to graduation: keeping them within a developmental structure that can promote their skills and competencies in a supportive manner; taking them to graduation in a timely fashion; and sending them out into the workforce with the confidence and abilities to succeed.

Goal 3 connects explicitly with Vision 2020 1; Goal 4 with generic theme 4 and Goal 5 with Vision 2020 5 and 7 (as it examines partnerships at every level). Goal 6 connects with generic theme 2, but further, implicit in the ambitions of Vision 2020 is the need for additional financing or at least a stable funding base from which to innovate. Goal 7 also addresses the need to provide an appropriate structure for new development. But the role of physical infrastructure in

Kean's vision is not simply to provide the bricks and mortar for our dreams. Physical infrastructure projects are presently envisaged as an important part of our vision of the future. For instance, the Morris Avenue project will be a reification of partnership with the Township and community of Elizabeth. So physical infrastructure objectives relate strongly to themes 5 and 7, as well as playing an important role in the fulfillment of Vision 2020 theme 1 and generic theme 1 (building a more residential campus to build a sense of community for our students and thereby support retention; building faculty housing so that we can attract and retain world class faculty).

Goal 8 also concerns providing the relevant infrastructure for our vision. However, an important dimension of Goal 8 also must be Vision 2020 3. We cannot simply discuss a supportive infrastructure: system and action can no longer be separated. So in considering how we can build pedagogical innovation utilizing technology, it is clear that technology and the discussion of technology is not just an issue for an IT department. It now must be embraced by faculty and students – it must be embedded in all of our activities.

Goal 9 is concerned with generic theme 9. Given both natural and manmade challenges to our safety and well-being, it is the responsibility of a contemporary university to ensure the ongoing safety and health of its community. The recent shootings in Connecticut and at various campuses in the US; Hurricane Sandy; and even the recent flu epidemic, all remind us of the need for appropriate planning, an appropriate environment in which to learn, appropriate responses to emergencies. These challenges will grow as we expand our student body to alternate campuses (at Kean-Ocean, Kean China etc) in very diverse environments, as we send more students overseas to study or bring more students onto campus to be residents. At this stage in Kean's development as we reach out with new vision, and at this place and time in New Jersey, Goal 9 is a vital addition to the Strategic Plan.

Goal 10 directly relates to Vision 2020 7.

Appendix 7.10

2013-2020 Kean University Strategic Plan

Kean University
2013-2020 Strategic Plan
Goals, Objectives and Actions

(Final Version, Adopted by Board Resolution 12.07.13)

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NOTE:
Upon adoption of this Strategic Plan by the Board of Trustees, the President shall assign the implementation of each goal or objective, if necessary, to a specific office, department or individual for implementation. A particular committee or sub-committee of the University Planning Council also should be designated to implement a specific objective or goal and the assessment of such work should follow. The Office of Assessment and Accreditation should serve as the repository of all relevant data and must inform the President when timelines are not met.

Summary of Goals:

Goal 1 (Expand and Strengthen Academic Initiatives): To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions.

Goal 2 (Attract and Retain Students): To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.

Goal 3 (Attract and Retain Faculty Scholars): To retain and further attract world class faculty and non-teaching staff.

Goal 4 (Continued Community to Diversity): Recognizing our historical excellence in diversity, to build further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice.

Goal 5 (Cultivate Partnerships): To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international.

Goal 6 (To Become a Globalized University): To become a globalized university: uniquely global, uniquely Kean.

Goal 7 (Strengthen Financial Infrastructure): To establish a revenue flow, and financial planning and resource allocation processes that are sufficient, dependable, and consistent to support Kean University's ongoing financial obligations and future ambitions, in light of ongoing reductions in public funding.

Goal 8 (Strengthen Physical Infrastructure): To enhance and build facilities that will support the growth of Kean as a multi-campus, increasingly residential and partner-oriented institution situated in multiple and diverse communities.

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

Goal 10 (Strengthen Security and Promote Public Health): To develop, operationalize, and sustain a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc.), and reaching out to every aspect of Kean University life (personal, educational, and institutional).

Goal 1: To locate Kean University as a focal point of ongoing and transformational educational engagement for all by offering undergraduate and graduate (including doctoral) programs that are responsive to local and national needs while building upon our strengths, and utilizing best practice in the disciplines/professions.

Objective 1.1: Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths.

Actions:
1.1.1. Establish 3-4 new doctoral programs in applied professional fields (e.g., Speech Therapy, Counseling, Physical Therapy) by 2020.

Implementation/Timeline:
1.1.1.1. Conduct a feasibility study of Doctor of Speech Therapy (DST) degree (to be completed by 12/13); degree established fall 2014, graduates by 2016.

1.1.1.2. Conduct a feasibility study of Doctor of Physical Therapy (DPT) degree (to be completed by 12/14); degree established by fall 2016; graduates by 2018.

1.1.1.3. Conduct a feasibility study of Doctor Counselor Education (DCEd) degree (to be completed by 12/15); degree established by fall 2016; graduates by 2018.

1.1.1.4. Conduct a feasibility study of Doctor of fourth applied professional field area (to be completed by 12/16); degree established by fall 2017; graduates by 2019.

1.1.2. Re-shape master's and post-baccalaureate programs to address regional and national needs.

Implementation/Timeline:
1.1.2.1. Review and clarify master's and post-baccalaureate programs to address regional and national needs (TBC [to be completed] 2013-2014).

1.1.2.2. Identify new opportunities and develop strategic plan (TBC 2014).

1.1.2.3. Manage roll-out new opportunities (TBC 2015, 2016, 2017).

1.1.2.4. Establish Physician's Assistant program by 2017.

1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017.

1.1.3. Align undergraduate programs to address regional and national needs.

Implementation/Timeline:
1.1.3.1. Identify alignment opportunities to meet regional and national needs (TBC 2014).

1.1.3.2. Align undergraduate programs and communicate importance of undergraduate programs to regional and national needs (TBC 2015-2016).

1.1.4. Increase the number of programs with the highest and most comprehensive certifications of excellence (i.e. special/subject accreditation) at the departmental level, college or school level, and university level where appropriate.

Implementation/Timeline:
1.1.4.1. Identify university programs seeking highest and most comprehensive certifications of excellence. (TBC 2014-2015).

1.1.4.2. In coordination with VPAA's office, develop specific plans for selected programs, including allocation of resources and goals for obtaining certifications of excellence, and provide supporting resources needed (TBC 2014-2015).

1.1.4.3. Implement short, mid, and long-term plans for acquisition and maintenance of external certifications of excellence, overseeing a regular schedule of initial designation and renewal (TBC 2015 and annually, following).

1.1.5. Support and build further the existing Centers of Excellence where appropriate and develop new Centers.

Implementation/Timeline:
1.1.5.1. Review existing Centers of Excellence: (TBC, 2014) The New Jersey Center for Science, Technology, and Mathematics Education; Human Rights Institute; Center for Global and Specialized Management; College of Visual and Performing Arts; College of Humanities and Social Sciences/Liberty Hall.

1.1.5.2. Identify best practices and designate new Centers of Excellence, as needed in response to regional and national needs (TBC 2015, ongoing).

1.1.5.3. Begin by designation the School of Global Business as a Center for Excellence and implement international internships by 2015.

1.1.6. Grow the programs in environmental and life sciences, and sustainability studies, by investing time and resources in a Regional Highlands Center in Oak Ridge, NJ so that students and faculty have opportunities to witness the ecology and sustainability of terrestrial and aquatic natural resources, the biogeochemical processes related to landscape management, and the impacts of climate change on ecosystems.

Implementation/Timeline:
1.1.6.1. With the President's Office, continue the integration of the Regional Highlands Center into Kean's international program planning (TBC 2014, ongoing).

1.1.6.2. Using scientists and researchers at Kean, include the Regional Highlands Center in national and international research agendas (TBC 2014, ongoing).

1.1.6.3. Identify and employ scientists of distinction to conduct research and education symposia at Kean Highlands.

Objective 1.2: Increase the number and type of relevant and responsive certificate programs, lifelong learning, continuing education and practice-based opportunities for our students.

Actions:
1.2.1. Develop standard cross-disciplinary affiliation agreements (MOUs) to support new partnerships (e.g. hospitals, healthcare systems, schools, non-profits).

Implementation/Timeline:
1.2.1.1. Establish the Office of Affiliation and Internships (OAI) (TBC 2013-2014) if financially feasable.

1.2.1.2. Using OAI as the focus, strategically grow affiliations and partnerships in support of undergraduate and graduate opportunities and Centers of Excellence (TBC 2015, ongoing).

1.2.2. Increase the number of international and national internship opportunities.

Implementation/Timeline:
1.2.2.1. Identify current and potential internship opportunities (TBC 2014).

1.2.2.2. Engage national groups (inroads.org, internships.org) with academic units at Kean (TBC 2013-2014).

1.2.3. Develop online course/program offerings that increase learning opportunities for students by 5% to 10% annually.

Implementation/Timeline:
1.2.3.1. Hire a Director of Online Learning (TBC 2013-2014).

1.2.3.2. Design and implement a Learning Commons Strategy (TBC 2014-2015).

1.2.3.3. Establish a strategy and niche for distance learning (TBC 2014).

1.2.3.4. Design and deploy curriculum to support the plan (TBC 2015 and ongoing).

Objective 1.3: Provide support mechanisms for all programs consistent with regional, professional and national measures.

Actions:
1.3.1. Increase online learning opportunities in skills-based and developmental courses, or where online learning can be utilized as an important supplement to the core academic program to improve student learning/the student experience.

Implementation/Timeline:
1.3.1.1. With the Office of Assessment and General Education, identify where online-learning can be used to improve student learning and experience (TBC 2014-2015).

1.3.1.2. Implement areas of greatest return initially, with additional areas to follow (TBC 2015).

1.3.2. Utilize the Centers of Excellence model to facilitate ambitious program accreditation goals.

Implementation/Timeline:
1.3.2.1. Review local model, as well as national exemplars (TBC 2013-2014).

1.3.2.2. Align Centers of Excellence with program accreditation goals (TBC 2014).

1.3.2.3. Integrate goals with Centers of Excellence effort (TBC 2015-2016, ongoing).

1.3.3. Develop an undergraduate research & honors program(s), and identify and develop students for such 'added value' opportunities.

Implementation/Timeline:
1.3.3.1. Develop a working group to identify current undergraduate research and honors programs at Kean (TBC 2014).

1.3.3.2. Define a structure, based on national norms, policies, procedures, and model to follow, building on Kean's existing elements university wide (TBC 12/14).

1.3.3.3. Migrate existing honors students into the program from incumbent students (3rd4th years) (TBC 2014-2015).

1.3.3.4. Annually enroll students (1ˢᵗ, 2ⁿᵈ years) earlier (TBC 2015-2016).

1.3.4. Enhance the role of the University Career Services Office.

Implementation/Timeline:
1.3.4.1. Connect Career Services to existing national University Career Services organizations and groups, including alumni (TBC 2014).

1.3.4.2. Develop internship co-curricular experience for Kean Students, with progression through service and professional opportunities, culminating in graduation (TBC 2015).

1.3.4.3. Design a web-portal and presence to support students before they arrive at the Career Services physical office (TBC 2014-2015).

1.3.4.4. Develop a 5-year co-op program, aligned with specific majors and employers, to provide substantial professional expertise during undergraduate study at Kean (TBC 2014, ongoing).

Goal 2. To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.

Objective 2.1: Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques.

Actions:

2.1.1. Unique academic programs, such as sustainability, health sciences as well as our outstanding education programs will be promoted extensively integrated into marketing plan timeline to be determined by University Relations.

2.1.2. Continue to offer academic programs and courses that are affordable and of high quality.

2.1.3. Increase the convenience and accessibility of such programs and courses through variable delivery systems, including weekend and on-line programs.

2.1.4. Utilize innovative technology and strategies more effectively to generate engagement of prospective students.

2.1.5. Market new initiatives that support the student academic experience, such as the honors program, to raise visibility amongst high achievers: attracting highly qualified students and enhance reputation.

2.1.6. Increase the numbers of merit scholarships to compete for top students in the region or nationally; timeline to be determined by the Office of Scholarships and the Foundation.

2.1.7. Utilize Kean's diversity and commitment to global perspectives in all marketing, advertising, and recruitment efforts.

2.1.8. Renew marketing initiatives, including web-based recruitment tools, for KeanOcean, Wenzhou-Kean, the broader international community and other centers in the state.

2.1.9. Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of marketing efforts.

2.1.10. Expand community based partnerships and entrepreneurial initiatives that will attract more people to the campus (i.e. Morris Avenue Corridor, Ursino, Liberty Hall Museum, and Conference Services).

Objective 2.2: Improve admissions processes, from recruitment to registration, to ensure that the Kean experience begins from the first 'touch'.

Actions:

2.2.1. Improve administrative coordination of application processing, financial aid processing student accounting processing, scholarship processing and advisement to respond to student needs more efficiently and timely.

    Implementation/Timeline:
    2.2.1.1. Formalize the Admissions and Enrollment Services Committee (Fall 2013).

    2.2.1.2. Formalize a 'pipeline flow' from recruitment to registration (TBC Dec 2013).

2.2.1.3. Establish implementation timeline and enact implementation to ensure admission process through to notification is 24 hours (TBC Jan 2014) and follow-up is within 72 hours.

2.2.1.4. Establish best practices at every stage of the admissions and enrollment processes – from recruitment to registration; establish such best practices as university policy; and provide the technical solutions to implement policy (from Fall 2013-June 2014).

2.2.1.5. Ensure that academic deans and program directors engage in follow-up contact with students expressing interest in their programs within 72 hours.

2.2.2. Review available information and resources to improve administrative coordination and technological resources assigned to the enrollment process to support all admission categories, find how coordination and resource allocation can be improved and implement the necessary changes.

Implementation/Timeline:
2.2.2.1. Review Enrollment Management Report annually (Fall 2013).

2.2.2.2. Integrate Advancement Office for Merit Scholarships (Spring 2014).

Objective 2.3: Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation.

Actions:
2.3.1. In cooperation with the Office of Intervention and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention.

2.3.2. Increase retention goals in proportion to an established enrollment paradigm that incorporates each admission category at each University location as the student population increases.

2.3.3. Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success.

Implementation/Timeline:
2.3.3.1. Develop a Gateway Project Summer Immersion (pre-enrollment addressing of remediation) (feasibility study Spring-Fall 2014, pilot Summer Immersion coures offered Summer 2014; Gateway Project opened Summer 2015).

2.3.3.2. Develop and implement Kean's Developmental Courses online (first program to be implemented as a pilot 2015; three courses rolled out 2016-2017).

2.3.3.3. Improve the relationships with high schools, and utilize special programs such as EEO and Upward Bound to bring pre-college remediation and/or review/placement testing preparation to our feeder high schools to improve the preparation of incoming students (2013/2014 feasibility research plus offering of pilot placement testing preparation; implementation of remediation programming pilots [pre-college developmental courses] 2014/2015; full program of pre-college courses to 10+ high schools by 2015/16).

2.3.3.4. Establish programs that send faculty to high schools for lectures, presentations and recruitment efforts.

2.3.4. Establish and implement an academic advisement process ensuring regular contact between students and academic advisors; require academic deans and program directors to be accountable for compliance with advisement policies.

Objective 2.4: To support student retention and graduation rates throughout our community by building or strengthening programs that embed each individual into 'communities of care' -- from a First Year Experience program, through ongoing Learning Communities that works in conjunction with, residential life, co-curricular and career-related programming.

Actions:

2.4.1. Develop a comprehensive First Year *Academic* Experience program for entering undergraduate students that ties together academic affairs, student affairs and extra-curricular experiences, to provide a more comprehensive and enriching experience.

> **Implementation/Timeline:**
> **2.4.1.1.** Develop overall First Year Experience Program (develop plan Spring 2014; implement Summer 2014 for 2014-15 admission cycle; assess, review and revise for 2015-2016 admission cycle).
>
> **2.4.1.2.** Restructure T2K to include learning communities (pilot Spring 2014 with two common courses. Indicators of success will include co-curricular transcripts for involvement and retention. Explore the possibility of involving GA's as instructors for T2K).
>
> **2.4.1.3.** Determine a baseline for Kean and establish benchmark institutions in the state, regionally and nationally, by which to measure the effectiveness of the First Year Academic Experience (TBC by Dec 2014)

2.4.2. Develop and staff academic and residential learning communities for student cohorts according to educational interests. Engage resident faculty members who are recognized mentors in their respective fields, and who are willing to be available to monitor each student's progress through graduation.

2.4.3. Increase full time faculty teaching General Education and other introductory level courses.

2.4.4. Increase student engagement in residential, social, recreational, and co-curricular programs; utilize Campus labs and the Co-curricular transcripts to assess the progress in this area.

2.4.5. Work collaboratively with academic and administrative units to enhance the advisement process by incorporating student success metrics, course mapping, co-curricular planning.

2.4.6. Utilize Alumni Association and the Foundation for mentoring opportunities, career exploration and internship opportunities.

2.4.7. Develop and centrally coordinate the internship process for students, so that students can come to one office to search for, investigate, prepare and apply for internships. Tie internships more closely to the curriculum.

Objective 2.5: Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion.

Actions:

2.5.1. Utilize the established Academic Advisement Task Force to develop and recommend an improved advisement process for all students. Have Academic Affiars take the lead during Spring 2014 to implement and assess the effectiveness of these changes and modify on an ongoing basis.

2.5.2. Ensure the ongoing accuracy, usability, access to and use of our primary tools for effective planning of timely graduation.

Implementation/Timeline:
2.5.2.1. Update guide sheets and four year graduation plans (TBC Summer 2014) and revise annually each spring if any changes have occured.

2.5.2.2. Develop and implement a formalized plan and mechanism for the regular revision of guide sheets and four year graduation plans (development TBC Summer 2014; implementation TBC by Spring 2015).

2.5.2.3. Establish a central repository of sheets and plans that students can easily access (TBC Summer 2014); the AVP of Academic Affairs is required to review and ensure accuracy.

2.5.2.4. Establish mechanisms by which students and faculty need to access these tools as part of their advisement process (TBC by Spring 2015).

2.5.3. Fully develop and expand Project Readmit to the entire undergraduate population, to reach out to students who left the university without completing their degree, helping them to finish.

Implementation/Timeline:
2.5.3.1. Plan expansion (TBC Spring 2014) at each college, supervised by the Academic Dean.

2.5.3.2. Implement (Summer 2014 and ongoing).

2.5.4. Strengthen the advisement program and process for for first year students, undecided/undeclared students, student who are changing/have changes majors, those with academic difficulty, or probation or academically dismissed (beginning Fall 2013, new policies implemented from Spring-Summer 2014).

2.5.5. Ensure close linkage and continued cooperation and collaboration between Student Affairs and Academic Affairs, especially those student experience initiatives, including T2K, New Student Orientation, academic advisement and retention programs.

Goal 3: To retain and further attract world class faculty and non-teaching staff.

Objective 3.1: Expand full-time faculty (tenure-track and others) to match best practices in institutions across the nation.

Actions:
3.1.1. Expand the tenured, tenure-track and other full-time faculty with a particular emphasis on finding faculty with the appropriate subject mastery and who demonstrate a student-centered approach to teaching and advisement, instill critical thinking, and who h-ave a strong commitment to pedagogy and scholarly and creative works.

Implementation/Timeline:
3.1.1.1. Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at Kean University's main campus in Union incrementally over time with a target of 5% increase annually.

3.1.1.2. Improve the ratio of FTEs to tenured, tenure-track and other full-time faculty at both the branch campus at Ocean County College and the branch campus at Wenzhou, China incrementally over time in same proportion as stated in 3.1.1.1.

3.1.1.3. Task the Faculty Senate with recommending general guidelines as to the need for full-time faculty based on surveys of new programs created.

3.1.1.4. Create full-time faculty positions to accommodate the needs in areas of technology transfer research and post-doctoral research at Kean.

3.1.1.5. Increase the percentage of the University's total budget devoted to instructional and research full-time faculty as necessary to meet the goals in 3.1.1.1. phased-in by September 2020.

3.1.2. Increase hiring of full time faculty to meet the accreditation, academic, disciplinary and staffing needs of existing and new programs and in furtherance of student retention and graduation rate goals.

Implementation/Timeline:
3.1.2.1. By September of each year, Academic Deans must submit proposals for full-time faculty and staffing levels needed to match or exceed minimum standards of external accrediting agencies in order to retain or secure external program accreditation.

3.1.2.2. Prioritize hiring of full time faculty (from 2014 through 2016) to meet staffing needs of programs for the maintenance and expansion of program accreditation by external accrediting agencies.

3.1.2.3. Academic programs not subject to external accreditation demands shall create by September 2014 a plan with timelines for the hiring of full-time faculty to meet the goals and needs assessment generated at the programmatic level via Program Review.

Objective 3.2: Support faculty recruitment and retention through professional development opportunities necessary to build an ever-evolving career at Kean.

Actions:
3.2.1. Expand regular faculty professional development sessions, specifically in the areas of research, grant acquisition, pedagogy, and the uses of technology in research and instruction.

Implementation/Timeline:
3.2.1.1. Each college will conduct a comprehensive self-assessment of its own professional development needs by September 2014.

3.2.1.2. Increase the number and variety of professional development offerings, activities, workshops, training sessions, etc. offered by the Center for Professional Development (CPD) and the Office of Research & Sponsored Programs (ORSP) to provide the college-based needs by September 2015.

3.2.1.3. Increase the number of faculty-led workshops and training sessions in areas of pedagogy and writing for publication by September 2014.

3.2.1.4. Establish full time employee training and assessment schedule for each semester.

3.2.2. Improve/provide support services for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction.

Implementation/Timeline:
3.2.2.1. Develop an annual faculty survey, which identifies faculty interests, needs and ideas for professional support by September 2014.

3.2.2.2. Develop a faculty mentoring program for full-time faculty by September 2014.

3.2.2.3. Create a dedicated budget line to provide travel funding for conference attendance and other professional and career advancement activities for all qualified faculty by September 2014.

3.2.2.4. Increase availability of graduate assistants for scholarly and pedagogical support by 2015 if financially feasible.

3.2.3. Improve/provide support for faculty research and scholarship, grant acquisition, pedagogical innovation, and use of technology in research and instruction by creating active communities of teachers, scholars and professionals on campus.

Implementation/Timeline:
3.2.3.1. Increase number of internally supported scholarly faculty activities on campus including colloquia, public forums, conferences, workshops, orientation programs, etc. by September 2016.

3.2.3.2. Create a program targeted to foster resident faculty collaborations with other institutions matching intellectual capital on campus with appropriate partner organizations by September 2016.

3.2.3.3. Establish a "Teaching and Learning Center" in collaboration with the Center for Professional Development and the Office of Research & Sponsored Programs which assimilates faculty grant and research efforts with pedagogical approaches and offers teaching and learning support for faculty by September 2015.

3.2.3.3. Hire a Teaching and Learning Center leader in September 2014.

Objective 3.3: Support faculty recruitment and retention by offering career advancement opportunities consistent with standards of world-class education.

Actions:
3.3.1. Create clear institutional policies and commitment to the resources and professional time needed for important career goals for faculty such as research and scholarly activity and pedagogical innovation.

Implementation/Timeline:
3.3.1.1. Provide sabbaticals at levels appropriate to proposals submitted.

3.3.1.2. Increase the number of awards of research support for full-time faculty via existing programs such as the Released Time for Research and Creative Works Program wherever appropriate based on the quality of the proposals submitted.

3.3.1.3. Increase the number of awards of research support for untenured faculty via existing programs such as the Untenured Faculty Research Initiative Program wherever appropriate based on the quality of the proposals submitted.

3.3.1.4. Review the criteria for travel to conferences and presentations; seen input from the Council of Deans and the Faculty Senate.

3.3.1.5. Provide annual financial support opportunities for faculty whose research necessitates start-up funds by September 2014.

3.3.1.6. Provide greater flexibility for faculty "in load" teaching assignments to allow for faculty to select alternate assignments for research, service, advisement, etc. by September 2014 and fully implemented by September 2015.

3.3.1.7. Establish a five-year cycle for replacement of faculty office computers with state of the art equipment phased in with full implementation by September 2018.

3.3.2. Create clear institutional policies in support of and commitment to faculty career advancement opportunities.

Implementation/Timeline:
3.3.2.1. Increase promotions to full professor and associate professor based on the number of retirements, the size of annual new hires, merit and fiscal responsibility.

3.3.2.2. Increase the number of range adjustment awards if merited and fiscally feasible.

3.3.2.3. Establish annual promotional opportunities for tenured and tenure-track librarians with faculty rank whenever appropriate and merited.

3.3.2.4. Strengthen faculty participation in peer review processes.

Objective 3.4: Retain and further attract talented and professionally qualified adjunct faculty and support their work through professional development and enrichment opportunities.

Actions:
3.4.1. Provide adjunct faculty with the training and the professional development opportunities useful to incorporate emerging technologies into their teaching by September 2015.

Implementation/Timeline:
3.4.1.1. Invite adjunct faculty to professional development activities (Center for Professional Development), training opportunities, and assessment training programs by September 2014.

3.4.1.2. Ensure that office space is available for adjunct faculty by 2016.

Objective 3.5. Expand non-teaching staff in specific areas to meet the challenges outlined in the strategic plan.

Actions:

3.5.1. Make a comparative analysis (utilizing best practices) of current staffing by unit/service, and pinpoint areas of particular need both in terms of general staffing of services (within a comparative framework) and in terms of the specific and immediate challenges created by the implementation of the strategic plan.

Implementation/Timeline:
3.5.1.1. Organize and undertake analysis (Fall 2013-Spring 2014).

3.5.1.2. Utilize the results to rank non-teaching staff and unit/services' needs according to priority with comparative data, the new strategic plan and the university's financial resources as guides (Summer 2014).

3.5.2. Establish a three year hiring cycle according to priority ranking if fiscal resources permit.

Implementation/Timeline:
3.5.2.1. Rank 1 priority hiring AY 2014-2015.

3.5.2.2. Rank 2 priority hiring AY 2015-2016.

3.5.2.3. Rank 3 priority hiring AY 2016-2017.

3.5.3. Reassess and reappraise needs to build and then implement the next three year cycle .

3.5.3.1. Reassessment and reappraisal of non-teaching staff and unit/service needs in conjunction with university-wide issues arising and the present strategic plan (Fall 2016-Spring 2017).

3.5.3.2. Formation of new three year cycle (Summer 2017).

3.5.3.3. Rank 1 priority hiring AY 2017-2018.

3.5.3.4. Rank 2 priority hiring AY 2018-2019.

3.5.3.5. Rank 3 priority hiring AY 2019-2020.

Objective 3.6: Update and implement core policy for the professional development of non-teaching staff.

Actions:

3.6.1. Review professional development opportunities provided by the university and utilised by non-teaching staff.

Implementation/Timeline:
3.6.1.1. Study of past trends and opportunities including survey of professional association affiliations, professional relationships/networks (Fall 2013-Spring 2014).

3.6.1.2. Include a future-oriented survey to examine the present and (perceived) future interests/needs amongst non-teaching staff (Fall 2013-Spring 2014).

3.6.2. Develop and implement an internal training program for non-teaching staff.

Implementation/Timeline:
3.6.2.1. Create internal training program utilising the results of 3.6.1. (Summer 2014).

3.6.2.2. Implement pilot annual training schedule (AY 2014-2015).

3.6.2.3. Review, reorganize as required, and implement revised schedule (AY 2015-2016 and onwards).

3.6.3. Facilitate state and regional level engagement with the relevant local professional associations or local branches of national professional associations.

Implementation/Timeline:
3.6.3.1. Establish a clear policy framework for staff wishing to apply for funds to attend external professional development events (AY 2013-2014).

3.6.3.2. Establish a professional development fund for non-teaching staff to facilitate attendance at relevant events and membership of relevant professional associations (AY 2013-2014).

3.6.3.3. Pilot use of fund in AY 2014-2015 with review and reassessment.

3.6.4. Depending on the rank and particular needs of the staff member, facilitate on a regular basis their engagement with national level professional associations including attendance at occasional relevant out-of-state association conferences/networking events (use the action and timeline under 3.6.3 for this same purpose simply using additional criteria).

Objective 3.7: Implement on a regular and published schedule for performance-based promotion for non-teaching staff, if fiscally possible.

Actions:
3.7.1. Develop and implement a university wide policy for recognizing high achieving/performing individuals.

Implementation/Timeline:
3.7.1.1. Establish policy in conjunction with the relevant interest groups (Fall 2013-Spring 2014).

3.7.1.2. Implement policy as a part of this Academic Year's performance review process.

3.7.1.3. Offer first performance related promotions following this Academic Year's non-teaching staff's performance review.

Goal 4: Recognizing our historical excellence in diversity, to build further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice.

Objective 4.1: To continue to cultivate a University community that is diverse and inclusive based on our social principles.

Actions:
4.1.1. Shape the academic and administrative services of Kean University to provide for the specific and changing needs of a growing and heterogeneous Kean University student population to the best extent possible.

Implementation/Timeline:
4.1.1.1. Complete an evaluation by the conclusion of the 13-14 AY of the Kean University academic programs and administrative departments to determine a baseline of specialized student needs, e.g., Spanish speaking services, etc., that currently might require improvement.

4.1.1.2. Create and implement an action plan by the conclusion of AY 14-15 that will address the needs identified by the specialized student needs evaluation.

4.1.1.3. Institute annual review of specialized student needs and changing demographics in relation to services provided by the conclusion of AY 14-15.

4.1.1.4. Evaluate the success of the specialized needs action plan by the conclusion of AY 17-18 and identify areas for improvements.

4.1.1.5. Close the loop and allow for the results of annual review to impact program and office annual assessments, recommendations and resourcing for change.

4.1.2. To enhance Kean University's personnel already strong perceptions of inclusivity, equity, diversity and social justice, including all faculty, staff, administration and students.

Implementation/Timeline:
4.1.2.1. Complete an evaluation of the Kean University population by Winter 2015 which will identify university personnel's perceptions of inclusivity, equity, diversity and social justice.

4.1.2.2. Utilize the NSSE on a tri-annual basis, to begin again in 2016, in order to collect student perceptions on diversity, equity and inclusivity.

4.1.2.3. Beginning in 2015, utilize the information that was collected via university evaluations and the NSSE to identify areas for improvements.

4.1.2.4. Beginning in 2016, utilize the information from the NSSE to identify areas for improvement.

4.1.2.5. Develop and implement new programs/information sessions/awareness raising if and where necessary – beginning Fall 2015 for personnel, Fall 2016 for students and onwards.

4.1.3. Develop a comprehensive evaluation process that will explore equity issues related to demographic discrepancies re: salaries, promotion and length of employment.

Implementation/Timeline:
4.1.3.1. By the conclusion of AY 14-15, create a baseline of demographic characteristics for salary ranges, promotions and length of employment to identify any discrepancies.

4.1.3.2. By the conclusion of AY 15-16, create and implement an action plan which will address any discrepancies found by the evaluation process.

4.1.3.3. Reassess identified areas again in AY 18-19.

Objective 4.2: Continue to organize and build our physical resources to reflect our diverse campus community.

Actions:

4.2.1. Investigate the utilization of labs (computer & science) that serve Kean University students in different programs including students with special needs.

Implementation/Timeline:
4.2.1.1. By the conclusion of AY 14-15, create a baseline of the utilization of labs by differing student body population.

4.2.1.2. By the conclusion of AY 15-16, develop and implement an action plan that will address any deficiencies identified by lab utilization evaluation.

4.2.1.3. By the conclusion of AY 17-18, reassess the modifications made during the 16-17 AY to determine if further modifications are necessary to meet the needs of the students.

4.2.2. Provide convenience and resources (space, food, instruments, supplies etc.) to different demographic groups to host multicultural events.

Implementation/Timeline:
4.2.2.1. By the conclusion of AY 13-14, identify all areas on campus which are specifically available to student groups for multicultural purposes.

4.2.2.2. By the conclusion of AY 14-15, allocate space and related facilities based on needs discovered by the space evaluation, the university's known demographics and the evaluation of student special or specific needs (see 4.1.1.1).

4.2.2.3. Reassess on an annual basis beginning in AY 15-16.

Objective 4.3: Continue to provide and then expand upon physical services that reflects our diverse campus community.

Actions:

4.3.1. Expand the food service options to reflect Kean University's different religions, countries and social groups.

Implementation/Timeline:
4.3.1.1. By the conclusion of AY 13-14, create a monthly cultural food day which will highlight a pre-identified subset of the student population.

4.3.1.2. Ensure through student government that the special dietary needs of the student body are being met on a daily basis, or as required during specific times of the year, by the conclusion of AY 13-14.

4.3.1.2. Reassess annually to ensure student needs are being met beginning in AY 14-15.

4.3.2. Ensure Kean students, with different demographic characteristics, have equal access to academic and financial assistance, research and experiential learning opportunities and are equally successful in finishing the school (Retention, graduation, license passing rate and length to graduate etc.).

Implementation/Timeline:
4.3.2.1. By the conclusion of AY 13-14, determine by student demographic characteristics the success rates – e.g., retention, graduation, etc., across all pre-identified fields.

4.3.2.2. By the conclusion of AY14-15, utilizing the baseline, create and begin implementation of an action plan that will address deficiencies in specified demographic fields.

4.3.2.3. Reassess on a bi-annual basis beginning in AY 16-17.

Objective 4.4: Further develop a learning environment that reflects and encourages diversity, equity and inclusivity.

Actions:
4.4.1. Utilize innovative technology to improve advising, scheduling and registration process.

Implementation/Timeline:
4.4.1.1. By the conclusion of AY 13-14, identify the main issues resulting from the scheduling process for students.

4.4.1.2. By the conclusion of AY 14-15, implement a degree audit program that will ensure equity for students in the registration process – e.g., ensure students with the greatest need for a specified course receive the spot in the course.

4.4.1.3. By the conclusion of AY 16-17, assess the degree audit system to ensure that the needs of the students have been achieved by implementing this registration function.

4.4.2. Incorporate curriculum in all programs at Kean with diversity and global perspectives (see also Goal 6).

Implementation/Timeline:
4.4.2.1. By the conclusion of AY 14-15, determine a baseline of all of the courses which includes a component of diversity as well as global perspectives.

4.4.2.2. Incorporate diversity alongside Goal 9 actions to internationalize the curriculum.

4.4.2.3. By the conclusion of AY 17-18, assess Goal 9's actions and ensure the implementation of both diversity and the global dimension into all Kean courses.

4.4.3. Provide professional development opportunities, training and funds to educators and programs to support curriculum transformation or integration related to diversity/multiculturalism.

Implementation/Timeline:
4.4.3.1. By the conclusion of Winter 2014, determine the baseline of developmental opportunities available to faculty and professional staff related to diversity/multiculturalism.

4.4.3.2. By the conclusion of 2014, develop an action plan which will address those areas in need of improvement as identified by the baseline figure.

4.4.3.3. By the end of AY 2014/2015 develop a training program that will address those areas that need improvement.

4.4.3.4. Implement pilot new trainings and any additional required programs in AY 2015/2016.

4.4.3.5. Assess impact of pilot trainings and programs offered to faculty and professional staff at end of AY 2015/2016.

4.4.3.6. Implement necessary changes to pilots, determine cycle of trainings/programs required ('one off', regular etc) and implement as appropriate for AY 2016/2017. Continue assessment and adjustment for each cycle.

4.4.4. Ensure that a diverse group of Kean students engage in the university's internationalization efforts.

Implementation/Timeline:
4.4.4.1. By the conclusion of AY 14-15, determine the baseline of different demographic groups utilization of internationalization opportunities at the university – e.g., study abroad, Kean China, etc.

4.4.4.2 . Utilizing the baseline received by the conclusion of AY 14-15, create and implement an action plan that will encourage demographic groups that underutilize internationalization opportunities to take part in these opportunities by the conclusion of AY 15-16.

4.4.4.3. Reassess on an annual basis beginning at the conclusion of AY 16-17.

4.4.5. Improve the remediation courses for students with learning disabilities.

Implementation/Timeline:
4.4.5.1. By the conclusion of AY 13-14, determine the baseline of retention for students with learning disabilities, and provide research on the factors underlying retention within this specific group.

4.4.5.2. By the conclusion of AY 14-15, create an action plan that will address the deficiencies discovered by the previous year's evaluation.

4.4.5.3. Reassess on a bi-annual basis beginning in AY 16-17.

Goal 5: To provide world-class external opportunities to members of the Kean University community, thereby widening our community beyond the physical campuses, by substantially augmenting our academic, cultural, economic and community partnerships at three distinct levels: the local; regional and national; and international*.
* International partnership activities are part of Goal 6

Objective 5.1: Build the Kean University local extended community of students, parents, alumni, and surrounding residents such that all Kean sites become centers of value-added activities that educate, inform, enliven, and entertain.

Actions:
5.1.1. Create new advertising campaigns to capture all potential markets (students, parents, alumni, and area residents) at all campuses.

Implementation/Timeline:
5.1.1.1. Identify specific audience and markets for advertising campaigns (TBC January 2014).

5.1.1.2. Conduct study at end of 2013-2014 AY to measure advertising effectiveness (TBC June 2014).

5.1.2. Explore new "episodic" learning opportunities to the extended university community with consideration of the diverse community in which Kean Union is situated (e.g., lectures for senior citizens, lectures for various ethnic groups, special continuing education opportunities).

Implementation/Timeline:
5.1.2.1. Identify academic departments to take lead on this initiative (TBC Fall 2013).

5.1.2.2. Roll out initiative to community with limited offerings as a trial (TBC Spring 2014).

5.1.2.3. Measure effectiveness of initiative in terms of attendance and community awareness/interest (TBC late Spring 2014).

5.1.2.4. If interest is enough to sustain program, continue roll out of new additional offerings Fall 2014 and Fall 2015) with measuring occurring late spring of each AY (Spring 2015 and 2016).

5.1.3. Construct an academic research and training center in the Regional Highland Center in a joint initiative with the NJ Department of Environmental Protection. The facility will support research, marketing and ongoing course work at the Highland center.

Implementation/Timeline:
5.1.3.1. Identify programs that will benefit from new center (TBC Fall 2013).

5.1.3.2. Based on program identification efforts, resources should then be lined up internally to aid with the development of this effort (TBC Fall 2013).

5.1.3.3. Formally integrate this center into any and all planning efforts undertaken by the university (TBC Winter 2014).

5.1.3.2. Start construction on new center (TBC Fall 2014).

Objective 5.2: Build local relationships with the surrounding economic community in Union by

developing Morris Avenue corridor into a "university boulevard" and cultivate future economic partnerships at all our sites by being an incubator for small business and community development programs that would also provide educational and professional development opportunities for students and members of the Kean community.

Actions:

5.2.1. Finalize relationship with New Jersey Transit to revitalize the Elizabeth train station.

Implementation/Timeline:
5.2.1.1. Conduct financial evaluation to determine what cost of renovation will be (Fall 2013).

5.2.1.2. Pursue final discussions to conclude deal and start revitalization efforts (TBC Spring 2014).

5.2.2. Explore shuttle service between Union and Elizabeth train stations.

Implementation/Timeline:
5.2.2.1. Conduct research to determine logistics (schedule, etc) and cost of such a service (TBC by end of 2014).

5.2.3. Continue to cultivate relationship between Kean Union and the city of Elizabeth.

Implementation/Timeline
5.2.3.1. Involve the city of Elizabeth in all planning of this project (ongoing).

5.2.4. Explore revenue sources to establish funds for "start up" programs and businesses.

Implementation/Timeline:
5.2.4.1. Work with Institutional Advancement to pursue donors interested in providing "start-up" funds to help get these programs and businesses going (Fall 2013 and ongoing).

5.2.4.2. Work with Small Business Development Center to target and then engage with businesses that could benefit from being a part of this initiative (Winter 2014 and ongoing).

5.2.5. Offer Kean Union campus as meeting and conference space for local businesses and professional groups.

Implementation/Timeline:
5.2.5.1. Start launch of campaign to bring more local businesses to Union campus (from Winter 2014 and ongoing).

Objective 5.3: Expand Kean University's award-winning community service and outreach efforts in the communities surrounding the Kean Union, Kean Ocean, and Wenzhou Kean campuses.

Actions:
5.3.1. Bring initiatives such as "Be the Change" to Kean Ocean and Wenzhou-Kean.

Implementation/Timeline:
5.3.1.1. Explore possibility to bring this initiative to both campuses (TBC Fall 2013).

5.3.2. Expand Kean University's Center for Leadership and Service programs and opportunities.

Implementation/Timeline:
5.3.2.1. Explore possibility to bring this initiative to both the Kean Ocean and Wenzhou campuses (from Winter 2013 onwards).

5.3.2.2. Take the Union programs to the next level of national recognition (Fall 2013-Spring 2015).

Objective 5.4: At the regional level, continue to build and maintain a collaborative and integrated relationship with Ocean County College that allows Kean University to provide the programs, services and support necessary to maintain Kean-Ocean as a successful additional site.

Actions:

5.4.1. Provide physical and virtual connections between Kean Union and Kean Ocean including Ocean County College wherever possible (for example, scheduling regular shuttle bus transportation between campuses; providing faculty development opportunities).

> **Implementation/Timeline:**
> **5.4.1.1.** Look into feasibility of scheduling shuttle service between two campuses and whether it would be economically viable (By the end of Winter 2014).
>
> **5.4.1.2.** Let new faculty know about opportunities available on both the Kean Union and Kean Ocean campuses (AY 2013-14).
>
> **5.4.1.3.** Inform Kean Ocean students about events on Kean Union campus and Kean Union students about events at Kean Ocean, building a process whereby information sharing will continue as a semi-automated feature of Kean community life (AY 2013-14).

5.4.2. Use new Kean Ocean building in Toms River as a focal point and opportunity to engage in more "cross" participation at Union and Kean Ocean and OCC campuses.

> **Implementation/Timeline:**
> **5.4.2.1.** Establish committee of faculty/staff from both campuses to work on establishing connections (From Fall 2013).

Objective 5.5: Strategically expand offerings at community colleges in the state so that Kean University becomes a first choice for transfer students.

Actions:

5.5.1. Leverage data from current transfer statistical reports to identify new offerings/opportunities to bring in new populations of transfer students (i.e., explore strengths of programs at county colleges and schedule Kean courses to appeal to county college students).

> **Implementation/Timeline:**
> **5.5.1.1.** After reviewing data, identify and pursue initiatives aimed at attracting more transfer students to Kean (AY 2013-2014, start to implement initiatives Spring 2014-2015).
>
> **5.5.1.2.** Look at success of these initiatives and determine from the numbers of transfer students whether or not they should continue (Winter 2016). Amend and repeat as necessary (Spring 2016 and ongoing).

Objective 5.6: Cultivate new and expand the scope of current relationships with partnering universities in the tri-state region (e.g., Rutgers, NJIT, Drexel University) to include opportunities for visiting learning, research and teaching opportunities.

Actions:

5.6.1. Collect data regarding number of faculty currently engaged in partnerships (i.e., co-authorships, co-investigators, etc.).

Implementation/Timeline:
5.6.1.1. Gather information via faculty survey (Fall 2013) to assess where faculty currently have partnerships.

5.6.2. Plan professional development activities to help others establish partnerships with other universities in the tri-state region.

Implementation/Timeline:
5.6.2.1. Work with CPD and ORSP on workshops aimed at promoting partnerships (to be planned AY 2013-2014, and implemented 2014 onwards).

5.6.3. Explore grant opportunities for collaborative projects.

Implementation/Timeline:
5.6.3.1. Continue to identify the collaborations that make the most sense given the strengths of our institution and our faculty (TBC 2014 and ongoing).

5.6.3.2. Create a set of targets for collaborations during AY 2013-2014, and develop an internal strategic plan accordingly to increase collaboration both in depth and breadth.

Objective 5.7: Cultivate partnership sites and establish affiliation agreements for internships, externships, and field placements with state-wide school districts as well as businesses, hospitals and nonprofit agencies across the tri-state region to promote participation in related career advancement and professional development opportunities for students, faculty, staff and administrators.

Actions:
5.7.1. Collect data on current affiliation agreements and internship, externship and field placements sites to identify strengths to leverage and opportunities for expansion.

Implementation/Timeline:
5.7.1.1. Gather information from faculty as well as through agreements and grant documentation (Fall 2013) to assess current agreements.

5.7.2. Establish a position or office to provide oversight for affiliation agreements and to process contracts (see also 1.2.1.1).

Implementation/Timeline:
5.7.2.1. Have position work closely with budget and grant offices (Fall 2014 and ongoing).

Objective 5.8: Enhance national recognition of our accomplishments and increase federal sponsorship of community-based programs and faculty research.

Actions:
5.8.1. Develop further regional and national centers of excellence that highlight Kean University's unique strengths in applied research and in community-based programs which have positive social impact (e.g., the Human Rights Institute, Liberty Hall, the Speech Clinic in the School of Communication Disorders and Deafness, Psychological Services in the Department of Advanced Studies in Psychology, etc.).

Implementation/Timeline:
5.8.1.1. Conduct internal assessment of current centers (TBC 2014), and from there determine which centers would best fit Kean to pursue moving forward (TBC 2014) and then provide the resources/support the raising of the relevant resources to allow new centers to begin to achieve their goals and old centers to further their present activities.

5.8.2. Encourage members of the Kean community to participate and assume leadership roles in regional organizations and national associations as a venue for building professional partnerships.

Implementation/Timeline:
5.8.2.1. Measure via faculty survey baseline data of those faculty involved with groups/organizations (TBC AY 2013-2014) and follow up each year.

5.8.2.2. Explore revenue sources to fund new professional memberships and create competitive application process to underwrite memberships for new faculty and staff (TBC AY 2014-2015).

5.8.2.3. Conduct annual survey of members of the Kean community to identify areas requiring expansion (beginning AY 2014-2015, and then ongoing to utilise the data to build on the identification and provision of relevant trainings, resources, and any other support that will improve external engagement with one's profession).

Goal 6: To become a globalized university: uniquely global, uniquely Kean.

Objective 6.1: Globalize our curriculum in terms of substance and quality.

Actions:
6.1.1. Finish the process of building our new global degree programs (eg the Global MBA and Global Nursing).

6.1.2. Produce more global-oriented programs (eg Global Health) (for instance, by potentially creating a 'global dimension' certificate for Kean majors).

6.1.3. Establish and promote the School of Business both regionally and globally.

6.1.4. Internationalize Kean's curricula through the introduction of comparative studies, international case studies and examples, internationalised text offerings, and developing foreign communication.

6.1.5. Promote where possible international recognition of Kean programs through professional accreditation routes, international branding and marketing, international ranking.

6.1.6. Establish a program in American language studies for international students to prepare for full University study.

6.1.7. Create global interactive courses where Kean students work with students from foreign universities to accomplish collaborative projects/research.

Objective 6.2: Provide a world of opportunities to our students and faculty: building and implementing an internationalization abroad strategy.

Actions:
6.2.1. Build a substantive study abroad program with worldwide options that also allow our diverse body of students to engage (for instance, by making thinking about Study Abroad and visiting the International Office a required element of the Transition to Kean class).

6.2.2. Turn our TraveLearn program into an opportunity for university partnerships.

Implementation/Timeline:
6.2.2.1. Evaluate successful and current Travelearn programs to identify strengths and create models for implementation.

6.2.2.2. Gather data on which overseas institutions have strong and renown academic programs which would be appealing to our students.

6.2.3. Embed international travel/research into the proposed Honors Programs.

6.2.4. Build a substantial overseas Service Learning component - bringing the Kean record of dedication to community service in New Jersey out to the world.

6.2.5. Promote faculty opportunities overseas (through Fulbright, international research projects etc) to benefit faculty by broadening their understanding of their field, supporting their ability/desire to work with the best wherever they may come from or reside, and so to come home with that new understanding to further Kean's commitment to World Class Education. (for instance, by requiring faculty to teach a relevant class to the area they went, or to introduce new relevant case studies, examples, books, and original research from the area they visited).

6.2.6. Expand faculty engagement in international consultancies.

> **Implementation/Timeline:**
> **6.2.6.1.** Conduct survey of members of the Kean community to identify current international consultancies and identify possible opportunities.
>
> **6.2.6.2.** Explore revenue sources to fund new international consultancies.

6.2.7. Increase funding for projects which address global/international issues particularly if based on international partnerships/consortiums.

> **Implementation/Timeline:**
> **6.2.7.1.** Create a competitive application process to underwrite projects which address global/international issues.

6.2.8. Strengthen the structures at home to support Study Abroad (for instance by strengthening our student ambassador program on campus, connecting students to alumni abroad, building awareness, developing internships, and promoting funding opportunities for students to utilize for their international travel).

Objective 6.3: Bring the world into Kean: building and implementing an internationalization at home strategy.

Actions:
6.3.1. Build a substantial body of international full-time, full degree students at the Kean Union campus.

6.3.2. Bring our Chinese students to Kean as a part of their educational experience.

6.3.3. Participate in more global projects to support developing countries/emerging democracies by providing places for young scholars/practitioners in relevant Kean programs.

6.3.4. Build relationships with the relevant federal and international agencies/non-for-profits that can involve Kean in their programming - utilising Kean's resources to bring a new constituency onto campus, and to provide further opportunities for consultancies and research overseas through IOs, federal agencies and non-for-profits.

6.3.5. Raise the numbers of visiting international scholars, teachers, and leaders in government, businesses and non-for-profits.

6.3.6. Raise the percentage of international full-time faculty at Kean.

6.3.7. Create the structures on campus to welcome and support international students and faculty (for instance, cross cultural friendship classes for international students which use classrooms to welcome international students while establish international connections for students).

6.3.8. Support globalization within each of our communities by bringing the international dimension of the university into the local surrounding communities, ensuring that each local community is part of the Kean experience, and making ties between our different local communities - place-to-place.

Objective 6.4: Create a new model of the 'global university'.

Actions:

6.4.1. Create a new model for the US university 'global campus' idea by forming a genuine branch campus overseas that provides the same programs and educational experience as at home but within new exciting communities/constituencies. This new model will allow our students 'at home' to have genuinely easy and affordable access to our international campuses (taking with them their financial aid, for instance). The first example will be Kean-China.

6.4.2. Seek to plan a replication of the Kean-China model in at least one other international site within the period of this strategic plan.

6.4.3. Integrate and formulate all campus facilities at home and abroad to reflect both a central Kean experience and the globalized nature of the university (through for instance, residences, student centers, grounds and classrooms) with the aim that these two should become one and the same - the US/global university.

Implementation/Timeline:

6.4.3.1. Provide virtual connections between Kean USA and Wenzhou Kean for broad-based participation in programs, services and support.

6.4.3.2. Provide opportunities for exchange programs between Wenzhou Kean and Kean USA which allow faculty, staff, and students from both institutions the opportunity to travel and learn more about the other campus and programs.

6.4.4. Continue to build and maintain a collaborative and integrated relationship with Wenzhou University that allows Kean University to provide the programs, services and support necessary to maintain Wenzhou-Kean as a successful additional location.

Goal 7: To establish a revenue flow, and financial planning and resource allocation processes that are sufficient, dependable, and consistent to support Kean University's ongoing financial obligations and future ambitions, in light of ongoing reductions in public funding.

Objective 7.1: Develop and continuously update a comprehensive and aggressive fundraising plan in order to tap new or previously underutilized sources of revenue by increasing the amount of private giving through donations from alumni, friends of the university, corporations, private foundations and grants.

Actions:

7.1.1. Develop a series of giving and cultivation programs to encourage individual and corporate interest in Kean University (The Arts Council and Alumni Association through the Alumni Leadership Initiative, ALIS, among others).

Implementation/Timeline:

7.1.1.1. Maintain and increase annual giving by 20% through the Kean Fund for Excellence (accepting gifts of any amount) and the William Livingston Society (Accepting gifts of $1000 or more).

7.1.1.2. Establish gift giving as the norm for faculty and staff.

7.1.1.3. Cultivate and grow major gifts from a variety of donors pools to secure gifts of $25,000 or more through relationship building, with the goal of increasing gifts by 25% over time.

7.1.1.4. Develop an active and robust Planned Giving Program to encourage supporters to name Kean University as beneficiary in their estate plan.

7.1.2. Develop a recruiting program to grow recruiting efforts by alumni; track the number of incoming students who are recruited as a direct result of alumni efforts and set targeted goals after establishing baseline metrics.

7.1.3. Ensure that Kean Alumni would be directly involved in recruiting, mentoring or fundraising, through the Alumni Association Board of Directors: the Office of Alumni Relations shall hold at least two events per year to engage as many Alumni as possible and shall send four to five direct mail/email contacts throughout each year while cooperating with the Director of Annual Giving to increase Alumni giving by 50% over the time of this plan.

Objective 7.2: Make federal and state government and University constituencies and University advocates aware of the financial needs and unique circumstances of higher education in general and our students' financial needs in particular.

Actions:

7.2.1. Provide quarterly communication with Federal and State Government officials and other University constituencies.

Implementation/Timeline:

7.2.1.2. Provide reports on the number of students at Kean under federal and state financial aid.

Objective 7.3: Encourage transparency of the institutional budget in order to link the budget process to strategic planning and articulate our responsibility as a public, higher education institution.

Actions:

7.3.1. Maintain budget and resource allocation models that are strategic and reward progress towards established goals and priorities.

> **Implementation/Timeline:**
> **7.3.1.1.** Support University Planning Council activities and maintain funding levels for resource allocation as available.

Objective 7.4: Strengthen the budget and planning processes to ensure the short to medium term needs of the institution are met as well as supporting its long term financial viability.

Actions:

7.4.1. Ensure that our university-wide, multi-year financial plan addresses long-term financial strength for all programs by focusing resources on sustainable academic programs/courses and curtail or repackage those that are not sustainable.

> **Implementation/Timeline:**
> **7.4.1.1.** Compile and analyze data on student need through statewide and national job market trends.
>
> **7.4.1.2.** Compile and analyze data on numbers of admissions applications.
>
> **7.4.1.3.** Compile and analyze current number of majors.

7.4.2. Utilize differential tuition pricing among colleges and cohorts.

> **Implementation/Timeline:**
> **7.4.2.1.** Examine the possibility of establishing fees for labs, private music lessons and studio courses to make offering courses with low enrollments and low capacities possible.

7.4.3. Create a market-responsive academic program development fund to support strategic enrollment growth and allow for seeding longer-term entrepreneurial opportunities.

> **Implementation/Timeline:**
> **7.4.3.1.** Research and establish academic program development based on student need, and statewide and national job market trends.
>
> **7.4.3.2.** In addition to our diverse student population, attract and retain sufficient numbers of traditional-age students to maintain full occupancy so that we strengthen our tuition revenue.
>
> **7.4.3.3.** Streamline application processes.
>
> **7.4.3.4.** Support and maintain academic services and co-curricular activities for freshmen as well as our diverse student population.

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

Objective 8.1: Provide the physical infrastructure for new student learning environments (including integrated learning/clinical sites), an expanding roster of opportunities in applied research/scholarship, creative work, and for the innovative uses of technology at the Union campus and Kean's additional sites.

Actions:
8.1.1. Enhance existing facilities at the Union Campus through a systematic review of the classrooms, studios, laboratory spaces, equipment, library, offices, and lavatories, to ensure that furnishings, accommodations, and facilities are clean and meet the needs of students, faculty, staff, and visitors in accordance with the campus master plan.

Implementation/Timeline:
    8.1.1.1. Develop a system to assess and rate (Very Good, Fair, Poor, etc.) new and existing facilities (TBC December, 2013).

    8.1.1.2. Develop a capital spending plan for renovations of the facilities based on the results of the building evaluations (TBC February, 2014).

8.1.2. Create more energy efficient and sustainable facilities to promote material and energy conservation and reduction of waste in all new and existing buildings.

    Implementation/Timeline:
    8.1.2.1. Investigate available resources and opportunities for sustainable power sources including but not limited to solar power, geothermal systems, water management and LED technology (TBC December, 2014).

    8.1.2.2. Prioritize buildings and individually meter each building utility – electricity, water, gas (TBC June, 2014).

    8.1.2.3. Based on individual meter data obtained, develop capital plan for implementing energy savings initiatives (TBC September, 2014).

Objective 8.2: Plan, design, and construct additional on- and off-campus housing opportunities for the campus community at the Union campus.

Actions:
8.2.1 Provide faculty housing opportunities on campus to attract faculty scholars and high caliber faculty from across the country and around the world.

    Implementation/Timeline:
    8.2.1.1. Construct 18 faculty housing 18 units (2 bedroom, single story) (TBC March, 2013) and continue such efforts if demand grows.

8.2.2. Utilize the current Public-Private Partnership legislation to explore new opportunities for Graduate, Undergraduate, and International student housing.

    Implementation/Timeline:
    8.2.2.1. Construct 600 additional beds on the main campus for Undergraduate, Graduate, and International students (TBC August, 2016).

8.2.2.2. Construct 600 additional beds on the main campus for Undergraduate, Graduate, and International students (TBC August 2019)

Objective 8.3: Design and construct state-of-the-art facilities at multiple campuses across New Jersey and other remote locations. All locations will be providing Kean University students with the same World Class Education at a facility consistent with the high standards established in Goal/Objective 8.1.

Actions:
8.3.1. Continue to support growth at Kean Ocean through future expansion and development on the Ocean County College campus.

Implementation/Timeline:
8.3.1.1. Complete construction of the Kean Ocean Gateway building for use by Fall 2013 (completed).

8.3.1.2. In consultation with our partners at OCC, revisit and revise the Kean Ocean Master Plan through 2020 (TBC December, 2014).

8.3.2. Plan, design and construct a LEED Silver certified facility in the NJ Highlands that will support academic programs as well as provide an alternative revenue source during the Summer months through summer camps, conferences, and events.

Implementation/Timeline:
8.3.2.1. Work with the NJDEP and the NJ Highlands Council to determine permitting requirements and establish an approved site plan for future development (TBC December, 2013).

8.3.2.2. Complete existing facility renovations including but not limited to asbestos removal, ADA compliance, and facility modernization (TBC December, 2014).

8.3.2.3. Construct, commission, and occupy new facility (TBC September, 2016).

8.3.3. Working with our Chinese partners, plan and construct world class facilities consistent with the Kean USA standards to be experienced by Wenzhou Kean students, faculty and staff.

Implementation/Timeline:
8.3.3.1. Complete Phase 1 of the Wenzhou Kean Campus (TBC September 2013).

8.3.3.2. Complete Phase 2 of the Wenzhou Kean Campus by 2016.

Objective 8.4:   Develop off-campus partnerships and opportunities with the surrounding communities.

Actions:
8.4.1. Continue partnership with the City of Elizabeth and NJ Transit in order to redevelop and revitalize of the Elizabeth Train Station and develop Morris Avenue, from North Avenue to the train station as *University Boulevard.*

Implementation/Timeline:
8.4.1.1. Work with the City of Elizabeth and NJ Transit to determine the planning parameters, requirements, and market study needs in order to establish long term planning timeline (TBC June 2014).

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

Objective 9.1: Build a university community where communication can be instant, integrated and multi-logical by expanding computing capabilities of any device so that it can be used anywhere, at any time.

Actions:
9.1.1. Establish a university-wide "Virtual Computing Environment" whereby classroom design for all future classrooms, and any upgrades to older classrooms, studios, laboratories, offices, print stations, or buildings will:

- o Provide electricity for all participants.

- o Provide charging feeder stations.

- o Support the specific technology needs of all academic departments/programs.

- o Provide and support 24-7 technology service expectations.

- o Provide standardized connectivity.

9.1.2. Provide seamless and immediate real-time access and "rapid connectivity" through high-speed networks, remote and wireless access.

Objective 9.2: Establish innovative pedagogical technique utilizing technology as a norm in the Kean classroom leading towards the 'classroom without walls' concept.

Actions:
9.2.1. Establish and regularly maintain a suite of pedagogical practices utilizing technology to act as a 'menu' for Kean faculty.

9.2.2. Establish and implement introductory and ongoing training so that faculty may utilize this 'menu' appropriately.

Implementation/Timeline:
9.2.2.1. Provide the training to faculty.

9.2.2.2. Ask those who are moving ahead at college, department or individual level to provide a leadership role to others.

9.2.2.3. Build trained faculty and model groups into project groups that will focus on pedagogical innovations utilizing technology in specific areas.

9.2.3. Ensure an appropriate technological infrastructure to meet the challenges of pedagogical innovation through the normalization of a replacement and/or upgrading cycle of campus wide technology.

Implementation/Timeline:
9.2.3.1. Audit and put in place a regular audit rotation of technological resources on campus including all software and hardware. Make results available to the community and keep an online list of available software.

9.2.3.2. Create and implement a cycle for replacement of software and hardware.

9.2.3.3. Utilize the audit to determine which areas require a more 'cutting edge' approach and research appropriate solutions.

9.2.4. Move to an expectation of all students possessing computers from the first day of school thereby reducing dependency on labs and allowing further utilization of technology both inside and outside of the classroom.

9.2.5. Develop and maintain a few Master Labs (reducing program specific labs with fewer, relevant, highly maintained College specific labs that utilize quick, effective technology) within each college.

Objective 9.3: Establish innovative management solutions for globalizing a multi-site university with an increasingly mobile and diverse community.

Actions:
9.3.1. Establish an integrated data management system that follows students from admission through alumni.

9.3.2. Establish an integrated administrative data management system for the processes required in managing multiple campuses.

9.3.3. Create a paperless university.

Objective 9.4: Keep research technology (i.e. equipment, software) current, if not cutting edge, to allow our students a competitive edge in today's job market.

Actions:
9.4.1. Establish relationships with local, regional and national partners/companies to establish the technological needs or requirements for new hires.

Goal 10: To develop, operationalize, and sustain a forward-thinking culture of public health and safety awareness rooted in adherence to all external and internal standards (fire, safety etc.), and reaching out to every aspect of Kean University life (personal, educational, and institutional).

Objective 10.1: Educate and raise awareness of Kean University's commitment to protect the health and safety of the entire university community at every campus.

Actions:
10.1.1. Develop a university wide marketing program for public health and safety information (TBC 2014).

10.1.2. Develop for all incoming students a program of personal and institutional safety best practices for all University sites, programs, and activities including Kean-Ocean, Wenzhou-Kean, Travel Learn, and courses on all satellite campuses (TBC 2014); provide a university wide program to raise awareness of personal safety, a to strengthen personal resiliency (TBC 2015).

10.1.3. Orient all faculty and staff to current personal and institutional safety practices including Campus Alert, crisis response/emergency procedures and special needs members of the community with disabilities (TBC 2016).

10.1.4. Encourage the formation of multi-disciplinary student and faculty research agendas that incorporate public health and safety issues (TBC 2014).

10.1.5. Develop a prominent web link for prospective students regarding public health and safety (TBC 2014).

Objective 10.2: Have planned responses to potential safety and security challenges based on ongoing effective risk assessment.

Actions:
10.2.1. Establish a system of timely and continual assessment of University response capabilities to public health and safety related issues (TBC 2014); implement assessment process by 2015.

10.2.2. Incorporate public health and safety best practices in all aspects of university planning (TBC 2014).

10.2.3. Develop a system to project estimates of losses to university assets based on ongoing risk management (TBC 2014); implement by 2015.

10.2.4. Develop a system of University wide self- critical analysis of ongoing and completed incidents activities and events (TBC 2014); implement by 2015.

Objective 10.3: Maintain an effective emergency management system that is inclusive of all aspects of the university operations and is responsive to the ever-changing challenges of our world.

Actions:
10.3.1. Develop a system that involves all aspects of university operations in awareness, training, and applications of the emergency management systems (TBC 2016/2017).

10.3.2. Develop a system of safety captains for all University buildings and functions to assist with the evacuation or shelter in place of a diverse population of disabled persons (TBC 2016).

10.3.3. Develop a system of post-incident response to assist the members of the university community impacted by an incident or disaster (TBC 2015).

10.3.4. Conduct annual reviews of all incidents events and activities involving the university community as well as neighboring and surrounding communities to use lessons learned for future planning and response (TBC 2016).

Appendix 7.11

UPC Chair's Report on the Develop of the Kean University
2013-2020 Strategic Plan

Appendix 7.11 UPC Chair's Report on the Development of the Kean University 2013-2020 Strategic Plan

University Planning Council

Report on the Development of the

Kean University 2013-2020 Strategic Plan

The University Planning Council (UPC) at Kean University is responsible for writing, implementing and assessing the Strategic Plan. The UPC is the most representative governance body at Kean University with a membership composed of

8 members appointed by the President (including chair and vice-chair)
6 members appointed by the Faculty Senate (one from each college)
Faculty Senate Chairperson
3 student representatives
5 bargaining agent representatives (president or designee)
12 members representing the major university divisions: VP and one member from
- Academic Affairs
- Operations
- Campus Planning/Facilities
- Institutional Advancement
- Student Affairs
- Media & Publications

Director of Accreditation and Assessment (*ex officio*)
Director of Institutional Research (*ex officio*)

Work on the current Strategic Plan began in 2011 with an evaluation of the 2007-2012 Strategic Plan; this evaluation was completed in 2012 and posted on the UPC webpages. To supplement information provided by the evaluation, in 2011, a survey was blasted to all faculty, staff and students. In the anonymous survey, members of the university community evaluated goals of the 2007-2012 Strategic Plan on the basis of the whether each goal continued to remain important for Kean University; they also evaluated the importance of emerging trends.   In addition, the UPC scanned external factors which impact the university.   This initial work provided the foundation for drafting the goals of the 2013-2020 Strategic Plan, and ensured that the 2013-2020 Strategic Plan captured Kean University's historic commitments (e.g., embracing diversity) and new directions (e.g., globalization).

Members of the UPC divided themselves into working groups; each group was devoted to a single goal of the draft strategic plan. Working groups collaborated with other university committees (e.g., the Faculty Senate Technology committee). Kean University invited an external consultant in April of 2012 to speak with the UPC and the university community about strategic planning. Members of the entire university community were invited to multiple working meetings devoted exclusively to the draft Strategic Plan during academic years 2011-2012 and 2012-2013. Additionally, members of the university community were invited to assist the working groups during the January 2013 Assessment Institute and the May 2013 Assessment Day as the revised goals of the Strategic Plan were taking shape.

In parallel to work on drafting a new strategic plan, during the academic year of 2011-2012, Kean University began a promotional campaign entitled, "Vision 2020," a road map for the future growth and success of Kean University. This vision, published in the Spring 2012 Kean Magazine, outlined a series of initiatives including establishing Wenzhou Kean University, cultivating Kean's partnership with the State of New Jersey and its Regional Highlands Center at Mt. Paul, planning a University Boulevard on Morris Avenue in Union, completing the Green Lane Building (a 102,275 square-foot, mixed use building at the corner of Morris Avenue and Green Lane), providing continued emphasis on applied research programs, and promoting KeanXchange – a digital communication website with Twitter and Facebook feeds, which serves as a social and news media hub for the Kean community. During the drafting of the 2013-2020 Strategic Plan, some of these initiatives were realized (e.g., the Green Lane Building opened for classes in January of 2014), but the continually-evolving components of Vision 2020 were incorporated into the final strategic plan.

Involvement of the entire campus community in the development of the strategic plan continued: all faculty, staff and students were invited to two "Town Hall" meetings held on the Union campus. "Round Table" discussion was held with faculty and staff at Wenzhou Kean in May of 2013. During the spring of 2013, the UPC shared the Strategic Plan draft with student groups including Student Organization, the Part-Time Graduate Student Council, the Greek Senate, and student Leadership in the residence halls.

In addition to the involvement of faculty, staff and students, other stakeholders were involved in the process. The draft was shared with an alumni focus group in August of 2013, and to the entire Alumni Board in September of 2013. Similarly, the draft was shared with the Kean University Foundation Board in November of 2013. In all cases, feedback was received and incorporated into the 2013-2020 Strategic Plan.

The Kean University Board of Trustees was integral in the development and finalization of the 2013-2020 Strategic Plan. The UPC made periodic reports to the Board of Trustees throughout the process of plan development. The Board of Trustees received a detailed draft of the 2013-2020 Strategic Plan in September of 2013 for feedback. Discussion of the draft occurred during Board of Trustee Subcommittee Meetings and a Board of Trustees retreat. A final draft of the 2013-2020 Strategic Plan was adopted by the Board of Trustees at its December 2013 meeting.

While drafting the Strategic Plan, the University Planning Council reassessed its subcommittees, and reorganized into three standing committees.

Academic Initiatives
- Maria Zamora (Assistant Professor, English)[1]
- Maria Perez (Center for Professional Development)
- George Arasimowicz (Dean, College of Visual and Performing Arts)
- John Dobsiewicz (Executive Director, General Studies) [1]
- Barry Mascari (Chairperson and Associate Professor, Counselor Education) [1]
- Patricia Morreale (Assistant Professor, Computer Science and Technology)

Attracting and Retaining Students
- Connie Alexis-Laona (Director, Office of Institutional Advancement)
- John Dobosiewicz (Assistant Professor, Geology and Meteorology) [1]
- Monique Woods (Undergraduate Student Representative)
- Patrick Ippolito (Faculty Senate Chairperson *and* Associate Professor of Elementary Education and Bilingual Education)
- Roselena Twyne (Undergraduate Student Representative)
- Janice Murray-Laury (Vice President, Student Services)
- Henry Kaplowitz (Director, Human Rights Institute *and* Professor, School of Psychology) [1]

Attracting and Retaining Faculty-Scholars
- Lindy Foreman (Office of Research and Sponsored Programs)
- Dongmin Ke (Assistant Professor, Management Studies)
- Linda Cahir (Assistant Professor, Middle and Secondary Education)
- James Castiglione (KFT President *and* Associate Professor, Chemistry and Physics) [1]
- Mia Zamora (Assistant Professor, English) [1]
- Veysel Yucetepe (Assistant Professor, Graduate Management Studies)

Commitment to Diversity
- Henry Kaplowitz (Director, Human Rights Institute *and* Professor, School of Psychology) [1]
- Lorraine Carango (Director, Office of Internal Audit)
- Wenjun Chi (Acting Associate Director, Office of Accreditation and Assessment)
- Ian Klein (Associate Director, Office of Accreditation and Assessment)
- Matthew Caruso (Director, Media and Publications)
- Audrey Kelly (Executive Director, Media and Publications)
- Jo Hoffman (Associate Dean, College of Education)

External Partnerships
- Denise Ellis (2010-2011; Assistant Professor, Social Work)
- Marie Segal (Professor, Special Education and Literacy)
- Robert Cirasa (Dean *then* Associate Vice President, Kean-Ocean)
- Joseph Cronin (Managing Assistant Director, Research and Sponsored Programs)
- Kerrin Lyles (Director, University Center)

- Suzanne Bousquet (Acting Dean, College of Humanities and Social Sciences) [1]

Global University
- Sophia Howlett (Associate Vice President, Academic Affairs)

Financial Infrastructure
- James Castiglione (KFT President *and* Associate Professor, Department of Chemistry and Physics) [1]
- Suzanne Bousquet (Executive Director, School of Psychology) [1]
- Katerina Andriotis (Associate Vice President, Academic Affairs)
- Philip Connelly (Executive Vice President of Operations)
- Diane Schwartz (Interim Associate Vice President for Institutional Advancement)
- Ruth Ma (Graduate Student Representative)
- Kristoffer Engel (Graduate Student Representative)

Physical Infrastructure
- Carol Gubernat (2010-2011; Assistant Vice President of Academic Affairs)
- Terry Golway (Liberty Hall *and* Department of History)
- Phyllis Duke (Director, Facilities and Campus Planning)
- Tracie Feldman (Managing Assistant Director, Campus Planning)

Technological Infrastructure
- Elizabeth Hyde (Assistant Professor, History)
- Barry Mascari (Faculty Senate Chairperson, Chairperson and Associate Professor, Counselor Education)
- Kathleen Henderson (KUAFF President; Physical Education, Recreation and Health)
- Joseph Marinello (Director, Information Technology)
- Joy Moskovitz (Assistant Vice President of Academic Affairs)

Campus Health and Safety
- Jennifer Crupi (Associate Professor, Fine Arts)
- Janice Murray-Laury (Vice President, Student Services)
- Adriana Brennan (Director of Alumni Relations)
- James Drylie (Executive Director, Criminal Justice)
- Adam Shubsda (Associate Director, Public Safety – Police)

Appendix 7.12

2014 January Training Days Evaluation Report

Appendix 7.12 Training Days January 2014

Table of Contents

Respondents

Total Responses: 107 (As of February 18, 2014)

Training Schedule: January 13 - 17, 2014

Your role at Kean University:		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty - Full Time	54	50.5	50.5	50.5
	Faculty - Adjunct	1	.9	.9	51.4
	a Librarian	1	.9	.9	52.3
	an Administrator	14	13.1	13.1	65.4
	a member of the Professional Staff	32	29.9	29.9	95.3
	a member of the Support Staff	5	4.7	4.7	100.0
	Total	107	100.0	100.0	

Your role at Kean University:
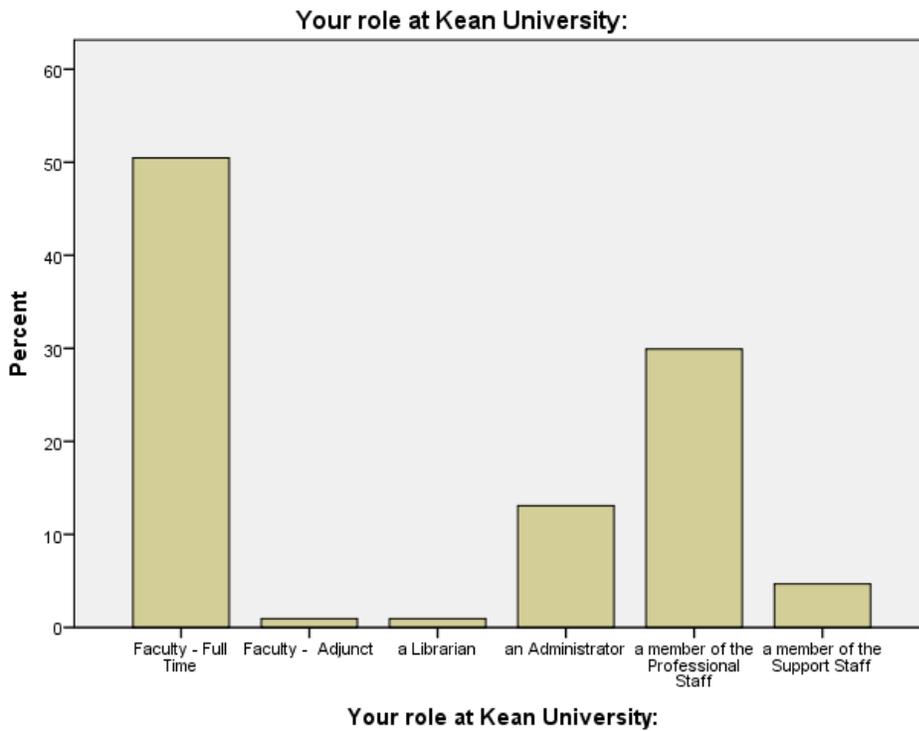
Monday, January 13, 2014

9:30 AM-11:00 AM - Plenary Session: Maintaining Momentum Rate this session:		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Useful	15	14.0	16.7	16.7
	Useful	32	29.9	35.6	52.2
	Somewhat Useful	21	19.6	23.3	75.6
	Not Useful	22	20.6	24.4	100.0
	Total	90	84.1	100.0	
Missing	System	17	15.9		
Total		107	100.0		

9:30 AM-11:00 AM - Plenary Session: Maintaining Momentum Rate this session:
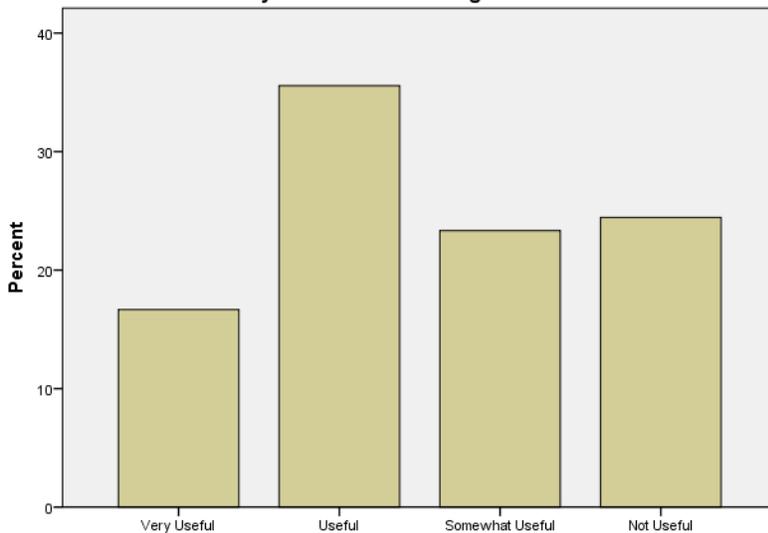
Choose the session you attended at 11:15 AM – 12:15 PM		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assessing Diversity Learning Outcomes (Faculty Track)	55	51.4	67.1	67.1
	Staff Assessment Techniques – Best Practices	27	25.2	32.9	100.0
	Total	82	76.6	100.0	
Missing	System	25	23.4		
Total		107	100.0		

Choose the session you attended at 11:15 AM – 12:15 PM

			Rate the session you attended at 11:15 AM – 12:15 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 11:15 AM – 12:15 PM	Assessing Diversity Learning Outcomes (Faculty Track)	Count	7	25	16	7	55
		% within Choose the session you attended at 11:15 AM – 12:15 PM	12.7%	45.5%	29.1%	12.7%	100.0%
	Staff Assessment Techniques – Best Practices	Count	3	8	8	7	26
		% within Choose the session you attended at 11:15 AM – 12:15 PM	11.5%	30.8%	30.8%	26.9%	100.0%
Total		Count	10	33	24	14	81
		% within Choose the session you attended at 11:15 AM – 12:15 PM	12.3%	40.7%	29.6%	17.3%	100.0%

Choose the session you attended at 1:45 PM - 2:45 PM * Rate the session you attended at 1:45 PM - 2:45 PM							
			Rate the session you attended at 1:45 PM - 2:45 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 1:45 PM - 2:45 PM	Large Scale Testing, General Surveys	Count	3	4	3	1	11
		% within Choose the session you attended at 1:45 PM - 2:45 PM	27.3%	36.4%	27.3%	9.1%	100.0%
	Working with GE Rubrics	Count	4	5	3	1	13
		% within Choose the session you attended at 1:45 PM - 2:45 PM	30.8%	38.5%	23.1%	7.7%	100.0%
	Designating and aligning your course with GE SLOs	Count	1	3	1	0	5
		% within Choose the session you attended at 1:45 PM - 2:45 PM	20.0%	60.0%	20.0%	0.0%	100.0%
	Designating and aligning your SLOs as a course...program groups	Count	5	2	3	2	12
		% within Choose the session you attended at 1:45 PM - 2:45 PM	41.7%	16.7%	25.0%	16.7%	100.0%
	Closing the Loop Unit Meetings	Count	7	14	10	5	36
		% within Choose the session you attended at 1:45 PM - 2:45 PM	19.4%	38.9%	27.8%	13.9%	100.0%
Total		Count	20	28	20	9	77
		% within Choose the session you attended at 1:45 PM - 2:45 PM	26.0%	36.4%	26.0%	11.7%	100.0%

Choose the session you attended at 3:00 PM – 4:30 PM * Rate the session you attended at 3:00 PM – 4:30 PM							
			Rate the session you attended at 3:00 PM – 4:30 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 3:00 PM – 4:30 PM	Closing the Loop - Faculty -Academic Program	Count	10	21	9	6	46
		% within Choose the session you attended at 3:00 PM – 4:30 PM	21.7%	45.7%	19.6%	13.0%	100.0%
	Closing the Loop - Staff - Division Meetings	Count	2	5	12	7	26
		% within Choose the session you attended at 3:00 PM – 4:30 PM	7.7%	19.2%	46.2%	26.9%	100.0%
Total		Count	12	26	21	13	72
		% within Choose the session you attended at 3:00 PM – 4:30 PM	16.7%	36.1%	29.2%	18.1%	100.0%

Comments (n=14)
The afternoon sessions were not well organized - general lack of communication and understanding as to the objectives.
None of the sessions were relevant to my position at Kean.
The initial presenter did not offer anything new to participants. However, new faculty and staff benefitted. The session done in K 127 after lunch on day 1 was impossible to manage - too many people - not enough chairs-not able to hear discussions.
Some of these workshops were valuable, but the timing was quite challenging. Individual meetings with assessment coordinators could have provided the middle states report authors with valuable information.
We need time to close the loop, not listen to cheerleading. We get it: assessment is important. Please let us do it.
closing loop - this is something our department is competent at - no need for session
Good session
The plenary speaker did not provide anything new on assessment
Why hire a plenary speaker who repeatedly says she knows nothing about Kean? Why??
The GE session had a number of useful handouts and examples; the faculty session allowed us to prepare for program review
None of the sessions above were geared to the support staff. Classes could cover customer service, how to handle complaints, how to order supplies, how to reserve conference rooms, etc.
Even the Staff Track offerings were not very helpful in designing/implementing assessment or increasing understanding for staff on their participation/implementation of assessment.
Most useful was time to meet with department members.
No trainer

Tuesday, January 14

Choose the session you attended at 9:30 AM - 10:30 AM * Rate the session you attended at 9:30 AM - 10:30 AM							
			Rate the session you attended at 9:30 AM - 10:30 AM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 9:30 AM - 10:30 AM	Composition Rubric Training	Count	6	7	1	1	15
		% within Choose the session you attended at 9:30 AM - 10:30 AM	40.0%	46.7%	6.7%	6.7%	100.0%
	New guidelines from the GE Committee	Count	2	2	4	0	8
		% within Choose the session you attended at 9:30 AM - 10:30 AM	25.0%	25.0%	50.0%	0.0%	100.0%

			Count	3	3	4	0	10
	Values – How do we measure them?	% within Choose the session you attended at 9:30 AM - 10:30 AM	30.0%	30.0%	40.0%	0.0%	100.0%
		Count	4	2	1	1	8
	Transfer Transition to Kean – a working group	% within Choose the session you attended at 9:30 AM - 10:30 AM	50.0%	25.0%	12.5%	12.5%	100.0%
		Count	3	14	10	4	31
	Building Your Strategic Plan	% within Choose the session you attended at 9:30 AM - 10:30 AM	9.7%	45.2%	32.3%	12.9%	100.0%
		Count	2	1	4	0	7
	Understanding the data from Institutional Research	% within Choose the session you attended at 9:30 AM - 10:30 AM	28.6%	14.3%	57.1%	0.0%	100.0%
Total		Count	20	29	24	6	79
		% within Choose the session you attended at 9:30 AM - 10:30 AM	25.3%	36.7%	30.4%	7.6%	100.0%

Choose the session you attended at 10:45 AM – 11:45 AM * Rate the session you attended at 10:45 AM – 11:45 AM							
			Rate the session you attended at 10:45 AM – 11:45 AM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 10:45 AM – 11:45 AM	Speech Rubric Training	Count	4	0	0	0	4
		% within Choose the session you attended at 10:45 AM – 11:45 AM	100.0%	0.0%	0.0%	0.0%	100.0%

			Count	5	6	1	2	14
	Exploring the Critical Thinking Rubric		% within Choose the session you attended at 10:45 AM – 11:45 AM	35.7%	42.9%	7.1%	14.3%	100.0%
	What is good writing? Assessing our students using Kean's Composition Rubric		Count	1	5	2	0	8
			% within Choose the session you attended at 10:45 AM – 11:45 AM	12.5%	62.5%	25.0%	0.0%	100.0%
	Enhancing your teaching through use of the SIRII reports		Count	11	7	6	1	25
			% within Choose the session you attended at 10:45 AM – 11:45 AM	44.0%	28.0%	24.0%	4.0%	100.0%
	Implementing Your Strategic Plan		Count	3	10	11	4	28
			% within Choose the session you attended at 10:45 AM – 11:45 AM	10.7%	35.7%	39.3%	14.3%	100.0%
Total			Count	24	28	20	7	79
			% within Choose the session you attended at 10:45 AM – 11:45 AM	30.4%	35.4%	25.3%	8.9%	100.0%

Choose the session you attended at 1:15 PM – 2:15 PM * Rate the session you attended at 1:15 PM – 2:15 PM								
				Rate the session you attended at 1:15 PM – 2:15 PM				Total
				Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session	Distributed		Count	3	6	2	0	11

you attended at 1:15 PM – 2:15 PM	Courses, Capstones and GE Outcomes	% within Choose the session you attended at 1:15 PM – 2:15 PM	27.3%	54.5%	18.2%	0.0%	100.0%
	Assessing Writing Emphasis Capstones	Count	5	4	4	1	14
		% within Choose the session you attended at 1:15 PM – 2:15 PM	35.7%	28.6%	28.6%	7.1%	100.0%
	Using the Co-Curricular Transcript to assess values	Count	0	2	4	1	7
		% within Choose the session you attended at 1:15 PM – 2:15 PM	0.0%	28.6%	57.1%	14.3%	100.0%
	Exploring Quantitative Reasoning	Count	1	2	4	0	7
		% within Choose the session you attended at 1:15 PM – 2:15 PM	14.3%	28.6%	57.1%	0.0%	100.0%
	NWGC Faculty: Assessment of Graduate Courses	Count	6	6	4	1	17
		% within Choose the session you attended at 1:15 PM – 2:15 PM	35.3%	35.3%	23.5%	5.9%	100.0%
	Project Management and Cost Benefits Analysis	Count	0	3	4	8	15
		% within Choose the session you attended at 1:15 PM – 2:15 PM	0.0%	20.0%	26.7%	53.3%	100.0%
Total		Count	15	23	22	11	71
		% within Choose the session you attended at 1:15 PM – 2:15 PM	21.1%	32.4%	31.0%	15.5%	100.0%

Choose the session you attended at 2:30 PM – 4:30 PM * Rate the session you attended at 2:30 PM – 4:30 PM							
			Rate the session you attended at 2:30 PM – 4:30 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 2:30 PM – 4:30 PM	Finalizing your Annual Assessment Plans/Planning Your Program Review - Academic Depts/Programs	Count	13	19	10	4	46
		% within Choose the session you attended at 2:30 PM – 4:30 PM	28.3%	41.3%	21.7%	8.7%	100.0%
	Finalizing your Annual Assessment Plans for 2013-2014 - Non-Academic Programs	Count	2	5	8	6	21
		% within Choose the session you attended at 2:30 PM – 4:30 PM	9.5%	23.8%	38.1%	28.6%	100.0%
Total		Count	15	24	18	10	67
		% within Choose the session you attended at 2:30 PM – 4:30 PM	22.4%	35.8%	26.9%	14.9%	100.0%

Comments: (n=11)

Nobody from Assessment was available to support our questions or give direction.

Assessment goals and other planning materials were not available

new information was not provided

quantitative reasoning - out of 70+ sign-up's 12 people showed up so information was not shared with enough constituencies

Difficult doing without actual data in hand

Not geared towards support staff who are first-line people on campus.

Some sessions could be presented during the semester like ORSP and we could use the time better in our own department with our resources available to us

All staff members should be involved in designing/implementing assessment for their respective division/unit.

Most helpful was time to meet with department faculty. However, good to meet new Writing Center director.

Too much information to process for one session

No speaker

Wednesday, January 15, 2014

		Frequency	Percent	Valid Percent	Cumulative Percent
9:30 AM-11:45 AM - The Good Advisor – Connecting with Your Advisees Rate this session:					
Valid	Not Useful	19	17.8	28.8	28.8
	Useful	16	15.0	24.2	53.0
	Somewhat Useful	15	14.0	22.7	75.8
	Very Useful	16	15.0	24.2	100.0
	Total	66	61.7	100.0	
Missing	System	41	38.3		
Total		107	100.0		

9:30 AM-11:45 AM - The Good Advisor – Connecting with Your Advisees Rate this session:

Choose the session you attended at 1:00 PM – 2:00 PM * Rate the session you attended at 1:00 PM – 2:00 PM							
			Rate the session you attended at 1:00 PM – 2:00 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 1:00 PM – 2:00 PM	Models for Advising – Best Practices	Count	11	9	11	6	37
		% within Choose the session you attended at 1:00 PM – 2:00 PM	29.7%	24.3%	29.7%	16.2%	100.0%
	Disabilities Services and Support	Count	12	9	7	0	28
		% within Choose the session you attended at 1:00 PM – 2:00 PM	42.9%	32.1%	25.0%	0.0%	100.0%
Total		Count	23	18	18	6	65
		% within Choose the session you attended at 1:00 PM – 2:00 PM	35.4%	27.7%	27.7%	9.2%	100.0%

Choose the session you attended at 2:15 PM – 3:15 PM * Rate the session you attended at 2:15 PM – 3:15 PM							
			Rate the session you attended at 2:15 PM – 3:15 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 2:15 PM – 3:15 PM	Technical Advisement Basics	Count	0	0	1	0	1
		% within Choose the session you attended at 2:15 PM – 3:15 PM	0.0%	0.0%	100.0%	0.0%	100.0%
	Transfer Student Advisement Emphasis	Count	4	2	4	1	11
		% within Choose the session you attended at 2:15 PM – 3:15 PM	36.4%	18.2%	36.4%	9.1%	100.0%

	First Year Advisement Emphasis	Count	3	1	1	1	6
		% within Choose the session you attended at 2:15 PM – 3:15 PM	50.0%	16.7%	16.7%	16.7%	100.0%
	Graduation Planning Emphasis	Count	2	1	2	2	7
		% within Choose the session you attended at 2:15 PM – 3:15 PM	28.6%	14.3%	28.6%	28.6%	100.0%
	GE Track: Teaching the *NEW* T2K	Count	2	2	0	0	4
		% within Choose the session you attended at 2:15 PM – 3:15 PM	50.0%	50.0%	0.0%	0.0%	100.0%
	Supporting Students in Distress.....	Count	9	8	3	1	21
		% within Choose the session you attended at 2:15 PM – 3:15 PM	42.9%	38.1%	14.3%	4.8%	100.0%
	Emergency Response Training	Count	11	5	3	2	21
		% within Choose the session you attended at 2:15 PM – 3:15 PM	52.4%	23.8%	14.3%	9.5%	100.0%
Total		Count	31	19	14	7	71
		% within Choose the session you attended at 2:15 PM – 3:15 PM	43.7%	26.8%	19.7%	9.9%	100.0%

Choose the session you attended at 3:30 PM - 4:30 PM * Rate the session you attended at 3:30 PM - 4:30 PM							
			Rate the session you attended at 3:30 PM - 4:30 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 3:30 PM - 4:30 PM	Advisement Syllabus Working Group	Count	5	4	5	3	17
		% within Choose the session you attended at 3:30 PM - 4:30 PM	29.4%	23.5%	29.4%	17.6%	100.0%
	How is your department going to advise in the future?	Count	2	10	7	5	24
		% within Choose the session you attended at 3:30 PM - 4:30 PM	8.3%	41.7%	29.2%	20.8%	100.0%
	Customer Service - Best Practices	Count	9	8	2	1	20
		% within Choose the session you attended at 3:30 PM - 4:30 PM	45.0%	40.0%	10.0%	5.0%	100.0%
Total		Count	16	22	14	9	61
		% within Choose the session you attended at 3:30 PM - 4:30 PM	26.2%	36.1%	23.0%	14.8%	100.0%

Advising focus was not relevant to my department

Some programs are already implementing strong advisement programs. I had to turn a large number of students who needed advisement away to attend these 'advisement training sessions'. Students would have benefited from my availability. This would have

the good advisor - 'ah the horror, the horror' - absolutely awful

Because very little was available for graduate faculty we met with our dean instead,

We used this time slot for a required orientation for our GE History course and talked in that session about the use of any required course taken mostly by freshmen as an opportunity, indeed necessity, to use it for advisement.

Both emergency response and customer service seminars were very useful to the support staff employees. Would advise that you form committee of support staff to formulate more seminars that can make the support staff first-class.

This day did not present new information and could have been more productive in our own departments

Except the Customer Service workshop, offerings in the Staff Track were not presented in a manner that was relevant to non-teaching staff.

It was intense, and I am actually finding it hard to remember all the sessions! Many were excellent - but time without dept. ended up most useful.

I did not attend Wednesday

No information on assessment

Thursday, January 16, 2014

Choose the session you attended at 9:30 AM- 10:30 AM * Rate the session you attended at 9:30 AM- 10:30 AM							
			Rate the session you attended at 9:30 AM- 10:30 AM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 9:30 AM- 10:30 AM	Clickers in the Classroom	Count	6	4	2	0	12
		% within Choose the session you attended at 9:30 AM- 10:30 AM	50.0%	33.3%	16.7%	0.0%	100.0%
	Kean Library - eBooks & other Electronic Resources	Count	5	6	0	1	12
		% within Choose the session you attended at 9:30 AM- 10:30 AM	41.7%	50.0%	0.0%	8.3%	100.0%
	Creating Google	Count	8	11	9	2	30

			Very Useful	Useful	Somewhat Useful	Not Useful	Total
	Sites	% within Choose the session you attended at 9:30 AM- 10:30 AM	26.7%	36.7%	30.0%	6.7%	100.0%
	Emergency Response Training	Count	4	7	2	0	13
		% within Choose the session you attended at 9:30 AM- 10:30 AM	30.8%	53.8%	15.4%	0.0%	100.0%
Total		Count	23	28	13	3	67
		% within Choose the session you attended at 9:30 AM- 10:30 AM	34.3%	41.8%	19.4%	4.5%	100.0%

Choose the session you attended at 10:45 AM –12:15 PM * Rate the session you attended at 10:45 AM – 12:15 PM							
			Rate the session you attended at 10:45 AM –12:15 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 10:45 AM –12:15 PM	Introduction to the Flipped Classroom	Count	5	7	8	7	27
		% within Choose the session you attended at 10:45 AM –12:15 PM	18.5%	25.9%	29.6%	25.9%	100.0%
	Intermediate SPSS	Count	6	3	2	0	11
		% within Choose the session you attended at 10:45 AM –12:15 PM	54.5%	27.3%	18.2%	0.0%	100.0%
	Google Apps: What the heck is Google Drive	Count	4	5	4	3	16
		% within Choose the session you attended at 10:45 AM –12:15 PM	25.0%	31.3%	25.0%	18.8%	100.0%

	Ellucian Recruiter	Count	4	1	2	1	8
		% within Choose the session you attended at 10:45 AM –12:15 PM	50.0%	12.5%	25.0%	12.5%	100.0%
Total		Count	19	16	16	11	62
		% within Choose the session you attended at 10:45 AM –12:15 PM	30.6%	25.8%	25.8%	17.7%	100.0%

11:30 AM - 12:30 PM - Emergency Response Training Please rate this session:		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Useful	19	17.8	47.5	47.5
	Useful	7	6.5	17.5	65.0
	Somewhat Useful	11	10.3	27.5	92.5
	Not Useful	3	2.8	7.5	100.0
	Total	40	37.4	100.0	
Missing	System	67	62.6		
Total		107	100.0		

11:30 AM - 12:30 PM - Emergency Response Training   Please rate this session:

11:30 AM - 12:30 PM - Emergency Response Training   Please rate this session:

Choose the session you attended at 1:30 PM- 2:30 PM * Rate the session you attended at 1:30 PM- 2:30 PM							
			Rate the session you attended at 1:30 PM- 2:30 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 1:30 PM- 2:30 PM	The 'How to' of Poster Design	Count	4	4	3	3	14
		% within Choose the session you attended at 1:30 PM- 2:30 PM	28.6%	28.6%	21.4%	21.4%	100.0%
	Google Apps: Discover how powerful Google Plus	Count	5	9	1	3	18
		% within Choose the session you attended at 1:30 PM- 2:30 PM	27.8%	50.0%	5.6%	16.7%	100.0%
	Ellucian Recruiter	Count	2	1	1	0	4
		% within Choose the session you attended at 1:30 PM- 2:30 PM	50.0%	25.0%	25.0%	0.0%	100.0%
	Teaching the *NEW* T2K	Count	2	2	2	0	6
		% within Choose the session you attended at 1:30 PM- 2:30 PM	33.3%	33.3%	33.3%	0.0%	100.0%
	Supporting Students in Distress	Count	5	5	0	0	10
		% within Choose the session you attended at 1:30 PM- 2:30 PM	50.0%	50.0%	0.0%	0.0%	100.0%
Total		Count	18	21	7	6	52
		% within Choose the session you attended at 1:30 PM- 2:30 PM	34.6%	40.4%	13.5%	11.5%	100.0%

Choose the session you attended at 2:45 PM – 3:45 PM * Rate the session you attended at 2:45 PM – 3:45 PM							
			Rate the session you attended at 2:45 PM – 3:45 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 2:45 PM – 3:45 PM	Disabilities Services and Support for College Students	Count	10	11	3	3	27
		% within Choose the session you attended at 2:45 PM – 3:45 PM	37.0%	40.7%	11.1%	11.1%	100.0%
	Mass Mutual Benefits Informational Session	Count	1	2	0	1	4
		% within Choose the session you attended at 2:45 PM – 3:45 PM	25.0%	50.0%	0.0%	25.0%	100.0%
	Blackboard Problem-Solving Clinic	Count	3	2	7	1	13
		% within Choose the session you attended at 2:45 PM – 3:45 PM	23.1%	15.4%	53.8%	7.7%	100.0%
Total		Count	14	15	10	5	44
		% within Choose the session you attended at 2:45 PM – 3:45 PM	31.8%	34.1%	22.7%	11.4%	100.0%

Introducing the flipped classroom seemed poorly organized. I still do not understand what a flipped classroom is!

The How to of poster design sounded the most relevant to my position here, and I thought I would get something out of it. When I walked into the session, there was another title on the board. How to make a research poster. This should have been the title of the session that we choose from. It was completely different from what was listed.

Did not attend 1:30PM session

All were somewhat useful to a support staff person; however, could not attend because there was no one to cover.

Blackboard was basic and really needed more advanced training to fully utilize the program

Staff track offerings were not useful in presenting information on assessment development or implementation by staff.

Google App workshops showed me what I need to learn. Student Support & Disabilities give me important data.

I was hoping to get a tutorial on how to great google docs not on what different individuals already had.

no information on assessment

Friday, January 17, 2014

Choose the session you attended at 9:30 AM- 10:30 AM * Rate the session you attended at 9:30 AM- 10:30 AM							
			Rate the session you attended at 9:30 AM- 10:30 AM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 9:30 AM- 10:30 AM	Creating a Facebook	Count	4	6	7	2	19
		% within Choose the session you attended at 9:30 AM- 10:30 AM	21.1%	31.6%	36.8%	10.5%	100.0%
	Putting Qualtrics to Work	Count	4	1	1	2	8
		% within Choose the session you attended at 9:30 AM- 10:30 AM	50.0%	12.5%	12.5%	25.0%	100.0%
	Introduction to Virtual EMS	Count	11	5	2	0	18
		% within Choose the session you attended at 9:30 AM- 10:30 AM	61.1%	27.8%	11.1%	0.0%	100.0%

	Introduction to Excel	Count	3	1	3	1	8
		% within Choose the session you attended at 9:30 AM- 10:30 AM	37.5%	12.5%	37.5%	12.5%	100.0%
Total		Count	22	13	13	5	53
		% within Choose the session you attended at 9:30 AM- 10:30 AM	41.5%	24.5%	24.5%	9.4%	100.0%

Choose the session you attended at 10:45 AM –12:15 PM * Rate the session you attended at 10:45 AM – 12:15 PM

			Rate the session you attended at 10:45 AM –12:15 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 10:45 AM –12:15 PM	Pixlr.com	Count	3	5	6	4	18
		% within Choose the session you attended at 10:45 AM –12:15 PM	16.7%	27.8%	33.3%	22.2%	100.0%
	Google Apps: How to make Google Email, Calendar...	Count	2	8	3	1	14
		% within Choose the session you attended at 10:45 AM –12:15 PM	14.3%	57.1%	21.4%	7.1%	100.0%
	Training the Facilitator: ....Endnote & EasyBib	Count	4	3	4	0	11
		% within Choose the session you attended at 10:45 AM –12:15 PM	36.4%	27.3%	36.4%	0.0%	100.0%
	What's exciting in Campus Lab	Count	0	2	0	0	2
		% within Choose the session you attended at 10:45 AM –12:15 PM	0.0%	100.0%	0.0%	0.0%	100.0%

Total	Count	9	18	13	5	45
	% within Choose the session you attended at 10:45 AM –12:15 PM	20.0%	40.0%	28.9%	11.1%	100.0%

Choose the session you attended at 1:15 PM – 2:45 PM * Rate the session you attended at 1:15 PM – 2:45 PM

			Rate the session you attended at 1:15 PM – 2:45 PM				Total
			Very Useful	Useful	Somewhat Useful	Not Useful	
Choose the session you attended at 1:15 PM – 2:45 PM	Creating a Facebook page for Dept/Program Public Relations Purposes	Count	3	5	4	1	13
		% within Choose the session you attended at 1:15 PM – 2:45 PM	23.1%	38.5%	30.8%	7.7%	100.0%
	Introduction to Qualtrics for Research Purposes	Count	4	0	1	0	5
		% within Choose the session you attended at 1:15 PM – 2:45 PM	80.0%	0.0%	20.0%	0.0%	100.0%
	Blackboard Problem-Solving Clinic	Count	6	5	2	0	13
		% within Choose the session you attended at 1:15 PM – 2:45 PM	46.2%	38.5%	15.4%	0.0%	100.0%
	Google Apps: Discover how powerful Google Plus	Count	2	2	4	1	9
		% within Choose the session you attended at 1:15 PM – 2:45 PM	22.2%	22.2%	44.4%	11.1%	100.0%
Total		Count	15	12	11	2	40
		% within Choose the session you attended at 1:15 PM – 2:45 PM	37.5%	30.0%	27.5%	5.0%	100.0%

Comments (n=10)
Excel session was an introduction for beginners.
The Facebook session should have been given by someone from University Relations. A couple of times questions came up about what was appropriate branding for the school, where we can get generic images/logos to post, what would be appropriate to post as part of the school etc. I tried to get something out of this for my personal use, what was taught seemed very basic, for people who don't use Facebook. Maybe how to promote your page and make it useful to the audience would have been better. This session just covered the steps on how to make a page on Facebook, which you can search for yourself on Facebook.
I was unable to attend any sessions after Monday, due to prior conference commitment
very practical
Instructor did not seem prepared - haphazard presentation
Could not attend because no one to cover. Suggest to run separate seminars for those who have to always cover.
Good session but would prefer it during the semester
More workshops related to campus resources for staff (i.e. Virtual EMS) would have been helpful if not sessions specific to staff responsibility in developing/implementing assessment in their particular job.
Learned that I need to learn more. Workshops themselves did not translate into something I could put into practice now.
No training on assessment

Feedback for the Whole Week and Suggestions for the Future

Please list the 3 things that were most relevant, useful or interesting to you this week:

Text Response
Advising workshops, training by other faculty, and working in small department groups
The ACCESS presentation was amazing.
Staff were given a chance to participate in professional development workshops; not offered often enough.
Google Apps
designing posters session; advisement how-tos; meeting colleagues in other departments
Emergency Management, Closing the Loop presentation, Examples of Assessment used among different departments during the closing the loop presentation
None
technology workshops (google tools with Karen), writing rubric workshop, and time to meet as a department to work on program review and assessment plans
Freshman advising I learned a lot. Customer Service is something we really needed. And there were a lot of nuggets of information just about Kean and about our future plans that I hadn't heard before.
Program development within the department; technology courses
being able to share findings with colleagues
Anything Karen Harris presented. I went to three of her workshops
obtaining a better understanding of assessment activities on campus
Networking with other colleagues and transfer transition to Kean.
How to use google apps, flipped classroom and rubric outcomes for GE
chance to talk to other program faculty about program assessment
Facebook, marketing/promotion, emergency response
Time spent with colleagues in discussion of academic policies.
Customer Service Workshop, Emergency Response Training
use of data
Safety Training, EMS, Disability
networking with other faculty/staff
Learning what is involved in other departments that you don't typically interact with on a daily basis.
day 1 - confirmed things I already knew - but I do not see these being implemented properly - this top down assessment has to stop - faculty needs to be in charge of assessment (I know easier said than done…)
This whole week was geared to undergraduate faculty. There was very little for graduate faculty.
The advising workshop
did not know that I as support staff needed to attend all 5 days - training to should geared toward needs of "groups" of employees
I thought the technology information as always was helpful and inspired me to step it up a bit and look into creating my own webpage for a class as well as looking more closely at blackboard as a tool.
Thought the flipped classroom and the session on advisement were both very helpful and were also well done.
Sharing information with my department was useful. Learning how to use KeanWise and Datatel for advisement is relevant.

Ideas presented by Linda Suskie, SIRS online is more robust than paper version, Hearing the Dean of Education discuss best practices

aligning slos and course outcomes, using sirIIs to improve teaching, time to meet with other department faculty

Information on rubrics and strategic planning

strategic plan, students in distress

Would have liked to attend more sessions - could not due to work responsibilities.

SIR II and SIR II online presentation

It is a pleasure to learn about the good work that other programs are doing. At times, the overall communication on campus is poor. These training sessions provide a way to learn about the exciting changes and improvements. We do have an outstanding university and it's important not only for Kean Faculty/Staff but for the public, to know about our offerings. It was obvious how passionate and motivated our speakers were. All presented relevant and useful information.

working with my department (this is what we need time for....if we are going to have to come, give us time to work as departments with certain outcomes so that we can spend time improving our programs)

Blackboard

Working as a department on assessment-related matters. Clickers session was most useful pedagogically (am actually using some of what I learned this semester). Joe Cronin rocks! (His session was on Qualtrics survey research.)

Google Sites, Facebook for the Dept, & Closing the Loop

strategic planning, disability and counseling students in distress and the pedagogy/tech workshops

Creating web page for courses; Black Board; and workshops on rubrics

google information, writing rubrics, reading rubrics

Opportunity to discuss GE guidelines with committee and other faculty; opportunity to review program assessment and prepare for program review; Qualtrics and Black;

Enhancing teaching via SIRR; Assessing writing; Services provided by disability services

department work together, solving problems. having time

technology topics

Applicable information to my position IE Emergency Response, Etc.

Clickers in the classroom, closing the loop activities with my department, building a facebook page

Advisement Day was the most informative day

Customer Service, news on further security measures.

Use of clickers, new ellucian recruiter system google sites

Customer Service, Emergency Response, Students in Distress

Learning how the clickers worked in the classroom, what is good advisement?, time with colleagues to complete assessment

Time to meet with department members & work on department needs. Getting to know offices (like support services and disabilities). Meeting with faculty outside of one's own department (hasn't been time for much of that the last few years).

Graduation Planning Emphasis, Creating a Facebook Page, Emergency Response Training

networking with colleagues, facebook, models of advising

The folder of support services and contact numbers prepared by the Counseling office.

Ge information, Emergency Response, and Helping students in distress

Program review, disabilities session, advisement session

Networking and collaborating with colleagues.

Statistic	Value
Total Responses	62

Which workshop did you feel was most effective and why?

Text Response
Advising by the history department, found it informative, entertaining, and inspiring
The ACCESS presentation was amazing.
Strategic Planning and the Customer Service workshop both were very informative and practical.
Emergency Training
designing posters - presentation was clear and easy to follow; discovered a new resource on campus
Emergency Management
Could have been shorter and developed from faculty instead of admin
writing rubric was very helpful because many of our students struggle with academic and scientific writing and it has been difficult to find ways to assess their writing while also providing productive feedback to help students improve. The presenter did a nice job of providing several ideas for steps along the way in the writing process to help improve students' chances for success on the final product
Counseling because it was the one which most directly related to the functions of my office
Freshman Advising
SPSS & Qualtrics because it can be used in my work.
Technology because it gave me an opportunity to move to the next level
working with students with disabilities....learned more about the services available on campus and off
Google Apps. useful, well structured, intelligently hands-on
Emergency Response Management, provided critical information regarding emergency response
Transfer transition to Kean. The facilitators were very effective and listened to our suggestions. This is an area that needs improving so it felt beneficial to be part of the working group.
THe google app one because it gives a most effective way to integrate technology into our teaching
disability student services
Emergency response....everyone should have attended this session....to get people thinking about what could happen, and what could be done in these situations.
I learned a great deal of useful information about the Office Disability Services
Introduction to Blackboard very effective I was taught Angel at Anoterh University
Customer Service. The presenter covered areas that most students complain about on campus.
not sure, it was a while ago and I was distracted by semester start activities
Safety- I understand now more of what they want to do to keep Kean Safe.
technology was relevant and immediately useful
Customer Service
The most effective time was when we were permitted to work together with our department. The rest was quite frankly an insult and a waste of time.
The Advising Workshop and The History Advisement Workshop
I am very interested in transfer advisement so any of the workshops focusing on that were extremely useful.
Assessing writing and capstone because writing can be subjective.
SIRS II online presentation was extremely effective and clearly explained the benefits of the online version in terms of usefulness, timeliness, and robust reporting
Strategic planning because it related to my work
strategic laln to align our program
SIR II and SIR II online presentation
Blackboard-relevancy
Clickers, mostly b/c it pertained to new ways to deliver materials to students and not bore them.
Closing the Loop because as a department we were able to finalize activities.

Disabilites- concrete good information and very clearly presented

Blackboard- needed for courses

Google Sites

The program assessment review because it gave us an opportunity to examine the effectiveness of the methods we have been using and to discuss appropriate changes to our program

Sessions relevant to improving teaching and course design; technology

workshop in Critical Thinking; and Capstone

Good Advisor

technology topics

Students in distress (counseling services) and disabilities services for students.

Disabilities/& Distress were the best because I actually was able to learn process & procedures for critical student elements.

Clickers - it is a new way to think about teaching

Customer service, the presenter was very interactive. I walked away with a better insight on viewing what I do as customer service.

Advising Best Practices-we all advise but helpful to hear what other departments do.

The Transfer Transition to Kean working group, because we had opportunities to discuss cross-departmental concerns and brainstorm ways that GE can address them/ each department can support.

Customer Service was most effective because this is my primary job.

Use of clickers, new ellucian recruiter system google sites as they were most relevant

Customer Service because it related to the whole campus community and culture.

clickers--I learned the type of clickers that Kean uses and how you can implement in the classroom

Support Services. Clear and to the point information and handout that was useful.

Graduation Planning Emphasis because it gave me information that I was unaware of

models of advising-see what others are doing

The Student Services workshop. Good balance of prepared material and free form Q & A/group discussion.

Ge exploring Critical thinking. Much need element for the Curriculum

Program review got the department together to review where we are in the process.

Statistic	Value
Total Responses	61

Please list 3 things you would add to future training:

Text Response

Couseling Student

more on innovative lesson planning

choice of other times

greater focus on writing, more technology workshops

More focus on learning or development opportunities for administrators.

I would have liked a session spelling out the big picture, drawing the line from solving our problems to how it makes Kean better. IE customer service makes everyone's experience better, encourages students to enroll/ stay. IE better advising would result in a high graduation rate, fewer re-takes means we'd need fewer sections and fewer adjuncts. Spell it out, how do these sections help improve the university.

flexible scheduling; technology

less on advisement training; learning how to serve part time /evening students; not to use Downs Hall for the training/workshops

more technology, innovations in our library's research systems

Blackboard training, teaching techniques (use of technology in the classroom, control of large classes etc.)

blackboard faq much more advanced as well as more advanced stuff going into qualtrics

we need more time for program faculty to work together directly

I would recruit the more appropriate departments to give the workshops. I would take into consideration all positions and what could be beneficial. I would not make all those sessions mandatory, it is to much to completely attend a week, especially if it is not relevant to you.

Black Board Basics Advanced BlackBoard How to teach an online course

More customer service training. Effective communication in the workplace

working groups with a necessary deliverable appropriate to the time of year in which the institute convenes, programs define their own outcomes eg. updating handbook, align course objectives with standards/element, analysis of data

advanced facebook help, more session on customer service, more time frames

concrete training for specific departments - in particular nonSTEM people need to learn basic/intermediate statistical methods

Involve graduate faculty in planning.

I think that continuing to provide sessions on technology that are hands on would be very helpful and I think more sessions on rubric development.

1. Make sure documents are available for working. Small focual points rather than large areas for group work.

Sessions just for Deans, Directors, Department Chairs, Assessment Coordinators (Assessment Leadership), Sessions presented by members of peer institutions, Sessions on establishing assessment targets

I would have liked more advising and a follow up with more information on Emergency Response

group work and grading group work, qualitative research

Google Drive

The English Immersion Program is fantastic and should be shared with the Kean Community. Also, to bring in representatives from other colleges/universities to present some of their new ideas/programs.

Using assessment to improve graduation rates Online learning and assessment assessment admin. decision making

Better plenary speakers. Seriously, this is the third year in a row of lousy opening speakers. A canned

speech by someone who doesn't know anything about us? Really? Also - better food. I don't think I can eat food out of a small white box for at least another 5 years.

When running workshops like Google Site and Facebook, have these in a computer lab so that attendees can run through what is being reviewed.

Additional time for communication across programs and dedication of time to interdisciplinary collaboration

More hands-on -- teaching strategies in classroom; designing assessments and linking them to classroom outcomes and research

-

More time for writing assessment reports, more interdepartmental collaboration

outside speakers, online education topics

Better speakers that actually know what Kean is about as the speaker stated "she did not know Kean, but this is the general way to approach..."

1. More "Personal" Professional development, 2. More interdepartmental workshops, 3

New pedagogy and ideas for teaching innovation

Please add a better description for each program. Many of the workshops did not pertain to anything that I do.

I would add all subject matter that pertains to our Support Staff, i.e., purchasing, security, customer service, how to file forms to HR, Graduate Assistantship, hiring Federal Work-Study students, etc.

do only 1 day, have planning and analysis od assessment sessions in department where the resources are, do more advanced blackboard sessions

Non-teaching staff-specific training on assessment design/implementation of specific job duties, programs or services (as staff, what is our role?). Workshops about on-campus resources for staff (i.e. general "What we do" for such offices as the Center for Professional Development, University Relations, TV Studio, OCIS, etc.). Professional Development options beyond technology.

more Professional Staff issues and topics, more tech based topics

Diversity in the curriculum (that is useful),

divided as elementary, intermediate, advanced advising, advising experts from NACADA to give workshops, better and more varied breakfast and lunch food

Smaller sessions for workshops like The Good Counselor to ensure better acoustics and better engagement with participants.

Limit the aes to one or three. Too many and not enough time to obsorb the areas.

The Writing Center as a resource for courses, small group workshops on designing department websites

Statistic	Value
Total Responses	47

What types of workshops (topics) would you prefer to see at the next assessment institute?

Text Response
more opportunities to work with my department/college
counseling students
lesson planning; time for our dept to do our own assessment work.
ones created by the needs of faculty
More administrative-focused ones.
would like to see us go wireless
how to serve part time, evening and adult student populations
see above
See above
registrar student record keeping of academic progress; graduation evaluation; registration issues
Creative/Effective marketing to recruit students.
How to teach an online course and Balckboard Basics
customer service, communication in the workplace and a more detailed workshop on assessment
practical workshops and availability of specific resources to meet individual program needs
datatel help, over view of the process of purchase orders and stuch
programs need to develop assessment instruments first, then rubrics, and first of all decide what students should learn - thoughtfully
Topics dealing with graduate education. We should probably take some time to compare notes between departments on dissertation requirements.
Discussing the new Middle States standards
Interactive emergency response, I would like something besides a video and brief discussion.
rubric development for graduate courses
Assessment and TQM   Assessment and graduation rates Online learning and assessment
More pedagogical sessions. Also things on research and scholarship, grant seeking.
It is hard to say because most of the workshops were designed for faculty who have been at Kean 1-3 years. Anyone who has been at Kean longer was not provided information that we did not already know (for years). As a result, much of the workshops wasted time. I would recommend advanced information workshops.
more pedagogy
Include adjunct faculty in workshops; especially assessment worjshops
Additional sessions on development and adaptation of assessment rubrics; more pragmatic workshops on implementing active learning strategies
see above
-
Practical and hands on sessions, less talking at
undecided
More like ADA and Counseling center that directly affects students.
See above.
Using the Critical thinking rubric and how to create activities to assess this; information about program review; showing how to process the data (examples of Excel files, etc)
case studys
Ones that pertain to my area--Support Staff.
Non-teaching staff-specific training on assessment of specific job duties, programs or services.

more Professional Staff issues and topics, more tech based topics

time for departments (faculty) to meet to create grading rubrics specific to their department

Advisement Guidelines (not counseling techniques)

what chamnges were made based on prior assessment results, enrollment data divided by our 3 campuses, what is being done with enrollment assessment

Statistic	Value
Total Responses	40

What types of technology workshops would you like to see in the next technology institute?

Text Response

excel and qualitrics

blackboard, but in a lab where the computers work

Datatel tips & tricks, Advanced Excel, ImageNow training, DROA training

the ones that actually implement technology in the classrooms by supplying technology

more advanced workshops using google tools

A more in-depth session on Excel or Qualtrics, rather than something that covers the bare minimum.

I got trained in what Ellucian can do, but not how to do it. And I've been waiting for a month and nobody will reply to me about installing ellucian on my computer.

More technology how to workshops: such as how to use a specific software or program

more of the same. what's new, how to do it it, hands on labs very helpful

excel

more on Google Apps, innovations in research

See above

Mr. Rustick mentioned a new tablet to be used that I'd like to know more about

Black Board Basics

blackboard….faculty bring course materials and walk away with a class shell set up

We should be transitioning away from computer labs to personal devices. Workshops in dealing with this would be helpful, The guy getting up in front of the large group with a tablet was a waste.

Flipped Class

Smartboard training. How to access the smartboard software? How to use the technology in the classrooms (i.e. Kean Ocean)

More SPSS (starting with the beginner level)

use of google hang out for on line classes

Google drive tech

I do not think another technology institute is needed

Virtual classroom

Advance statistics & SPSS; hands-on workshops within computer labs. However, the Blackboard workshop was in a lab and the instruction was confusing for anyone new to the program. Those of us who have been using BB for years were instructing colleagues sitting next to us. I think better advertisement of the workshops content would also help.

SPSS (more) webistes again

More information on Qualtrics and its capabilities; additional discussion of use of technology in the classroom (clickers, polls)

Blackboard next level; continue qualtrics; more training on flip and other techniques to use in classroom

Google site, open class, digication, etc.

Those that are done during the year

online teaching

DATATEL! BUDGETING!

BlackBoard for Very Advanced users

How to use the registration system, how to file forms with HR, how to find forms on the Kean webpage.

advanced courses on tec

Technology useful in assessment

google, etc.

a blackboard session on how to create exams/quizzes (i.e., creation of the excel or word file for upload)

Advanced Blackboard, Advanced Google Forms and others,

besides facebook and Google, how to best use other types of social media-Twitter, Tmblr, etc. as hands-on workshop to make our own

More photography, graphic design and social media workshops.

How to develop online courses.

Websites

Statistic	Value
Total Responses	42

What types of workshops (topics) would you prefer to see at the next advisement day?

Text Response
more opportunities to work with my department
surveys
helping students choose a major
none
advising is not relevant for my department
no more big assessment meetings for depts who are ahead of the game; wastes our time
not sure
none
Metrics; Good, Better, Best Measures for your Assessment.
See above
having faculty bring student work samples to discuss
Blackboard Basics
Would have been a good time to review/update website (program materials) to provide information to students, review/update 4 year plans, review program guide sheets and discuss common challenges to students in specific programs
specific workshops for categories of faculty etc - workshop on US university culture/advisement for people new to the US only, align Keanwise functions with needs of advisors or change Datatel permissions, etc
Dealing with the adult learner
A overview of the transfer procedure for new advisors. Graduation applications.
Supporting at-risk students/students on academic probation, etc.
Undecided student, advising transfer students, student athletes and first year students should continue to be discuessed as well as students on academic probation
SPSS data entry
Use of motivational strategies in advisement
Advanced information topics.
Discussion of strategies for promoting timely completion of requirements for graduation
More indepth hands-on
focus in Humanities & technology
Depends on the needs assessment this year - what do we need.
online teaching
One that pertain to Support Staff.
n/a
How our college compares with other like colleges in terms of advisement, the connection between advisement and retention and graduation, why advisement is not highly regarded at kean
It would be terrific to see a workshop on the arts and ancillary professional organizations at Kean (Premiere Stages, Liberty Hall, etc.), and how these resources can best be utilized by both faculty and students. It's a shame most people on campus don't even know such resources exist.
Group advisement

Statistic	Value
Total Responses	31

What types of workshops (topics) would you like to see in the staff development track?

Text Response
how to do develop survey questionnaire and counsel students
n/a
none
n/a
Work prioritization, Time saving and efficiency tips - in general and also using Microsoft office.
inter-departmental collaboration
See above
A session where each department meets together....to "refocus" or have team building seminars
improvement in follow up and customer service
Advisement Black Board Basics
Possibly marketing facebook pages
procedural vs conceptual knowledge/assessments per discipline
none
Updates from HR on new initiatives (e.g. online absence reporting), Info for new hires (ex. How to order staples, pencils, etc.)
More practical workshops: another customer service one; interpersonal communications; time management; effective supervision
NA
n/a
-
Again, what do we need vs. having training for training sake. More working sessions with colleagues is VERY valuable. Problems solving sessions is also great.
undecided
See above but anything to do with the support staff who are first-line greeters on campus: How to dress, how to greet, good customer service, ,how to order supplies, how to get around the campus, how to purchase supplies and most of all what to do when a problem arises.
Non-teaching staff-specific training on assessment of specific job duties, programs or services.
Opportunity for one on one sessions for Google sites.
how to apply and get approval for conference attendance, how to apply and get performance based promotion, how to get the administration to listen to students and staff issues and concerns
NA

Statistic	Value
Total Responses	25

Do you feel your department/unit was given adequate blocks of time to work on your assessment plans?

Text Response
prefer more time for this
yes
no - we ended up doing most of it in the weeks before and days after.
No, it should all be department/unit based
yes, this was helpful
Only because we made the time based on the schedule.
Yes, but we had many questions that were left unanswered because the Assessment staff were called to direct another session.
yes but could have been more.
could have used more time
Really?
Yes
yes
no. additionally we should be able to come together as a college too.
we can always use more time
No
Yes
No. We have worked very hard and have a specific direction, but not enough time to dedicate to our assessment plans.
No.
Yes, I just wish they had another time slot of Customer service
no, 2 days should be on planning for the following semester, etc - planning needs to be done truly BEFORE implementation etc
Yes
Yes
NO I do not. I think that we could work on the assessment plan in our own sites and submit or review in a group. I found it all confusing.
It felt very disorganized and jumbled. There was a lack of focus. Many staff members had to work with students or be in office hours.
a little more would have been very helpful
Yes
I would like more time with the department.
Yes
Yes.
Yes but we had most of our work already completed.
YES
No, more block time needed
Yes, the time was adequate, but more would have been beneficial
No. Would have been more useful to allow time to work in their our units -- would have access to information.
No.
No
yes

Yes, plenty.
yes but could be more
Yes
N/A
yes but area not conducive for this type of work
Yes, but this should not have been the first time some staff had been included in the discussion.
yes
no.
No. But we managed.
Yes.
It's not that there wasn't enough time, but virtually no help was given
It was confusing to work on another assessment plan when we had just completed our office's strategic plan just weeks before. I wasn't certain what purpose this served.
Yes

Statistic	Value
Total Responses	50

How would you improve the organization of the event?

Text Response

give more options of time google sites and appls

send out the final draft of the schedule with locations before hand. Every morning I was having to figure out where I was going and when with a new schedule

Have it other times respecting the needs of working faculty who have other pressing commitments

consolidate sessions into fewer days - there was several days where there were long breaks between sessions

The entire program should be condensed to a single day.

Don't mandate the entire week all day every day. Too much work needed and students to advise. If mandating something is essential, then mandate three or four sessions to be selected but not everyday all day.

it was well-organized

Opening information on assessment was obvious, not speaker's fault, knowledge of vast group was too varied. It was a dreadful waste of my time.

The assessment break out activities would be better suited to smaller groups. It was noisy and difficult to have in depth conversations with so many people in one room.

Better communication from each department regarding assessment plans.

it does not need to be split over 5 days as that is too long during the week before the semester starts and students need us to be available to them.

Send out the schedule at least a week in advance

full days are problematic because it takes away from students being served. 1/2 days would be better

provide resources and time to support the specific needs of programs (review of guide sheets, accreditation timelines, course offerings)

This could be done in two days.

The week long activities were overkill.   My entire department attended everyday for the majority of the day. However, nothing got accomplished within the department. We are still behind in our other duties because of assessment week. It needs to be shorter and with more emphasis on certain topics.

better food - bruised rotten apples and sad sandwiches are depressing and do not encourage nor reward hard work

shorten it and make all sessions optional.

Condense. By the fourth day people were on information overload. Require faculty to accumulate a number of CEU hours by the end of the academic year.

1. One site and no running around in the rain and snow. The over crowding was due to the adjuncts getting the email as mandatory. Allow colleges or departments to have organized meeting time in a designated space to work out issues.

Have one day of progressive sessions just for assessment leadership (Sessions just for Deans, Directors, Department Chairs, Assessment Coordinators) Interested faculty would be welcome to attend, but attendance would be optional

I felt everything ran very smoothly and timed well

awesome all went smoothly

rather than a whole week- scatter trainings throughout the semester

This event was very well-organized.

Voluntary

Have all locations finalized. Don't overlap technology sessions with the emergency management session.

The event was well-organized; perhaps leave a longer block of open time on two of the days so that

faculty could meet with students as needed

Organization was fine, just too many days

all workshops in one or two buildings.

5 days before the semester begins hurt our students and preparation for the opening. If we must do this, try had-days of training that allow us to get things ini the office done.

undecided

DO NOT have it the week before classes resume. I was unable to attend most of the events I wanted to because we had students moving back on campus & training to complete with them. We need that valuable time to prep & work on getting students back at school, so an earlier week would be preferable.

better lunches; having a more central location than Downs for events and refreshments

Have the schedule set before the week arrives. My planning changed everyday when I received a new schedule.

Only send the advertisement for the courses that pertain to that employee, i.e, Academic, Professional, Staff Support. It was difficult to wade through all the courses to find the appropriate courses.

have it only one day with other session throughout the semester

n/a

perhaps separate Professional Staff and Faculty by days rather than sessions

perhaps only have half days to allow staff and faculty to return to office to perform regular duties; or have only over three days as opposed to five?

It didn't need to be so long. The quality reduced as the week went on, and many of the offerings on Thursday and Friday were only useful to some. The flipped classroom was really hard to follow. Especially for serious technology users, a lot of the workshops are rudimentary.

Invest more. Felt rather thrown together and without adequate funds.

Seems like it was put together at the last minute; need different and better quality food for breakfast and in particulate, lunch.

There were so many emails sent in a short period of time, it was confusing which had the most updated schedule.

Statistic	Value
Total Responses	44

Please list 3 things you would do to improve the week

Text Response
If food was given different may be every two days.
biggest thing: more time for our dept to work on assessment. yes, prof development is wonderful, but just as our students need time to practice the skills we're teaching them, we teachers need time to put into practice the assessment we're expected to complete
abandon it
More administrative development opportunities and consistent coverage and direction by staff members at the assessment workshops.
Give the faculty time to work in the office for advisement and course development in addition to program planning.
it was fine....Downs Hall should be reserved just for cafeteria space.
NEVER schedule this again during the winter break. When on earth are we suppose to do our research. I had permission to use NYU's library (needed film archives) and this show, which had VERY limited value, obstructed thta work. Kean's leadership need to figure out what it wants its faculty to be. Perhaps they don't want writers/researchers. So be it. But if they do, they need to rethink this use of faculty time.
Within the staff track, some training was for a general audience and some was better geared towards managers. To improve participation, I would identify which populations would be best suited for each training session.
Not hold it right before the first week of semester when we should be seeing students and helping them get registered etc.
better food and earlier notification of room changes
Different lunch/breakfast options daily.
Specify tasks that must be completed and give adequate time for their completion.
Give faculty more time to work on their assessment plans and do midyear data review.
a little more time to get lunch and get back to class
shorten the training. A week is too long to be away from your desk.
make it practical and specific at the department level, departmental/program reps could have meetings to update others on how advisement/assessment is occurring. Program facilitators seemed to be unaware of current practices across the university. This would be a good time to review/share current practices via meetings of program representatives
This doesn't need to be a week. Make it mandatory that faculty and staff must attend three training sessions during the academic year and then keep track of their attendance. Making something mandatory saps the buy-in and morale.
less days, week before semester starts is not a good time for a week long conference, confusion of how much needed to attend
better food, less sessions but full of substance (get rid of silly fluff), allocate time to 'connected' programs actually connecting (like math and the programs it serves, english etc)
Shorten it to 2 days, give departments more time to work on their own assessment plans, make attendance at workshops optional
Limit the requirement from 5 days to 3. I had students who were still registering and needed advisement. Continue to bring in examples of new and innovative topics in assessment and education.
1. One site 2. Better organization 3. Kean Ocean has students who need attention in Toms River and cannot be in Union all week.You can webinar and videocast.
One day Assessment Institute for faculty and one day just for Assessment Leadership
shorten it--it was too stressful to try to attend meetings at the Union campus when students at Kean-Ocean needed advising the week before classes began, not provide the same lunch every day and

provide something hot

perhaps 4 days or 3 1/2 days?

It does not need to be so long. It was exhausting to have right before classes started, preventing us from being as fresh as we needed to be.

1. Shorter conference. As faculty, we use the "break" to work on our research and publication. As a result, this uses up time we don't have during the semester. I feel that this unfairly sets up an atmosphere in which it is difficult to full time our duties as faculty. 2) Write in a research day. This contracted day was violated.

more time to meet in unit work groups

First time for me, I enjoyed it!

Allow more time for departmental meetings and program review; provide additional workshops on active teaching methods; provide more detailed workshops on direct and indirect assessment options

Less days; a bit exhausting if you attend most or all sessions

microphones, audiovisual, computer stations.

Have 10 am-1pm sessions and eliminate Friday, provide advanced notice of the week's activities, offer sessions that would normally be run during the semester when we have little time.

undecided

I would not require faculty to attend a week of training during the winter break when we have such heavy teaching loads and very little time to do our own research. To take a full week out of the very little time available for us to do our research and prepare for our incredible heavy load of 4/4 is unconscionable.

1. Earlier week, 2. Rooms chosen & STUCK TO earlier. I got so lost., 3. Less of the same sandwiches.

Not have 5 days in a row - by day 4 I was done; call it professional development rather than training; not have it the week before classes began

Better lunch. Same box lunch 5 days straight. Mix it up!

Widdle the registration down to the specific employee, i.e., Staff Support. Develop more courses for the staff support, i.e, by following the CAP outline and also by including all that the staff support should know, such as how to make out forms, where to find forms, etc.

have it one day of sessions and one day of program analysis in out department

Improve non-teaching staff-specific training; shorten the assessment training to a few days, better structure for departmental/unit/division meetings.

Some variation in the lunches if possible; and cookies in the afternoon with the tea/coffee :)

Allowing more time for individual department to work together.

Redefine conference: 5 day conference that is supposed to be all things to all people all day does not work. Don't waste people's time.

More hands on application of workshop info and of technology sessions

Improve and provide more varied food-it was disgusting to be offered the same food every day, with no hot food offered. Planning should be done way ahead of time with campus-wide input, respect should be given to attendees

The most effective workshops were the ones that had a limited number of people, and addressed a specific topic - ie. What are the services for students with disabilities available on campus? - vs. more generic/open-ended questions and themes.

Statistic	Value
Total Responses	47

Appendix 7.13

Written Procedures for the Kean University Assessment Cycle

Appendix 7.13: Written Procedures for the Kean University Assessment Cycle

University Planning Council
Annual Closing the Loop: Guidelines*

The University Planning Council is the body responsible at Kean University for providing the recommendations to 'close the annual assessment loop': acting as a bridge between the institution's assessment results and the institution's annual plan and budget. As such, the UPC brings together all of the assessment results for the year, reviews the data and recommendations, and then makes recommendations based on this material for planning and budget allocations for the next cycle.

This document provides the guidelines for the UPC closing the loop processes and illustrates the procedures and assessment practices utilized that encapsulate Kean University's institutional closing the loop process.

Introduction

The University Planning Council is the body on campus responsible for the writing, implementing and assessing of the University strategic plan. 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, it also acts as the primary conduit for annual assessment processes: taking the community's data and ideas, reviewing them in line with the mission and current strategic plan, and then forwarding those issues that it considers appropriate to the university bodies responsible for planning next steps and allocating the necessary resources for the upcoming year.

The UPC includes a wide range of University personnel as indicated below:

- o 8 members appointed by the President (including the UPC Chair and Vice-Chair)
- o 6 members appointed by the Faculty Senate (one from each College)
- o Faculty Senate Chairperson or designee
- o 3 student representatives (one undergraduate, one graduate, one part-time student)
- o 5 bargaining agent representatives, one each from KFT, KUAFF, CWA, IFPTE, and PBA
- o 12 members representing the major university divisions: the VP (or designee) and one member from Academic Affairs, Operations, Campus Planning/Facilities, Institutional Advancement, Students Affairs, and University Relations. This segment of the Council's memberships should include representation from Kean Ocean as well as representation of staff from different levels of Kean's organizational structure.
- o Ex Officio members (Middle States Coordinator, Director of Accreditation and Assessment, Director of Institutional Research)

The broad representation of University personnel allows the University Planning Council to relay institutional strategic developments to all University constituencies. The role of the UPC as the body on campus responsible for the review of institutional strategic endeavors provides the context for their role in the Kean University Institutional Assessment System. The composition of the membership also ensures that key University personnel are continuously updated on new projects and initiatives and made aware of revisions to current strategic plans and processes.

The University Planning Council's role in the annual Institutional Assessment System is integral as illustrated in Figure 1 at the top of the next page:

Figure 1:

Kean University Institutional Assessment System
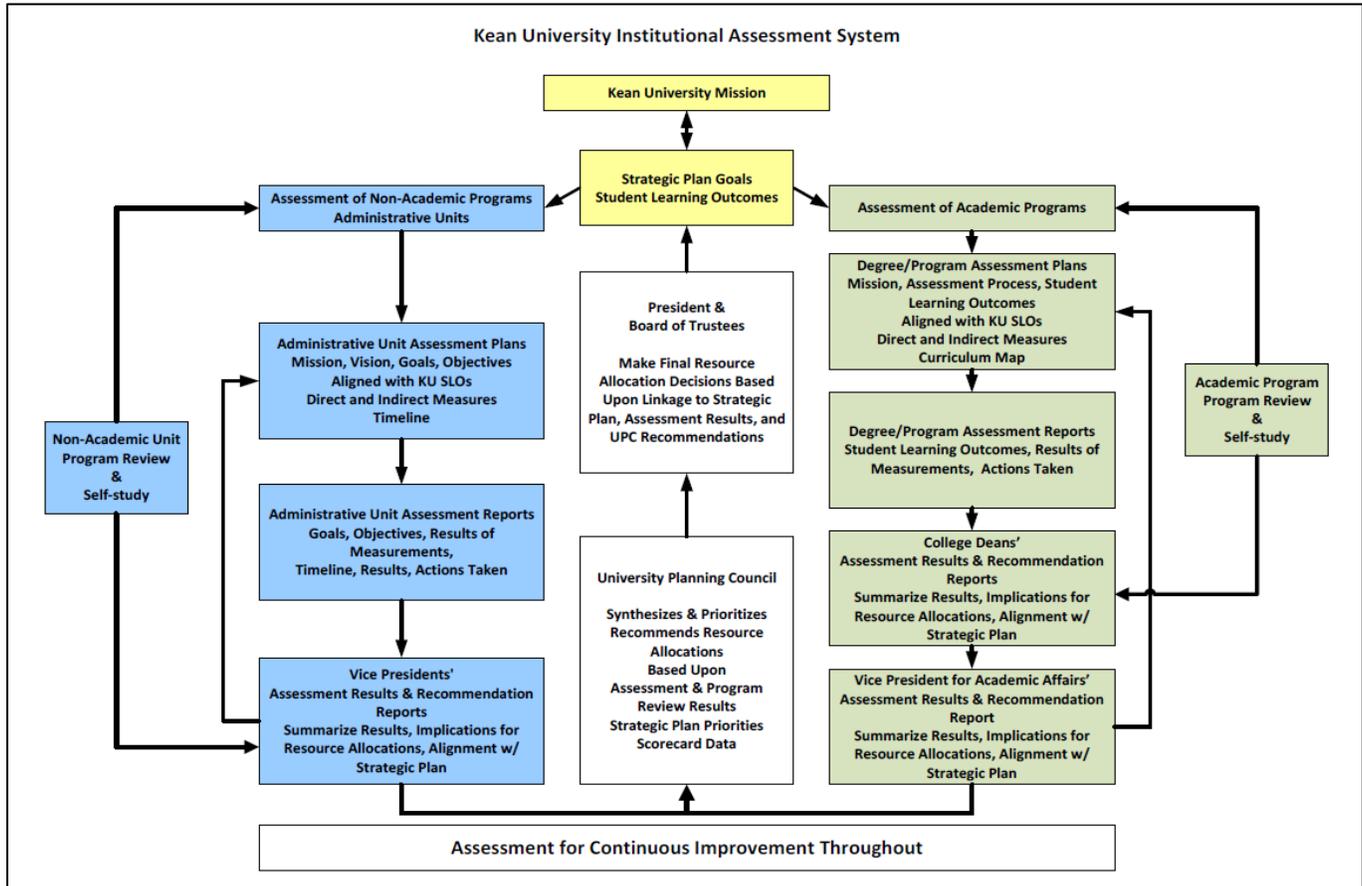
Guidelines for the Implementation of the UPC's Closing the Loop Process

1. Once academic programs and administrative units have completed their annual assessment documents, as well as their program review documents if applicable, their reports are given to the respective dean, on the academic side, or division head, on the administrative side.

2. The reports are then reviewed, summarized and relevant requests for resourcing prioritized by the respective dean or respective division leader into an overall report for the college or division. The academic side needs an additional step: the Vice President of Academic Affairs must review, summarize and prioritize the Deans' reports and requests into a divisional report from the VPAA. These divisional reports include resource allocation requests, in dollar figures, that identify where additional funds will be necessary to further achieve institutional priorities.

3. The University Planning Council then thoroughly reviews the departmental and programmatic assessment results as well as the budgetary/resource allocation recommendations found within the divisional summary assessment documents. The annual assessment reports, administrative and academic, as well as dean and divisional summary reports, are available for review on the Office of Accreditation and Assessment's website which is utilized as a referencing tool during this process. An appropriate allotment of time is provided to the UPC for their comprehensive review.

4. At the conclusion of an assessment cycle, the University Planning Council chair convenes a special meeting where UPC members utilize clicker technology to vote on the budgetary/resource allocation recommendations found within the divisional summary reports. Prior to this meeting, a representative from the Office of Accreditation and Assessment summarizes the divisional budgetary/resource allocation requests into a single Excel document which is shared with all UPC members for ease of reviewing purposes. The voting process provides the University Planning Council an opportunity to identify the greatest institutional priorities based on the assessment recommendations that have filtered up through the annual assessment reporting processes.

5. A summary report is then created by the University Planning Council chair and is provided to the President who identifies which strategic priorities will be recommended for funding in the next fiscal budget.

In addition to the closing the loop processes, the UPC also plays a central role in the review of the annual assessment process, e.g., in identifying areas for improvement. One example of this has been the establishment of timelines and due dates for the annual assessment reports as well as modifications in due dates for the program review process. This was accomplished to allow for greater review time for the respective responsible individuals and/or parties during the assessment cycle. The byproduct of revising timelines has created a process whereby the yearly assessment process is now tied directly to the budgeting process rather than an additional supplemental budgetary allocation provided by the Board of Trustees. The timelines for the Assessment Plans and Reporting established in Figure 2 below have been approved by the UPC and were implemented for the 2012-2013 academic year assessment cycle.

Figure 2*
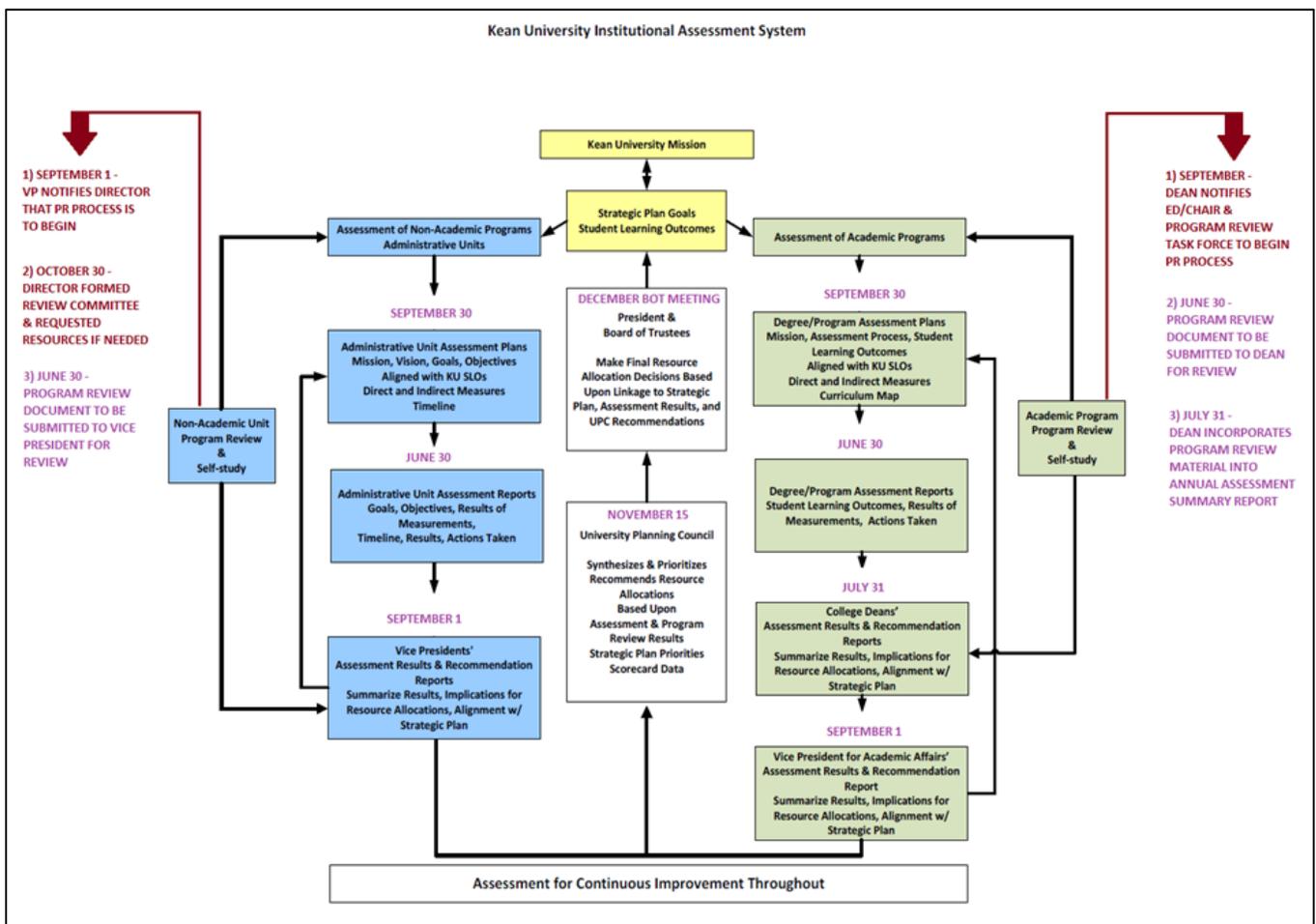
*The timeline indicated in Figure 2 for Program Review was suggested to bring the annual Assessment Cycle and the Progrram Review cycle back together in a parallel timeframe. Program Review Timelines must be approved by the Board of Trustees. This amendment to the Program Review Timeline has gone forward for the March 3rd Board of Trustees meeting.

The continuous review of the assessment system by the University Planning Council has also resulted in the formation of three UPC standing committees. These committees are the Strategic Plan Committee, which is responsible for assessing the progress of the 2013-2020 Strategic Plan, the Assessment Committee, which is responsible for overseeing the assessment process, and the Annual Score Card Committee, which is responsible for identifying University performance indicators and incorporating them in an annual score card of institutional effectiveness. Each standing committee has a convener who is responsible for updating the general UPC body on the status of their work as well as provide an end-of-year report for distribution to the President and the Board of Trustees.

The UPC will continue to be the body on campus responsible for the closing the loop of the Institutional Assessment System. Their work will continue year-round through their standing committees. The assessment of Institutional prorities and of the assessment process will remain a cornerstone of the University Planning Council.

Appendix 7.14

2011-2012 Closing the Loop Timelines

Appendix 7.14 UPC Closing the Loop Timelines

Kean University Institutional Assessment System

Kean University Mission

Strategic Plan Goals
Student Learning Outcomes

Assessment of Non-Academic Programs
Administrative Units

Assessment of Academic Programs

1) SEPTEMBER 1 -
VP NOTIFIES DIRECTOR
THAT PR PROCESS IS
TO BEGIN

2) OCTOBER 30 -
DIRECTOR FORMED
REVIEW COMMITTEE
& REQUESTED
RESOURCES IF NEEDED

3) FEBRUARY 1 -
PROGRAM REVIEW
DOCUMENT IS TO BE
COMPLETED AND
SUBMITTED TO
DIVISION VP FOR
REVIEW

4) MARCH 1 -
VP WILL HAVE
REVIEWED & GOTTEN
FURTHER
CLARIFICATION IF
NEEDED

5) JUNE 1 -
VP SUBMITS FINAL PR
DOCUMENT TO UPC
DIRECTOR

6) JULY 1 -
UPC
RECOMMENDATIONS
ARE SUBMITTED TO
THE PRESIDENT

1) SEPTEMBER -
DEAN NOTIFIES
ED/CHAIR &
PROGRAM REVIEW
TASK FORCE TO BEGIN
PR PROCESS

2) JUNE 1 -
PR DONE AND
SUBMITTED TO DEAN
FOR REVIEW

3) JUNE 15 -
DEAN REVIEW
COMPLETE AND
SUBMITTED TO VPAA
FOR REVIEW WHO
THEN FORWARDS
DOCUMENT TO UPC

4) JULY 1 -
UPC MUST SUBMIT
REPORT TO PRESIDENT
ON PROGRAM
REVIEW FINDINGS

Non-Academic Unit
Program Review
&
Self-study

Academic Program
Program Review
&
Self-study

DUE DATE FOR PLAN TO BE ESTABLISHED

Administrative Unit Assessment Plans
Mission, Vision, Goals, Objectives
Aligned with KU SLOs
Direct and Indirect Measures
Timeline

TO BE ESTABLISHED
President &
Board of Trustees

Make Final Resource
Allocation Decisions Based
Upon Linkage to Strategic
Plan, Assessment Results, and
UPC Recommendations

DUE DATE FOR PLAN TO BE ESTABLISHED

Degree/Program Assessment Plans
Mission, Assessment Process, Student
Learning Outcomes
Aligned with KU SLOs
Direct and Indirect Measures
Curriculum Map

DUE DATE FOR REPORT TO BE ESTABLISHED

Administrative Unit Assessment Reports
Goals, Objectives, Results of
Measurements,
Timeline, Results, Actions Taken

JULY 1
University Planning Council

Synthesizes & Prioritizes
Recommends Resource
Allocations
Based Upon
Assessment & Program
Review Results
Strategic Plan Priorities
Scorecard Data

DUE DATE FOR REPORT TO BE ESTABLISHED

Degree/Program Assessment Reports
Student Learning Outcomes, Results of
Measurements, Actions Taken

DUE DATE FOR VICE PRESIDENT
SUMMARY REPORT TO BE ESTABLISHED

Vice Presidents'
Assessment Results & Recommendation
Reports
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan

DUE DATE FOR DEAN SUMMARY
REPORT TO BE ESTABLISHED

College Deans'
Assessment Results & Recommendation
Reports
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan

DUE DATE FOR VPAA SUMMARY
REPORT TO BE ESTABLISHED

Vice President for Academic Affairs'
Assessment Results & Recommendation
Report
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan

Assessment for Continuous Improvement Throughout

Yearly Assessment Reporting Timeline, Excluding Program Review
* but contingent on PR schedule*

Plans due towards the beginning of the AY

Dean Summary reports due June 15 or so

UPC Summary report due July 1

Reports due – May post graduate commencement (Before June)

VP Reports due by July 1

BOT consideration during a selected BOT meeting

Program Review Schedule Dates for Administrative Units and Academic Programs

2013/2014 ACADEMIC CALENDAR

⭐ Academic Programs Program Review Due Dates

⭐ Administrative Unit Program Review Due Dates

2/17/2014 – UPC Assessment Committee

3

Academic Program Review Cycle

September:
Dean notifies Executive Director, Chairperson, and program review task-force that review process must begin.

By June 15:
College level review is completed and report submitted to VPAA who then forwards material to the UPC.

By June 1: Program level review has been completed and results and reports are then submitted to the College Dean.

By July 1: UPC must submit its report and recommendations to the President.

Administrative Program Review Cycle

September: VP informs director(s) of the unit/department that the program review process must begin.

By Feb. 1: Program review document is to have been prepared and submitted to department/unit VP.

By June 1: Program review document will be submitted to the UPC for review.

By Oct. 30: The director will have formed the review committee and requested resources if needed.

By March 1: VP will have reviewed document and gotten any clarification of evidence if needed.

By July 1: UPC recommendations are submitted to the President.

Appendix 7.15

2012 – Onwards UPC Closing the Loop Timelines

Appendix 7.15: 2012-Onwards Closing the Loop Timelines

Kean University Institutional Assessment System

1) SEPTEMBER 1 -
VP NOTIFIES DIRECTOR
THAT PR PROCESS IS
TO BEGIN

2) OCTOBER 30 -
DIRECTOR FORMED
REVIEW COMMITTEE
& REQUESTED
RESOURCES IF NEEDED

3) JUNE 30 -
PROGRAM REVIEW
DOCUMENT TO BE
SUBMITTED TO VICE
PRESIDENT FOR
REVIEW

1) SEPTEMBER -
DEAN NOTIFIES
ED/CHAIR &
PROGRAM REVIEW
TASK FORCE TO BEGIN
PR PROCESS

2) JUNE 30 -
PROGRAM REVIEW
DOCUMENT TO BE
SUBMITTED TO DEAN
FOR REVIEW

3) JULY 31 -
DEAN INCORPORATES
PROGRAM REVIEW
MATERIAL INTO
ANNUAL ASSESSMENT
SUMMARY REPORT

Kean University Mission

Strategic Plan Goals
Student Learning Outcomes

Assessment of Non-Academic Programs
Administrative Units

Assessment of Academic Programs

Non-Academic Unit
Program Review
&
Self-study

Academic Program
Program Review
&
Self-study

SEPTEMBER 30

Administrative Unit Assessment Plans
Mission, Vision, Goals, Objectives
Aligned with KU SLOs
Direct and Indirect Measures
Timeline

JUNE 30

Administrative Unit Assessment Reports
Goals, Objectives, Results of
Measurements,
Timeline, Results, Actions Taken

SEPTEMBER 1

Vice Presidents'
Assessment Results & Recommendation
Reports
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan

DECEMBER BOT MEETING
President &
Board of Trustees

Make Final Resource
Allocation Decisions Based
Upon Linkage to Strategic
Plan, Assessment Results, and
UPC Recommendations

NOVEMBER 15

University Planning Council

Synthesizes & Prioritizes
Recommends Resource
Allocations
Based Upon
Assessment & Program
Review Results
Strategic Plan Priorities
Scorecard Data

SEPTEMBER 30

Degree/Program Assessment Plans
Mission, Assessment Process, Student
Learning Outcomes
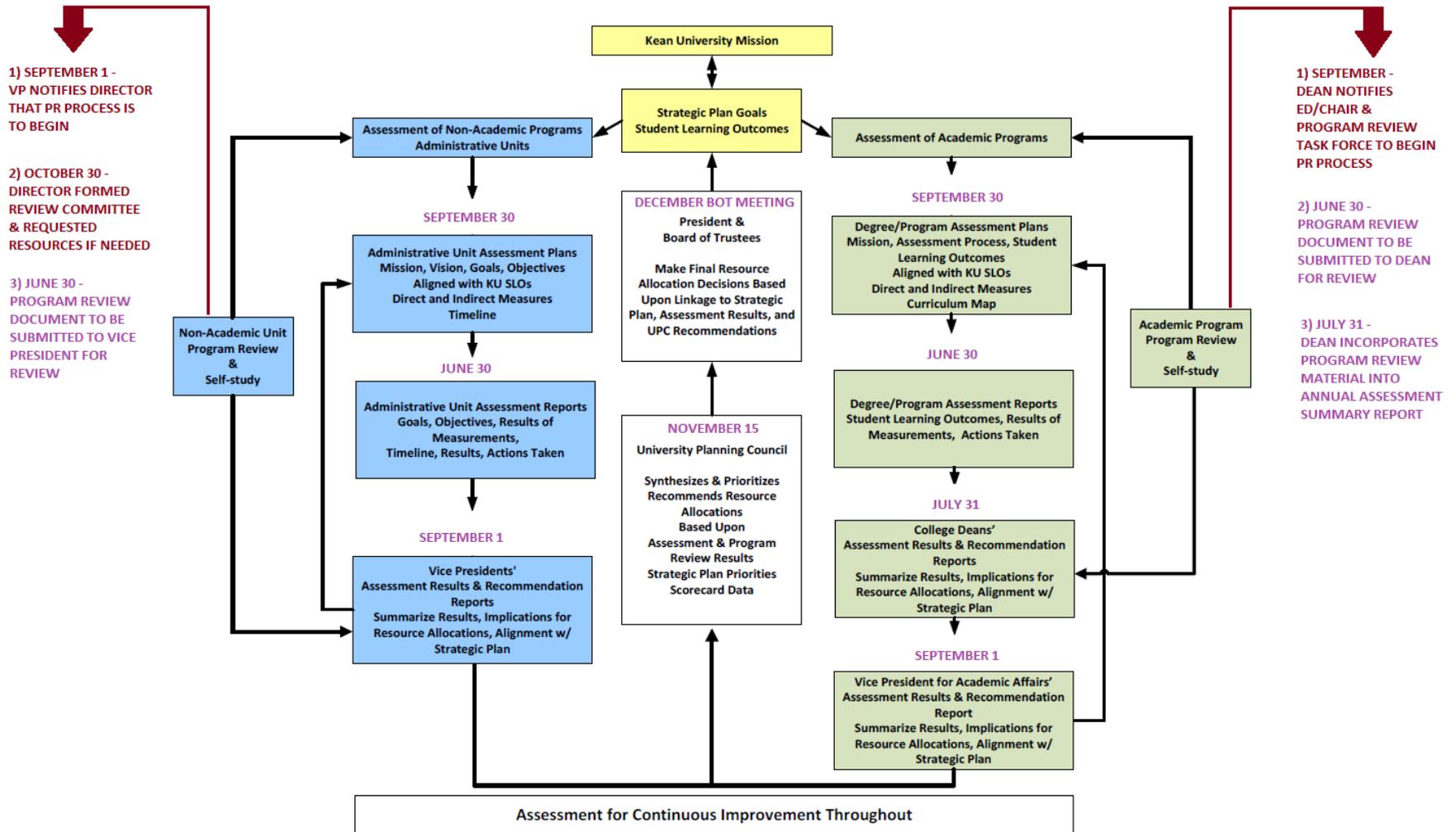**Aligned with KU SLOs**
Direct and Indirect Measures
Curriculum Map

JUNE 30

Degree/Program Assessment Reports
Student Learning Outcomes, Results of
Measurements, Actions Taken

JULY 31

College Deans'
Assessment Results & Recommendation
Reports
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan

SEPTEMBER 1

Vice President for Academic Affairs'
Assessment Results & Recommendation
Report
Summarize Results, Implications for
Resource Allocations, Alignment w/
Strategic Plan

Assessment for Continuous Improvement Throughout

UPC accepted assessment timeline
(accepted during 10/2/2013 UPC meeting)

Sept. 1 – Dean/VP notifies department/program that Program Review must start and that Assessment Plans are due at the end of the month

June 30 – Assessment Reports Due & Program Review Documents

Sept. 1 – VP Summary Reports Due to UPC

Dec. BOT Meeting – Resource Allocation Report submitted to BOT

Sept. 30 – Assessment Plans Due

July 31 – Dean Summary Reports Due to VPAA

By Nov. 15 – UPC creates summary resource allocation request report

Updated Yearly Assessment Reporting Timeline (Cycle Form)

Sept. 1 – VP Summary Reports due to UPC/OAA

Sept. 1 – VP/Dean Notifies Director/ED/Chair that assessment plan due by Sept. 30 & that Program Review must begin

By Nov. 15 – UPC Summary Actions Completed

Sept. 30 – Assessment Plans Due to VP/Dean/OAA Office

Dec. BOT Meeting – UPC Summary Actions incorporated into budget process

June 30 – Assessment Reports & Program Review documents due to Deans for academic programs and VPs for administrative units

July 31 – Dean Summary Reports due to VPAA (Includes Program Review summaries)

Appendix 7.16

Closing the Loop list for Training Days January 2014

Follow-up Report for the closing-the-loop 2012-2013 Assessment Cycle

Unit (Please Circle):

Academic Affairs	Student Affairs
XX Institutional Advancement	University Relations
Operations	Division of the President

Department (Please Write In Space Below):

- Alumni Relations

Individual(s) Writing Response (Including Title):

- Diane Schwartz, Interim Associate VP Institutional Advancement & Acting Foundation President
-
-

Result of Assessment (Please write a summary of the assessments undertaken, the results of those assessments, and what is now being accomplished based on those assessment results):

The Alumni Relations Department made progress on several key goals: developing and maintaining a thorough and accurate profile of Kean alumni. Aiming to increase by 10% the correct personal and business email addresses for all alumni, an outside vendor was used for this project achieving 7000+ records updated and 9,000+ in total including the business addresses. Additionally, the effort to reach out to new graduates earlier in the cycle was achieved as was the goal for contact information to be updated into the Alumni database. Success was also achieved by adding two new Alumni Association Board members and through developing the Alumni Leadership Initiative (ALI) with Foundation guidance and support to seek a new younger membership demographic. In a significant move toward modernizing outreach, social media connections were tracked via LinkedIn, Twitter and Facebook. A baseline was established.

Unfortunately, both the untimely death of the Director of Alumni Relations and the long-planned resignation of the department's assistant to move out of state both events occurring in the fall of 2013, have crippled the department. The Foundation staff is covering major activities and with the hiring of a new director, hopefully, in the near future, the above positive steps can be capitalized upon and momentum revived.

January 14, 2014

Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division of Operations: Business Services

Individual Writing Response:

Sharon Pezarras Santora

Result of Assessment:

Goal 1 – The quality and level of programs offered appears to be sufficient but the accessibility may need to be addressed as well as the awareness of programs being offered. Blast emails and other social media can be more effectively utilised to advertise the programs and increase attendance. Post surveys of attendees can help us better identify areas of interest in the campus community.

Goal 2 – Accessibility to the bookstore on Saturdays was a huge success, and well received by the campus community. Going forward, Saturday hours have been permanently added tot he academic calendar. The university continues to monitor its Registration Integration program.

Goal 3 – The special events programs have been successful but require additional advertising in order to increase attendance. The university will continue to work with food services to address the issues of long lines and wait times.

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>Division of Student Affairs: Community Standards and Student Conduct</u>

Individual Writing Response:

Katrina Boseman, Admin. Assistant

Result of Assessment:

During the 2012-2013 Academic Year, the Office of Community Standards and Student Conduct focused on educating the Kean University Community about the Student Code of Conduct through educational outreach. The goal was to present to 50 T2K classes. 36 presentations were made to T2K classes. Although the office failed to present to 50, work will continue to increase the number of presentations to at least 50 T2K classes. We will examine how much the students have learned about the Student Code of Conduct through peer-led workshops and seminars: peers will be trained to conduct outreach to demonstrate their knowledge about different safety issues that impact the campus community.

Follow-up Report for the Closing the Loop 2012-13 Assessment Cycle

Unit: University Relations

Department: Office of Conference & Event Services

Individuals Writing Response: Paul DiNero, director, office of conference & event services

Results of Assessments:

Goal 1: To effectively and efficiently schedule and manage academic and nonacademic events and activities on campus, optimally assign spaces and resources to them, and facilitate campus-wide communication among campus service providers.

- In an effort to more efficiently and effectively process room reservations, and plan and execute internal events, conferences and other activities in campus facilities, we hoped that 50 percent of internal booking/reservation requests would be submitted on-line through our new event management system, Virtual EMS. Streamlining this process would allow CES staff to focus more time and energy on community outreach to help drive more visitors to the campus and generate additional revenue for the University. The actual number was 20 percent. As a result, faculty and staff will be better trained to encourage use of the on-line system. A link to Virtual EMS and scheduling instructions now appears on the Conference & Event Services website. There has been and will continue to be one-on-one training for colleagues on campus.
- Work orders for services (ex. AV support, room setup needs, security etc.) required for on-campus events must be better processed on-line for Conferencing & Event Services to continue to increase efficiency and ensure better communication. An assessment showed that less than 5 percent of Campus Service Providers currently receive event-related work orders on-line through Virtual EMS. Training sessions have been conducted and will continue in an effort to increase our Campus Service Providers knowledge of Virtual EMS and to raise on-line work order processing to at least 50 percent. The EMS database is also being reconfigured to meet the specific needs of each Campus Service Provider.

Goal 2: To make certain the Office of Conference & Event Services becomes a self-sufficient entity and not a financial burden on the University.

- In an effort to increase revenue from external bookings, we hoped to increase the total number of external booking by ten percent. The actual number showed a 30 percent increase. The CES department will review and evaluate the campus room utilization repots and external client database to identify new target markets for increased booking, and will monitor satisfaction rates through surveys to ensure repeat bookings. The CES department will create a marketing plan for the selling of the CES department's services and facilities based on the findings.

- We hoped to increase by 5% the total gross revenue generated from external bookings. The actual number showed a 65 percent increase. The CES department will evaluate the total gross revenue generated per external booking and identify the target markets and event types that offer highest potential for future growth. The CES department hopes to establish a marketing plan to promote and sell the CES department's services and facilities based on the findings.
- We also hoped to keep our operating expenses below the department's annual gross revenue. This goal was accomplished and the CES department will review the 2012-2013FY operating expenses and eliminate unnecessary spending to ensure the same is true for this FY.

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>Division of Operations: Financial Aid</u>

Individuals Writing Response:

Sherrell Watson-Hall – Acting Director of Financial Aid
Nick Capodice – Managing Assistant Director
Karen Struthers – Man Assistant Director
Sally Mathan – Professional Services Specialist
Eli Bueno – Professional Services Specialist

Result of Assessment:

In order to ensure compliance, we assessed the needs of the staff and designed trainings to accommodate their needs ascertained also in light of new federal and state updates. We developed trainings centered around topics relating to federal verification. All financial aid staff attended a series of four trainings. As an outcome the Ofifce of Financial Aid Policies and Procedures Manual was updated to be used as a point of reference for staff. Annual refresher courses are mandated for all staff.

Follow-up Report for the closing-the-loop 2012-2013 Assessment Cycle

Unit (Please Circle):

Academic Affairs	Student Affairs
XX Institutional Advancement	University Relations
Operations	Division of the President

Department (Please Write In Space Below):

- Kean University Foundation

Individual(s) Writing Response (Including Title):

- Diane Schwartz, Interim Associate VP Institutional Advancement & Acting Foundation President
-
-

Result of Assessment (Please write a summary of the assessments undertaken, the results of those assessments, and what is now being accomplished based on those assessment results):

The Foundation experienced a change in leadership during this time period as an Interim Associate VP served as the de facto executive. The University reorganized the division by eliminating two departments in the division (the Offices of Scholarship Services and Research and Sponsored Programs). Nonetheless, Assessment Reports show progress in reorganizing and realigning the key functions and operations of the Foundation.

Striving to set the Foundation on a right path of improvement, the organization staff was reorganized to maximize prospect development and fund development strategies. Positions were realigned with one staff promotion and two new Senior Advancement Officers (SAOs) hired and working. Networking Relationships improved as the SAOs worked to build relationships with their new constituencies, organized by the Colleges within the University. The Interim Vice President and SAOs are working as needed with various Deans and groups to create Advisory Boards to provide guidance to and philanthropic support of their program; as well as connecting with and staying connected with donors. All objectives for this goal were met. Work and systems in place are on-going.

Reaching for excellence in fundraising required a cultivation outreach for past, current and potential Foundation donors. Targets for 2 cultivation programs to be launched were met: ALIs, initiated and guided through the Foundation to support Alumni efforts; and to revive the Arts Council with new members and leadership. Wealth Research software was purchased and staff trained. Both groups continue to function and are looking to expand. Unrestricted giving through the William Livingston Society and Kean Fund for Excellence increased by 32% well beyond its 20% goal. This becomes the baseline for future efforts. The Medallion Society, Planned Giving program, was relaunched with 30+ potential members identified and invited to a fall 2013 event. A marketing plan was prepared and one ad in the Kean Magazine ran and a second

is being prepared. The Medallion Society will continue to be promoted on an on-going basis and through the newly established Professional Advisory Committee as well as through internal networking.

Working with the Foundation Board Executive Committee to reenergize the group and reorganize its activities was a major effort throughout the year. All goals were achieved and began the processes and initiatives carrying forward into 2013-2014. Guidelines for the Board members were established in terms of an annual gift requirement and identification of potential new Board members. The "Give or Get" policy was written and approved and initial outreach saw 2 gifts secured. One new Board member was secured for membership and welcomed onto the Board. The Foundation Board is poised to move forward in many ways through continued outreach in 2013-2014 and beyond with these structures in place.

January 14, 2014

Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division of Operations: General Accounting

Individual writing Response:

Joseph Antonowicz, Associate Director

Result of Assessment:

1. Reducing the number of 'material' late invoices
Results: rocedures put in place have had a positive impact. However the overall objective needs to be revised based on the new university goals for the upcoming assessment cycle.

2. Meeting or exceeding 75% of stated audit deadlines
Results: procedures put in place accomplished the stated objectives. We have aligned this goal with the current year's assessment process and will continue to track the results as they have a positive impact on the university as a whole.

3. Management recommendations: this goal was achieved but we will not continue to monitor it as we have maximised the positive result of the goal.

4. Image Now: this goal was not accomplished last year due to resource constraints. Currently we have received some resources and are in progress with implementing the software. Results of this implementation will be reported on by the end of the year.

5. Bank reconciliation: the objective of this goal has been obtained and the procedures put in place will be carried forward. We have not chosen not to include this goal in the 2013-2014 Assessment Process based on the new requirements and we felt we have maximised the efficiency of this process.

Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division of Academic Affairs: NWGC – Graduate Enrollment Management

Individual Writing Response:

Chad Austein

Result of Assessment:

(Related to each item in the 2012-2013 Assessment Plan and Report)
1.1 Keeping website updated, having other contributors, not just myself, making updates.
    Have not yet created new 'Create Account' form.
1.2 No further action necessary at this time
1.3 We unfortunately did not achieve this goal and are working to achieve it this year.
1.4 Achieved, no further action required.
1.5 This was not achieved – our yield fell. So we have since added more yield related
    activities and communications to improve the situation.

2.1 Achieved, no further follow-up required
2.2 Achieved, no further follow-up required
2.3 Dut to staffing issues, this item has been tabled and is now in the 2013-2014 Assessment
Plan

3.1 96% of candidates for graduation received their degrees. We have now established this as
our baseline.

Follow-Up Report for Closing-the-loop 2012-2013 Assessment Cycle

Division: Student Affairs

Department: Health Services

Individual Writing Response: Joe Sarno, Program Assistant

Result of Assessment:

- **Objective**: To increase compliance of measles, mumps, and rubella requirements prior to spring registration (registration starts in the last week of October but the date changes yearly) by 20% (1000 to 1200) by increasing notifications to bi-monthly sent to personal email accounts.

  Result: The compliance percentage increased by six percent. The office will continue to increase notifications and send surveys that assess the comprehension of the requirement and modify the forms as needed.

- **Objective**: Reduce the amount of post deadline complaints for health insurance waivers during the fall 2013 semester when compared to the fall 2012 semester by 10% (from 44 appeals in Fall 2012) by increasing notifications to personal emails).

  Result: Health Services received zero appeals. Student Accounting handles the appeals process as of Spring 2013.

- **Objective**: To increase the student population's exercise and healthy-eating habits through conducting pre and post-class surveys where the student assesses their accomplishments.

  Result: 38 students partook in the survey; 57% had GPA's higher than 3.5; 35% had GPA's between 2.4 and 3.4; 14.29% of respondents were freshmen, versus 21-29% sophomore's through seniors. Given the correlation of a higher GPA to exercise and the lower amount of freshmen participants, Health Services will target freshmen through more promotion to increase retention

- **Objective**: To increase attendance for the Fit to Be Kean program from the prior FA11-SP12 academic year by 10% by implementing new activities and a wellness center.

  Result: In SP12, 58 students partook in the Fit to Be Kean program; in SP13, 676 students partook for a 1,156% increase. To maintain attendance through the semester, Health Services may implement health-eating social events and add incentive awards.

–

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>Division of the President: Holocaust Research Center</u>

Individual Writing Response:

Stacy Schiller, Director

Result of Assessment:

Last year the HRC examined our accessibility to our constitutents and consequently have attempted to increase access to our resources. To this end we have been uploaded our oral history testimony to the Kean library digital repository. This process has been slower than expected, as each testimony must be reformatted, indexed and divided before the uploading process can be completed. We have been able to utilise HRC fellows to help with this process throughout the summer and fall. Our biggest challenge this semester has resulted from a change in graduate assistants, which resulted in a learning curve as well as issues with technology. We have not yet been able to upload testimony at a regular pace during this academic year. However we have been able to refer educators and students to the material we do have on the site. The GA transition has been more successful in the area of web maintenance and development. We have kept the site current and better organised. For improved accessibility. We have not yet had the opportunity to develop interactive materials.

The HRC has been continually collecting data to better serve the educators with whom we work. This year's data will be analysed to find out the types of districts we serve and to decided on districts for future outreach. We have been collaborating with outside organisations such as the American Society for Yad Vashem to meet educators' needs. A January 2014 conference has been planned focusing on honoring student identity based on needs of educators and in response to current climates in public schools as identified by educator surveys.

The HRC director has been attending workshops and conferences throughout the summer and fall 2013 to be able to provide additional resources from educators.

Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division of Operations: Human Resources

Individuals Writing Response:

Faruque Chowdhury
Pamela Gresham
Yrelys Tapanes

Result of Assessment:

2.1-2.2
We have learned that we need to set up additional training to ensure new managers or managers with new responsibilities are provided with the tools to effectively implement the university's policies and procedures.

1.4-1.5
Developed and executed an efficient process to reduce processing time for all vision care reimbursement requests.

1.6-1.7
We conducted a satisfaction survey. As a result we responded to feedback and developed a system to notify employees of current HR events via the web.

1.1-1.3
We identified areas needed to improve the processing of disciplinary matters. We then were able to significantly improve those timelines this past Fall.

Follow-up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division (Please Circle):

Academic Affairs	Student Affairs
XX Institutional Advancement	University Relations
Operations	Division of the President

Individual(s) Writing Response (Including Title):

- Diane Schwartz, Interim Associate VP Institutional Advancement & Acting President, Kean University Foundation
-
-

Result of Assessment (Please write a summary of the assessments undertaken, the results of those assessments, and what is now being accomplished based on those assessment results):

The Institutional Advancement Division has undergone a year of challenge and change including a leadership change to an Interim Associate VP as the de facto executive; the reorganization of the division eliminating two departments (the Offices of Scholarship Services and of Research and Sponsored Programs) in the division and the untimely death of the Director of Alumni Relations and resignation of Alumni Relations support staff for a planned move out of state. Nonetheless, Assessment Reports show progress in aligning the key functions of the Office of Alumni Relations to the Foundation.

"Big Trends" focused on both the Foundation and Alumni Relations Office.

For Alumni Relations, the effort was on gathering more specific contact information on alumni. This is on-going. A large effort was made to contact alumni earlier in the graduation process and this was achieved with a process in place to maintain a more timely outreach. Also, efforts were made to gather additional business addresses for alumni. Nine thousand plus records were able to be updated, slightly more than 10%. With the addition of new part-time staff as requested through the UPC, this effort can continue. The expansion of the Alumni Association Board was another goal along with the establishment of a new "committee" – the Alumni Leadership Initiative (ALIs) to reach a younger demographic (ages 25 to 45). ALIs were formed with two co-chairs and a 12 member steering group; 71 potential members have been identified. Moving forward ALIs will work with the Alumni Association full Board to develop and implement the Freshman Recruitment Plan. Social media outreach was tracked and baselines established. Progress was made on all fronts of the above (to be noted in the Unit Report) but all focused on moving the Alumni Relations office of be the live marketing contact to alumni through contacts and cultivation, becoming a more active "friend raising board," bolstering Foundation outreach and the opportunity to raise funds to support the University's mission.

For the Foundation, efforts focused on reorganizing and rebuilding the Foundation: hiring staff; reorganizing their responsibilities by Colleges within the University; developing cultivation events; and focusing on personal stewardship of current donors, including all University major donors. Many cultivation events and activities were held and are on-going, personal outreach to donors began and continues. The Foundation Acting President and staff worked with Deans and others throughout the University to assist in the development of advisory boards and councils whose roles will include philanthropic support of their program of interest. Communications activities supported all of these efforts through newsletters, additional mailings and the planning of a new and enhanced website serving both the Foundation and Alumni Relations. A 30%+ increase in donations is noted. All efforts will continue.

Great effort was made throughout the year on the other "Big Trend," the reorganization and revitalization of the Foundation Board towards a more fund raising focused group. An Advisory Council was formed to encourage a membership path and a first meeting of regular meetings is being scheduled; a Give or Get policy was implemented; and new members are being recruited. The Board is poised to begin planning its selected fund raising project supporting Kean students' study abroad at Wenzhou-Kean.

Date Submitted: January 14, 2014

Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division of the President: Institutional Research

Individuals Writing Response:

Shiji Shen, Director
Stacie Cistrelli
Ye Ji

Results of Assessment:

We continue to get feedback from the President and college deans for improving our work. Based on the feedback from the college deans, we realise we need to communicate more with the campus community with our data. One action taken is to have initiated a training session in the Assessment Institute to inform the campus community how to read data from our office.

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>University Relations: Media and Publications</u>

Individuals Writing Response:

Terry Golway, Director III
Emily Renkert, Managing Director III

Result of Assessment

We have reviewed our assessment report from last year, but have decided now that the most important work we can do this year is to support the fulfillment of Goal 2 in the new strategic plan. So UR will launch a new digital recruitment campaign designed to reach out to a broader pool of potential fulltime first time freshmen. This new initiative will be co-ordinated with undergraduate admissions. The plan will be assessed through the following methods:

1. The number of attendees at Spring Open House
2. The number of applications filled between mid-February and mid-May 2014
3. An analysis of click-throughs for personalised emails sent to potential students via a mailing list to be obtained by undergraduate admissions.
4. Analysis of student profiles from incoming class of 2018.

Close co-operation with undergraduate admissions will become a new priority mission of university relations.

Follow-up Report for the closing-the-loop 2012-2013 Assessment Cycle

Student Affairs: Office of Student Government

Responsible Individuals for the report –

Stephanie Fraser (Director)
Alexa Contres (Man Assistant Director)
Carli Hench (Man Assistant Director)
Lori Prodeline (Program Assistant)

Result of Assessment:

As a result of last year's unit annual assessment plan, we have decided to transform our unit by integrating Student Org and GPSC into one unit and one annual assessment plan for the Office of Student Government. Similarly both boards are being integrated into one programming board to create more collaboration and diversified programming. We developed initiatives for developing more awareness of student government by creating a strategy for students professionally presenting at T2K classes about involvement experiences. Students did not present at T2K classes last year because they did not have the structure necessary. Students' full participation in committees was not always achieved because an effective tracking and assessment measure was not in place. Integrated new tracking and assessment measures for this academic year have therefore been put in place to improve committee participation. Lastly assessments of student programs were completed so we could better utilise resources and to improve the effectiveness of these assessments, it was decided to reformat the distribution and the program assessment form itself.

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>Division of Academic Affairs: ORSP</u>

Individuals Writing Response:

Susan Gannon – Acting Director
Joseph Cronin – Assistant Director

Result of Assessment:

We evaluated baseline data on proposals and funding submissions as well as faculty engagement. Based on initial assessments, a plan was developed to encourage more faculty collaboration on research and ultimately more proposal submissions. So we created a workshop theme around collaboration with several workshops emphasizing specific interdisciplinary funding opportunities available as well as other ways of pulling together faculty for major proposals. We invited small groups of faculty from different disciplines to meet and explore potential collaborative projects. As past of our efforts to continually engage faculty, we designed the website to make more information available and make this information more accessible to the campus community. Increasing facility and student participation in Research Days event by moving dates to one week later in the academic year and adding it to the Academic Calendar. Also we are using social media to increase student awareness of this event.

Follow-up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division: University Relations

Department: Premiere Stages

Individuals Writing Response: John Wooten and Clare Drobot

Result of Assessment:

Below is a summary of assessments for the 2012-2013 cycle for Premiere Stages' three primary initiatives, the Premiere Stages Play Festival, The Premiere Play Factory and Premiere Artists.

For a comprehensive program summary of assessments and results for Premiere Stages, including an assessment of specific actions that relate directly to those in the Kean University Strategic plan, please see the current Premiere Stages Long Range Plan. For an updated copy of the Plan, please email jwooten@kean.edu.

Premiere Stages Play Festival

Program Summary: The Premiere Stages Play Festival is the heart of Premiere Stages artistic programming. Each Year Premiere Stages offers fast-track developmental opportunities to emerging and regional playwrights with ties to the greater metropolitan area (New Jersey, New York, Pennsylvania, and Connecticut) through readings, workshops, commissions, and productions for the campus community and patrons in the central and northern New Jersey regions.

Assessments Undertaken: Premiere Stages evaluated all of the programming elements that comprise Play Festival (Spring Readings, June Workshop, Play Festival Winning Production, Collaborative Premiere, Liberty Live Commission, Play Festival Competition) and compiled data covering everything from artist evaluations, ticketing and box office sales figures, submission numbers, qualitative feedback from both patrons and participating artists and staff members, panel comments from foundations that support the program, and reviews from the New York Times and other press outlets.

Results of Assessments: Premiere Stages continued to have a proven track record of supporting new play development and fostering works by emerging and regional dramatists. The assessment illustrated the success of the program (including a continued increase in submissions to the Play Festival, multiple recognitions by the American Theatre Critics Association, and increased funding for Play Festival programs). The assessment cycle led Premiere to produce two plays as part of the FY 13 Season including the Play Festival Winner, *The Beautiful Dark*, and the New Jersey Premiere of Pulitzer Prize Winner, *Clybourne Park*. Through the hiring of audience services coordinator, Heather Kelley, Premiere Stages worked to address ticket sale decreases from the FY 12 season and increase community outreach efforts for all programming.

Continued Accomplishments: The actions undertaken following the 2012-2013 assessment cycle were implemented. Ticket sales increased greatly (surpassing the successful 2011 season) and Premiere Stages established multiple new partnerships including working with The American Conference on Diversity and Prevention Links, as well and fostering new ties for the 2013-2014 Liberty Live

Commission. The October Liberty Live readings were particularly successful and resulted in a new playwriting residency partnership as well and the solidification of 2014 production dates, which will coincide with Four Centuries in a Weekend at the Liberty Hall Museum. The production will celebrate the statewide NJ350 initiative and the 350th Anniversary of Elizabethtown. In addition, Premiere Stages launched a new development initiative in 2014, the Play Festival Alumni Reading series, which offers further developmental support to writers whose previous work the theatre has developed. The series will launch in New York on February 6th with Tammy Ryan's play *Soldier's Heart*. Premiere Stages will also produce the New Jersey Premiere of the play in July 2014 and work with Safe Horizon as a community partner for the production.

Premiere Stages Play Factory:

Program Summary: The Premiere Stages Play Factory is the umbrella program for Premiere Stages arts education initiatives. Play Factory provides innovative arts programming for children and their families with a special emphasis on serving children who might not otherwise have access to quality arts related education. Play Factory initiatives include: Play Factory in-school and after-school playwriting residencies, Camp Premiere (summer camps for middle school and high school students), and the Play Factory Performance Series, presenting quality educational theatre productions in July and August.

Assessments Undertaken: Premiere Stages consistently evaluates all Play Factory initiatives looking specifically at the impact of residencies on the populations served. Premiere Stages also continues to train additional teaching artists in order to expand and forge new partnerships with schools. Premiere also worked to change the venue of the Play Factory performance series and increase FY13/14 tickets sales, while continuing to expand the base of groups who attend Play Factory presentations. Premiere also determined that new advertising and outreach initiatives are necessary in order to ensure that both summer camp programs reach capacity in summer 2014.

Continued Accomplishments: Premiere Stages continues to grow the Play Factory residency program. Premiere has added residencies in Elizabeth (Terrence Riley School No. 7) and was also awarded funding from Northfield Bank for two residencies in the Rahway School District. Premiere will return to the Lakewood School district and also hopes to return to Harrison and Glen Rock, pending unding. In addition, Premiere is in the process of designing a template program to serve a senior population and utilize playwriting as a tool for historical preservation and memory retention. FY13 /FY14 saw Premiere Stages Play Factory Performance Series break box office records by presenting Play Factory performances in Wilkins theatre and greatly expanding group sales. Premiere has already taken steps to address venue schedule issues in Summer 2014 and will present four children's performances over the summer. Premiere is working to create a direct mailing campaign for Camp Premiere and has already moved up the camp press schedule to ensure information about Camp Premiere is available as early as possible for potential attendees.

Premiere Artists:

Program Summary: Premiere Artists provides professional enrichment opportunities for Kean University students through master classes, showcases, placement in Equity productions, and the Premiere Intern Program.

Assessments Undertaken: Premiere Stages assesses the success of Premiere Artist programming by tracking the number of student actors receiving equity points, tracking alumni of the Premiere programs who have achieved professional positions in the entertainment field, and the attendance of master classes and partnership events such as industry showcases.

Continued Accomplishments: Premiere Stages is in the process of creating a database to track alumni achievements. In January 2014, Premiere helped to present an actors' showcase in New York for industry professionals and attendance exceeded expectations with multiple students being contacted by industry professionals. Premiere Stages continues to provide support and guidance for program alumni, hiring several former and current Kean students in staff positions and by launching a new student/alumni playwriting competition. This project, designed to mirror Premiere Stages professional readings, offers a developmental reading to a script by a current or former Kean student and is named in honor of Premiere Stages patrons W. John Bauer and Nancy Boucher. The first reading will be presented on January 29, 2014 and feature the work of Kean Alumnus Tariq Hamami. Premiere Stages is also actively recruiting Kean students as teaching assistant for Play Factory Residencies and introduced new assistant director positions over the course of the 2013 season in response to student requests. Students receive professional credits toward their union cards through their work with Premiere Stages.

Division of Student Affairs: Residential Student Services

Individuals writing response:

Denis Castanon
Casey Walker

Results of Assessment:

Goal 3.4 stated that RSS would strive to complete all internal facilities repairs within 48 business hours 75% of the time by the end of FY2013. In Spring 2013, 975 work orders were generated, 100% of the work orders were completed. However, RSS did not have the means to extract the timeframe of completion of work orders. During the second half of FY2013 (Fall 2013), RSS took several steps to begin tracking data that would measure progress toward our goal, as well as to make progress with our 48 hour target. We switched to a new work order management system (School Dude). School Dude is web-based and has a simple, mobile-friendly interface. This enables the Resident Hall Directors to receive alerts when new work order requests have been submitted and need to be approved. RSS has implemented new processes to track exact work order completion data within School Dude, which will provide us with completion time rates. In addition RSS is transitioning to a paperless process by which facilities staff members will receive new assignments sent directly to their mobile devices in real time. Facilities staff will then be able to log work order completion data from their mobile devices, further strengthening the validity of the data we will collect with School Dude. We have data now from Fall 2013.

Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle

Division of Academic Affairs: Spanish Speaking Program

Result of Assessment:

An entrance interview was administered to evaluate students' educational and career goals and to assess the risk of transferring to another institution. We also identified the various reasons (financial, academic, preparedness, family obligations) why students did not return to Kean. We set a more realistic retention percentage and have now tracked the retention trends in SSP for the past 5 years (our goal was to retain 80% but retained 71.64% a shortfall of just over 8%). We are also providing more informational outreach to the students on what Kean has to offer as a way of discouraging students from transferring outside of Kean.

An Exit Survey was implemented and administered during the students' last semester in the program as a way to evaluate their experience.

Due to retirement, we lost one advisor but we continued to diligently pursue and implement best practices to ensure students' counseling needs were met even though we were unable to get authorization as yet to fill the position.

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>Division of Student Affairs: University Center Operations and Event Management</u>

Individual Writing Responses:

Kevin Lyles, Director
Tray Green
Sheila Philbert
Sandra Collins

Result of Assessment:

The University Center Operations and Event Management staff focused on 3 goals:

The UC programming goal was to develop 95% of events using the Social Change Model. 100% of those events were developed and implemented via this model for the 2012-2013 Academic Year. The next step is to develop our programming efforts based off of the criteria of that model for the 2013-2014 AY.

The second goal was to increase the Cap and Gown reservations for all graduates to 85% - for the AY 2012 we started at 81%. Due to several efforts (marketing, email blasts ordering parties on <u>All </u>Campus) in the AY 2013, the reservations went up to 91%. To develop this goal and by continuing our efforts, we will reach 98% of the graduating class reserving on-line.

The UC wanted to insure 70% of work orders were completed within 72 hours, but for the AY 2012-2013 only 15% were completed. We will be changing the goal to 70% of the <u>emergency</u> work orders submitted by the UC staff as we found that work orders were out of our control and submitted without our knowledge.

<u>Follow-Up Report for the closing-the-loop 2012-2013 Assessment Cycle</u>

<u>Division of the President: University Counsel</u>

Individual writing response:

Michael A. Tripodi
Geri Benedetto
Maryam Raja

Result of Assessment:

As a result of the volume of contracts as ascertained during the last assessment period, we recommended hiring a new Contract Administrator. This Administrator has now been hired and is working.

As a result of increasing complexity and volume of employment and other legal matters, the hiring of an additional attorney was requested. Geri Benedetto has now joined the Office of the University Counsel.

Due to the ever changing compliance environment, the Office of University Counsel has completed trainings and provided informal advise regarding new compliance requirements.

Appendix 7.17

Closing the Loop Academic Year 2011-2012 Follow-Up Impact
Reports

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- College of Humanities and Social Sciences

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- Assessment training for adjunct faculty ($75,000.00 requested – Negotiations needed to determine funding levels)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Each College

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Assessment Coordinators throughout the year ($50,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

<mark>Academic Affairs</mark>	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- Accreditation and Assessment

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- Database for assessment results ($25,000.00 requested and approved)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Entire Student Affairs Department

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Expand CampusLabs assessment management system ($9,700.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Center for Professional Development

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Create a pedagogical team of faculty (in collaboration with the Office of Accreditation and Assessment) to develop ongoing workshops, including outside experts in the field ($5,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Counseling & Disability Services

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Improve Student Disability Services Furnishings and Equipment ($9,900.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Media & Publications (Center for History, Politics and Policy)

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- The design, creation and launch of Center website, database and marketing materials ($20,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Media & Publications (Center for History, Politics and Policy)

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Recommend a 50% increase in Center resources for FY13 ($25,000.00 requested - $12,000.00 approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- College of Education

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Adjunct rubric training per academic year ($4,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- College of Education

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Field supervisor training per academic year ($5,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- College of Visual and Performing Arts

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- GE Major coordinator ($3,600.00 requested and approved)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Conference and Events Services

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- New, University-wide software scheduling package that will be utilized by division, registrar, athletics, etc. – all scheduling entities – to create a centralized scheduling system (\$130,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Theatre & Programming

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Create a dedicated budget for Enlow Hall ($65,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

Academic Affairs	Student Affairs
<mark>Institutional Advancement</mark>	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- Foundation

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- Additional two advancement officers for fundraising ($195,000.00 requested, one approved at $95,000.00)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- Center for Academic Success

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- NTA Association Certification/Training Consultant ($3,600.00 requested and approved)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Nathan Weiss Graduate College

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Additional computer lab on East Campus ($36,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Research and Sponsored Programs

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Consultant to conduct faculty development workshops on proposal design, writing and support ($10,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Research and Sponsored Programs

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Provide electronic notebooks for faculty using large datasets ($6,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Research and Sponsored Programs

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Fund competitive program allowing students to apply to research support ($20,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Research and Sponsored Programs

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Publish journal of undergraduate research ($5,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

<mark>Academic Affairs</mark>	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- College of Education

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Recreation Therapy accreditation consultant ($2,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- NJ Center for Science, Technology and Mathematics Education

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Consultant and Rubrics for assessing poster presentations ($5,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- University Center Administration

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- Enhance and promote multicultural program offerings to freshmen student groups and resident students (\$3,500.00 requested and approved)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight)**:**

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below)**:**

- Media and Publications

Resource Request Description (Including Resource Allocation Approved Dollar Amounts)**:**

- Increase in advertising resources ($200,000.00 requested and approved)

Individual Writing Response (Including Title)**:**

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation)**:**

-

Date Submitted (Please Write the Date of Submission of this Report Below)**:**

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Media & Publications

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Two new full-time personnel lines in media center to expand video marketing/editing efforts in FY13 ($106,000.00 requested, one position funded at $53,000.00)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Media and Publications (Video Production Unit)

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Purchase of physical sets, props and new software programs for the video production unit
  ($48,000.00 requested, $24,000.00 approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Follow-up Report for the closing-the-loop 2011-2012 Assessment Cycle

Division Requesting Resource (Please Highlight):

Academic Affairs	Student Affairs
Institutional Advancement	University Relations
Operations	Division of the President

College/Program/Department Requesting Resource (Please Write In Space Below):

- Center for Academic Success

Resource Request Description (Including Resource Allocation Approved Dollar Amounts):

- Writing Center Director or ENG Faculty Director Coordinator ($70,000.00 requested and approved)

Individual Writing Response (Including Title):

-

Result of Assessment Resource Allocation (Please write a brief – two paragraph maximum – summary of the impact of the allocation):

-

Date Submitted (Please Write the Date of Submission of this Report Below):

-

Appendix 7.18

UPC Closing the Loop Actions Grid 2011-2012

7.18 UPC Closing the Loop Actions Grid 2011-2012

Division	Department	Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
			Strong 4	Mod 3	Weak 2	Not Rec 1						
AA	Academic Affairs	AA24	100				4.00	Director of Online Instruction	$70,000	$70,000	**Approved**	SEARCH ONGOING
AA	CAS and CHSS	AA1	94	6			3.94	Writing Center Director or ENG Faculty Director Coordinator	$70,000	$70,000	**Approved**	Kathryn Inskeep SUMMARY
AA	Center for Academic Success	AA23	87	13			3.87	NTA Association certification/training consultant	$3,600	$3,600	**Approved**	Steve Kubow SUMMARY NEEDED
SA	Counseling & Disability Services	SA2	87	13			3.87	Improve Student Disability Services (furnishings and equipment) $9,819	$9,900	$9,900	**Approved**	Andrew Lee SUMMARY NEEDED
SA	University Center & Student Events Administration	SA3	87	13			3.87	Enhance and promote multicultural program offerings to freshman student groups and resident students. $3,500 for honorarium, educational materials and refreshments	$3,500	$3,500	**Approved**	Kerrin Lyles SUMMARY NEEDED
UR	Media & Publications (Center for History, Politics and Policy)	UR2	87	13			3.87	2) a. Recommend a 50% increase in Center resources for FY13, or a $25,000 increase	$25,000	$12,000	**Approved at 12K**	Terry Golway SUMMARY NEEDED
UR	Media & Publications (Center for History, Politics and Policy)	UR3	87	13			3.87	2) b. Recommend a $20,000 expenditure to support the design, creation and launch of center website, database and marketing materials.	$20,000	$20,000	**Approved**	Terry Golway SUMMARY NEEDED

Division	Department	Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
			Strong 4	Mod 3	Weak 2	Not Rec 1						
AA	Nathan Weiss Graduate College	AA7	82	18			3.82	Hire 1 additional faculty member for January 2013 reduce CACREP reduce stu/fac ration *Estimate $50,000 - $70,000*	$70,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
AA	Academic Affairs and CHSS	AA2	76	24			3.76	Assessment training for adjunct faculty $50,000 - $75,000	$75,000	$75,000	**Requires negotiation**	Kate Henderson SUMMARY
AA	Accreditation & Assessment	AA21	88	6		6	3.76	Assessment Coordinators throughout year	$50,000	$50,000	**Approved**	Sophie Howlett SUMMARY
UR	Conferencing & Events	UR6	87		13		3.74	Recommend funding of $130,000 for new, university-wide software scheduling package that will be utilized by division, registrar, athletics, etc.-all scheduling entities-to create a centralized scheduling system **Annual maintenance?**	$130,000	$130,000	**Approved**	Paul DiNero SUMMARY NEEDED
UR	Media & Publications	UR5	88		6	6	3.70	Increase budget line items, a total of $48,000, to provide for the purchase of physical sets, props and new software programs for the video production unit	$48,000	$24,000	**Approved at 50%**	Audrey Kelly SUMMARY NEEDED
AA	Accreditation & Assessment	AA19	69	31			3.69	Database for assessment results	$25,000	$25,000	**Approved**	Sophie Howlett SUMMARY

		Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
Division	Department		Strong 4	Mod 3	Weak 2	Not Rec 1						
UR	Media & Publications	UR1	81	13		6	3.69	1) Recommend a 20% increase in advertising resources for FY13, or a $200,000 increase	$200,000	$200,000	**Approved**	Audrey Kelly SUMMARY NEEDED
UR	Theatre & Programming	UR8	75	19	6		3.69	5) a. Create a dedicated advertising budget for Enlow Hall in FY2013; budget $65,000	$65,000	$65,000	**Include in KU budget**	Audrey Kelly SUMMARY NEEDED
SA	Student Affairs	SA1	80	7	13		3.67	Expand Campus Lab assessment management system throughout division - additional $9,700 annually	$9,700	$9,700	**Approved**	Scott Snowden SUMMARY NEEDED
UR	Theatre & Programming	UR10	81	6	6	6	3.64	6) Request for two new lines/theatre technicians for TMPO program starting at @ $45,000 annually plus benefits	$90,000	**$0**	**Request for FY 2014**	NOT INCLUDED IN 13/14 VOTING PROCESS
AA	College of Education	AA13	75	13	13		3.61	CAEP Travel monies $7000 ($1000 each for 7 to travel)	$7,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
UR	Media & Publications	UR4	80	7	7	7	3.58	Recommend funding for two new full-time personnel lines in media center to expand video marketing/editing efforts in FY13.	$106,000	$53,000	**One in 2013, one in 2014**	Audrey Kelly SUMMARY NEEDED

Division	Department	Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
			Strong 4	Mod 3	Weak 2	Not Rec 1						
UR	Theatre & Programming	UR9	80	7	7	7	3.58	5) b. Request for new line/administrative support for Enlow Hall manager to allow for inhouse support while manager does external marketing; $40,000 annually plus benefits	$40,000	$0	Request in FY 2014	NOT INCLUDED IN 13/14 VOTING PROCESS
PD	Institutional Research	P1	75	13		13	3.49	Academic Support Specialist and Graduate Assistant to augment IR staff $35000	$35,000	$0	NOT APPROVED FOR FUNDING	NOT FUNDED - N/A
AA	College of Education	AA15	60	33		7	3.46	Adjunct rubric training per academic year = $4000	$4,000	$4,000	Approved	Kate Henderson
UR	Conferencing & Events	UR7	75	6	6	13	3.43	Recommend funding for one additional full-time employee, @ $45,000 annually plus benefits, in conferencing and services to meet established revenue and rental goals.	$45,000	$0	Request for FY 2014	NOT INCLUDED IN 13/14 VOTING PROCESS
IA/R	Research & Sponsored Programs	IAR8	67	13	13	7	3.40	Consultant to conduct faculty development workshops on proposal design, writing, support $10,000	$10,000	$10,000	Approved	Susan Gannon SUMMARY NEEDED
AA	College of Education	AA16	60	27		13	3.34	$2000 to pursue Recreation Therapy accreditation for consultant	$2,000	$2,000	Approved	Susan Polirstok SUMMARY NEEDED

Division	Department	Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
			Strong 4	Mod 3	Weak 2	Not Rec 1						
AA	Educational Opportunities Center	AA22	53	33	7	7	3.32	Online tutoring capability software	$112,000	$0	Need more backup data	NOT FUNDED - N/A
AA	College of Education	AA14	50	38		13	3.24	Field supervisor training per academic year = $5000	$5,000	$5,000	Approved	Susan Polirstok
SA	Health Services	SA4	53	27	7	13	3.20	Facilities, furniture, & equipment needed on Union Campus for Fit to Be Kean exercise space - $23,000	$23,500	$0	Need more backup data	NOT FUNDED - N/A
IA/R	Research & Sponsored Programs	IAR10	53	27	7	13	3.20	Publish Journal of Undergraduate Research $5,000	$5,000	$5,000	Approved	Susan Gannon SUMMARY NEEDED
AA	NJCSTM	AA3	41	41	12	6	3.17	Consultant and Rubrics for assessing poster presentations	$5,000	$5,000	Approved	David Joiner/Judy April
IA/R	Research & Sponsored Programs	IAR11	47	33	7	13	3.14	Provide electronic notebooks for faculty using large datasets. Estimated cost: $6,000 **Annual depreciation?**	$6,000	$6,000	Approved	Susan Gannon SUMMARY NEEDED
IA/R	Professional Development	IAR13	56	19	6	19	3.12	Create a Pedagogical team of faculty (in collaboration with the Office of Assessment and Accreditation to develop ongoing workshops, including outside experts in the field. Estimated cost: $5,000	$5,000	$5,000	Approved	Maria Perez SUMMARY NEEDED

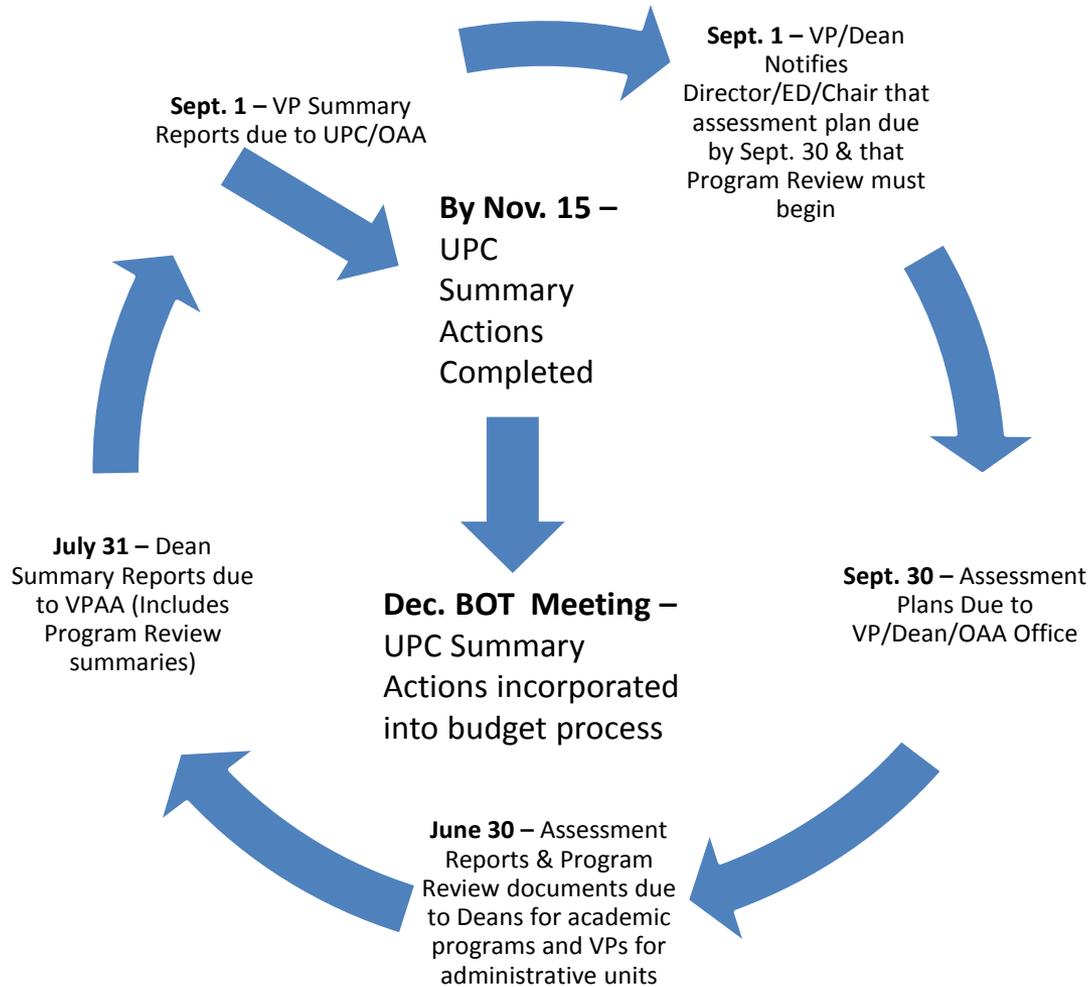| Division	Department	Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
			Strong 4	Mod 3	Weak 2	Not Rec 1						
IA/R	Research & Sponsored Programs	IAR2	40	40	7	13	3.07	Create Center for Undergraduate Research and hire Associate Director $90,000	$90,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
IA/R	Alumni Relations	IAR1	43	29	14	14	3.01	Part-time alumni/prospect researcher	$25,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
AA	College of Business and Public Management	AA5	24	53	18	6	2.94	ENG 3090, COMM 3590 not in this college: Two instructors to teach these 12 sections. Estimate $140,000 plus benefits	$140,000	$140,000	**Approved; already in budget**	Dave Farrokh SUMMARY NEEDED
IA/R	Research & Sponsored Programs	IAR9	47	20	13	20	2.94	Fund competitive program allowing students to apply to research support. Estimated cost: $20,000	$20,000	$20,000	**Approved**	Susan Gannon SUMMARY NEEDED
IA/R	Kean University Foundation	IAR3	33	47		20	2.93	Additional two advancement officers for fundraising	$190,000	$95,000	**Approved (one for FY 2013)**	Diane Schwartz SUMMARY
AA	College of Visual and Performing Arts	AA10	24	41	24	12	2.76	GE Major coordination - 10 faculty assignments @ 1 course adjunct rate - $36,000	$36,000	**$0**	**Need more backup data**	NOT FUNDED - N/A
AA	Nathan Weiss Graduate College	AA6	24	29	41	6	2.71	Increase faculty and student travel to support research professional development. *Estimate $10,000*	$10,000	$10,000	**Approved; already in budget**	Chad Austein SUMMARY NEEDED
AA	College of Visual and Performing Arts	AA9	18	47	24	12	2.70	GE Major coordination - coordinator $3,600	$3,600	$3,600	**Approved; need description**	George Arasimowicz SUMMARY NEEDED

Division	Department	Reference to Orig Sum	UPC Ratings				Priority = Avg Rating	Description of budget request	Budget Request	Amount Approved	President	Dec. 2013 Review Status
			Strong 4	Mod 3	Weak 2	Not Rec 1						
IA/R	Research & Sponsored Programs	IAR12	33	27	13	27	2.66	Complete required modifications to the animal facility. Estimated cost: $60,000	$60,000	$60,000	**Approved; already in budget**	Susan Gannon SUMMARY NEEDED
AA	College of Natural Applied and Health Sciences	AA4	19	19	56	6	2.51	Year-round Assessment Coordinators. *Estimate $10,000 for 5 coordinators @ 2 TCH each*	$10,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
AA	College of Visual and Performing Arts	AA12	0	63	13	25	2.38	3 voice capture/processing studios: Software $1,800, Computers 3 $6,000, Microphones 3 $2,400	$10,200	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
AA	Library	AA20	20	27	20	33	2.34	Branch campus training adjunct or staff position $50,000	$50,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
AA	College of Visual and Performing Arts	AA11	18	12	18	53	1.95	GE Major coordination - Marketing materials - $6,000	$6,000	**$0**	**NOT APPROVED FOR FUNDING**	NOT FUNDED - N/A
AA	Nathan Weiss Graduate College	AA8	6	18	29	47	1.83	Additional computer lab on East Campus – *Estimate $36,000 for 24 computers Annual depreciation?*	$36,000	$36,000	**Approved; in budget**	Chad Austein SUMMARY NEEDED
								Total $ Requested	**$2,062,000**	**$1,227,300**	Total $ Approved (60%)	
								Total # Requested	**46**	**31**	Total # Approved (67%)	

Appendix 7.19

Updated Yearly Assessment Reporting Timeline (Cycle Form)

Appendix 7.19: Updated Yearly Assessment Reporting Timeline (Cycle Form)

Sept. 1 – VP/Dean Notifies Director/ED/Chair that assessment plan due by Sept. 30 & that Program Review must begin

Sept. 1 – VP Summary Reports due to UPC/OAA

By Nov. 15 – UPC Summary Actions Completed

July 31 – Dean Summary Reports due to VPAA (Includes Program Review summaries)

Dec. BOT Meeting – UPC Summary Actions incorporated into budget process

Sept. 30 – Assessment Plans Due to VP/Dean/OAA Office

June 30 – Assessment Reports & Program Review documents due to Deans for academic programs and VPs for administrative units

UPC accepted assessment timeline
(accepted during 10/2/2013 UPC meeting)

Sept. 1 – Dean/VP notifies department/program that Program Review must start and that Assessment Plans are due at the end of the month

June 30 – Assessment Reports Due & Program Review Documents

Sept. 1 – VP Summary Reports Due to UPC

Dec. BOT Meeting – Resource Allocation Report submitted to BOT

Sept. 30 – Assessment Plans Due

July 31 – Dean Summary Reports Due to VPAA

By Nov. 15 – UPC creates summary resource allocation request report

– UPC Assessment Committee

Appendix 7.20

Annual Environmental Scan for the Board of Trustees (PPT)

Strategic Options

For the

Fiscal Year 2013-2014

June, 2013

Where do the Expenses Go?

	FY 10-11	FY 11-12	FY 12-13	Diff. FY 11/12-12/13
Salary & Wages	$98,876,803	$100,902,289	$101,176,688	**($274,399)**
Mandatory Transfers	$32,535	$67,000	$100,000	**($33,000)**
Fixed Costs	$15,339,616	$15,682,633	$18,456,487	**($2,773,854)**
Least Flexible	$15,760,184	$14,611,787	$17,458,595	**($2,846,806)**
Moderate Flexible	$8,971,476	$9,709,332	$10,147,720	**($438,388)**
Most Flexible	$9,790,228	$12,256,561	$12,457,250	**($200,689)**
Fee-based Expenses	$23,739,646	$27,514,192	$27,484,289	**$29,903**
Benefits	$28,077,177	$28,943,000	$29,521,860	**($578,860)**
Total	$200,587,665	$209,686,794	$216,802,889	**($7,116,095)**

Source: Financial Services, Budget Department

Distribution of Expenses
Fixed Cost

Category	Item	FY 10-11	FY 11-12	FY 12-13	Diff. FY 11/12-12/13
Material &Supplies	Fuel & Utilities	$8,014,182	$6,219,217	$7,902,000	($1,682,783)
Services	Computer Svc & Soft	$2,112,843	$2,621,275	$3,078,402	($457,127)
	Telephone	$532,321	$527,583	$590,773	($63,190)
	Household & Security	$2,739,859	$3,476,137	$3,785,629	($309,492)
	Insurance	$443,018	$501,003	$691,183	($190,180)
Benefits		$1,497,393	$2,337,418	$2,408,500	($71,082)
Total Fixed Cost		$15,339,616	$15,682,633	$18,456,487	($2,773,854)

Source: Financial Services, Budget Department

Distribution of Expenses

Least Flexible Cost

Category	Item	FY 10-11	FY 11-12	FY 12-13	Diff. FY 11/12-12/13
Material & Supplies	Vehicular Expense	$232,934	$242,601	$344,000	($101,399)
Services	Postage	$547,588	$495,074	$587,069	($91,995)
	Memberships	$465,922	$500,572	$523,076	($22,504)
Maintenance & Fixed Charge	Repair Bldg & Grounds	$2,827,767	$2,670,815	$3,205,893	($535,078)
	Repair Equipment	$312,021	$412,961	$412,490	$471
	Maintenance Vehicles	$155,484	$181,976	$253,391	($71,415)
	Snow Removal (Contractor)	$1,236,930	$74,452	$500,000	($425,548)
Stipend & Waiver & Scholarship		$7,003,670	$7,053,558	8,659,810	($1,606,625)
Miscellaneous		$1,596,524	$1,591,629	$1,570,095	$21,534
Special Purpose		$1,381,344	1,388,151	$1,402,771	($14,620)
Total Least Flexible Cost		$15,760,184	$14,611,789	$17,458,595	($2,846,806)

Source: Financial Services, Budget Department

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Distribution of Expenses

Moderately Flexible Cost

Category	Item	FY 10-11	FY 11-12	FY 12-13	Diff. FY11/12-12/13
Material & Supplies	Printing & Office Supplies	$3,122,208	$2,938,986	$3,021,280	($82,294)
	Educational Supplies	$1,995,966	$2,231,786	$2,644,676	($412,890)
Services	Official Reception	$1,450,233	$1,691,470	$1,896,889	($205,419)
Maintenance & Fixed Charge	Rentals	$579,482	$521,689	$677,533	($155,844)
	Rental Buildings	$522,347	$852,524	$266,111	$586,413
Equip. & Improvement	Computer Equipment	$1,301,240	$1,472,877	$1,641,231	($168,354)
Total Moderately Flexible Cost		$8,971,476	$9,709,332	$10,147,720	($438,388)

Source: Financial Services, Budget Department

Distribution of Expenses

Most Flexible Cost

Category	Item	FY 10-11	FY 11-12	FY 12-13	Diff. FY 11/12-12/13
Material & Supplies	Household & Clothing	$706,945	$752,236	$811,623	($59,387)
Services	Professional Services	$5,828,836	$7,387,199	$7,129,570	$257,629
	Recruitment & Marketing	$1,447,477	$1,692,681	$2,397,823	($705,142)
	Travel	$440,577	$526,665	$924,897	($398,232)
Equip. & Improvement	Equipment Other Than Comp	$1,176,561	$1,499,631	$1,052,503	$447,128
	Vehicular Equipment	$189,832	$398,149	$140,834	$257,315
Total Most Flexible Cost		$9,790,228	$12,256,561	$12,457,250	($200,689)

Source: Financial Services, Budget Department

Distribution of Expenses

Fee Based Expenses

Category	Item	FY 10-11	FY 11-12	FY 12-13	Diff. FY 11/12-12/13
Fee Based / Dedicated Expenses	Capital Improvement	$16,170,440	18,939,228	19,908,427	($969,199)
	Athletics	$3,412,380	$3,762,628	$3,536,809	$225,819
	Technology	$1,587,050	$1,957,986	$1,399,251	$558,735
	Campus Improvement	$1,629,563	1,980,624	$1,610,243	$370,381
	Library Improvement	$579,069	$617,046	$716,696	($99,650)
	Transportation	$361,144	$256,680	$312,863	($56,183)
Total Fee Based/Dedicated Expenses		$23,739,646	$27,514,192	$27,484,289	$29,903

Source: Financial Services, Budget Department

Big Ticket Items: Salary + Benefits

Employees by Amount of Payment (Salary + Benefits Gross)

Payment (Salary+Benefit)	# of Emp
$170K & More	20
$120K – $169K	213
$100K - $119K	187
$80K - $99K	210
$50K - $79K	344
Less than $50K	92
Total FT	1066

FT Employees by Years of Services

Years of Services (as of 8/4/2011)	# of Emp
35 & More Years	51
30 – 34 Years	32
25 – 29 Years	82
15 – 24 Years	202
5 – 14 Years	523
Less than 5 Yrs	176
Total FT	1066

Sick Leave Liability: *$1,333,960*
Vacation Leave Liability: *$2,870,293*
Personal Leave Liability: $476,425

Source: Financial Services, Budget Department

State Appropriation Evaluation
FY 08 – FY 13

Source: Kean University Financial Services, Budget Department & NJASCU Sourcebook
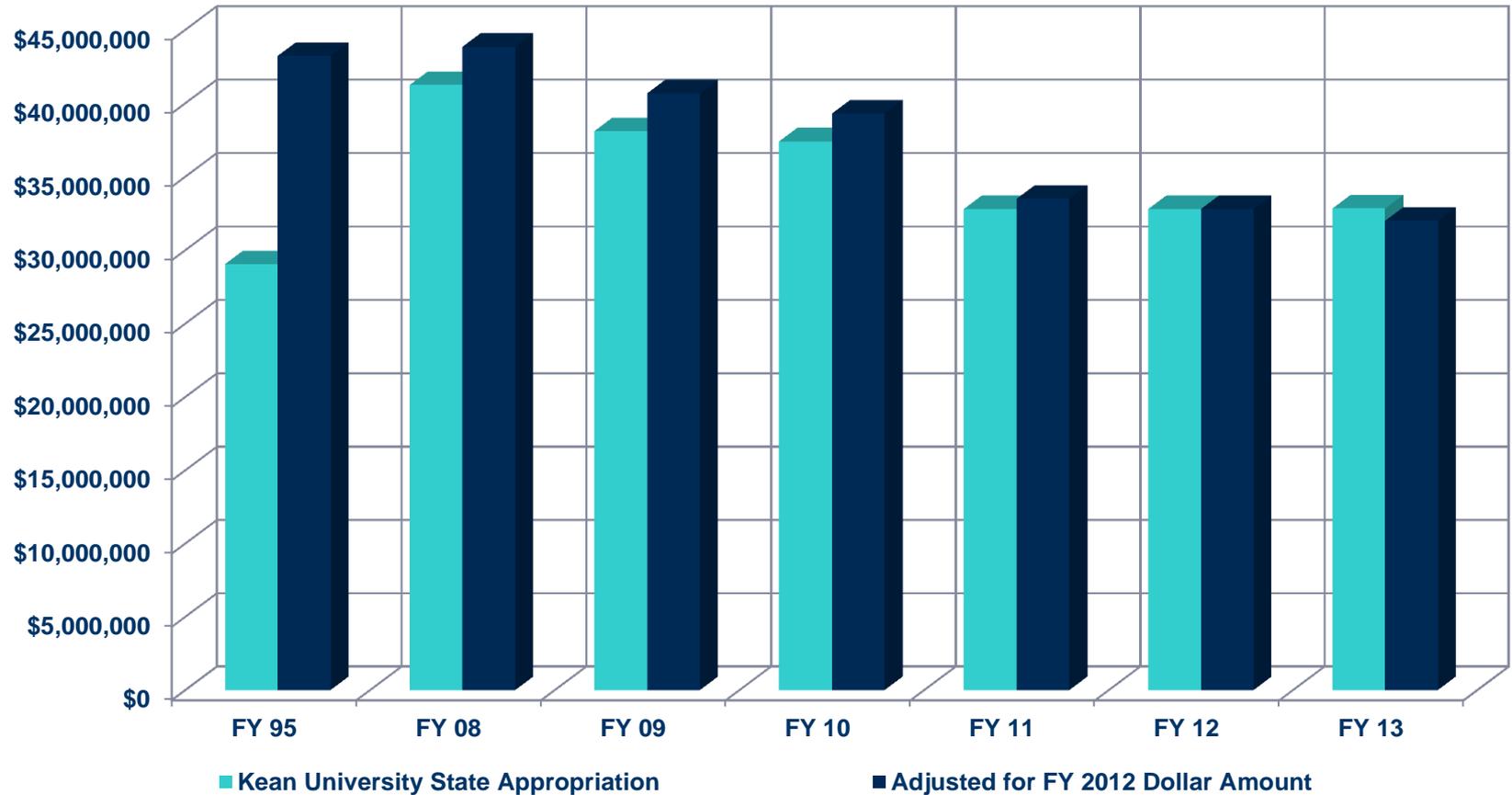
In-State Institution Evaluation
Operating Budget FY2013

	Operating Budget	Operating + Benefits	Student Count	Cost per Student
TCNJ	$197,587,000	$226,403,000	7,270	$31,142
Rowan	$273,304,000	$308,514,000	12,183	$25,323
R Stockton	$175,731,000	$199,160,000	8,400	$23,710
Ramapo	$118,456,000	$137,581,000	5,817	$23,652
WPU	$185,389,000	$218,655,000	11,423	$19,142
MSU	$315,886,000	$360,968,000	18,382	$19,637
NJCU	$121,616,000	$142,880,000	8,492	$16,825
Kean	$219,829,000	$249,579,000	15,391	$16,216

Source: NJASCU Sourcebook 2013

In-State Institution Evaluation
Debt Services Comparison (As of March, 2013)

	Debt Service	Revised 2012 FTE	Debt per FTE
TCNJ	$361,636,543	6,608	$54,727
Ramapo	$270,585,180	5,214	$51,896
R Stockton	$246,528,538	7,163	$34,417
Rowan	$304,513,982	9,269	$32,853
Kean	$351,474,573	11,743	$29,931
NJCU	$133,966,305	5,559	$24,099
Montclair	$344,130,935	14,668	$23,461
W Paterson	$178,471,662	9,093	$19,627
Total	$2,191,307,718	69,317	(Average) $31,613

Source: New Jersey Educational Facilities Authority

In-State Institution Evaluation

Tuition Comparison

Annual 2011-2012 Full Time In-State Undergraduate Tuition & Fees Comparison

Source: NJASCU Sourcebook 2013
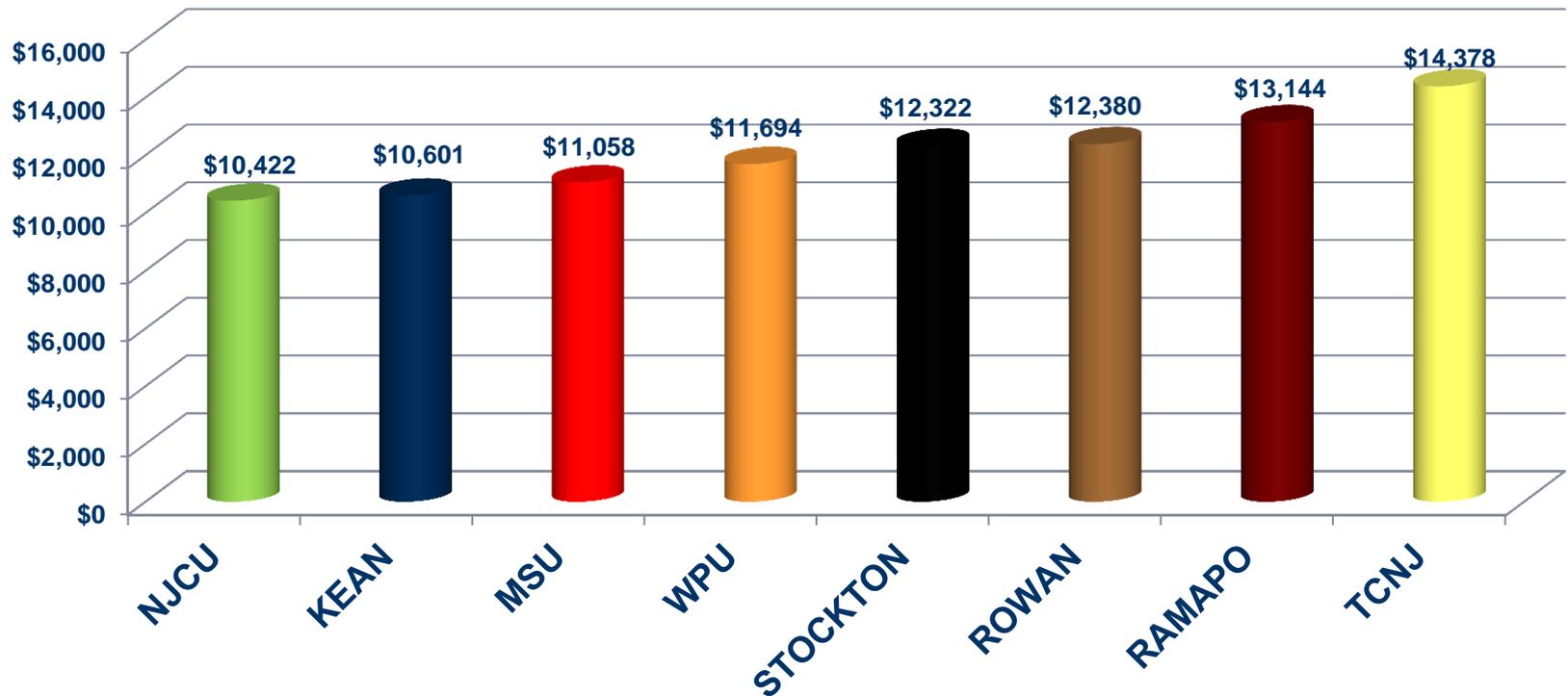
Peer Comparison

Expanded Tuition Comparison

Tuition and Fees Comparison – Fall 2006 through Fall 2012

Source: NJASCU Sourcebook 2007-2013
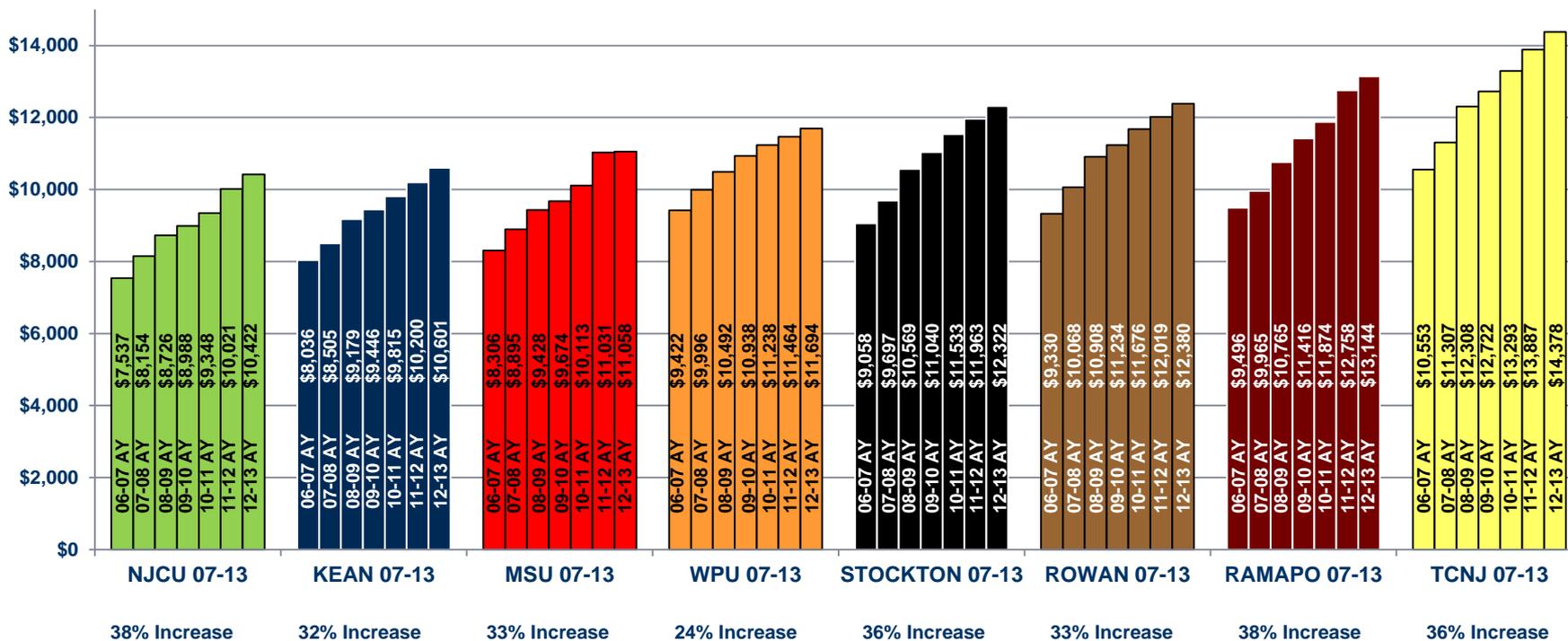
In-State State Institution Evaluation
Student Debt Services Comparison

Average Debt of Students 2006/2007 through 2010/2011
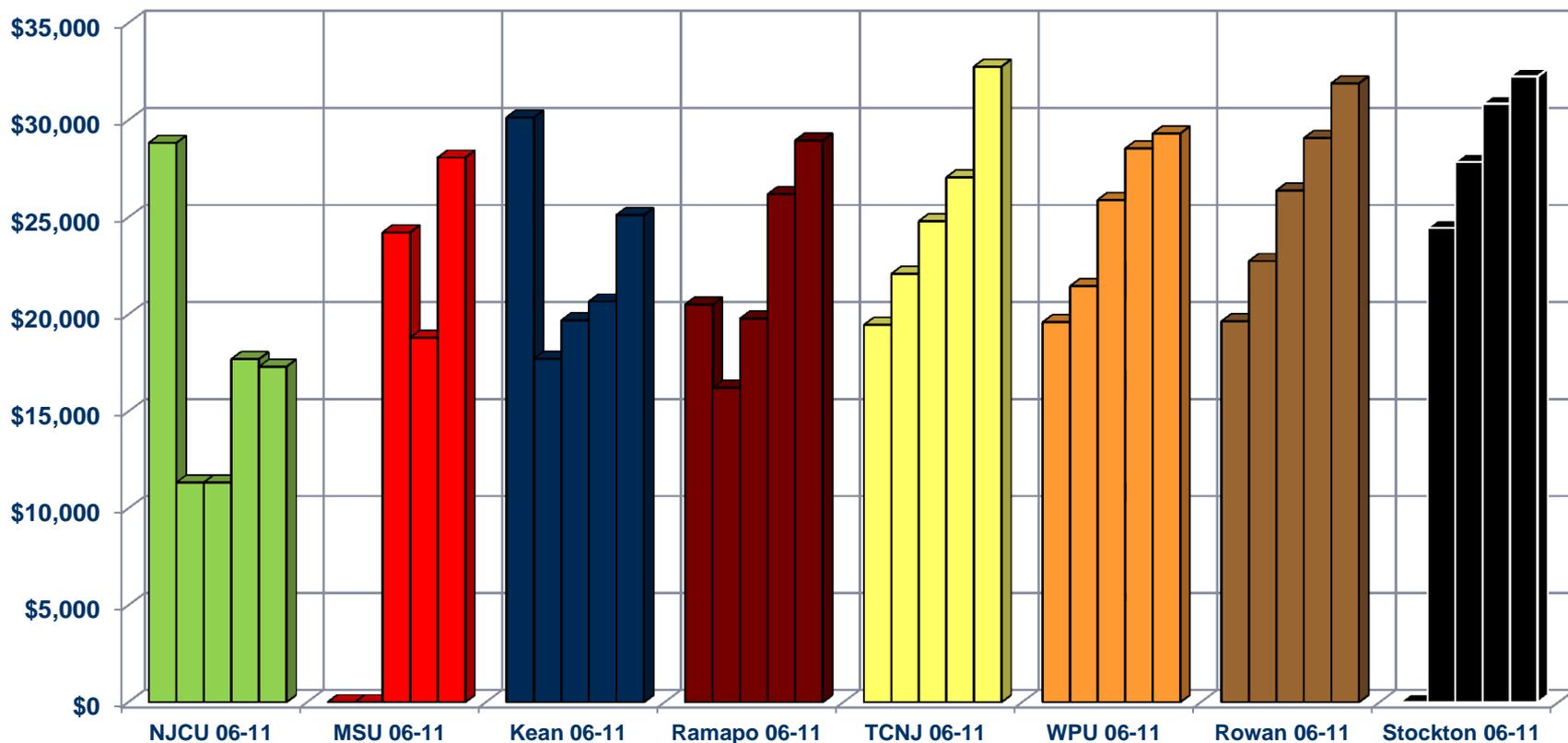
Source: The Institute for College Access & Success. College InSight, college-insight.org

In-State State Institution Evaluation
Student Debt Services Comparison

% of Students Graduating With Debt – 2006-2007 through 2010/2011

Source: The Institute for College Access & Success. College InSight, college-insight.org

Projections of High School Graduates

Public and Nonpublic High School Graduates by Region
1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)

Note: Nonpublic school graduates are projected beginning with the 2003-04 academic year.
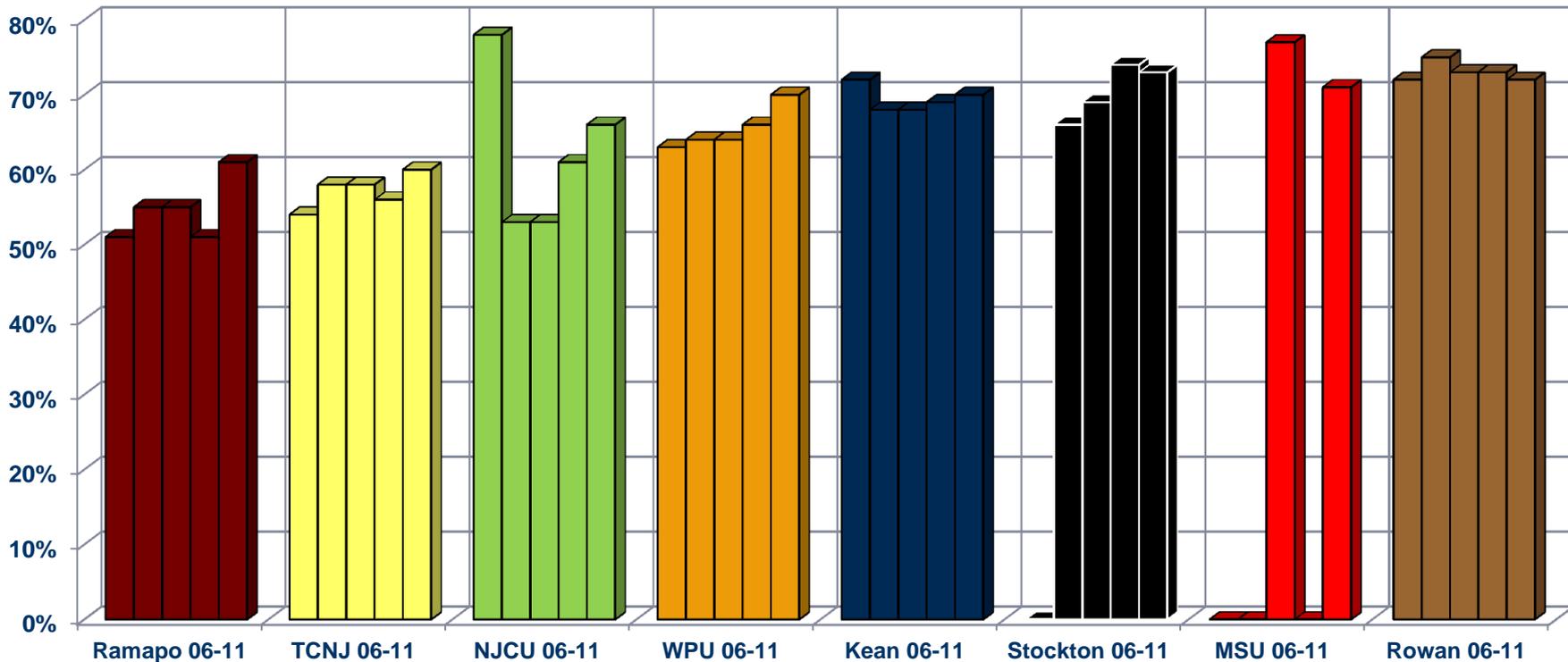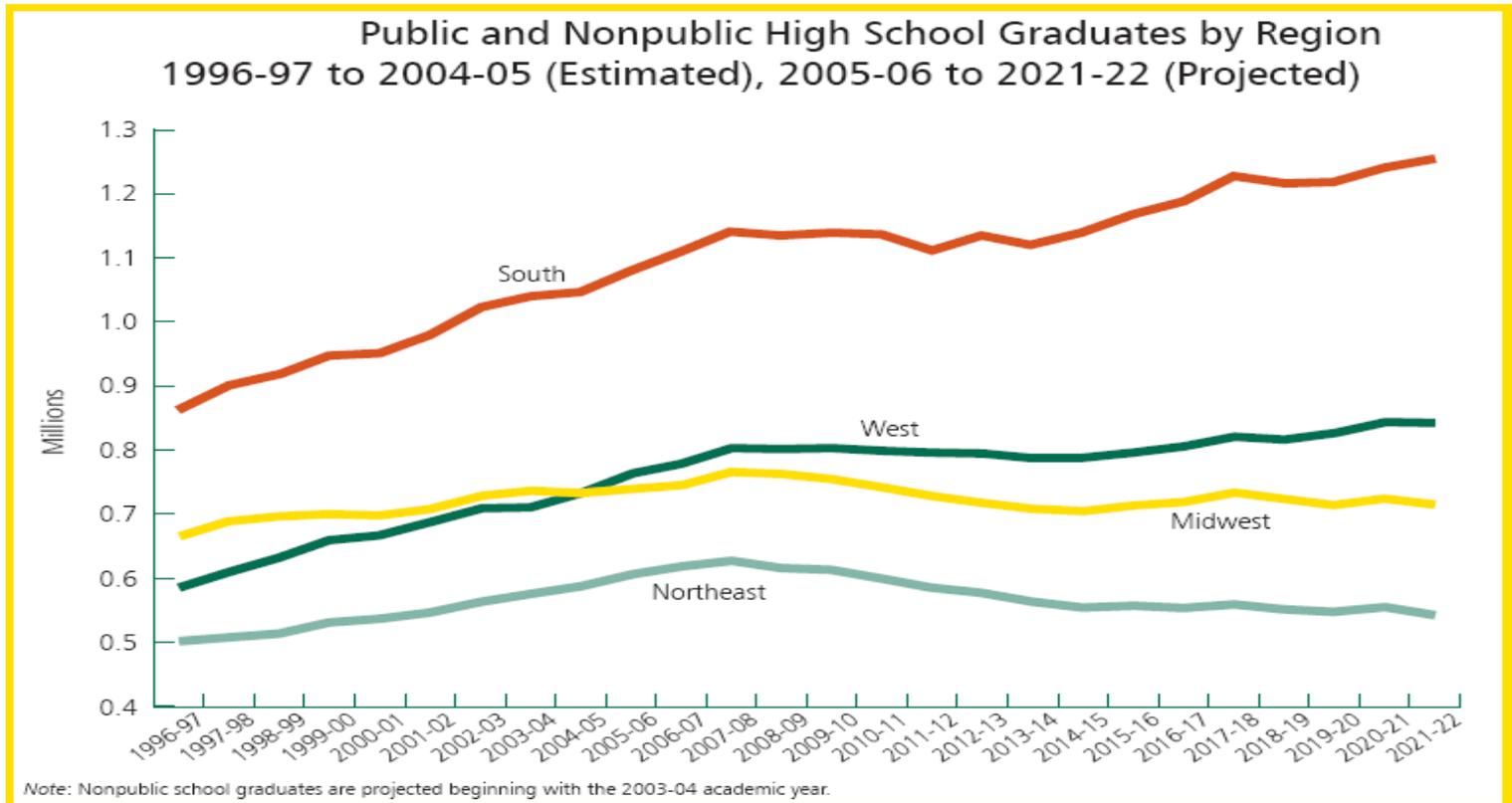
Projections of High School Graduates
Northeastern States

Percent Change (Relative to 2004-05) in the Total Number of Projected High School Graduates in Northeastern States

Source: Knocking at the College Door by Western Interstate Commission for Higher Education (WICHE) March 2008, p.18
(http://www.wiche.edu/info/publications/knocking_complete_book.pdf)
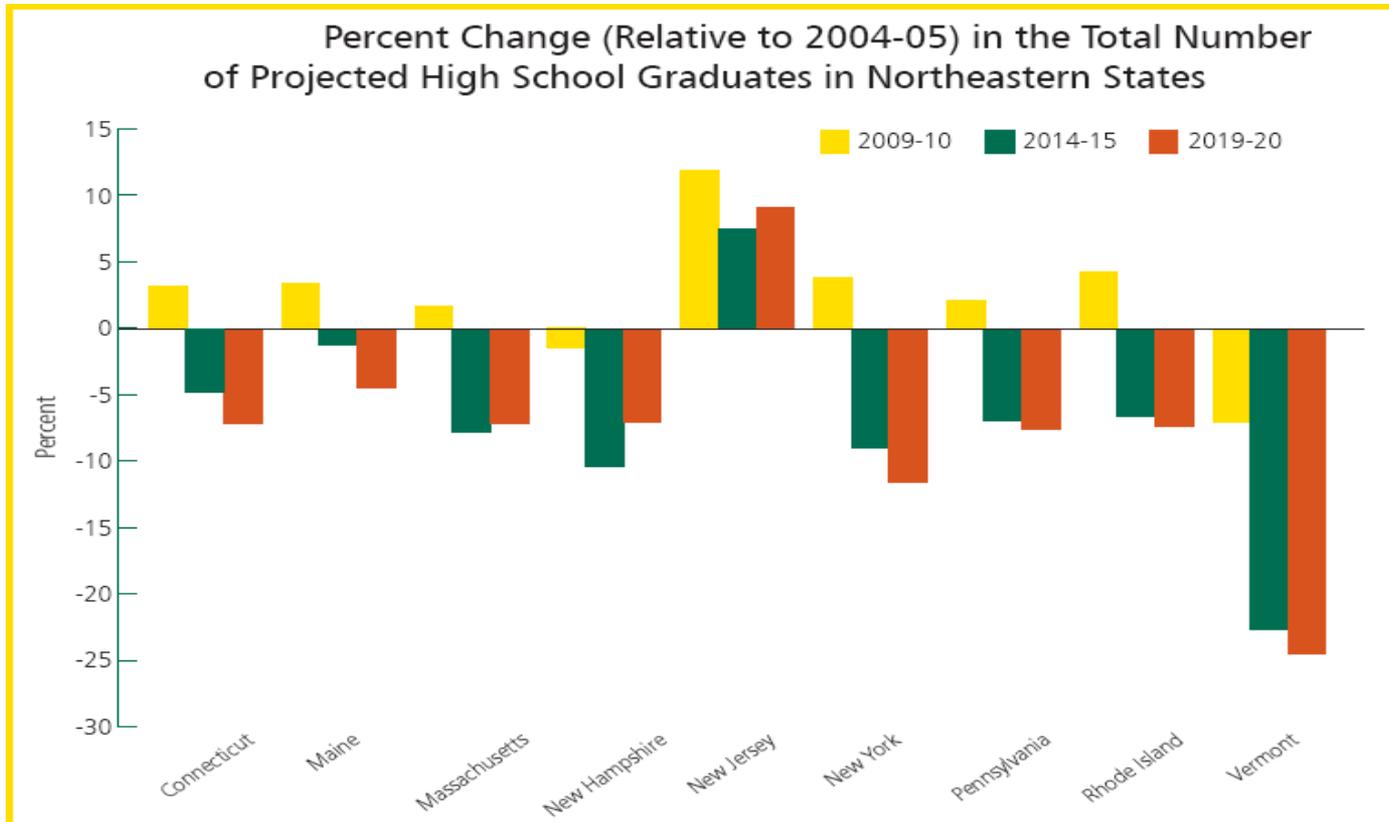
Projections of Enrollment at Two-Year Public Institutions (1995 to Projected 2020)

Actual and projected numbers for enrollment in public 2-year postsecondary degree-granting institutions Fall 1995 to fall 2020						
Year	**Actual**			**Projected**		
	1995	**2000**	**2005**	**2010**	**2015**	**2020**
Enrollment (in thousands)	5,278	5,697	6,184	7,155	7,515	8,025

Projections of Enrollment at Two-Year Public Institutions (1995 to Projected 2020)
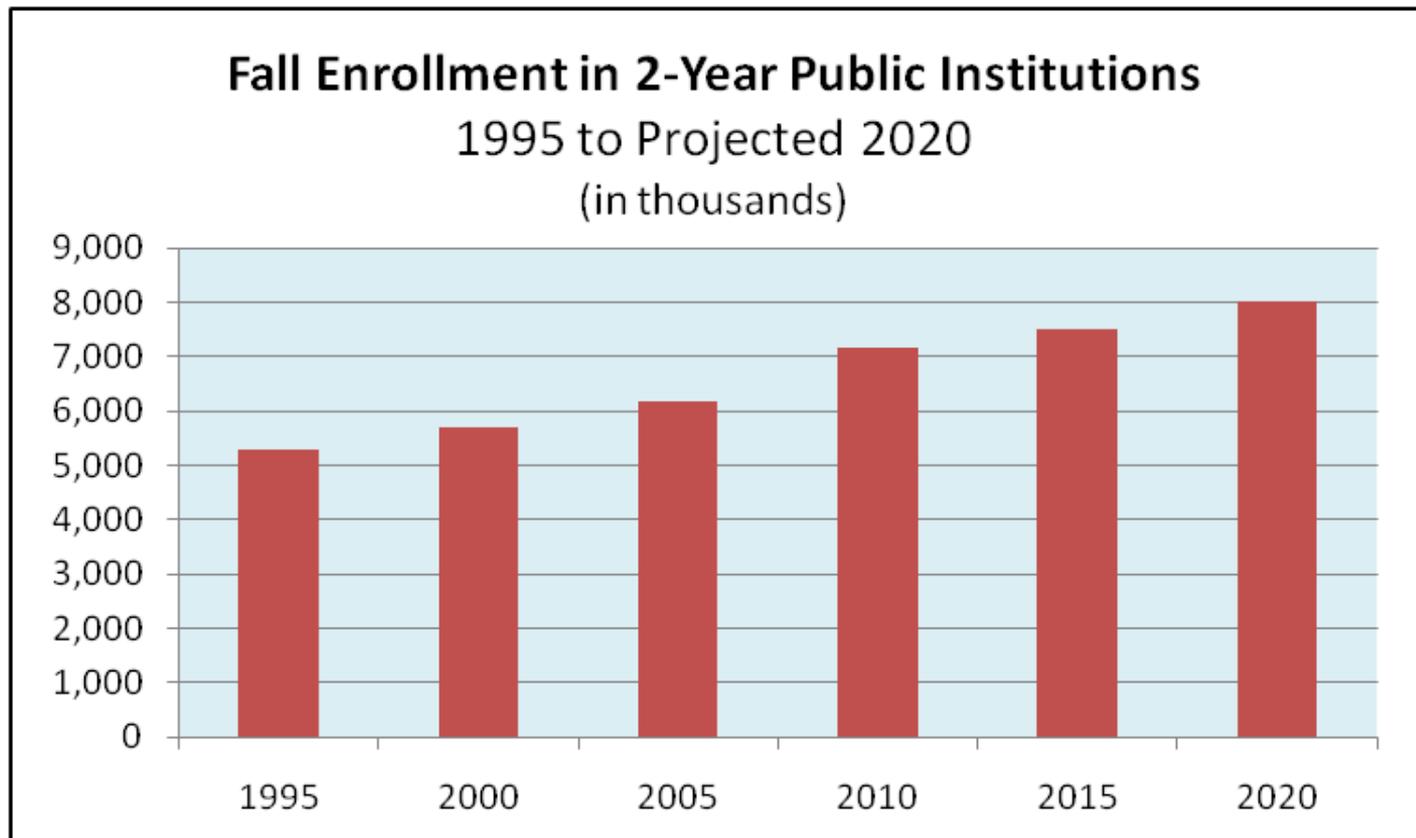
Fall Enrollment in 2-Year Public Institutions
1995 to Projected 2020
(in thousands)

U.S. Employment by Education
2010 & Projected 2020

Typical education need for entry:	Employment				Change	
	Number		% distribution		2010- 2012	
	2010	2020	2010	2020	#	%
Total, all occupations	143,068.2	163,537.1	100%	100%	20,468.9	14.3%
Doctoral or prof. degree	4,409.7	5,286.3	3.1%	3.2%	876.6	19.9%
Master's degree	1,986.0	2,417.2	1.4%	1.5%	431.2	21.7%
Bachelors degree	22,171.1	25,827.2	15.5%	15.8%	3,656.1	16.5%
Associate's degree	7,994.6	9,434.6	5.6%	5.8%	1,440.0	18.0%
Postsec. non-degree award	6,524.0	7,624.9	4.6%	4.7%	1,100.9	16.9%
Some college, no degree	811.6	953.8	0.6%	0.6%	142.2	17.5%
High school diploma or equiv.	62,089.6	69,665.7	43.4%	42.6%	7,576.1	12.2%
Less than high school	37,081.7	42,327.4	25.9%	25.9%	5,245.7	14.1%

Source: U.S. Department of Labor Bureau of Labor Statistics, News Release 2/1/2012
(http://www.bls.gov/news.release/pdf/ecopro.pdf)

Projected Job % Change by Education (2010 – 2020)

Job Percentage Change by Education 2010 - 2020
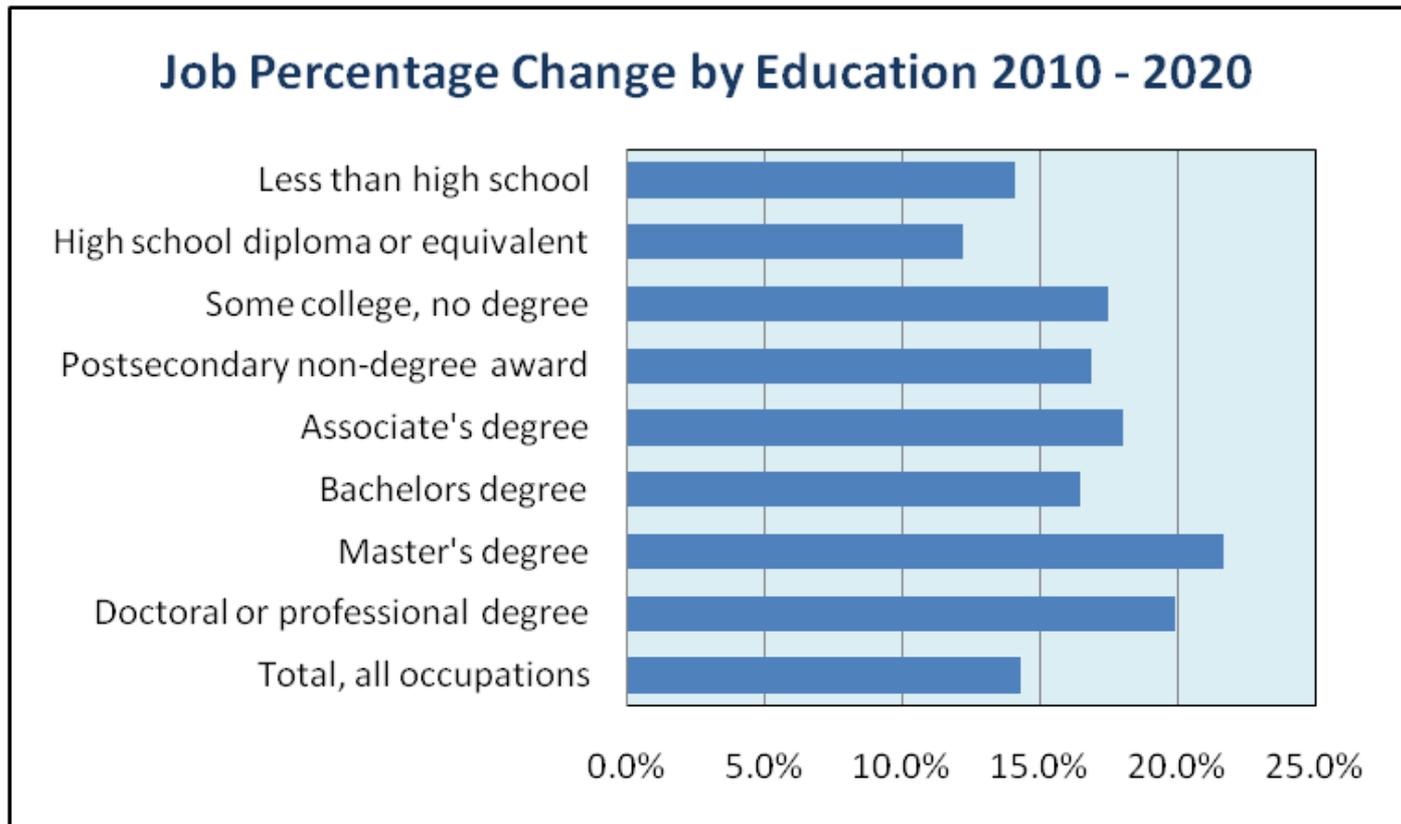
Top Trading Partners 2011 (Goods only)

(In billions of dollars)

Rank	Country	Exports	Imports	Total Trade	% of Total Trade
---	**Total, All Countries**	**1,480.70**	**2,207.00**	**3,687.60**	**100.00%**
---	**Total, Top 15 Countries**	**1,015.80**	**1,596.10**	**2,611.90**	**70.80%**
1	Canada	280.9	316.5	597.4	16.20%
2	China	103.9	399.3	503.2	13.60%
3	Mexico	197.5	263.1	460.6	12.50%
4	Japan	66.2	128.8	195	5.30%
5	Germany	49.1	98.4	147.5	4.00%
6	United Kingdom	56	51.2	107.1	2.90%
7	Korea, South	43.5	56.6	100.1	2.70%
8	Brazil	42.9	31.4	74.3	2.00%
9	France	27.8	40	67.8	1.80%
10	Taiwan	25.9	41.3	67.2	1.80%

* Data are goods only, on a Census Basis, in billions of $s, unrevised)
Source: U.S. Census Bureau http://www.census.gov/foreign-trade/statistics/highlights/top/top1112yr.html

Kean University Application Trends
Completed Applications – 04/FA – 12/FA

Source: Kean University Office of Institutional Research
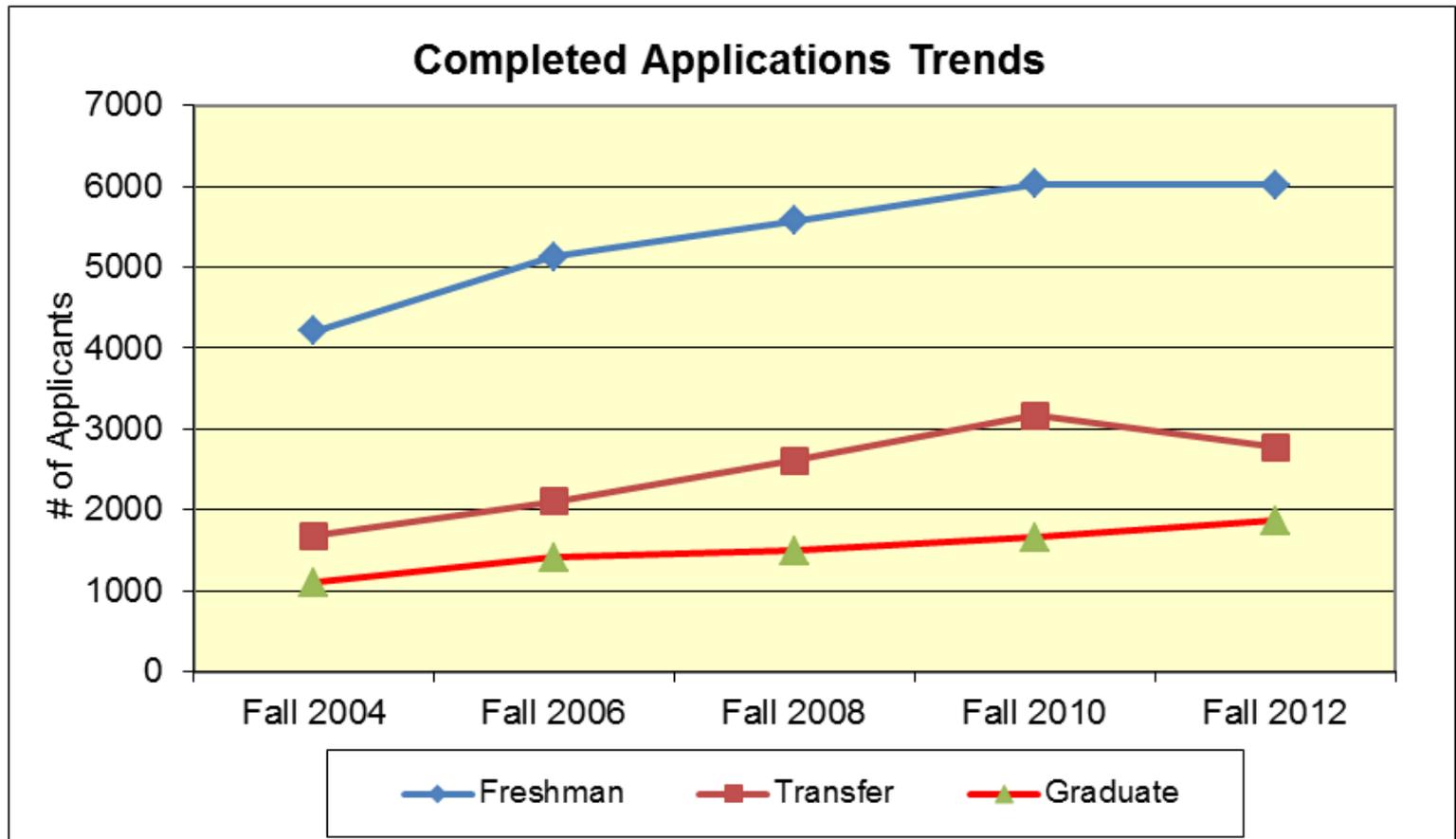
Kean University Student Enrollment Trends
Student Headcount 04/FA – 12/FA

Source: Kean University Office of Institutional Research
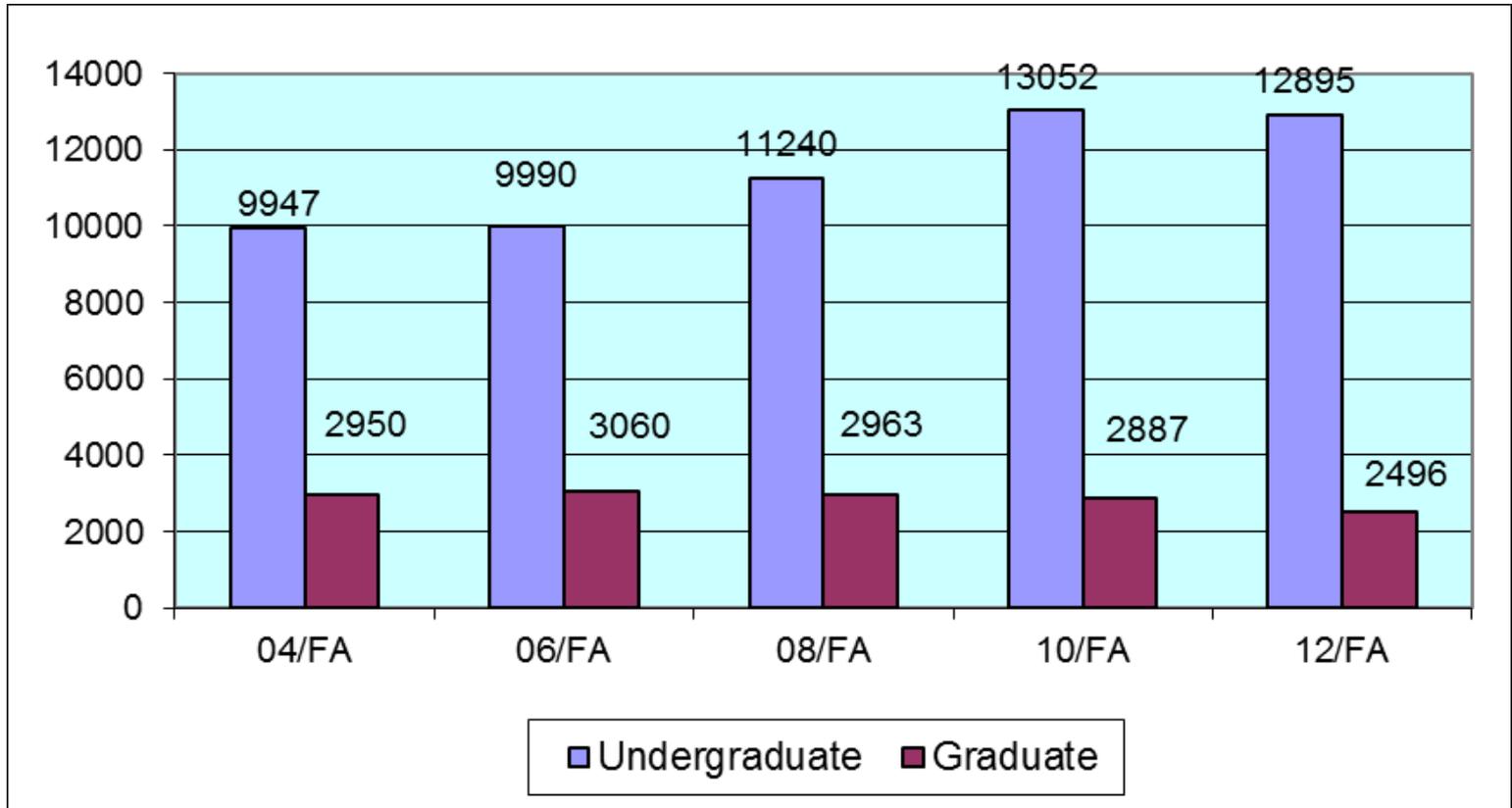
Migration of High School Graduates
(Selected States)

Fall 2010	High schl grads enrolled in colleges/univ				
	Total Enrld	In home state		Migrated out	
	#	#	%	#	%
New Jersey	75,893	44,738	59%	31,155	**41%**
Connecticut	32,068	17,724	55%	14,344	45%
Massachusetts	54,966	36,917	67%	18,049	33%
New Hampshire	11,256	6,388	57%	4,868	43%
New York	148,101	119,445	81%	28,656	19%
Pennsylvania	91,298	75,702	83%	15,596	17%

Kean University Number of Students by Credit Enrolled
Fall 2012

		Undergraduate			Graduate	
		#	%		#	%
1-3 Credits	PT 23%	691	5%	PT 67%	872	35%
4-6 Credits		1022	8%		780	31%
7-8 Credits		303	2%		28	1%
9-11 Credits	FT 77%	980	8%	FT 33%	400	16%
12-14 Credits		4012	31%		248	10%
15+ Credits		5887	46%		168	7%
Total		**12895**	**100%**		**2496**	**100%**

Kean University Number of Students by Credit Enrolled
10/FA – 12/FA

	FT UG 10-12	PT UG 10-12	FT GR 10-12	PT GR 10-12
	78% 78% 77%	22% 22% 23%	30% 33% 33%	70% 67% 67%
	At Least 12 Credits	Fewer than 12 Credits	At Least 9 Credits	Fewer than 9 Credits

Source: Kean University Office of Institutional Research
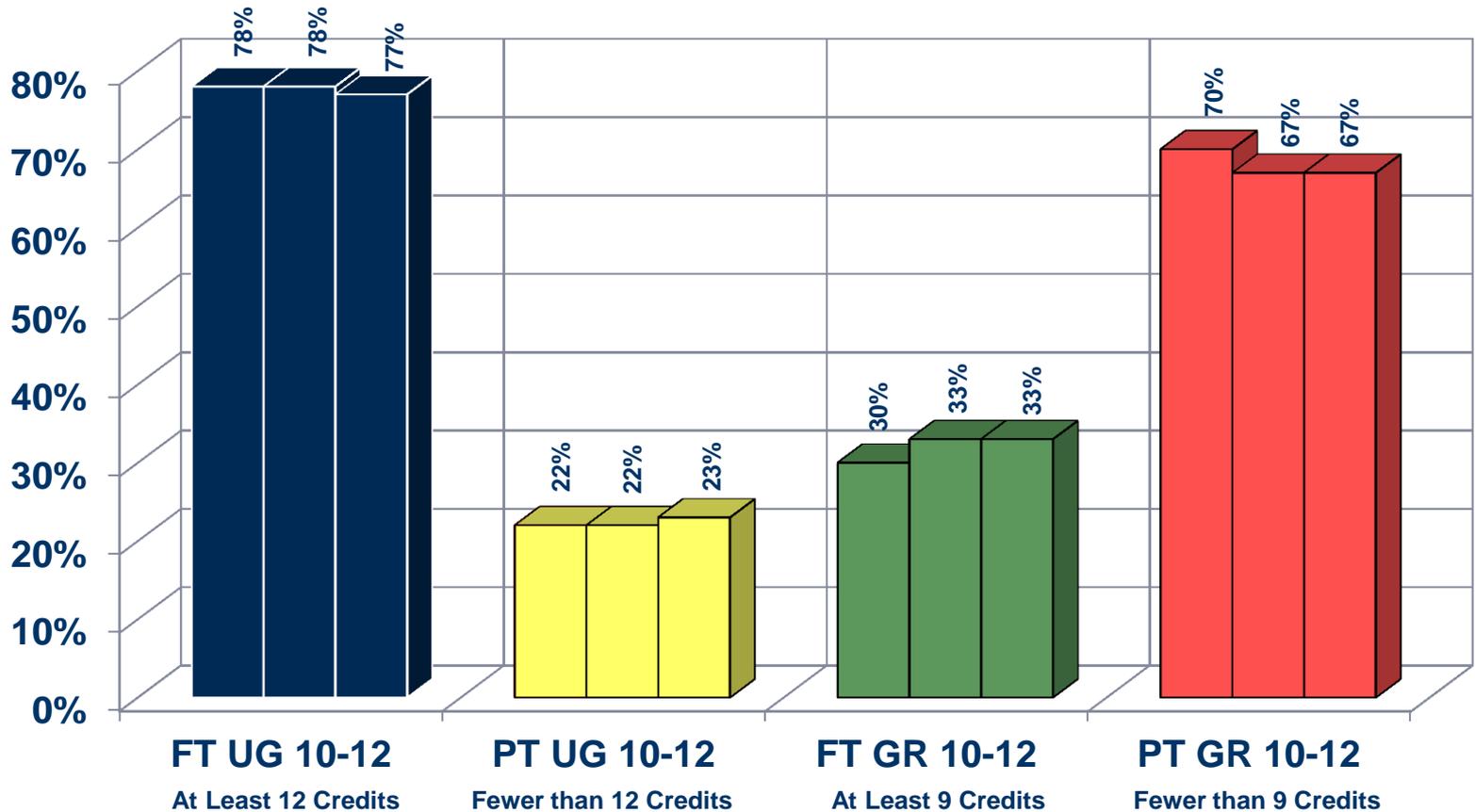
Kean University Classroom Utilization Fall 2012
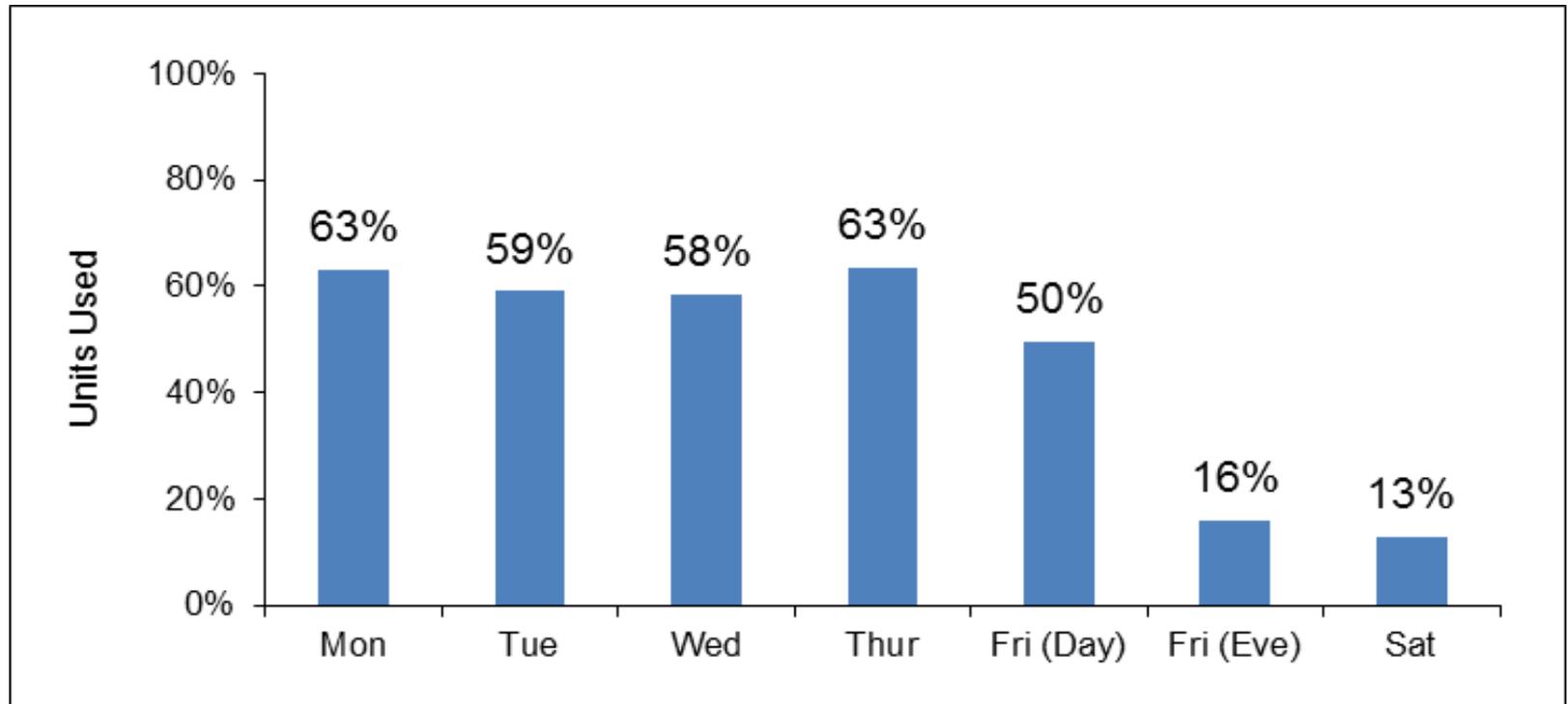
This is based on the Weekend College schedule which includes Friday after 3:30PM and Saturday. 3:30 PM is the divider of Friday day and evening. Anything before 3:30 PM is day and anything after 3:30 PM is evening.

Source: Kean University Office of Institutional Research

Kean University Classroom Utilization
08/SP – 13/SP
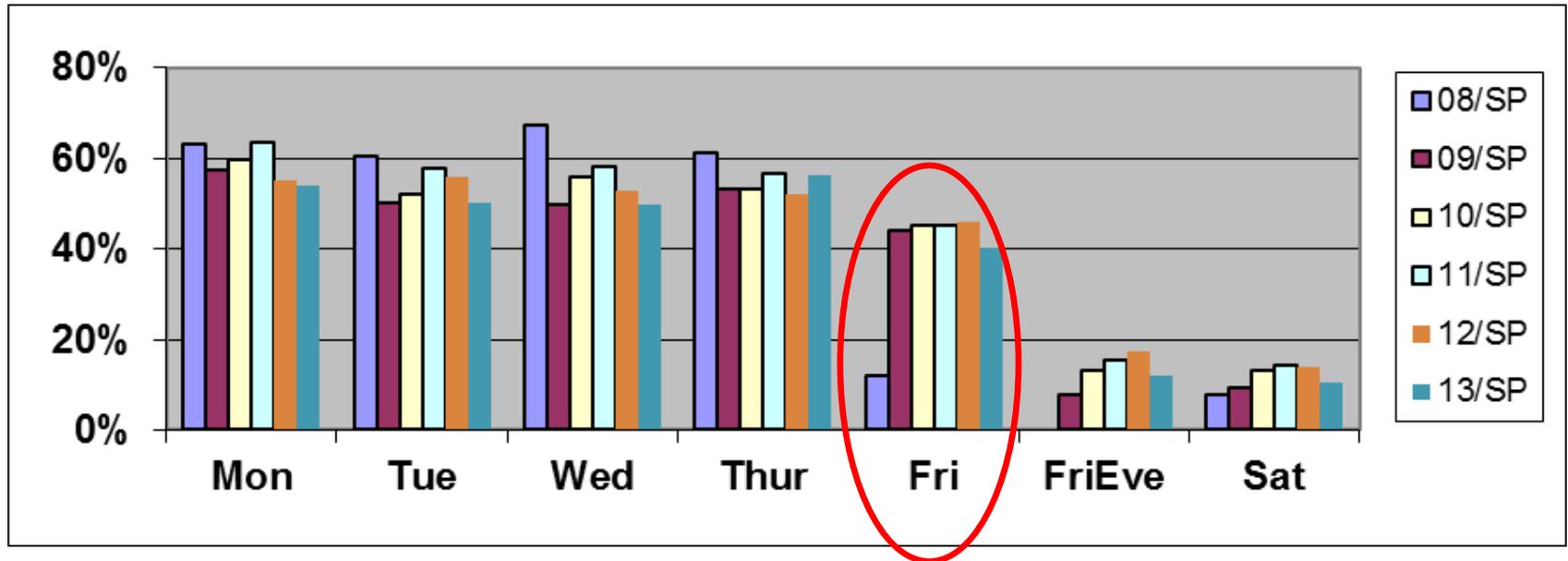
This is based on the Weekend College schedule which includes Friday after 3:30PM and Saturday. 3:30 PM is the divider of Friday day and evening. Anything before 3:30 PM is day and anything after 3:30 PM is evening.

Source: Kean University Office of Institutional Research

Kean University Average Class Size Fall 2012

	UG	GR	Total
BPM	25	14	23
EDU	19	13	18
HSS	23	12	23
NAHS	19	9	19
NWGC	13	13	13
VPA	15	3	14
NJCSTM	14	11	13
Total	**21**	**12**	**20**

Source: Kean University Office of Institutional Research

Kean University Average Class Size

07/FA, 09/FA, 11/FA

	UG-07	UG-09	UG-11	GR-07	GR-09	GR-11
BPA	25	28	26	14	16	14
EDU	20	21	21	14	16	14
HSS	23	25	25	12	11	13
NAHS	19	20	21	12	10	9
NWGC	16	12	15	14	13	15
VPA	14	15	15	5	4	4
NJCSTM	-	-	13	-	-	14
TOTAL	20	22	22	13	13	13

Source: Kean University Office of Institutional Research

In-State Institution Evaluation
Average Class Size Comparison

Fall 2012 Evaluation: Class Size, Student-Faculty Ratio & Full-Time Faculty

	Avg. Class Size	Stu-Fac Ratio	FT Fac
TCNJ	21	13:1	349
Ramapo	23	18:1	218
Montclair	22	17:1	579
R Stockton	23	18:1	284
Kean	20	17:1	344
W Paterson	19	16:1	400
Rowan	20	16:1	364
NJCU	19	15:1	240

Source: NJASCU Sourcebook 2013

In-State Institution Evaluation
Average Class Size Comparison

Fall 2009-2013 Evaluation: Full-Time Faculty & Average Class Size

Institutions: TCNJ 09-12, Ramapo 09-12, MSU 09-12, Stockton 09-12, Kean 09-12, WPU 09-12, Rowan 09-12, NJCU 09-12
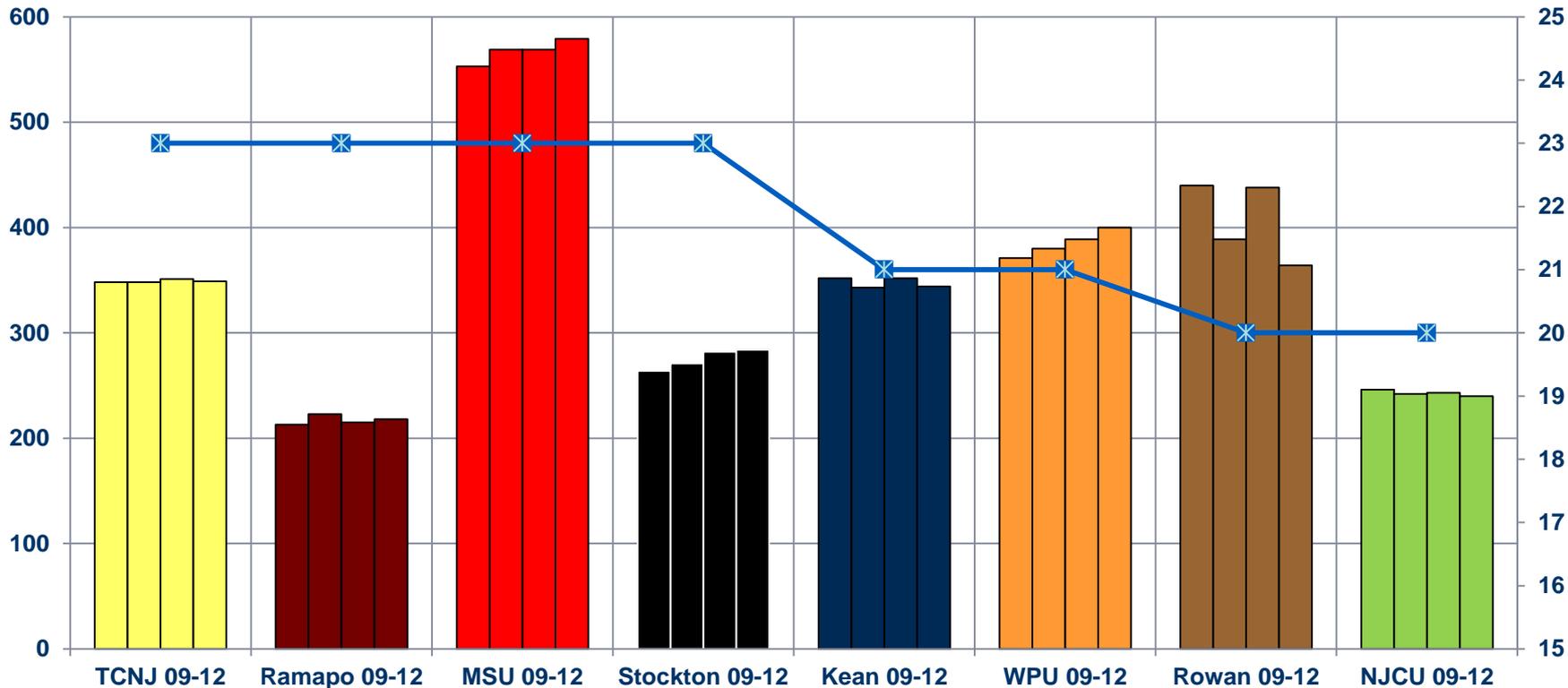
* Blue Line illustrates average class size by Institution from AY 09-10 through 11-12

Source: NJASCU Sourcebook 2010-2013

Kean University Students Class Days (12/FA)

Number of Students and Average Credits by Class Days (12/FA)

	FT UG			PT UG			GR		
	#	%	Creds	#	%	Creds	#	%	Creds
1 Day	189	2%	12.3	735	25%	4.5	1037	45%	4.2
2 Days	525	5%	13.4	1038	36%	6.6	745	32%	7.4
3 Days	2060	21%	14.1	649	22%	8.1	332	14%	10.2
4 Days	3303	33%	14.7	279	10%	8.9	153	7%	12.9
5 Days	3513	36%	15.1	194	7%	5.3	31	1%	16.7
6 Days	282	3%	15.6	2	0%	10.0	0	0%	
3+ Days	9158	93%		1124	39%		516	22%	

Source: Kean University Office of Institutional Research

Kean University Students Class Days
12/FA (Cont'd)

Graduate
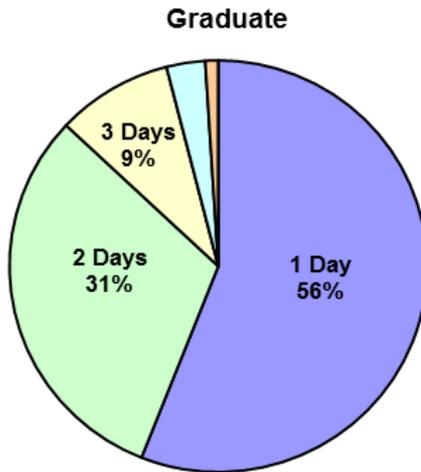
FT Undergraduate

PT Undergraduate

Graduate

- 1 Day 56%
- 2 Days 31%
- 3 Days 9%

FT Undergraduate

- 2 Days 5%
- 3 Days 21%
- 4 Days 33%
- 5 Days 36%

PT Undergraduate

- 1 Day 25%
- 2 Days 36%
- 3 Days 22%
- 4 Days 10%

Source: Kean University Office of Institutional Research
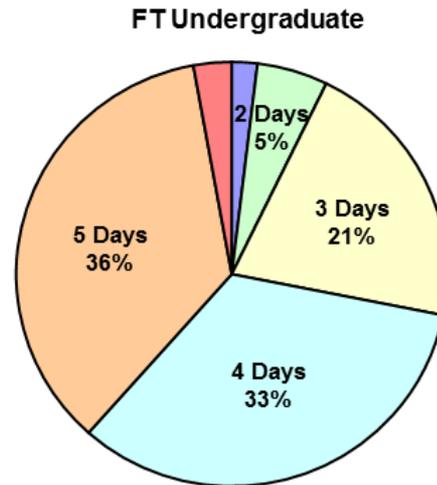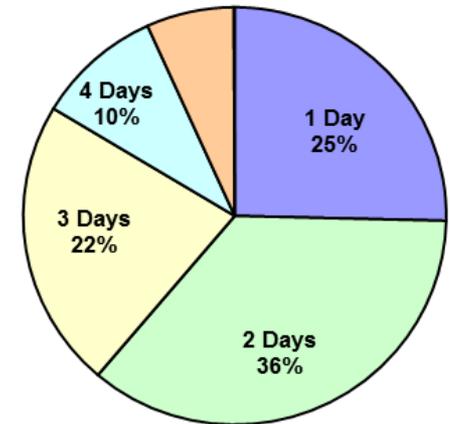
Kean University Students on Campus at Least 3 Days per Week
09/FA – 12/FA

Source: Kean University Office of Institutional Research
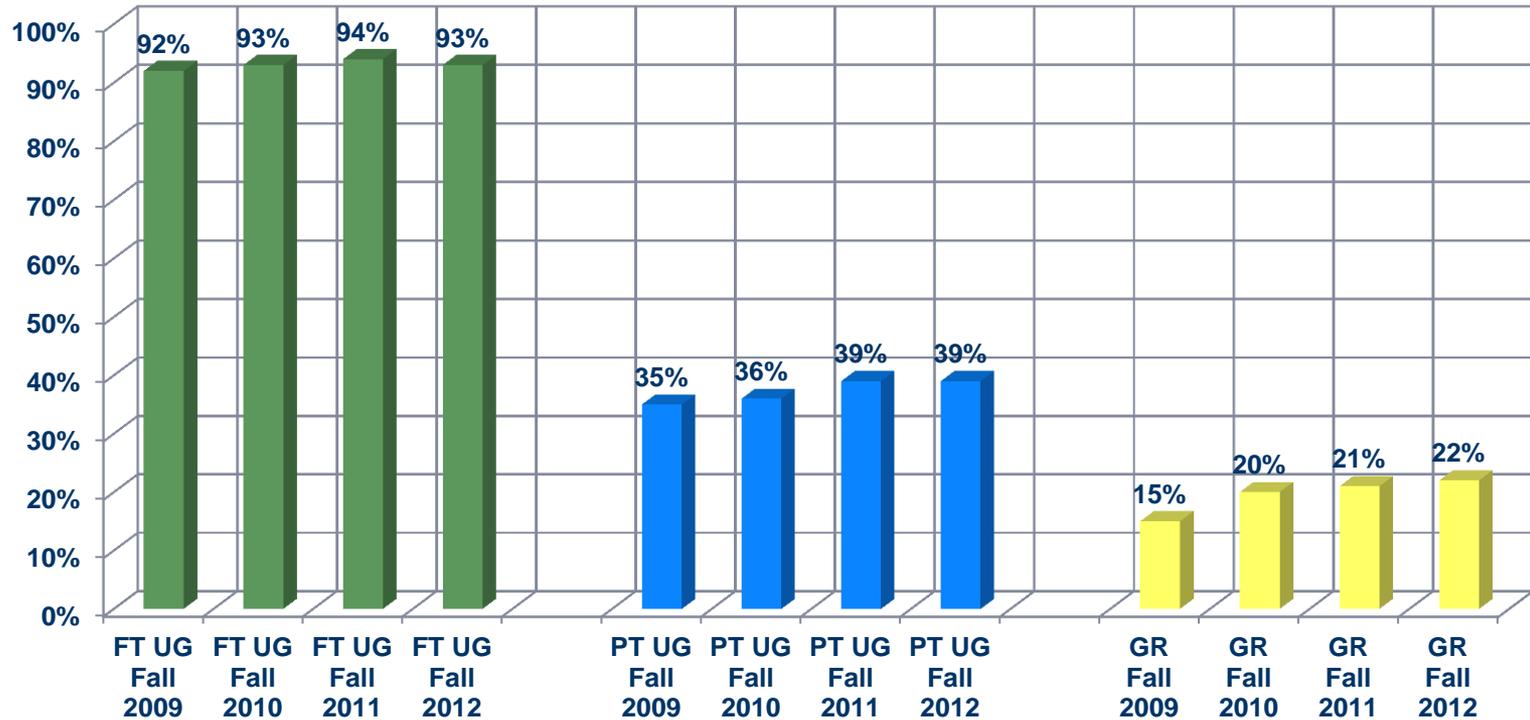
Kean University Student Class Days Comparison \ 08/SP vs.12/FA

Source: Kean University Office of Institutional Research
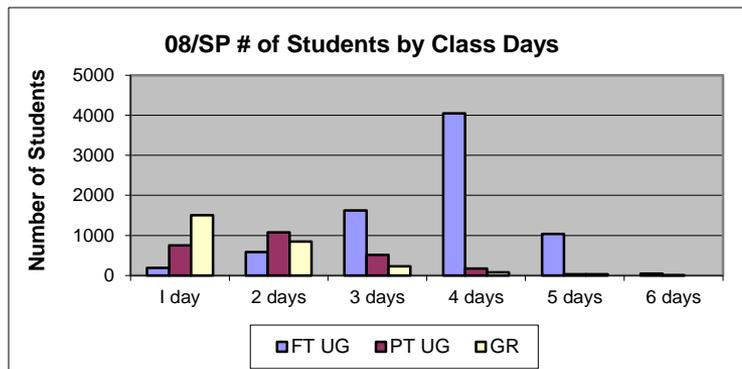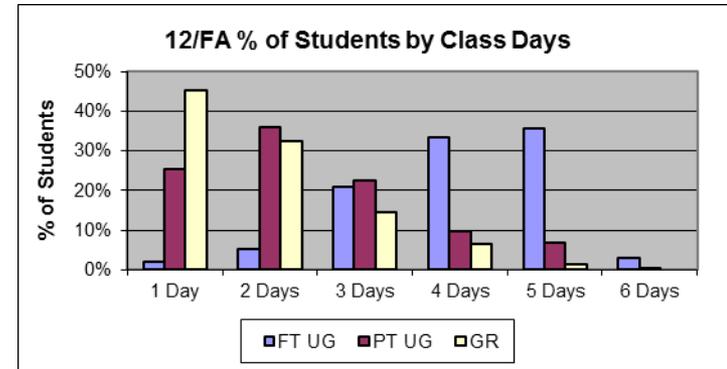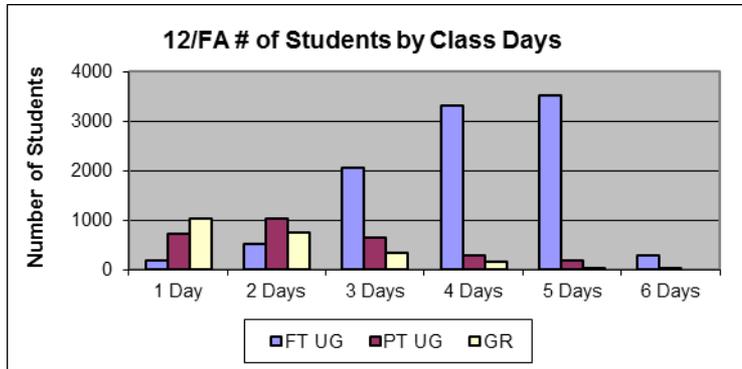
Faculty Scheduled Days on Campus

% of FT Faculty by Scheduled Days on Campus 03/FA vs. 12/FA
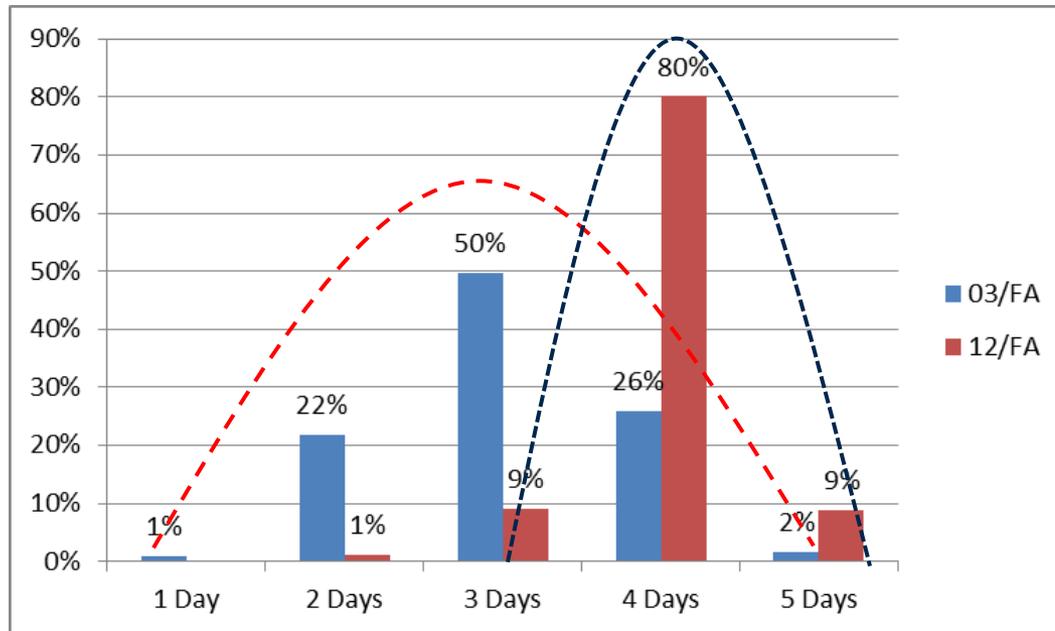
- *Red bell curve indicates percentage of FT faculty by scheduled days on campus prior to the academic schedule change in AY 2010.*

- *Blue bell curve indicates percentage of FT faculty by scheduled days on campus after the academic schedule change in AY 2010.*

* Scheduled days on campus include teaching and office-hour days

Source: Kean University Office of Institutional Research

Faculty Scheduled Days on Campus

% of FT Faculty by Scheduled Days on Campus: Fall 2003 Through Fall 2012
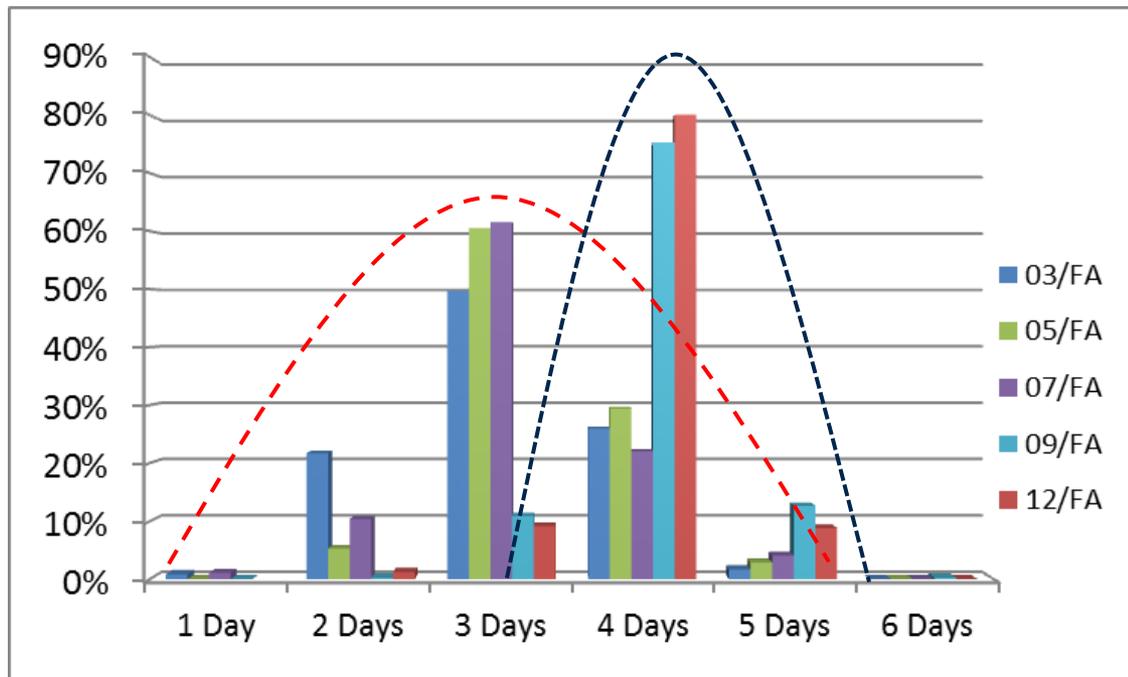
- *Red bell curve indicates percentage of FT faculty by scheduled days on campus prior to the academic schedule change in AY 2010.*

- *Blue bell curve indicates percentage of FT faculty by scheduled days on campus after the academic schedule change in AY 2010.*

* Scheduled days on campus include teaching and office-hour days

Source: Kean University Office of Institutional Research

Kean University Faculty Released Time (12/FA)

	# Active FT Fac	# with Release Time	% with Release Time	Released Credits
BPM	37	8	22%	24
EDU	60	8	13%	36
HSS	87	16	18%	72
NAHS	60	17	28%	65.5
NWGC	31	8	26%	36
NJCSTM	7	4	57%	8
VPA	34	16	47%	76
Total	316	77	24%	317.5

317.5 released credits / 12 credits (FT load) = **26.45**

Source: Kean University Office of Institutional Research

In-State Institution Evaluation: Retention Rate
First-Time Full-Time Degree-Seeking Students

	% of Cohort Retained to the 2nd Year Fall Semester				
Cohort Year:	**2006**	**2007**	**2008**	**2009**	**2010**
Retained to:	**07/FA**	**08/FA**	**09/FA**	**10/FA**	**11/FA**
TCNJ	95	95	95	93	94
Rowan	86	83	82	83	87
Ramapo	88	86	86	88	85
Stockton	82	83	81	87	83
Montclair	81	82	83	81	82
Kean	77	78	81	81	80
WPU	75	77	77	79	76
NJCU	73	68	72	73	70

Source: Kean University Office of Institutional Research

Kean University Retention Rate

Retention Rate (2010 Cohort Retained in Fall 2011)
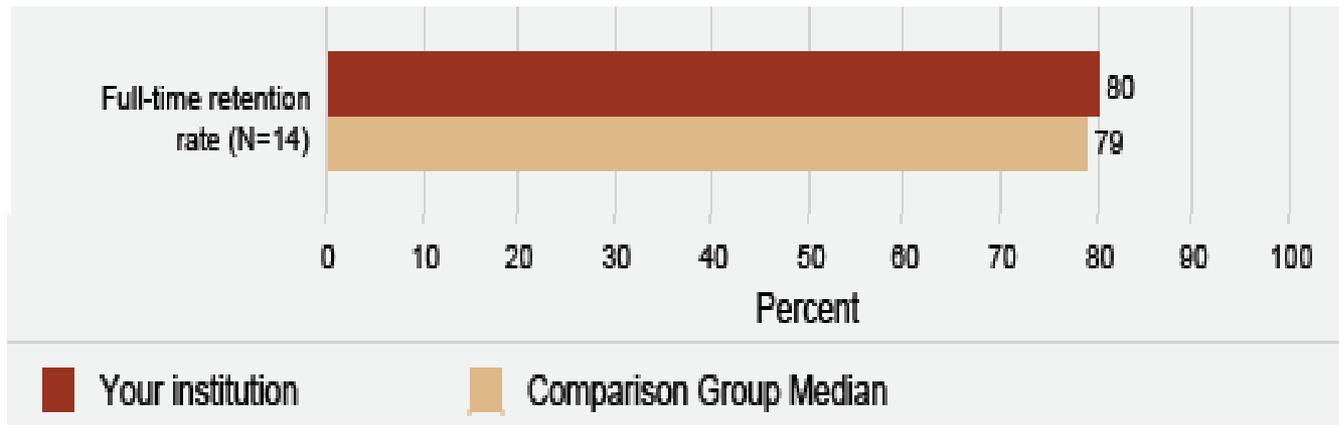
In-State Institution Evaluation
Four-Year Graduation Rate

Percentage of first-time full-time degree-seeking undergraduates who graduated in four years

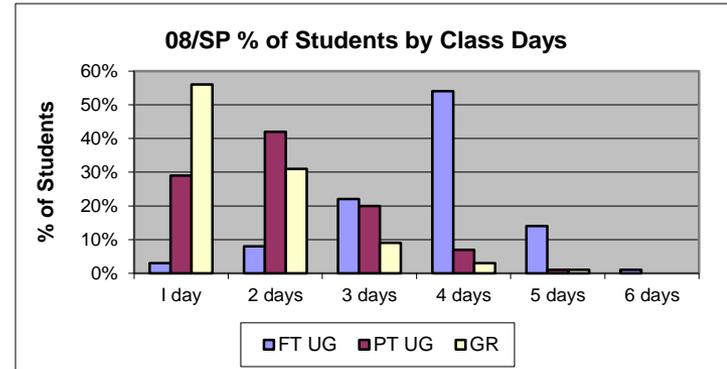|	Cohort Year				
	2001	**2002**	**2003**	**2004**	**2005**
TCNJ	68	68	73	71	74
Rowan	39	43	47	44	62
Ramapo	48	53	59	65	60
Stockton	45	43	39	40	43
Montclair	27	28	30	31	34
Kean	17	17	19	17	21
WPU	15	16	21	17	18
NJCU	8	6	8	8	6

Source: Kean University Office of Institutional Research

In-State Institution Evaluation
Five-Year Graduation Rate

Percentage of first-time full-time degree-seeking undergraduates who graduated in five years

	Cohort Year				
	2001	**2002**	**2003**	**2004**	**2005**
TCNJ	81	83	84	84	85
Ramapo	63	67	73	75	69
Rowan	59	61	65	65	67
Stockton	64	60	58	60	61
Montclair	54	54	55	56	57
Kean	36	38	38	39	42
WPU	41	41	46	42	38
NJCU	23	26	26	25	24

Source: Kean University Office of Institutional Research

In-State Institution Evaluation
Six-Year Graduation Rate

Percentage of first-time full-time degree-seeking undergraduates who graduated in six years

	Cohort Year				
	2001	**2002**	**2003**	**2004**	**2005**
TCNJ	83	85	86	86	87
Ramapo	65	70	74	76	71
Rowan	64	65	67	70	68
Stockton	68	65	66	64	66
Montclair	61	62	62	62	62
Kean	42	44	45	47	49
WPU	47	45	52	49	46
NJCU	31	34	38	37	39

45

Source: Kean University Office of Institutional Research

Kean University Budget Projections
FY 2014 Estimates

Category	FY 2013	FY 2014 (Estimate)	Difference
Total State Appropriations	$32,837,000	$32,837,000	$0
Tuition	$93,308,430	99,945,551	$6,637,121
Fees (Credit)	$42,754,983	44,103,778	$1,348,795
Fees (Non-Credit)	$3,042,664	2,371,671	($670,993)
All other revenue	$2,902,705	1,036,437	($1,866,268)
Total University Revenue	$142,008,781	147,457,437	$5,448,656
TOTAL REVENUE (STATE & UNIVERSITY)	$174,845,781	180,294,437	$5,448656

Source: Kean University Financial Services, Budget Department

Where do the Expenses Go?

FY 2014 Estimates

	FY 10-11	FY 11-12	FY 12-13	FY 13-14 (Estimates)
Salary & Wages	$98,876,803	$100,902,289	$101,176,688	$106,736,641
Mandatory Transfers	$32,535	$67,000	$100,000	$100,000
Fixed Costs	$15,339,616	$15,682,633	$18,456,487	$19,007,847
Least Flexible	$15,760,184	$14,611,787	$17,458,595	$17,268,589
Moderate Flexible	$8,971,476	$9,709,332	$10,147,720	$10,597,268
Most Flexible	$9,790,228	$12,256,561	$12,457,250	$13,181,568
Fee-based Expenses	$23,739,646	27,514,192	$27,484,289	$27,031,279
Benefits	$28,077,177	$28,943,000	$29,521,860	$30,112,297
Total	$200,587,665	$180,743,794	$216,802,889	$224,035,489

Source: Kean University Financial Services, Budget Department

Kean University Budget Projections
FY 2014 Fixed Costs Estimates

Category	Item	FY 10-11	FY 11-12	FY 12-13	FY 13-14 (Estimates)
Material &Supplies	Fuel & Utilities	$8,014,182	$6,219,217	$7,902,000	$7,937,648
Services	Computer Svc & Soft	$2,112,843	$2,621,275	$3,078,402	$3,250,050
	Telephone	$532,321	$527,583	$590,773	$623,714
	Household & Security	$2,739,859	$3,476,137	$3,785,629	$3,996,712
	Insurance	$443,018	$501,003	$691,183	$729,723
Benefits		$1,497,393	$2,337,418	$2,408,500	$2,500,000
Total Fixed Cost		$15,339,616	$15,682,633	$18,456,487	$19,007,847

Source: Kean University Financial Services, Budget Department

Distribution of Expenses

Least Flexible Cost FY 2014 Estimate

Category	Item	FY 10-11	FY 11-12	FY 12-13	FY 13-14 (Estimates)
Material & Supplies	Vehicular Expense	$232,934	$242,601	$344,000	$345,552
Services	Postage	$547,588	$495,074	$587,069	$619,803
	Memberships	$465,922	$500,572	$523,076	$552,242
Maintenance & Fixed Charge	Repair Bldg & Grounds	$2,827,767	$2,670,815	$3,205,893	$3,642,911
	Repair Equipment	$312,021	$412,961	$412,490	$468,719
	Maintenance Vehicles	$155,484	$181,976	$253,391	$287,933
	Snow Removal (Contractor)	$1,236,930	$74,452	$500,000	$568,159
Stipend & Waiver & Scholarship		$7,003,670	$7,053,558	$8,659,810	7,518,270
Miscellaneous		$1,596,524	$1,591,629	$1,570,095	$1,765,000
Special Purpose		$1,381,344	$1,388,151	$1,402,771	$1,500,000
Total Least Flexible Cost		$15,760,184	$14,611,789	$17,458,595	$17,268,589

Source: Kean University Financial Services, Budget Department

Distribution of Expenses

Moderately Flexible Cost FY 2014 Estimates

Category	Item	FY 10-11	FY 11-12	FY 12-13	FY 13-14 (Estimates)
Material & Supplies	Printing & Office Supplies	$3,122,208	$2,938,986	$3,021,280	$3,034,910
	Educational Supplies	$1,995,966	$2,231,786	$2,644,676	$2,656,607
Services	Official Reception	$1,450,233	$1,691,470	$1,896,889	$2,002,657
Maintenance & Fixed Charge	Rentals	$579,482	$521,689	$677,533	$769,892
	Rental Buildings	$522,347	$852,524	$266,111	$302,386
Equip. & Improvement	Computer Equipment	$1,301,240	$1,472,877	$1,641,231	$1,830,816
Total Moderately Flexible Cost		$8,971,476	$9,709,332	$10,147,720	$10,597,268

Source: Kean University Financial Services, Budget Department

Distribution of Expenses

Most Flexible Cost FY 2014 Estimates

Category	Item	FY 10-11	FY 11-12	FY 12-13	FY 13-14 (Estimates)
Material & Supplies	Household & Clothing	$706,945	$752,236	$811,623	$815,283
Services	Professional Services	$5,828,836	$7,387,199	$7,129,570	$7,527,107
	Recruitment & Marketing	$1,447,477	$1,692,681	$2,397,823	$2,531,523
	Travel	$440,577	$526,665	$924,897	$976,468
Equip. & Improvement	Equipment Other Than Comp	$1,176,561	$1,499,631	$1,052,503	$1,174,085
	Vehicular Equipment	$189,832	$398,149	$140,834	$157,102
Total Most Flexible Cost		$9,790,228	$12,256,561	$12,457,250	$13,181,568

51

Source: Kean University Financial Services, Budget Department

Distribution of Expenses

Fee Based Expenses FY 2014 Estimates

Category	Item	FY 10-11	FY 11-12	FY 12-13	FY 13-14 (Estimates)
Fee Based / Dedicated Expenses	Capital Improvement	$16,170,440	$18,939,228	$19,908,427	$19,385,695
	Athletics	$3,412,380	$3,762,628	$3,536,809	$3,127,739
	Technology	$1,587,050	$1,957,986	$1,399,251	$2,085,159
	Campus Improvement	$1,629,563	$1,980,624	$1,610,243	$1,390,106
	Library Improvement	$579,069	$617,046	$716,696	$695,053
	Transportation	$361,144	$256,680	$312,863	$347,527
Total Fee Based/Dedicated Expenses		$23,739,646	$27,514,192	$27,484,289	$27,031,279

Source: Kean University Financial Services, Budget Department

NSSE Evaluation

Benchmark Comparison – Kean University vs. Peers (Carnegie Class)

	First-Year Students			Seniors		
	Kean	**Carnegie Class**	**Evaluation**	**Kean**	**Carnegie Class**	**Evaluation**
Level of Academic Challenge (LAC)	54.5	53.3	**KU +1.2%**	56.3	57.0	**KU -.7%**
Active and Collaborative Learning (ACL)	47.2	43.3	**KU +3.9%**	50.4	51.9	**KU -1.5%**
Student-Faculty Interaction (SFI)	39.5	35.4	**KU +4.1%**	38.4	41.9	**KU -3.5%**
Enriching Educational Experiences (EEE)	26.9	26.7	**KU +.2%**	35.0	38.3	**KU -3.3%**
Supportive Campus Environment (SCE)	63.8	62.3	**KU +1.5%**	55.0	59.4	**KU -4.4%**

NSSE Evaluation

(Continued)

Benchmark Comparison – Kean University – 2003 vs. 2010

	Kean University First-Year Students			Kean University Seniors		
	2003	**2010**	**Evaluation**	**2003**	**2010**	**Evaluation**
Level of Academic Challenge (LAC)	51.5	54.5	**+3.0%**	52.7	56.3	**+3.6%**
Active and Collaborative Learning (ACL)	41.9	47.2	**+5.3%**	45.7	50.4	**+4.7%**
Student-Faculty Interaction[a] (SFI)	---	39.5	---	---	38.4	---
(SFC)	39.5	45.4	**+5.9%**	37.3	43.2	**+5.9%**
Enriching Educational Experiences[b] (EEE)	---	26.9	---	---	35.0	---
Supportive Campus Environment (SCE)	59.6	63.8	**+4.2%**	53.3	55.0	**+1.7%**

a. *Due to a change to the "research with faculty" item in 2004, statistics for SFC (the alternate version of student-faculty interaction that does not include that item) are reported for all years, and SFI is reported beginning with 2004*

b. *2001-2003 EEE scores are not provided because they are not comparable with those of later years. This is because response options for several of EEE items were substantially altered in 2004.*

Source: Kean University Office of Institutional Research – NSSE 2010 Review

Growth in Enrollment for NJ Community/County Colleges:

2006-2011

Source: New Jersey Department of Higher Education

Top Ten Community/County Colleges from which students transfer to Kean University

2008

2012

#1 - Ocean CC
#2 - Middlesex CC
#3 - Union CC
#4 - Essex CC
#5 - Brookdale CC
#6 - Raritan Valley CC
#7 - Bergen CC
#8 - CC of Morris
#9 - Hudson CCC
#10 - Mercer CCC

Source: Kean University Office of Institutional Research
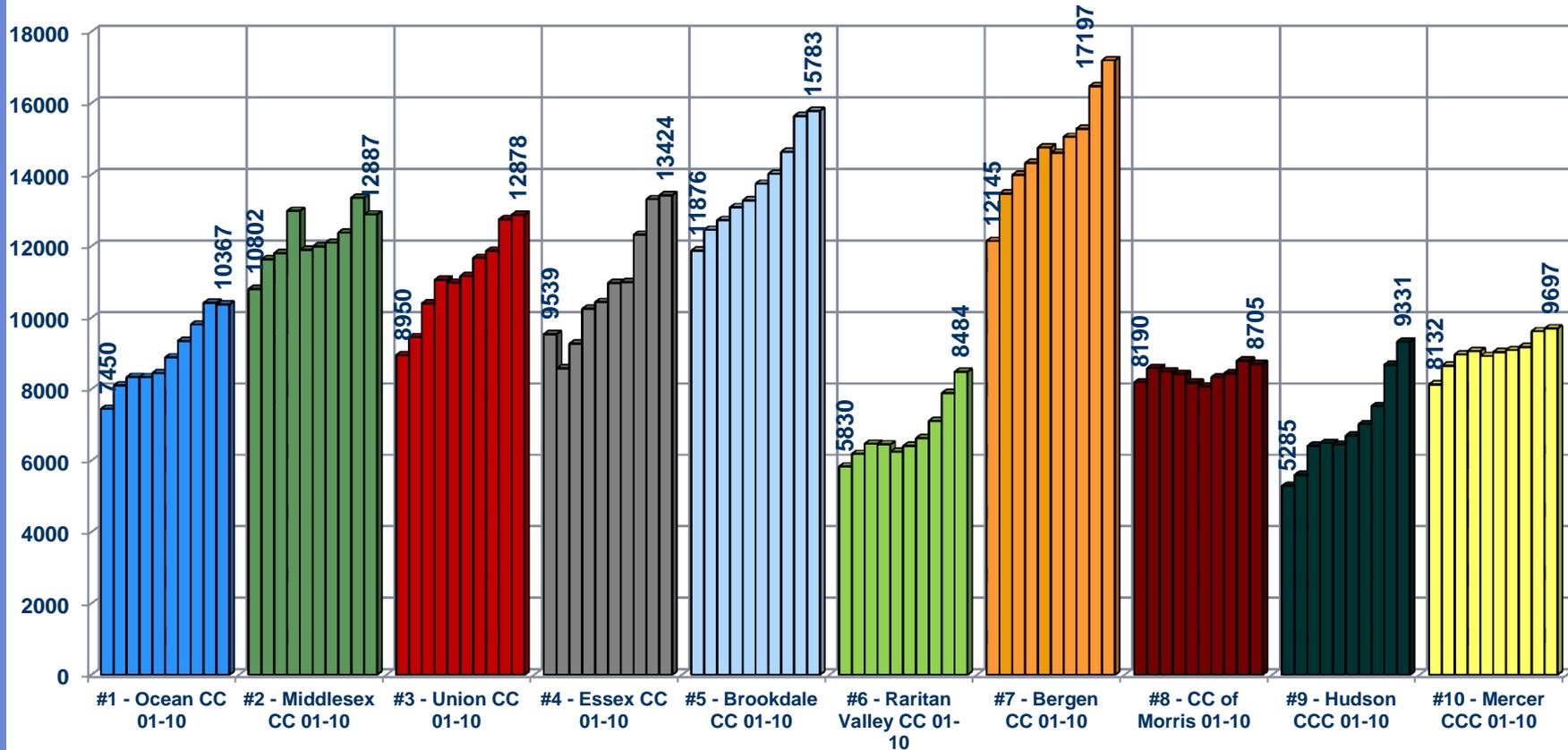
Change in Kean University Student Enrollment from the Top Ten Community/County Colleges:

2008-2012
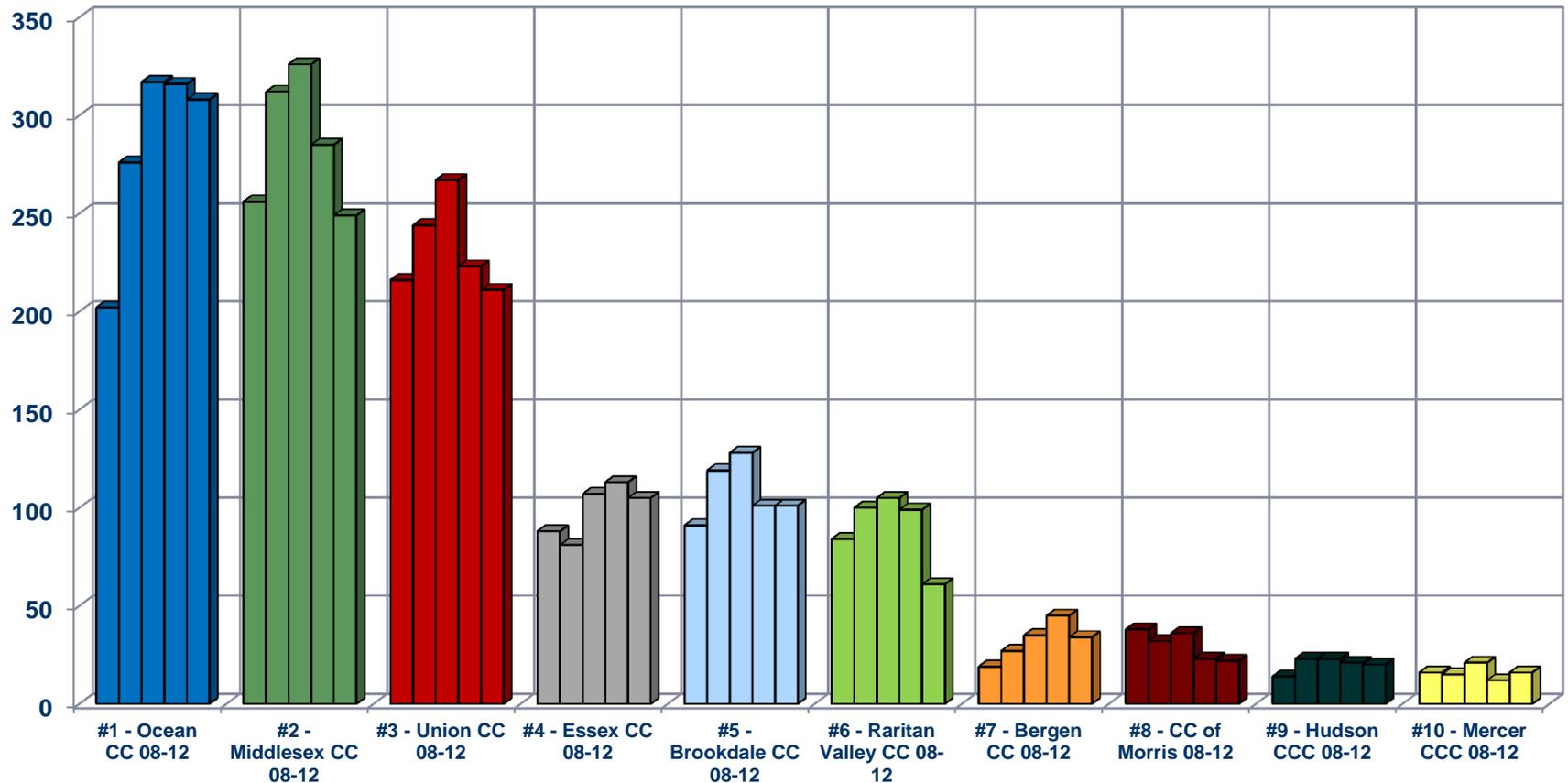
Source: Kean University Office of Institutional Research

Total & Online Enrollment Nationwide:
Fall 2002 – Fall 2011

Total and Online Enrollment in Degree-granting Postsecondary Institutions – Fall 2002 through Fall 2011

	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Online Enrollment Increase over Previous Year	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	368,427	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	358,386	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	850,267	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	308,331	9.7%	19.6%
Fall 2007	18,248,133	2.8%	3,938,111	449,730	12.9%	21.6%
Fall 2008	19,102,811	4.7%	4,606,353	668,242	16.9%	24.1%
Fall 2009	20,427,711	6.9%	5,579,022	972,669	21.1%	27.3%
Fall 2010	21,016,126	2.9%	6,142,280	563,258	10.1%	29.2%
Fall 2011	20,994,113	-0.1%	6,714,792	572,512	9.3%	32.0%

Source: Changing Course: Ten Years of Tracking Online Education in the United States (Allen & Seaman, pg. 17)

Total & Online Enrollment Nationwide
Fall 2002 – Fall 2011

Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 - Fall 2011

Legend: Overall, Online

Source: Changing Course: Ten Years of Tracking Online Education in the United States (Allen & Seaman, pg. 18)

Online Enrollment Nationwide:
Fall 2002 – Fall 2011
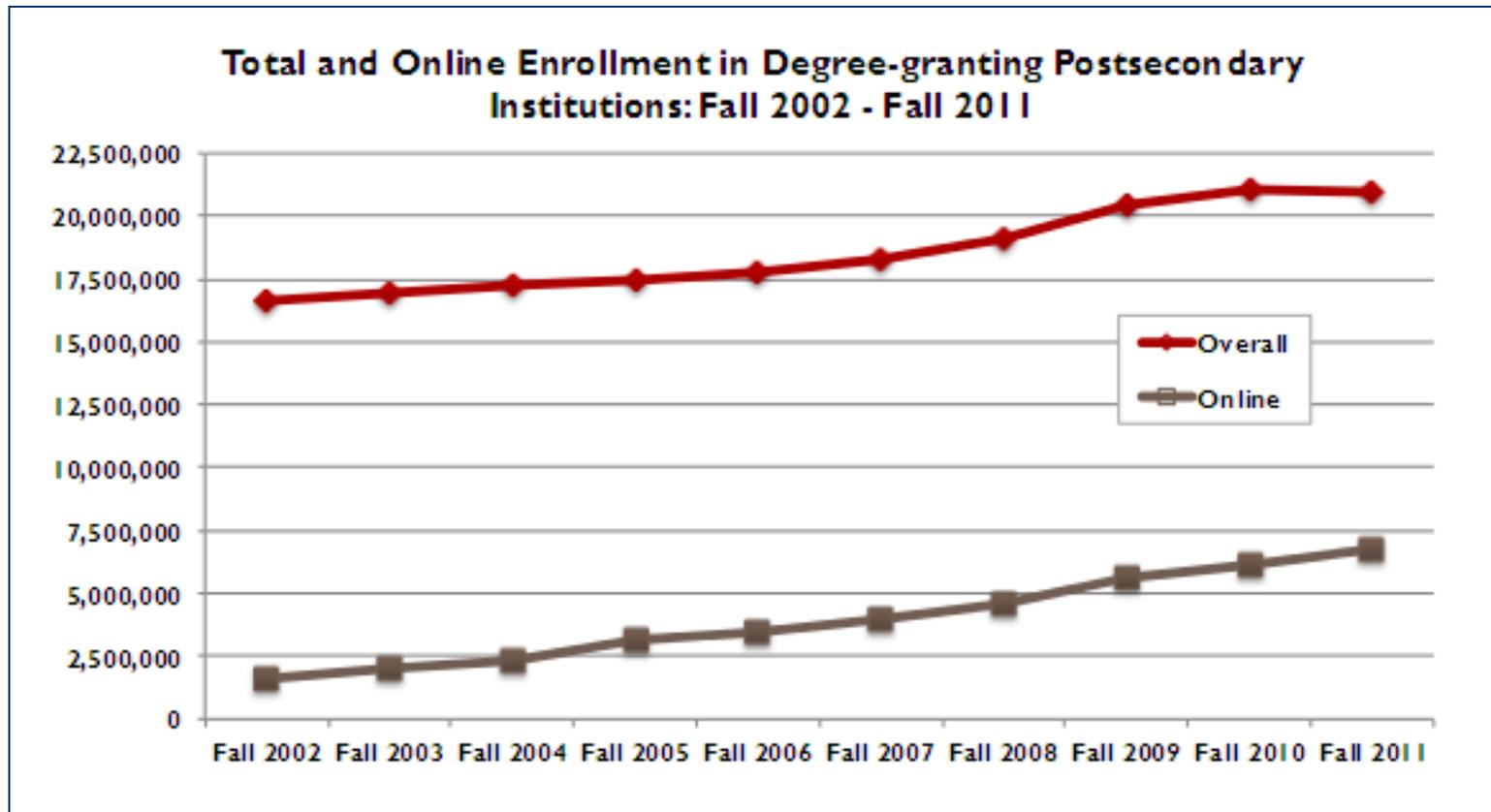
Online Enrollment as a Percent of Total Enrollment: Fall 2002 - Fall 2011
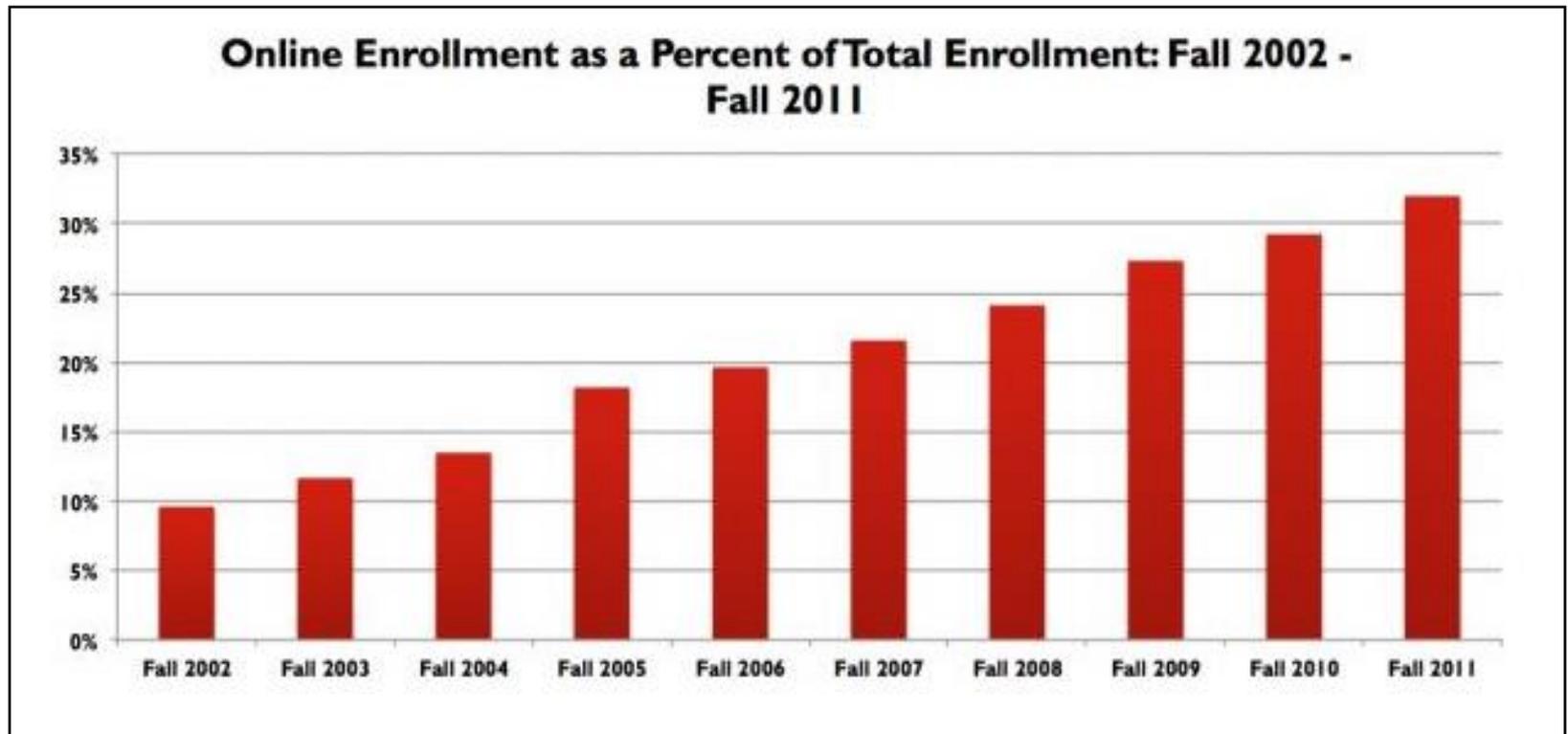
Number of Students from China & India who attended a United States College/University: 1995-2012

Students from China   **Students from India**
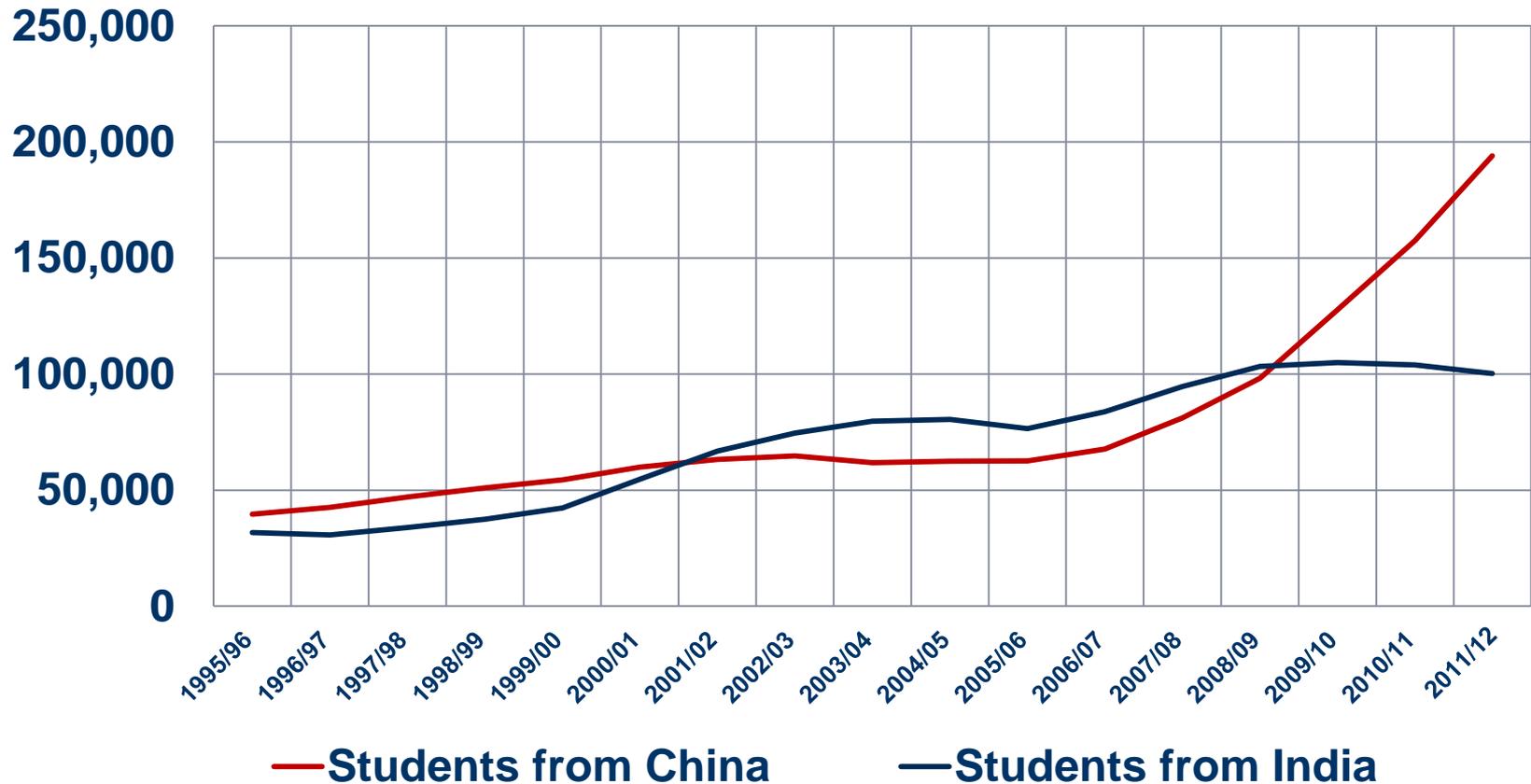
Chinese Educational Exchange Data: Academic Level of Chinese Exchange Students: 2010-2012
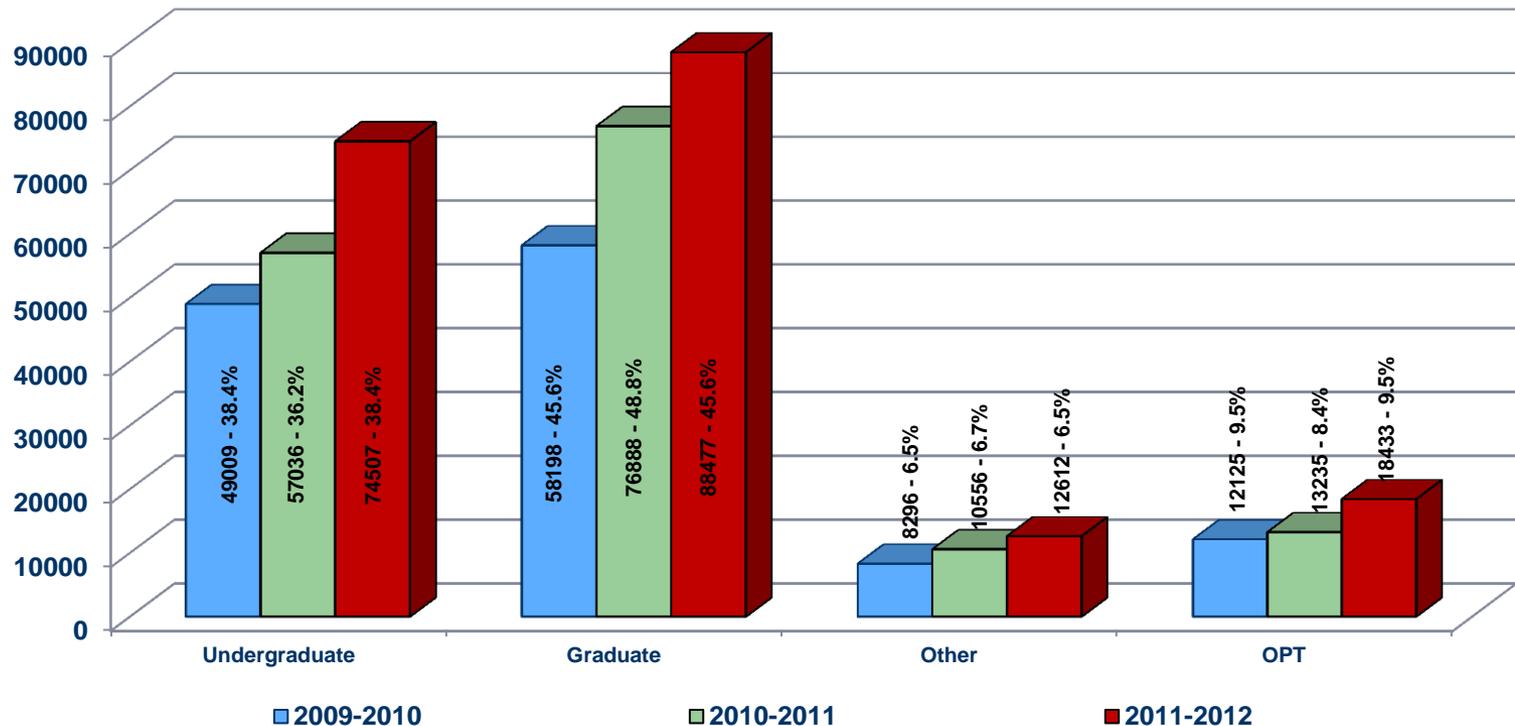
Category	2009-2010	2010-2011	2011-2012
Undergraduate	49009 - 38.4%	57036 - 36.2%	74507 - 38.4%
Graduate	58198 - 45.6%	76888 - 48.8%	88477 - 45.6%
Other	8296 - 6.5%	10556 - 6.7%	12612 - 6.5%
OPT	12125 - 9.5%	13235 - 8.4%	18433 - 9.5%

"OPT" refers to students participating in Optional Practical Training, temporary employment directly related to an F-1 student's major area of study. These students fall under the visa sponsorship of their college or university and are considered international students even though they may have completed their program of study.

Source: _Open Doors Fact Sheets_, published annually by IIE with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Indian Educational Exchange Data: Academic Level of Indian Exchange Students: 2010-2012

Chart data:

Category	2009-2010	2010-2011	2011-2012
Undergraduate	15210 – 14.5%	14026 – 13.5%	13035 – 13%
Graduate	68288 – 65.1%	62584 – 61.2%	59059 – 58.9%
Other	1783 – 1.7%	1558 – 1.5%	1504 – 1.5%
OPT	19616 – 18.7%	24623 – 23.7%	26772 – 26.7%

"OPT" refers to students participating in Optional Practical Training, temporary employment directly related to an F-1 student's major area of study. These students fall under the visa sponsorship of their college or university and are considered international students even though they may have completed their program of study.

New Jersey International Student Top Receivers

2012 Top 5 New Jersey Institutions by admitted International Student body total

Pie chart labels: 1212, 3222, 1717, 1762, 2012

Legend:
- Rutgers
- NJIT
- Stevens
- Princeton
- FDU
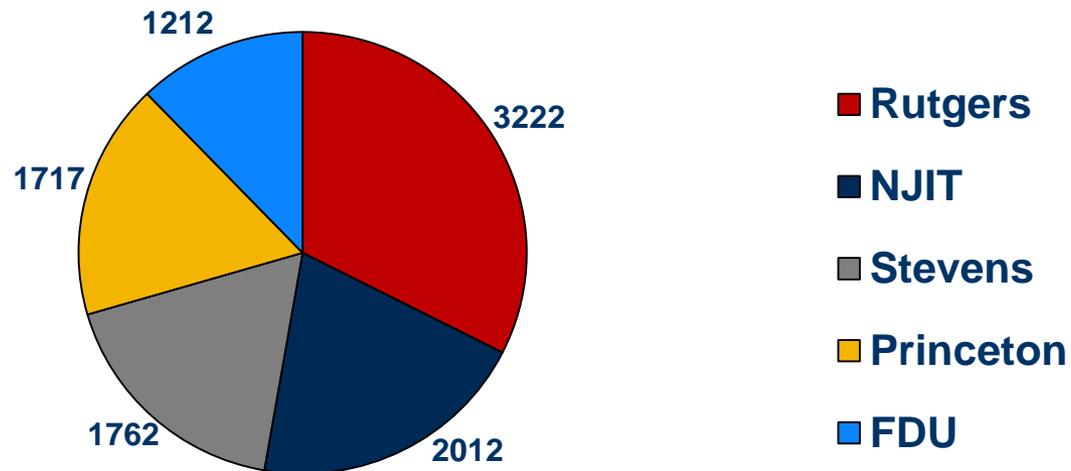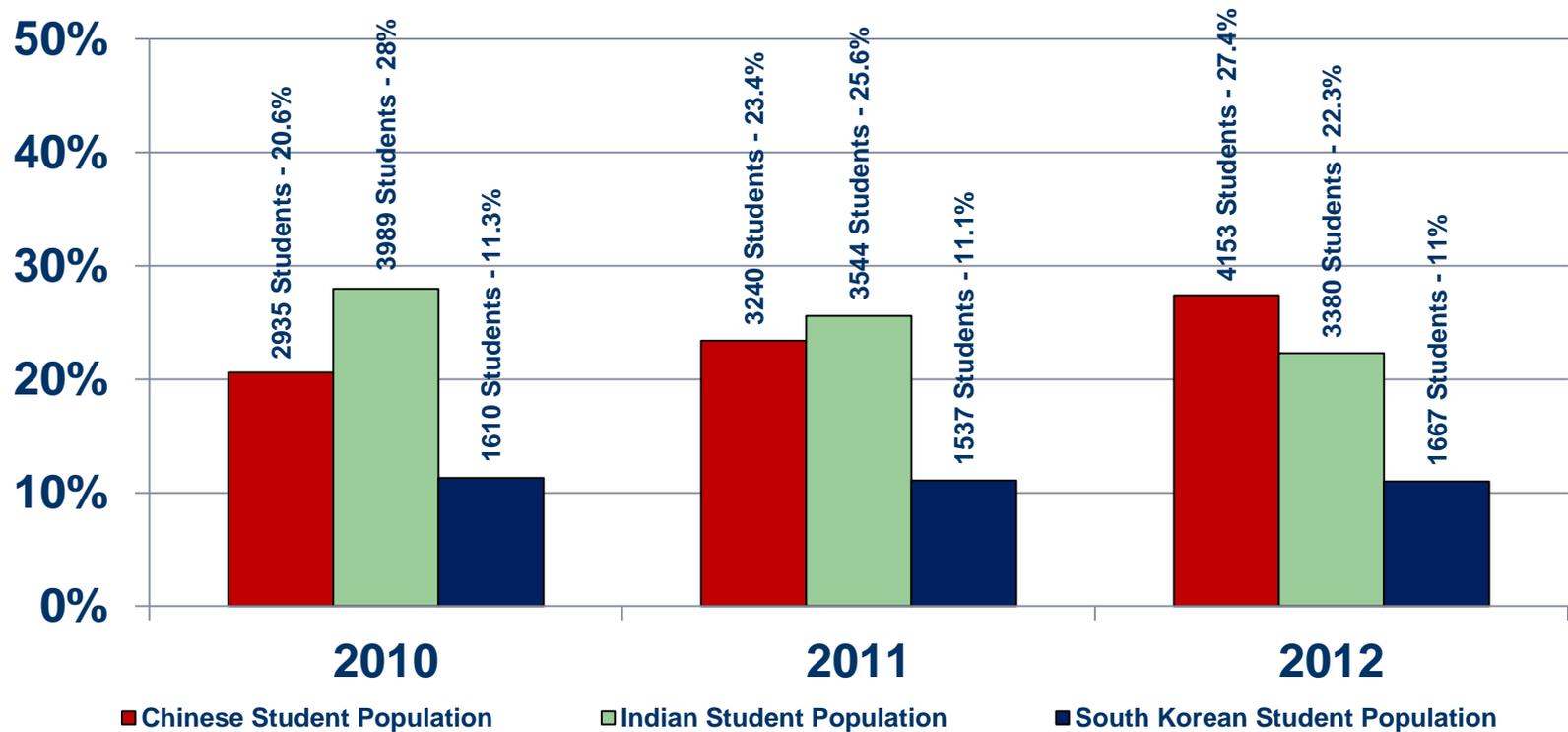
*Kean University had 248 international students during the 2012-2013 AY (S1 2012 – SP 2013). Chinese students (42) represented 16.9% and Indian students (23) represented 9.5% of the total international student body population.

United States Student Study Abroad Review – China and India: 1995/1996 – 2010-2011

■ # of US Study Abroad Students going to India   ■ # of US Study Abroad Students going to China
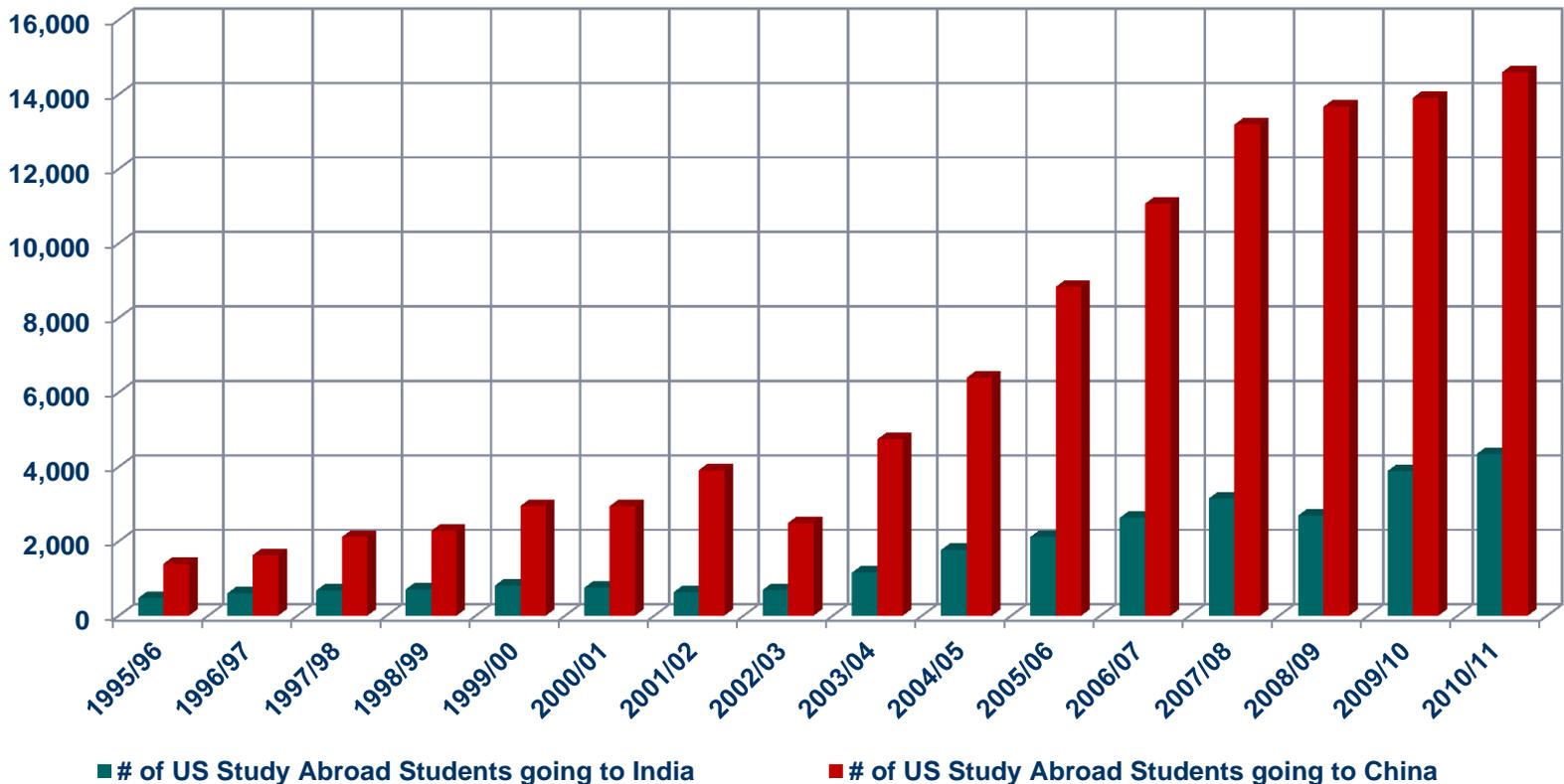
Appendix 7.21

Annual Departmental Profile

College of Business and Public Management

BPM: CrimJust/PubAdm	Dept Code: 02110

Budget FY 2012-2013

Revenue	$6,948,396
UG Rev	$5,154,030
GR Rev	$1,794,366
Expenses	**$4,106,341**
Sal Regular	$1,254,648
Sal Adjunct	$283,063
Sal Overload	$100,129
Cost Ctr Total	$1,666,666
Benefit Cost	$579,537
Support Svc	$1,860,138

13/FA

Student	963	100%
Male	559	58%
Female	404	42%
Minority	510	62%
Full Time	738	77%
Part Time	225	23%
Stu FTE	813.0	
FT Faculty	**13**	**100%**
Male	9	69%
Female	4	31%
Minority	5	38%
PT/Adjunct	**24**	
Fac FTE	**21.0**	
Stu-Fac Ratio	**38.7**	

Student

Headcount

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	905	1056	1155	1124	963	-14.3%	6.4%
UG	764	910	1009	958	802	-16.3%	5.0%
GR	141	146	146	166	161	-3.0%	14.2%
Sec Major	10	10	10	7	10	42.9%	

Course FTE

Course FTE	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	414.9	479.4	481.2	498.1	455.1	-8.6%	9.7%
UG	326.2	381.9	375.7	390.8	348.3	-10.9%	6.8%
GR	88.8	97.5	105.5	107.3	106.8	-0.5%	20.3%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	70	75	74	91	70
GR	29	27	33	30	28

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	26	29	28	26	29
GR	16	15	13	15	16

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	163	163	153	188	208	10.6%	27.6%
Master	53	43	41	44	48	9.1%	-9.4%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	93	10	11%	24	26%	28	30%
2005	87	15	17%	25	29%	31	36%
2006	81	8	10%	20	25%	22	27%
2007	95	11	12%	24	25%		
2008	97	16	16%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	14	13	14	14	13						
Prof	3	3	3	1	1	Tenured	10	10	11	10	10
Assoc	4	4	4	4	4	T-Track	3	2	3	4	2
Assist	6	5	7	9	7	Non T-Track	1	1	0	0	1
Instr	1	1	0	0	0						
Lect	0	0	0	0	1						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Business and Public Management

BPM: Accounting/Finance — Dept Code: 02120

Budget FY 2012-2013

Revenue	$5,560,398
UG Rev	$5,172,255
GR Rev	$388,143
Expenses	**$3,710,038**
Sal Regular	$1,190,090
Sal Adjunct	$249,525
Sal Overload	$45,614
Cost Ctr Total	$1,496,278
Benefit Cost	$543,789
Support Svc	$1,669,971

13/FA

Student	776	100%
Male	422	54%
Female	354	46%
Minority	423	68%
Full Time	551	71%
Part Time	225	29%
Stu FTE	626.0	
FT Faculty	**14**	**100%**
Male	10	71%
Female	4	29%
Minority	5	36%
PT/Adjunct	**18**	
Fac FTE	**20.0**	
Stu-Fac Ratio	**31.3**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	862	855	870	795	776	-2.4%	-10.0%
UG	790	786	811	752	736	-2.1%	-6.8%
GR	72	69	59	43	40	-7.0%	-44.4%
Sec Major	4	6	3	2	0		

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	421.2	481.1	480.1	451.6	392.0	-13.2%	-6.9%
UG	369.2	431.6	442.3	427.1	361.5	-15.4%	-2.1%
GR	52.0	49.5	37.8	24.5	30.5	24.5%	-41.3%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	72	86	91	91	76
GR	11	9	9	9	6

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	28	27	26	25	27
GR	18	21	16	10	20

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	182	205	235	200	205	2.5%	12.6%
Master	32	45	44	34	20	-41.2%	-37.5%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	61	8	13%	18	30%	21	34%
2005	66	14	21%	20	30%	21	32%
2006	58	17	29%	22	38%	25	43%
2007	72	13	18%	21	29%		
2008	69	10	14%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	14	13	13	12	14						
Prof	3	4	4	4	4	Tenured	8	8	7	8	7
Assoc	4	4	3	2	1	T-Track	6	5	5	1	4
Assist	7	5	6	4	7	Non T-Track	0	0	1	3	3
Lect	0	0	0	2	2						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Business and Public Management

Budget FY 2012-2013

Revenue	$6,179,085
UG Rev	$6,179,085
GR Rev	$0

Expenses	$4,186,160
Sal Regular	$1,316,703
Sal Adjunct	$260,950
Sal Overload	$33,425
Cost Ctr Total	$1,693,862
Benefit Cost	$601,807
Support Svc	$1,890,491

13/FA

Student	1138	100%
Male	623	55%
Female	515	45%
Minority	584	62%
Full Time	856	75%
Part Time	282	25%
Stu FTE	950.0	

FT Faculty	17	100%
Male	8	47%
Female	9	53%
Minority	9	53%

PT/Adjunct	28
Fac FTE	26.3
Stu-Fac Ratio	36.1

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	1195	1181	1216	1173	1138	-3.0%	-4.8%
UG	1195	1181	1216	1173	1138	-3.0%	-4.8%
Sec Major	3	1	3	2	3	50.0%	

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	517.9	464.8	458.1	456.3	498.5	9.2%	-3.7%
UG	517.9	464.8	458.1	456.3	498.5	9.2%	-3.7%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	100	87	102	106	100

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	29	28	24	23	26

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	284	333	329	301	297	-1.3%	4.6%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	66	15	23%	27	41%	29	44%
2005	78	15	19%	25	32%	29	37%
2006	74	16	22%	28	38%	31	42%
2007	71	10	14%	17	24%		
2008	106	9	8%				

*Graduation # are all accumulated numbers

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	14	14	15	13	17						
Prof	5	5	4	4	5	Tenured	10	12	10	9	10
Assoc	5	5	5	4	4	T-Track	3	1	5	4	7
Assist	3	3	6	5	8	Non T-Track	1	1	0	0	0
Instr	1	1	0	0	0						
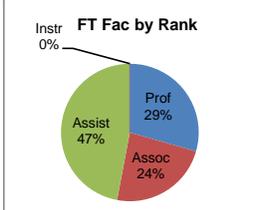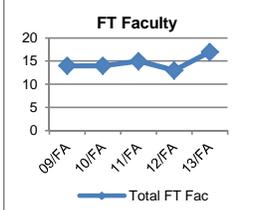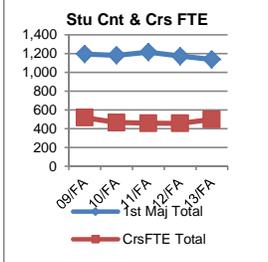
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank — Instr 0%, Prof 29%, Assoc 24%, Assist 47%

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Education

EDU: Comm Disorder/Deaf
Dept Code: 03001

Budget FY 2012-2013

Revenue	$3,327,701
UG Rev	$1,841,940
GR Rev	$1,485,761
Expenses	**$3,407,003**
Sal Regular	$985,216
Sal Adjunct	$309,615
Sal Overload	$67,938
Cost Ctr Total	$1,392,313
Benefit Cost	$460,752
Support Svc	$1,553,938

13/FA

Student	404	100%
Male	24	6%
Female	380	94%
Minority	119	33%
Full Time	322	80%
Part Time	82	20%
Stu FTE	349.3	
FT Faculty	**9**	**100%**
Male	2	22%
Female	7	78%
Minority	0	0%
PT/Adjunct	**29**	
Fac FTE	**18.7**	
Stu-Fac Ratio	**18.7**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	363	410	415	382	404	5.8%	11.3%
UG	205	234	235	200	201	0.5%	-2.0%
GR	158	176	180	182	203	11.5%	28.5%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	210.4	247.9	273.3	229.2	245.7	7.2%	16.8%
UG	97.8	124.3	151.3	140.4	139.3	-0.8%	42.4%
GR	112.6	123.6	122.0	88.8	106.4	19.9%	-5.5%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	19	28	36	37	34
GR	36	34	36	34	29

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	26	22	22	20	21
GR	16	16	15	11	17

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	33	51	45	50	43	-14.0%	30.3%
Master	42	40	42	45	64	42.2%	52.4%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	18	8	44%	8	44%	10	56%
2005	5	2	40%	2	40%	2	40%
2006	18	9	50%	10	56%	10	56%
2007	20	8	40%	9	45%		
2008	24	14	58%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	7	8	8	9	9						
Prof	5	4	4	5	5	Tenured	7	6	6	6	6
Assoc	1	1	1	0	0	T-Track	0	2	2	2	2
Assist	1	3	3	3	3	Non T-Track	0	0	0	1	1
Lect	0	0	0	1	1						
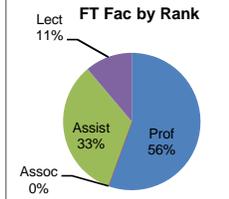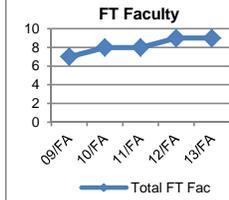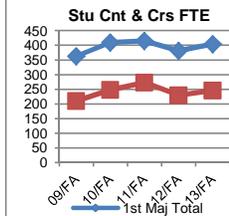
* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Education

EDU: Special Edu/Literacy

Budget FY 2012-2013

Revenue	$6,418,890
UG Rev	$4,064,580
GR Rev	$2,354,310
Expenses	**$4,335,387**
Sal Regular	$1,090,280
Sal Adjunct	$604,602
Sal Overload	$70,038
Cost Ctr Total	$1,798,380
Benefit Cost	$529,865
Support Svc	$2,007,143

13/FA

Student	710	100%
Male	91	13%
Female	619	87%
Minority	212	34%
Full Time	322	45%
Part Time	388	55%
Stu FTE	451.3	
FT Faculty	**10**	**100%**
Male	0	0%
Female	10	100%
Minority	2	20%
PT/Adjunct	**51**	
Fac FTE	**27.0**	
Stu-Fac Ratio	**16.7**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	848	910	899	864	710	-17.8%	-16.3%
UG	394	493	534	531	411	-22.6%	4.3%
GR	454	417	365	333	299	-10.2%	-34.1%
Sec Major	0	0	0	1	0		

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	530.9	584.4	525.4	494.9	441.2	-10.8%	-16.9%
UG	334.4	381.4	366.6	357.4	324.2	-9.3%	-3.0%
GR	196.5	203.0	158.8	137.5	117.0	-14.9%	-40.5%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	85	87	89	86	143
GR	49	47	45	41	28

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	22	23	22	22	24
GR	17	17	14	13	16

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	50	66	106	104	116	11.5%	132.0%
Master	86	86	74	68	71	4.4%	-17.4%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	25	4	16%	10	40%	10	40%
2005	17	1	6%	4	24%	5	29%
2006	13	2	15%	5	38%	5	38%
2007	15	3	20%	5	33%		
2008	19	1	5%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank
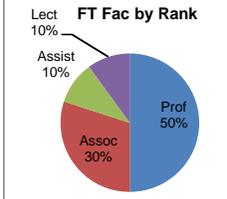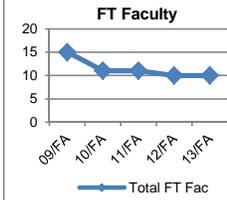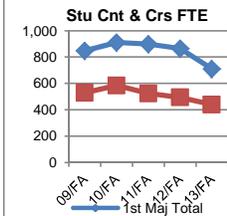
Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	15	11	11	10	10						
Prof	5	4	4	4	5	Tenured	14	10	9	9	9
Assoc	7	4	4	4	3	T-Track	1	1	2	0	0
Assist	3	3	3	1	1	Non T-Track	0	0	0	1	1
Lect	0	0	0	1	1						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Education

EDU: Phys Ed/Rec/Health

Budget FY 2012-2013

Revenue	$11,531,661
UG Rev	$11,243,205
GR Rev	$288,456
Expenses	**$6,965,273**
Sal Regular	$1,690,576
Sal Adjunct	$990,975
Sal Overload	$162,928
Cost Ctr Total	$2,899,893
Benefit Cost	$828,857
Support Svc	$3,236,523

13/FA

Student	828	100%
Male	485	59%
Female	343	41%
Minority	299	43%
Full Time	662	80%
Part Time	166	20%
Stu FTE	717.3	
FT Faculty	**18**	**100%**
Male	6	33%
Female	12	67%
Minority	4	22%
PT/Adjunct	**103**	
Fac FTE	**52.3**	
Stu-Fac Ratio	**13.7**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	899	973	980	918	828	-9.8%	-7.9%
UG	882	956	957	896	803	-10.4%	-9.0%
GR	17	17	23	22	25	13.6%	47.1%
Sec Major	1	1	0	0	0		

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	767.3	891.2	961.3	908.8	864.1	-4.9%	12.6%
UG	754.3	880.9	948.0	893.6	848.6	-5.0%	12.5%
GR	13.0	10.3	13.3	15.3	15.5	1.6%	19.2%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	227	243	270	266	284
GR	6	4	7	7	5

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	22	23	23	21	23
GR	8	10	7	8	12

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	107	118	143	155	159	2.6%	48.6%
Master	1	6	1	2	9	350.0%	800.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	65	4	6%	13	20%	15	23%
2005	103	8	8%	25	24%	32	31%
2006	106	7	7%	28	26%	31	29%
2007	112	10	9%	31	28%		
2008	113	8	7%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank
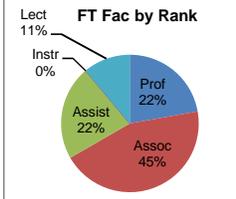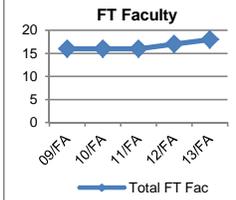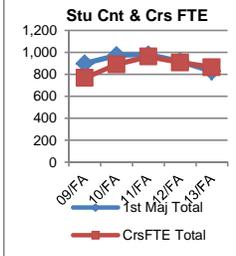
Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	16	16	16	17	18						
Prof	4	4	4	4	4	Tenured	13	13	13	14	14
Assoc	5	5	5	6	8	T-Track	1	1	2	1	2
Assist	5	5	6	5	4	Non T-Track	2	2	1	2	2
Instr	2	2	0	0	0						
Lect	0	0	1	2	2						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Education

EDU: Global Edu Innovation Dept Code: 03013

Budget FY 2012-2013

Revenue	$1,286,685
UG Rev	$1,286,685
GR Rev	$0

Expenses	$1,998,074
Sal Regular	$638,189
Sal Adjunct	$142,713
Sal Overload	$24,363
Cost Ctr Total	$806,247
Benefit Cost	$291,989
Support Svc	$899,839

13/FA

Student	62	100%
Male	9	15%
Female	53	85%
Minority	52	90%
Full Time	34	55%
Part Time	28	45%
Stu FTE	43.3	

FT Faculty	4	100%
Male	3	75%
Female	1	25%
Minority	1	25%

PT/Adjunct	9
Fac FTE	7.0
Stu-Fac Ratio	6.2

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	152	154	87	65	62	-4.6%	-59.2%
UG	152	154	87	65	62	-4.6%	-59.2%
Sec Major	57	50	71	73	84	15.1%	47.4%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	155.8	154.7	146.4	111.6	89.8	-19.5%	-42.4%
UG	155.8	154.7	146.4	111.6	89.8	-19.5%	-42.4%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	52	54	54	43	25

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	16	15	14	14	19

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	52	41	55	29	23	-20.7%	-55.8%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	7	2	29%	3	43%	3	43%
2005	7	1	14%	1	14%	2	29%
2006	4	0	0%	1	25%	2	50%
2007	7	0	0%	1	14%		
2008	4	1	25%				

* Graduation # are all accumulated numbers

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	3	4	4	5	4						
Prof	1	1	1	1	1	Tenured	2	2	2	2	2
Assoc	0	1	1	1	1	T-Track	1	2	2	2	2
Assist	2	2	2	2	2	Non T-Track	0	0	0	1	0
Lect	0	0	0	1	0						
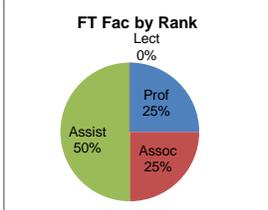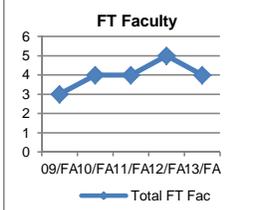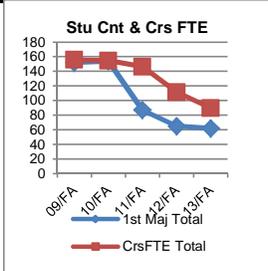
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Education

EDU: CurriculumTeaching Dept Code: 03110

Budget FY 2012-2013

Revenue	$7,248,414
UG Rev	$5,500,710
GR Rev	$1,747,704

Expenses	$7,452,685
Sal Regular	$2,256,223
Sal Adjunct	$600,119
Sal Overload	$150,313
Cost Ctr Total	$3,028,011
Benefit Cost	$1,045,160
Support Svc	$3,379,514

13/FA

Student	1198	100%
Male	122	10%
Female	1076	90%
Minority	533	53%
Full Time	777	65%
Part Time	421	35%
Stu FTE	917.3	
FT Faculty	22	100%
Male	10	45%
Female	12	55%
Minority	8	36%
PT/Adjunct	65	
Fac FTE	43.7	
Stu-Fac Ratio	21.0	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	1850	1936	1729	1456	1198	-17.7%	-35.2%
UG	1614	1650	1503	1254	1049	-16.3%	-35.0%
GR	236	286	226	202	149	-26.2%	-36.9%

Course FTE							
CrsFTE Total	657.3	663.7	593.5	544.5	435.5	-20.0%	-33.7%
UG	493.5	522.7	478.1	445.5	367.2	-17.6%	-25.6%
GR	163.8	141.0	115.4	99.0	68.3	-31.0%	-58.3%

Sections Offered					
UG	145	143	137	138	243
GR	55	45	39	35	28

Average Class Size					
UG	19	19	17	15	19
GR	13	14	13	13	16

Degrees Conferred (Fiscal Year)							
	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	213	252	207	193	190	-1.6%	-10.8%
Master	83	87	91	66	57	-13.6%	-31.3%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	164	12	7%	42	26%	51	31%
2005	176	15	9%	51	29%	55	31%
2006	180	13	7%	37	21%	44	24%
2007	189	15	8%	36	19%		
2008	147	12	8%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	24	24	23	23	22						
Prof	8	9	8	7	6	Tenured	16	20	21	21	20
Assoc	6	7	8	9	9	T-Track	8	4	2	1	1
Assist	10	8	7	6	6	Non T-Track	0	0	0	1	1
Lect	0	0	0	1	1						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Humanities and Social Sciences

Budget FY 2012-2013

Revenue	$7,553,727
UG Rev	$7,337,385
GR Rev	$216,342
Expenses	**$4,576,930**
Sal Regular	$1,120,862
Sal Adjunct	$684,517
Sal Overload	$70,292
Cost Ctr Total	$1,903,443
Benefit Cost	$549,086
Support Svc	$2,124,401

13/FA

Student	594	100%
Male	233	39%
Female	361	61%
Minority	321	62%
Full Time	501	84%
Part Time	93	16%
Stu FTE	532.0	
FT Faculty	**15**	**100%**
Male	8	53%
Female	7	47%
Minority	4	27%
PT/Adjunct	**45**	
Fac FTE	**30.0**	
Stu-Fac Ratio	**17.7**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	447	491	599	582	594	2.1%	32.9%
UG	433	475	578	561	557	-0.7%	28.6%
GR	14	16	21	21	37	76.2%	164.3%
Sec Major	15	11	11	10	16	60.0%	6.7%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	458.3	542.4	645.0	613.9	586.0	-4.6%	27.9%
UG	448.8	523.4	629.3	601.2	565.8	-5.9%	26.1%
GR	9.5	19.0	15.8	12.8	20.3	58.8%	113.2%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	126	130	155	153	145
GR	3	5	5	4	5

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	21	22	22	22	22
GR	12	15	12	12	16

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	71	92	107	127	126	-0.8%	77.5%
Master	9	8	10	8	8		-11.1%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	31	9	29%	12	39%	13	42%
2005	48	6	13%	10	21%	11	23%
2006	52	8	15%	15	29%	16	31%
2007	54	10	19%	19	35%		
2008	39	9	23%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank — Prof 7%, Assoc 27%, Assist 46%, Lect 20%

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	12	12	12	12	15						
Prof	1	1	1	1	1	Tenured	8	9	11	11	12
Assoc	4	4	4	4	4	T-Track	4	3	1	1	0
Assist	7	7	7	7	7	Non T-Track	0	0	0	0	3
Lect	0	0	0	0	3						
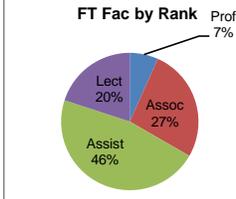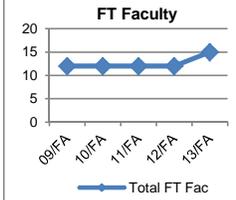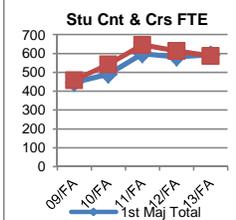
* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Humanities and Social Sciences

Budget FY 2012-2013

Revenue	$12,463,531
UG Rev	$12,160,935
GR Rev	$302,596
Expenses	**$7,455,202**
Sal Regular	$1,934,252
Sal Adjunct	$1,091,121
Sal Overload	$37,006
Cost Ctr Total	$3,082,355
Benefit Cost	$932,681
Support Svc	$3,440,166

13/FA

Student	422	100%
Male	111	26%
Female	311	74%
Minority	159	46%
Full Time	303	72%
Part Time	119	28%
Stu FTE	342.7	
FT Faculty	**18**	**100%**
Male	10	56%
Female	8	44%
Minority	3	17%
PT/Adjunct	**107**	
Fac FTE	**53.7**	
Stu-Fac Ratio	**6.4**	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	435	503	489	435	422	-3.0%	-3.0%
UG	433	492	475	420	404	-3.8%	-6.7%
GR	2	11	14	15	18	20.0%	800.0%
Sec Major	271	215	162	112	79	-29.5%	-70.8%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	1069.7	1148.7	1146.5	1028.2	956.9	-6.9%	-10.5%
UG	1056.0	1128.2	1120.7	1010.1	943.5	-6.6%	-10.7%
GR	13.7	20.5	25.8	18.2	13.4	-26.1%	-1.8%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	281	297	296	283	239		
GR	8	10	12	10	7		

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	21	21	20	19	21		
GR	7	9	10	8	8		

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	86	89	104	131	134	2.3%	55.8%
Master	0	0	2	2	4	100.0%	100.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	16	0	0%	3	19%	5	31%
2005	45	6	13%	10	22%	11	24%
2006	36	3	8%	10	28%	12	33%
2007	44	5	11%	12	27%		
2008	42	5	12%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	25	21	21	19	18						
Prof	13	11	11	9	9	Tenured	23	20	20	18	17
Assoc	5	6	7	8	7	T-Track	2	1	1	0	1
Assist	7	4	3	2	2	Non T-Track	0	0	0	1	0

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Humanities and Social Sciences

Budget FY 2012-2013

Revenue	$6,332,040
UG Rev	$6,236,595
GR Rev	$95,445
Expenses	**$4,204,170**
Sal Regular	$1,230,287
Sal Adjunct	$399,613
Sal Overload	$51,288
Cost Ctr Total	$1,715,534
Benefit Cost	$573,956
Support Svc	$1,914,680

13/FA

Student	343	100%
Male	214	62%
Female	129	38%
Minority	82	32%
Full Time	253	74%
Part Time	90	26%
Stu FTE	283.0	
FT Faculty	**14**	**100%**
Male	9	64%
Female	5	36%
Minority	2	14%
PT/Adjunct	**30**	
Fac FTE	**24.0**	
Stu-Fac Ratio	**11.8**	

Student

Headcount

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	440	465	452	433	343	-20.8%	-22.0%
UG	420	451	443	417	325	-22.1%	-22.6%
GR	20	14	9	16	18	12.5%	-10.0%
Sec Major	163	156	107	65	47	-27.7%	-71.2%

Course FTE

Course FTE	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	536.2	593.1	541.1	503.1	441.1	-12.3%	-17.7%
UG	527.4	586.3	538.3	499.3	433.1	-13.3%	-17.9%
GR	8.8	6.8	2.8	3.8	8.0	113.3%	-8.6%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	106	111	103	113	94
GR	4	4	1	2	3

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	28	28	27	22	26
GR	8	6	11	7	10

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	79	84	102	98	116	18.4%	46.8%
Master	3	3	4	2	5	150.0%	66.7%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	34	3	9%	8	24%	9	26%
2005	45	5	11%	13	29%	14	31%
2006	32	3	9%	9	28%	10	31%
2007	29	4	14%	9	31%		
2008	31	3	10%				

*Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	16	15	14	14	14						
Prof	5	3	3	3	2	Tenured	8	7	9	12	11
Assoc	3	4	3	3	4	T-Track	6	6	4	1	2
Assist	7	7	7	7	7	Non T-Track	2	2	1	1	1
Instr	1	1	0	0	0						
Lect	0	0	1	1	1						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Humanities and Social Sciences

HSS: Psychology

Budget FY 2012-2013

Revenue	$12,805,848
UG Rev	$11,558,700
GR Rev	$1,247,148
Expenses	**$6,426,679**
Sal Regular	$1,410,468
Sal Adjunct	$1,171,034
Sal Overload	$69,000
Cost Ctr Total	$2,699,471
Benefit Cost	$714,372
Support Svc	$3,012,836

13/FA

Student	1504	100%
Male	310	21%
Female	1194	79%
Minority	801	62%
Full Time	1220	81%
Part Time	284	19%
Stu FTE	1314.7	
FT Faculty	**16**	**100%**
Male	3	19%
Female	13	81%
Minority	3	19%
PT/Adjunct	**78**	
Fac FTE	**42.0**	
Stu-Fac Ratio	**31.3**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	1026	1265	1441	1525	1504	-1.4%	46.6%
UG	945	1170	1339	1418	1384	-2.4%	46.5%
GR	81	95	102	107	120	12.1%	48.1%
Sec Major	145	151	213	202	195	-3.5%	34.5%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	859.5	877.0	969.9	996.7	1019.6	2.3%	18.6%
UG	782.1	794.6	898.2	917.4	948.3	3.4%	21.3%
GR	77.4	82.4	71.8	79.3	71.3	-10.1%	-8.0%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	156	152	174	183	183
GR	32	30	21	22	21

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	27	28	28	27	27
GR	11	12	14	14	13

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	214	242	294	357	404	13.2%	88.8%
Master	36	37	41	59	40	-32.2%	11.1%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	61	10	16%	15	25%	18	30%
2005	80	18	23%	29	36%	32	40%
2006	82	12	15%	20	24%	25	30%
2007	96	20	21%	32	33%		
2008	87	11	13%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	15	17	16	15	16						
Prof	5	6	5	5	4	Tenured	12	13	12	12	10
Assoc	4	5	5	5	4	T-Track	3	4	4	3	2
Assist	6	6	6	5	4	Non T-Track	0	0	0	0	4
Lect	0	0	0	0	4						
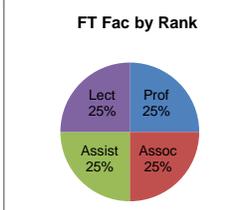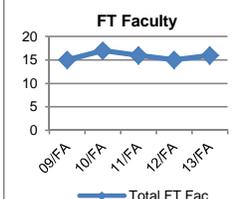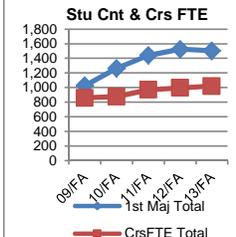
* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Humanities and Social Sciences

Budget FY 2012-2013

Revenue	$5,015,520
UG Rev	$5,015,520
GR Rev	$0

Expenses	$4,437,839
Sal Regular	$1,044,060
Sal Adjunct	$553,927
Sal Overload	$108,325
Cost Ctr Total	$1,853,673
Benefit Cost	$515,312
Support Svc	$2,068,854

13/FA

13/FA data not available

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	15	7	1	0	0		
UG	15	7	1	0	0		
Sec Major	3	2	1	1	0		

Course FTE	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	361.5	410.4	426.6	443.8	450.8	1.6%	24.7%
UG	361.5	410.4	426.6	443.8	450.8	1.6%	24.7%

Sections Offered	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	110	128	125	125	115		

Average Class Size	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	26	25	27	25	29		

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	0	0	3	2	0	-100.0%	-100.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	1	0	0%	0	0%	0	0%
2006	1	0	0%	0	0%	0	0%
2007	2	0	0%	0	0%		
2008	1	0	0%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	0	4	9	10	15						
Prof	0	2	1	1	1	Tenured	0	4	3	3	2
Assist	0	2	2	2	1	Non T-Track	0	0	6	7	13
Lect	0	0	6	7	13						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

* General Studies provides general education courses to students of all academic programs. It does not have its own programs or students.

College of Humanities and Social Sciences

HSS: Social Sciences

Budget FY 2012-2013

Revenue	$8,822,133
UG Rev	$8,338,545
GR Rev	$483,588
Expenses	$7,853,448
Sal Regular	$2,559,800
Sal Adjunct	$481,643
Sal Overload	$84,100
Cost Ctr Total	$3,161,198
Benefit Cost	$1,164,089
Support Svc	$3,528,161

13/FA

Student	409	100%
Male	181	44%
Female	228	56%
Minority	254	72%
Full Time	311	76%
Part Time	98	24%
Stu FTE	343.7	
FT Faculty	18	100%
Male	13	72%
Female	5	28%
Minority	7	39%
PT/Adjunct	34	
Fac FTE	29.3	
Stu-Fac Ratio	11.7	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	539	534	501	466	409	-12.2%	-24.1%
UG	505	492	460	428	380	-11.2%	-24.8%
GR	34	42	41	38	29	-23.7%	-14.7%
Sec Major	52	42	42	33	28	-15.2%	-46.2%

Course FTE

CrsFTE Total	815.1	842.6	833.3	723.1	624.6	-13.6%	-23.4%
UG	791.6	811.9	809.3	693.6	607.1	-12.5%	-23.3%
GR	23.5	30.8	24.0	29.5	17.5	-40.7%	-25.5%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	154	147	145	141	109
GR	7	17	14	13	8

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	28	29	29	26	30
GR	13	12	14	11	11

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	116	144	142	123	131	6.5%	12.9%
Master	8	4	8	17	13	-23.5%	62.5%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	51	1	2%	6	12%	6	12%
2005	51	5	10%	9	18%	10	20%
2006	48	2	4%	4	8%	4	8%
2007	53	5	9%	9	17%		
2008	53	2	4%				

* Graduation # are all accumulated numbers
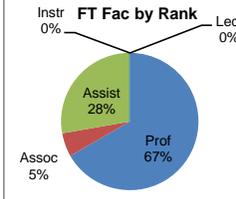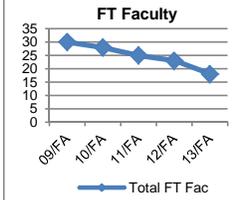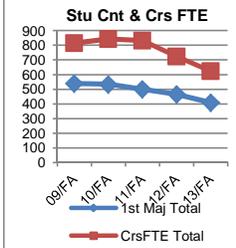
Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	30	28	25	23	18						
Prof	21	18	16	15	12	Tenured	27	26	23	21	18
Assoc	1	1	1	1	1	T-Track	2	1	1	1	0
Assist	7	8	7	6	5	Non T-Track	1	1	1	1	0
Instr	1	1	0	0	0						
Lect	0	0	1	1	0						

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Natural, Applied and Health Sciences

Budget FY 2012-2013

Revenue	$8,682,141
UG Rev	$8,499,735
GR Rev	$182,406
Expenses	**$4,959,286**
Sal Regular	$1,483,399
Sal Adjunct	$424,800
Sal Overload	$75,700
Cost Ctr Total	$2,018,006
Benefit Cost	$689,017
Support Svc	$2,252,264

13/FA

Student	226	100%
Male	106	47%
Female	120	53%
Minority	103	54%
Full Time	156	69%
Part Time	70	31%
Stu FTE	179.3	
FT Faculty	**15**	**100%**
Male	11	73%
Female	4	27%
Minority	10	67%
PT/Adjunct	**28**	
Fac FTE	**24.3**	
Stu-Fac Ratio	**7.4**	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	282	325	297	275	226	-17.8%	-19.9%
UG	265	307	280	259	209	-19.3%	-21.1%
GR	17	18	17	16	17	6.3%	
Sec Major	83	63	58	44	51	15.9%	-38.6%

Course FTE	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	652.3	753.4	732.7	708.4	681.8	-3.8%	4.5%
UG	635.8	736.2	719.9	695.7	671.5	-3.5%	5.6%
GR	16.5	17.3	12.8	12.8	10.3	-19.6%	-37.9%

Sections Offered	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	155	167	166	163	140		
GR	5	5	4	4	3		

Average Class Size	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	21	23	23	23	23		
GR	13	13	12	12	13		

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	42	43	50	53	58	9.4%	38.1%
Master	3	7	4	6	6		100.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	19	2	11%	5	26%	5	26%
2005	34	4	12%	8	24%	8	24%
2006	25	2	8%	6	24%	8	32%
2007	45	2	4%	3	7%		
2008	21	0	0%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank
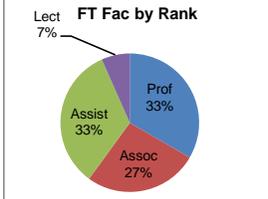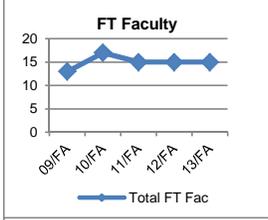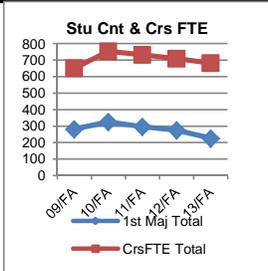
Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	13	17	15	15	15						
Prof	6	9	7	6	5	Tenured	12	17	15	14	13
Assoc	3	3	3	3	4	T-Track	1	0	0	0	1
Assist	4	5	5	5	5	Non T-Track	0	0	0	1	1
Lect	0	0	0	1	1						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Natural, Applied and Health Sciences

NAHS: Computer Science
Dept Code: 04010

Budget FY 2012-2013

Revenue	$3,325,215
UG Rev	$3,187,350
GR Rev	$137,865
Expenses	**$2,708,804**
Sal Regular	$738,682
Sal Adjunct	$275,000
Sal Overload	$58,400
Cost Ctr Total	$1,114,990
Benefit Cost	$349,391
Support Svc	$1,244,422

13/FA

Student	346	100%
Male	297	86%
Female	49	14%
Minority	219	74%
Full Time	276	80%
Part Time	70	20%
Stu FTE	299.3	
FT Faculty	**8**	**100%**
Male	5	63%
Female	3	38%
Minority	3	38%
PT/Adjunct	**22**	
Fac FTE	**15.3**	
Stu-Fac Ratio	**19.5**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	192	241	298	309	346	12.0%	80.2%
UG	192	241	296	300	327	9.0%	70.3%
GR	0	0	2	9	19	111.1%	850.0%
Sec Major	2	2	4	2	1	-50.0%	-50.0%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	273.3	298.4	290.2	254.5	249.8	-1.8%	-8.6%
UG	270.8	295.7	285.8	248.1	234.3	-5.5%	-13.5%
GR	2.5	2.8	4.4	6.4	15.5	141.6%	520.0%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	79	76	70	71	58
GR	2	2	6	6	5

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	18	20	21	18	20
GR	5	10	4	5	12

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	26	22	17	37	47	27.0%	80.8%
Master	0	0	0	2	3	50.0%	50.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	34	0	0%	3	9%	3	9%
2005	43	0	0%	2	5%	2	5%
2006	42	0	0%	3	7%	3	7%
2007	48	1	2%	8	17%		
2008	35	1	3%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	13	8	7	9	8						
Prof	7	3	2	2	2	Tenured	11	6	6	6	6
Assoc	2	2	2	3	2	T-Track	2	2	1	2	2
Assist	4	3	3	3	4	Non T-Track	0	0	0	1	0
Lect	0	0	0	1	0						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Natural, Applied and Health Sciences

Budget FY 2012-2013

Revenue	$2,539,024	
UG Rev	$1,752,840	
GR Rev	$786,184	
Expenses	**$2,755,863**	
Sal Regular	$797,793	
Sal Adjunct	$206,963	
Sal Overload	$44,975	
Cost Ctr Total	$1,126,545	
Benefit Cost	$372,000	
Support Svc	$1,257,318	

13/FA

Student	560	100%
Male	52	9%
Female	508	91%
Minority	227	48%
Full Time	53	9%
Part Time	507	91%
Stu FTE	222.0	
FT Faculty	**8**	**100%**
Male	0	0%
Female	8	100%
Minority	0	0%
PT/Adjunct	**26**	
Fac FTE	**16.7**	
Stu-Fac Ratio	**13.3**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	383	420	507	555	560	0.9%	46.2%
UG	287	318	396	437	421	-3.7%	46.7%
GR	96	102	111	118	139	17.8%	44.8%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	129.4	148.3	170.4	182.9	190.5	4.1%	47.2%
UG	85.1	107.3	126.2	140.5	128.8	-8.4%	51.2%
GR	44.3	41.0	44.3	42.4	61.7	45.6%	39.5%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	33	37	45	58	44		
GR	18	17	19	19	14		

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA		
UG	14	18	19	15	19		
GR	9	10	10	10	19		

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	69	72	94	110	94	-14.5%	36.2%
Master	29	42	36	39	37	-5.1%	27.6%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)
Graduation rate data are not available				

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	7	8	9	11	8						
Prof	3	3	3	3	2	Tenured	3	4	4	4	2
Assoc	1	1	1	1	0	T-Track	3	2	2	2	2
Assist	3	4	5	6	5	Non T-Track	1	2	3	5	4
Lect	0	0	0	1	1						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Natural, Applied and Health Sciences

Budget FY 2012-2013

Revenue	$11,826,043
UG Rev	$11,720,700
GR Rev	$105,343
Expenses	**$12,222,158**
Sal Regular	$3,242,883
Sal Adjunct	$1,251,694
Sal Overload	$216,375
Cost Ctr Total	$5,049,650
Benefit Cost	$1,536,675
Support Svc	$5,635,832

13/FA

Student	1031	100%
Male	418	41%
Female	613	59%
Minority	647	74%
Full Time	812	79%
Part Time	219	21%
Stu FTE	885.0	
FT Faculty	**25**	**100%**
Male	12	48%
Female	13	52%
Minority	8	32%
PT/Adjunct	**67**	
Fac FTE	**47.3**	
Stu-Fac Ratio	**18.7**	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	669	822	938	991	1031	4.0%	54.1%
UG	669	822	938	991	1031	4.0%	54.1%
Sec Major	103	109	112	99	57	-42.4%	-44.7%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	800.3	867.3	906.2	901.7	863.2	-4.3%	7.9%
UG	800.3	866.9	903.6	900.7	863.2	-4.2%	7.9%
GR	0.0	0.3	2.6	1.0	0.0	-100.0%	-100.0%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	212	212	217	243	197
GR	0	1	2	1	0

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	19	19	19	18	20
GR	0	1	4	3	0

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	58	94	81	94	131	39.4%	125.9%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	103	6	6%	14	14%	18	17%
2005	106	5	5%	8	8%	11	10%
2006	102	11	11%	16	16%	18	18%
2007	113	7	6%	15	13%		
2008	126	9	7%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	35	34	31	28	25						
Prof	14	14	13	10	8	Tenured	27	27	29	27	20
Assoc	8	8	7	9	8	T-Track	8	7	2	0	0
Assist	13	12	11	8	4	Non T-Track	0	0	0	1	5
Lect	0	0	0	1	5						
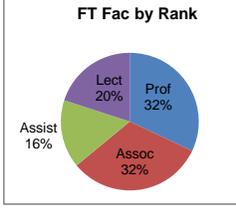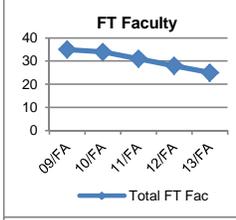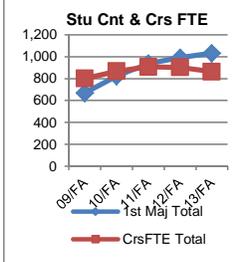
* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Natural, Applied and Health Sciences

Budget FY 2012-2013

Revenue	$468,990
UG Rev	$468,990
GR Rev	$0

Expenses	$1,228,085
Sal Regular	$416,382
Sal Adjunct	$9,600
Sal Overload	$5,663
Cost Ctr Total	$493,578
Benefit Cost	$183,633
Support Svc	$550,874

13/FA

Student	274	100%
Male	134	49%
Female	140	51%
Minority	168	70%
Full Time	233	85%
Part Time	41	15%
Stu FTE	246.7	

FT Faculty	12	100%
Male	7	58%
Female	5	42%
Minority	5	42%

PT/Adjunct	1
Fac FTE	12.3
Stu-Fac Ratio	20.0

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	232	275	328	316	274	-13.3%	18.1%
UG	232	275	328	316	274	-13.3%	18.1%
Sec Major	2	4	0	2	1	-50.0%	-50.0%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	1.5	3.4	14.0	38.7	49.0	26.7%	3166.7%
UG	1.5	3.4	14.0	38.7	49.0	26.7%	3166.7%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	1	2	5	17	15

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	8	9	14	11	16

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	49	49	38	55	56	1.8%	14.3%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	12	5	42%	6	50%	6	50%
2005	17	3	18%	5	29%	6	35%
2006	8	1	13%	1	13%	1	13%
2007	28	1	4%	3	11%		
2008	21	1	5%				

* Graduation # are all accumulated numbers

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	1	1	2	4	12						
Prof	0	0	0	0	3	Tenured	0	0	0	0	9
Assoc	1	1	2	2	4	T-Track	1	1	2	4	3
Assist	0	0	0	2	5						
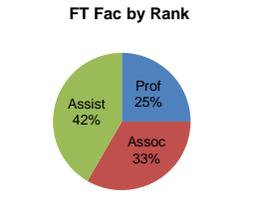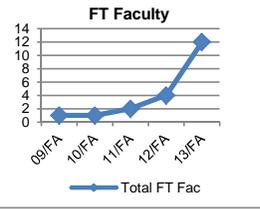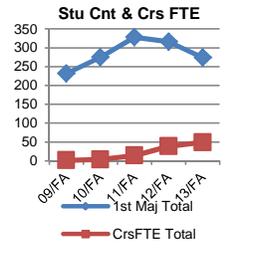
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

New Jersey Center For Science, Technology and Mathematics

Budget FY 2012-2013

Revenue	$924,284
UG Rev	$463,320
GR Rev	$460,964
Expenses	$2,491,553
Sal Regular	$802,992
Sal Adjunct	$14,550
Sal Overload	$1,200
Cost Ctr Total	$1,009,693
Benefit Cost	$354,957
Support Svc	$1,126,902

13/FA

Student	154	100%
Male	77	50%
Female	77	50%
Minority	72	51%
Full Time	142	92%
Part Time	12	8%
Stu FTE	146.0	
FT Faculty	6	100%
Male	4	67%
Female	2	33%
Minority	2	33%
PT/Adjunct	3	
Fac FTE	7.0	
Stu-Fac Ratio	20.9	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	137	116	165	143	154	7.7%	12.4%
UG	106	88	104	99	109	10.1%	2.8%
GR	31	28	61	44	45	2.3%	45.2%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	52.2	57.8	71.9	78.6	77.3	-1.7%	48.1%
UG	26.9	28.8	36.4	46.4	39.1	-15.8%	45.3%
GR	25.3	29.1	35.5	32.2	38.3	18.6%	51.0%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	12	9	16	18	17
GR	14	11	14	14	14

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	11	14	13	14	13
GR	8	12	14	11	14

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	17	26	21	21	20	-4.8%	17.6%
Master	12	17	11	36	26	-27.8%	116.7%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2006	30	22	73%	23	77%	23	77%
2008	32	17	53%				

* Graduation # are all accumulated numbers

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	6	8	8	9	6						
Assoc	1	2	3	3	2	Tenured	2	3	3	4	4
Assist	5	6	5	5	4	T-Track	4	5	5	4	2
Lect	0	0	0	1	0	Non T-Track	0	0	0	1	0
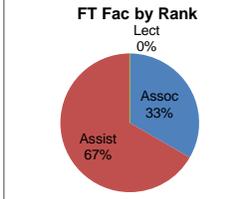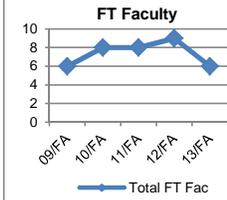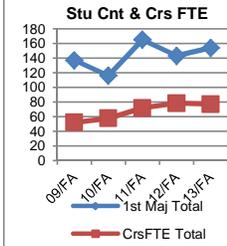
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank — Lect 0%, Assoc 33%, Assist 67%

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Nathan Weiss Graduate College

NWGC: Counselor Edu

Budget FY 2012-2013

Revenue	$2,570,652
UG Rev	$0
GR Rev	$2,570,652
Expenses	**$2,204,130**
Sal Regular	$727,273
Sal Adjunct	$141,600
Sal Overload	$300
Cost Ctr Total	$886,031
Benefit Cost	$329,214
Support Svc	$988,885

13/FA

Student	256	100%
Male	56	22%
Female	200	78%
Minority	99	41%
Full Time	103	40%
Part Time	153	60%
Stu FTE	154.0	
FT Faculty	**7**	**100%**
Male	2	29%
Female	5	71%
Minority	2	29%
PT/Adjunct	**9**	
Fac FTE	**10.0**	
Stu-Fac Ratio	**15.4**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	245	282	285	272	256	-5.9%	4.5%
GR	245	282	285	272	256	-5.9%	4.5%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	122.5	154.3	157.5	153.5	148.0	-3.6%	20.8%
GR	122.5	154.3	157.5	153.5	148.0	-3.6%	20.8%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
GR	37	41	45	47	39

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
GR	17	17	16	15	17

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Master	56	46	64	85	64	-24.7%	14.3%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)

Graduation rate data are not available

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	5	5	7	8	7						
Prof	1	1	1	1	1	Tenured	3	3	3	3	3
Assoc	0	0	1	1	1	T-Track	2	2	4	5	4
Assist	4	4	5	6	5						

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Nathan Weiss Graduate College

NWGC: Edu Leadership Dept Code: 03007

Budget FY 2012-2013

Revenue	$1,809,213
UG Rev	$0
GR Rev	$1,809,213
Expenses	**$1,654,239**
Sal Regular	$537,318
Sal Adjunct	$105,025
Sal Overload	$2,175
Cost Ctr Total	$666,656
Benefit Cost	$243,540
Support Svc	$744,043

13/FA

Student	211	100%
Male	77	36%
Female	134	64%
Minority	91	44%
Full Time	5	2%
Part Time	206	98%
Stu FTE	73.7	
FT Faculty	**7**	**100%**
Male	3	43%
Female	4	57%
Minority	1	14%
PT/Adjunct	**7**	
Fac FTE	**9.3**	
Stu-Fac Ratio	**7.9**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	302	276	268	243	211	-13.2%	-30.1%
GR	269	231	209	190	152	-20.0%	-43.5%
GR_D	33	45	59	53	59	11.3%	78.8%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	155.3	152.5	139.2	109.4	87.5	-20.0%	-43.6%
GR	155.3	152.5	139.2	109.4	87.5	-20.0%	-43.6%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
GR	54	52	47	41	31

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
GR	13	14	14	12	12

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Doctor	0	0	0	8	4	-50.0%	-50.0%
Master	89	84	70	68	49	-27.9%	-44.9%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)

Graduation rate data are not available

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	7	5	6	7	7						
Assoc	3	3	3	2	2	Tenured	2	3	3	3	3
Assist	4	2	3	5	5	T-Track	4	2	2	4	4
						Non T-Track	1	0	1	0	0
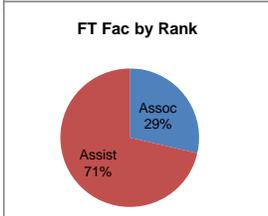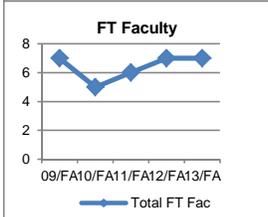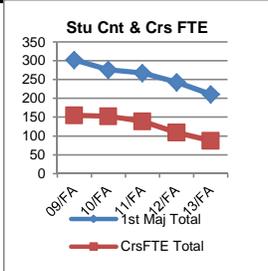
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Nathan Weiss Graduate College

NWGC: Grad Mgmt Studies

Budget FY 2012-2013

Revenue	$742,350
UG Rev	$0
GR Rev	$742,350
Expenses	$1,096,957
Sal Regular	$411,824
Sal Adjunct	$13,300
Sal Overload	$4,350
Cost Ctr Total	$432,608
Benefit Cost	$181,523
Support Svc	$482,826

13/FA

Student	70	100%
Male	35	50%
Female	35	50%
Minority	42	68%
Full Time	41	59%
Part Time	29	41%
Stu FTE	50.7	
FT Faculty	3	100%
Male	3	100%
Female	0	0%
Minority	1	33%
PT/Adjunct	2	
Fac FTE	3.7	
Stu-Fac Ratio	13.8	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	118	97	69	57	70	22.8%	-40.7%
GR	118	97	69	57	70	22.8%	-40.7%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	71.0	64.5	49.3	41.0	42.3	3.0%	-40.5%
GR	71.0	64.5	49.3	41.0	42.3	3.0%	-40.5%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
GR	24	23	20	17	14

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
GR	12	12	9	10	12

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Master	54	35	37	38	17	-55.3%	-68.5%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)

Graduation rate data are not available

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	3	4	5	4	3						
Prof	1	1	1	1	1	Tenured	1	1	2	2	2
Assoc	0	1	1	0	0	T-Track	2	2	2	2	1
Assist	2	2	3	3	2	Non T-Track	0	1	1	0	0

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Nathan Weiss Graduate College

NWGC: Adv Stu Psyc

Budget FY 2012-2013

Revenue	$902,839
UG Rev	$0
GR Rev	$902,839
Expenses	$1,561,502
Sal Regular	$497,258
Sal Adjunct	$40,463
Sal Overload	$24,000
Cost Ctr Total	$630,845
Benefit Cost	$226,582
Support Svc	$704,076

13/FA

Student	56	100%
Male	6	11%
Female	50	89%
Minority	9	16%
Full Time	31	55%
Part Time	25	45%
Stu FTE	39.3	
FT Faculty	7	100%
Male	4	57%
Female	3	43%
Minority	0	0%
PT/Adjunct	5	
Fac FTE	8.7	
Stu-Fac Ratio	4.5	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	34	45	59	70	56	-20.0%	64.7%
GR	24	28	32	33	28	-15.2%	16.7%
GR_D	10	17	27	37	28	-24.3%	180.0%

Course FTE	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	11.7	16.8	51.8	54.7	53.9	-1.5%	362.1%
GR	11.7	16.8	51.8	54.7	53.9	-1.5%	362.1%

Sections Offered	09/FA	10/FA	11/FA	12/FA	13/FA		
GR	5	11	28	31	30		

Average Class Size	09/FA	10/FA	11/FA	12/FA	13/FA		
GR	10	8	9	8	9		

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Master	10	10	9	19	21	10.5%	110.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)

Graduation rate data are not available

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	2	3	4	5	7						
Prof	1	1	1	1	1	Tenured	0	0	0	0	2
Assoc	0	1	1	1	2	T-Track	2	3	4	5	5
Assist	1	1	2	3	4						
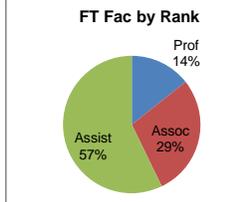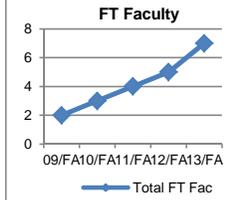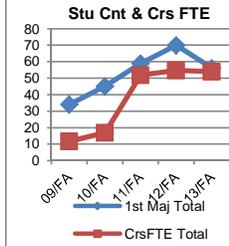
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank — Prof 14%, Assoc 29%, Assist 57%

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Nathan Weiss Graduate College

NWGC: Social Work - Graduate | Dept Code: 08004

Budget FY 2012-2013

Revenue	$2,092,013
UG Rev	$0
GR Rev	$2,092,013

Expenses	$1,429,955
Sal Regular	$453,047
Sal Adjunct	$88,600
Sal Overload	$16,875
Cost Ctr Total	$577,734
Benefit Cost	$207,423
Support Svc	$644,799

13/FA

Student	109	100%
Male	18	17%
Female	91	83%
Minority	61	59%
Full Time	107	98%
Part Time	2	2%
Stu FTE	107.7	

FT Faculty	6	100%
Male	1	17%
Female	5	83%
Minority	2	33%

PT/Adjunct	6
Fac FTE	8.0
Stu-Fac Ratio	13.5

Student

Headcount

		09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total		113	122	150	124	109	-12.1%	-3.5%
	GR	113	122	150	124	109	-12.1%	-3.5%

Course FTE

		09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total		130.8	134.6	154.5	126.4	110.5	-12.6%	-15.5%
	GR	130.8	134.6	154.5	126.4	110.5	-12.6%	-15.5%

Sections Offered

		09/FA	10/FA	11/FA	12/FA	13/FA
	GR	26	28	25	29	25

Average Class Size

		09/FA	10/FA	11/FA	12/FA	13/FA
	GR	15	15	19	12	13

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Master	42	53	54	57	50	-12.3%	19.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)

Graduation rate data are not available

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	6	5	4	5	6						
Prof	1	1	0	0	0	Tenured	5	5	4	4	5
Assoc	1	1	1	1	1	T-Track	1	0	0	0	0
Assist	4	3	3	3	4	Non T-Track	0	0	0	1	1
Lect	0	0	0	1	1						

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Nathan Weiss Graduate College

NWGC: Occupational Therapy - GR | Dept Code: 08005

Budget FY 2012-2013

Revenue	$1,342,730
UG Rev	$137,295
GR Rev	$1,205,435
Expenses	**$1,453,611**
Sal Regular	$458,890
Sal Adjunct	$59,500
Sal Overload	$20,400
Cost Ctr Total	$588,642
Benefit Cost	$207,996
Support Svc	$656,973

13/FA

Student	94	100%
Male	15	16%
Female	79	84%
Minority	18	20%
Full Time	67	71%
Part Time	27	29%
Stu FTE	76.0	
FT Faculty	**5**	**100%**
Male	0	0%
Female	5	100%
Minority	0	0%
PT/Adjunct	**4**	
Fac FTE	**6.3**	
Stu-Fac Ratio	**12.0**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	77	81	86	89	94	5.6%	22.1%
GR	77	81	86	89	94	5.6%	22.1%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	79.8	76.9	91.0	90.7	94.5	4.2%	18.5%
UG	10.6	3.7	12.5	11.8	8.4	-29.1%	-20.7%
GR	69.3	73.2	78.5	78.9	86.2	9.2%	24.4%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	6	4	6	6	5
GR	18	22	18	20	17

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	10	6	11	11	9
GR	13	13	17	15	18

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Master	29	29	31	28	27	-3.6%	-6.9%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad	5YrGrad(accum)	6YrGrad(accum)

Graduation rate data are not available

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	3	3	5	4	5						
Prof	0	0	0	1	1	Tenured	1	1	1	1	2
Assoc	1	1	1	0	0	T-Track	2	1	2	2	3
Assist	2	2	4	3	4	Non T-Track	0	1	2	1	0

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Visual and Performing Arts

Budget FY 2012-2013

Revenue	$1,142,303
UG Rev	$1,142,303
GR Rev	$0

Expenses	$2,720,692
Sal Regular	$783,107
Sal Adjunct	$121,300
Sal Overload	$44,650
Cost Ctr Total	$1,116,196
Benefit Cost	$358,727
Support Svc	$1,245,768

13/FA

Student	119	100%
Male	34	29%
Female	85	71%
Minority	59	55%
Full Time	112	94%
Part Time	7	6%
Stu FTE	114.3	

FT Faculty	7	100%
Male	1	14%
Female	6	86%
Minority	1	14%

PT/Adjunct	5
Fac FTE	8.7
Stu-Fac Ratio	13.2

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	82	81	135	134	119	-11.2%	45.1%
UG	82	81	135	134	119	-11.2%	45.1%
Sec Major	0	2	1	0	0		

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	80.3	84.4	83.2	94.3	82.0	-13.1%	2.1%
UG	80.3	84.4	83.2	94.3	82.0	-13.1%	2.1%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	39	42	45	51	47

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	13	12	13	12	15

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	14	18	14	22	11	-50.0%	-21.4%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	12	2	17%	4	33%	5	42%
2005	12	2	17%	3	25%	3	25%
2006	15	1	7%	4	27%	6	40%
2007	14	0	0%	2	14%		
2008	20	6	30%				

* Graduation # are all accumulated numbers

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	7	7	6	7	7						
Prof	0	1	1	2	2	Tenured	5	5	5	6	6
Assoc	5	4	3	3	3	T-Track	1	1	1	1	1
Assist	2	2	2	2	2	Non T-Track	1	1	0	0	0
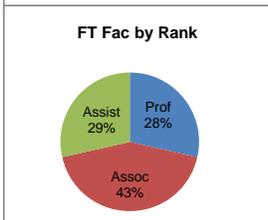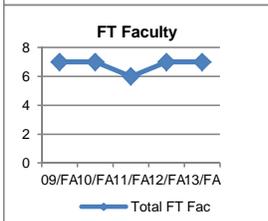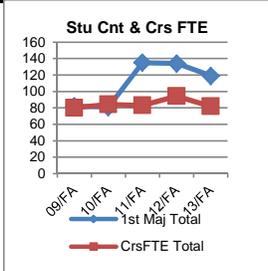
Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Visual and Performing Arts

Budget FY 2012-2013

Revenue	$3,320,427
UG Rev	$3,252,555
GR Rev	$67,872
Expenses	**$4,351,675**
Sal Regular	$1,112,539
Sal Adjunct	$550,662
Sal Overload	$35,363
Cost Ctr Total	$1,803,147
Benefit Cost	$536,065
Support Svc	$2,012,463

13/FA

Student	452	100%
Male	177	39%
Female	275	61%
Minority	205	53%
Full Time	373	83%
Part Time	79	17%
Stu FTE	399.3	
FT Faculty	**13**	**100%**
Male	8	62%
Female	5	38%
Minority	1	8%
PT/Adjunct	**44**	
Fac FTE	**27.7**	
Stu-Fac Ratio	**14.4**	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	425	471	468	454	452	-0.4%	6.4%
UG	409	459	458	447	451	0.9%	10.3%
GR	16	12	10	7	1	-85.7%	-93.8%
Sec Major	0	2	3	1	0		

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	198.9	216.4	235.9	251.2	273.2	8.8%	37.4%
UG	189.4	209.4	230.6	246.2	273.2	11.0%	44.3%
GR	9.5	7.0	5.3	5.0	0.0	-100.0%	-100.0%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	83	77	84	94	93
GR	6	3	3	3	0

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	15	15	15	15	17
GR	6	9	7	6	0

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	64	65	78	90	86	-4.4%	34.4%
Master	10	11	4	3	5	66.7%	-50.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	55	7	13%	14	25%	17	31%
2005	39	3	8%	8	21%	10	26%
2006	48	8	17%	14	29%	18	38%
2007	46	10	22%	15	33%		
2008	50	11	22%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	12	11	10	11	13						
Prof	8	7	7	6	6	Tenured	10	9	9	8	7
Assoc	1	1	1	1	1	T-Track	2	2	1	1	4
Assist	3	3	2	2	4	Non T-Track	0	0	0	2	2
Lect	0	0	0	2	2						

* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Visual and Performing Arts

VPA: Fine Arts Dept Code: 01104

Budget FY 2012-2013

Revenue	$4,279,117
UG Rev	$4,069,845
GR Rev	$209,272
Expenses	$4,298,145
Sal Regular	$1,039,050
Sal Adjunct	$692,913
Sal Overload	$26,825
Cost Ctr Total	$1,790,112
Benefit Cost	$510,118
Support Svc	$1,997,915

13/FA

Student	177	100%
Male	45	25%
Female	132	75%
Minority	82	52%
Full Time	131	74%
Part Time	46	26%
Stu FTE	146.3	
FT Faculty	10	100%
Male	6	60%
Female	4	40%
Minority	1	10%
PT/Adjunct	39	
Fac FTE	23.0	
Stu-Fac Ratio	6.4	

Student

Headcount

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	221	220	223	205	177	-13.7%	-19.9%
UG	173	174	181	169	147	-13.0%	-15.0%
GR	48	46	42	36	30	-16.7%	-37.5%
Sec Major	28	31	15	7	2	-71.4%	-92.9%

Course FTE

	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
CrsFTE Total	377.7	377.0	412.5	352.9	266.8	-24.4%	-29.4%
UG	356.0	359.2	393.9	339.8	254.2	-25.2%	-28.6%
GR	21.7	17.8	18.7	13.1	12.6	-3.8%	-42.1%

Sections Offered

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	152	138	144	127	95
GR	30	26	24	21	14

Average Class Size

	09/FA	10/FA	11/FA	12/FA	13/FA
UG	14	14	14	14	15
GR	3	2	3	2	4

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	34	37	35	21	36	71.4%	5.9%
Master	19	14	15	11	14	27.3%	-26.3%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	23	4	17%	5	22%	6	26%
2005	18	1	6%	5	28%	6	33%
2006	17	0	0%	0	0%	2	12%
2007	19	1	5%	3	16%		
2008	15	2	13%				

* Graduation # are all accumulated numbers

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA			09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	14	13	11	10	10							
Prof	3	3	4	4	5		Tenured	14	13	11	10	10
Assoc	6	5	3	2	1							
Assist	5	5	4	4	4							
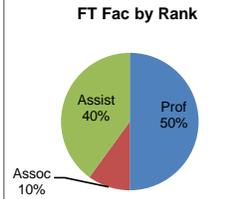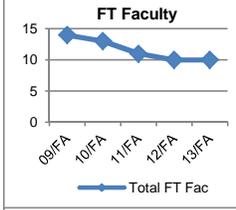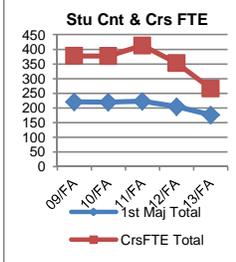
* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

College of Visual and Performing Arts

VPA: Music

Dept Code: 01107

Budget FY 2012-2013

Revenue	$1,936,913
UG Rev	$1,936,913
GR Rev	$0
Expenses	**$3,838,886**
Sal Regular	$723,225
Sal Adjunct	$775,225
Sal Overload	$30,400
Cost Ctr Total	$1,634,185
Benefit Cost	$380,813
Support Svc	$1,823,887

13/FA

Student	87	100%
Male	50	57%
Female	37	43%
Minority	36	46%
Full Time	69	79%
Part Time	18	21%
Stu FTE	75.0	
FT Faculty	**6**	**100%**
Male	4	67%
Female	2	33%
Minority	1	17%
PT/Adjunct	45	
Fac FTE	21.0	
Stu-Fac Ratio	3.6	

Student

Headcount	09/FA	10/FA	11/FA	12/FA	13/FA	1yr chg	5yr chg
1st Maj Total	76	91	105	106	87	-17.9%	14.5%
UG	76	91	105	106	87	-17.9%	14.5%
Sec Major	3	0	0	0	0		

Course FTE							
CrsFTE Total	160.3	161.8	206.6	166.6	120.3	-27.8%	-25.0%
UG	160.3	161.8	206.6	166.6	120.3	-27.8%	-25.0%

Sections Offered					
UG	98	94	108	105	80

Average Class Size					
UG	16	18	18	16	18

Degrees Conferred (Fiscal Year)

	08-09	09-010	010-011	011-012	12-13	1yr Chg	5yr Chg
Bachelor	8	13	5	4	14	250.0%	75.0%

Graduation Rate (First-Time FT UG)

CohortYr	Cht#	4Yr Grad		5YrGrad(accum)		6YrGrad(accum)	
2004	16	0	0%	1	6%	3	19%
2005	11	1	9%	2	18%	2	18%
2006	13	0	0%	1	8%	1	8%
2007	18	0	0%	2	11%		
2008	14	0	0%				

* Graduation # are all accumulated numbers

Faculty

	09/FA	10/FA	11/FA	12/FA	13/FA		09/FA	10/FA	11/FA	12/FA	13/FA
Total FT Fac	7	7	7	7	6						
Prof	4	4	4	4	4	Tenured	7	7	7	7	6
Assoc	1	1	1	1	0						
Assist	2	2	2	2	2						

Stu Cnt & Crs FTE

FT Faculty

FT Fac by Rank
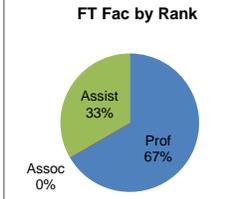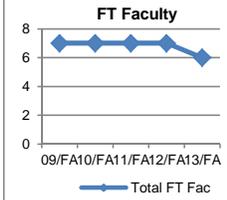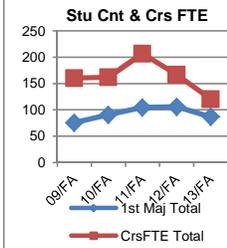
* See Appendix A for 'Terms and Definitions' and Appendix B to E for various lists and rates

Appendix 7.22

IPEDS 2013

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2013

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2012-13 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Customize Data Feedback Report functionality of the IPEDS Data Center is designed to provide campus executives easy access to institutional and comparison group data. Using this functionality, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The Data Center can be accessed at http://nces.ed.gov/ipeds/datacenter.
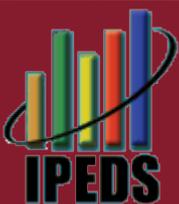
Kean University
Union, NJ

IPEDS

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize DFR functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Kean University includes the following 14 institutions:

▶ California State University-San Bernardino (San Bernardino, CA)
▶ CUNY Bernard M Baruch College (New York, NY)
▶ CUNY Brooklyn College (Brooklyn, NY)
▶ CUNY Hunter College (New York, NY)
▶ CUNY John Jay College of Criminal Justice (New York, NY)
▶ Florida Atlantic University (Boca Raton, FL)
▶ Montclair State University (Montclair, NJ)
▶ New Jersey City University (Jersey City, NJ)
▶ University of Alabama at Birmingham (Birmingham, AL)
▶ University of California-Riverside (Riverside, CA)
▶ University of Memphis (Memphis, TN)
▶ University of New Orleans (New Orleans, LA)
▶ Wayne State University (Detroit, MI)
▶ William Paterson University of New Jersey (Wayne, NJ)

Figure 1.   Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2012
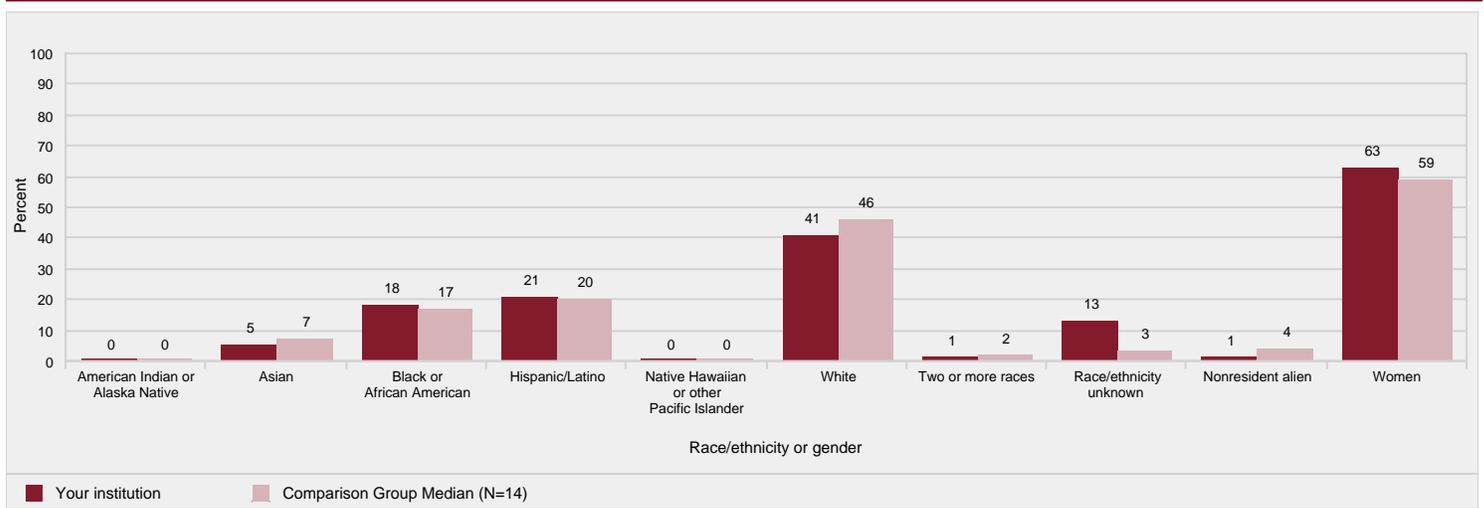
NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Fall Enrollment component.

Figure 2.   Unduplicated 12-month headcount of all students and of undergraduate students (2011-12), total FTE enrollment (2011-12), and full- and part-time fall enrollment (Fall 2012)
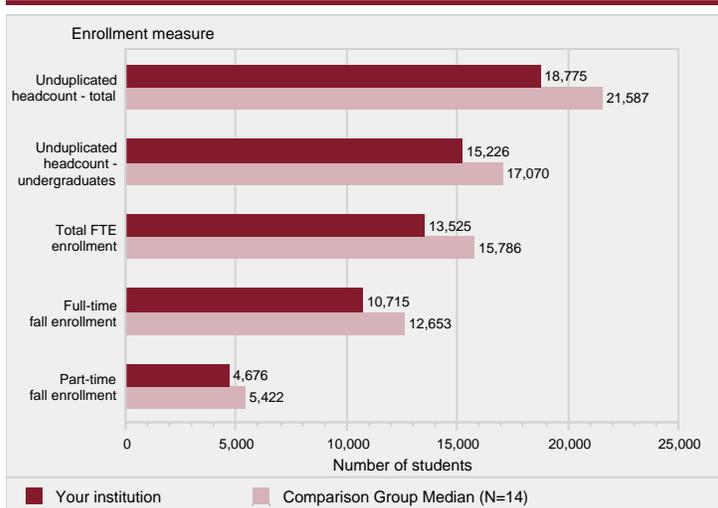
NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, 12-month Enrollment component and Spring 2013, Fall Enrollment component.

Figure 3.   Number of degrees awarded, by level: 2011-12
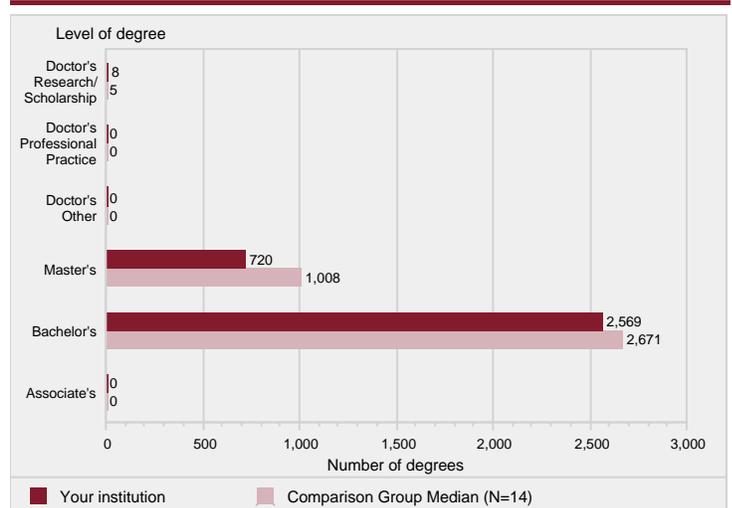
NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Completions component.

Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2009-10--2012-13
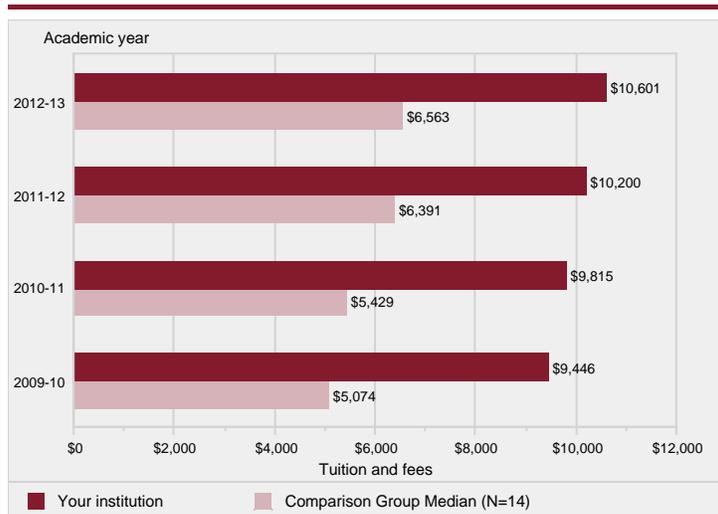
NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Institutional Characteristics component.

Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2009-10--2011-12
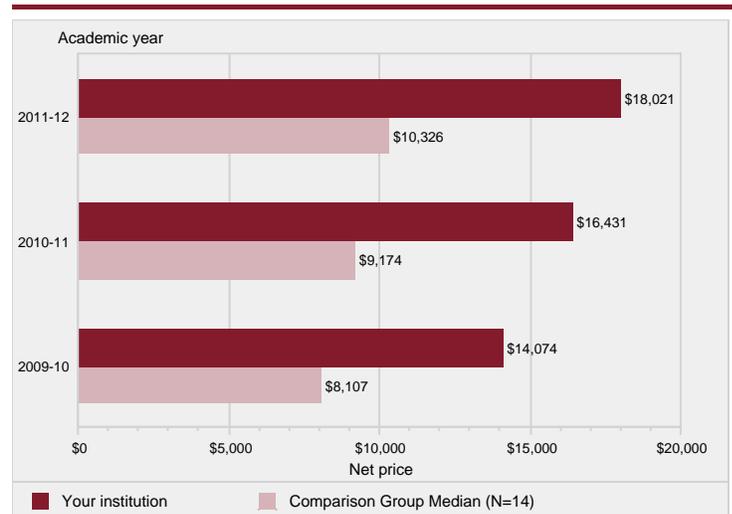
NOTE: Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Institutional Characteristics component; Winter 2012-13, Student Financial Aid component.

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2011-12
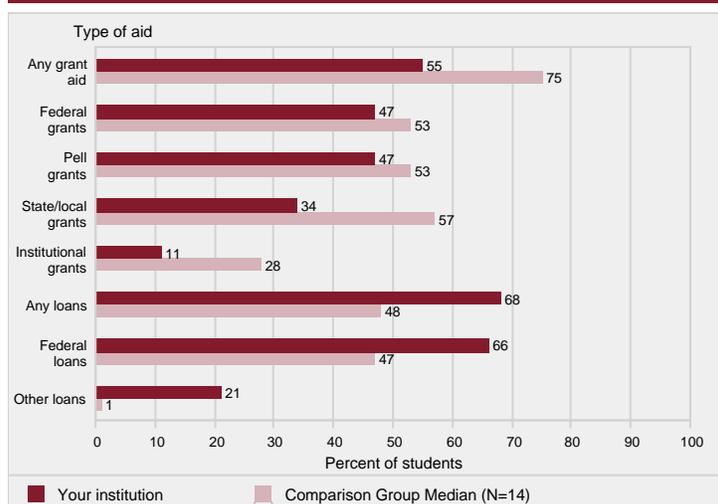
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.
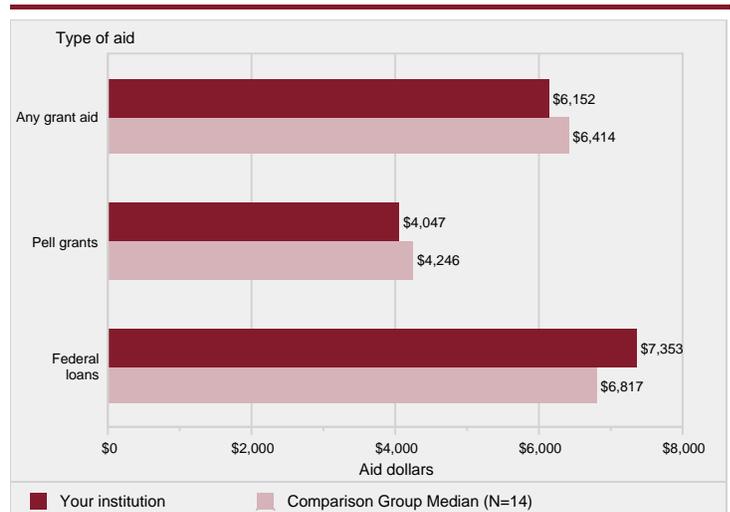
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2011-12
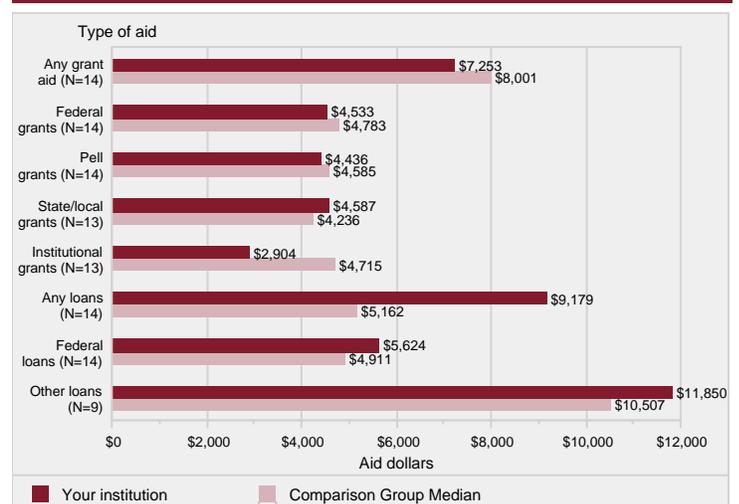
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Kean University

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2011-12
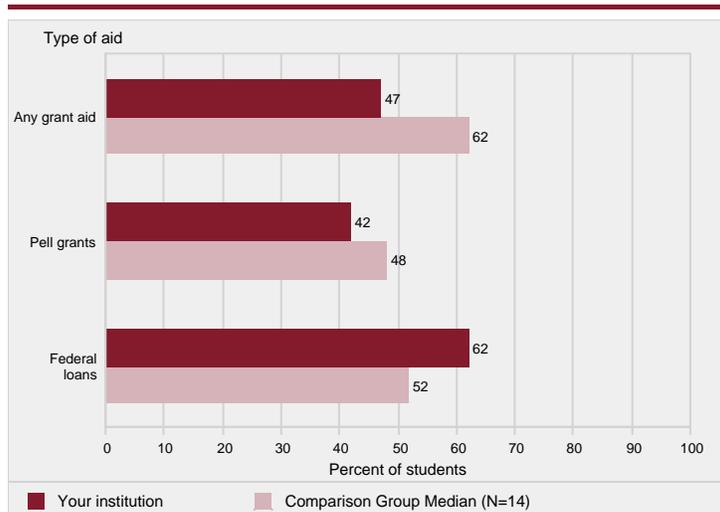

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2011-12

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2006 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2012)
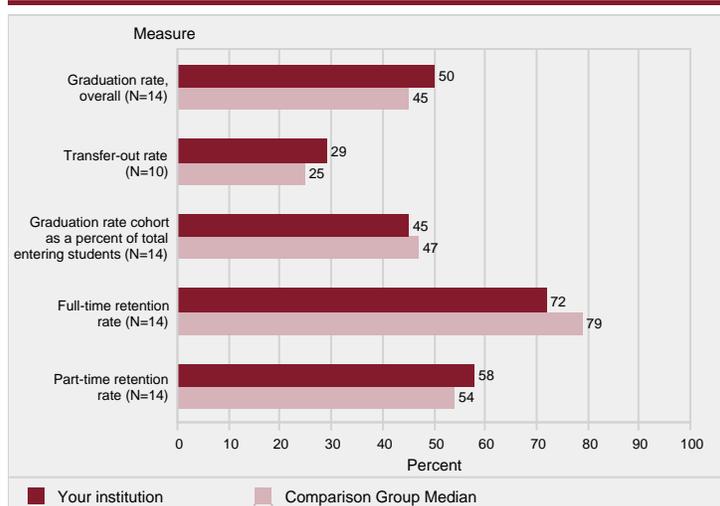
NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Graduation Rates component and Fall Enrollment component.
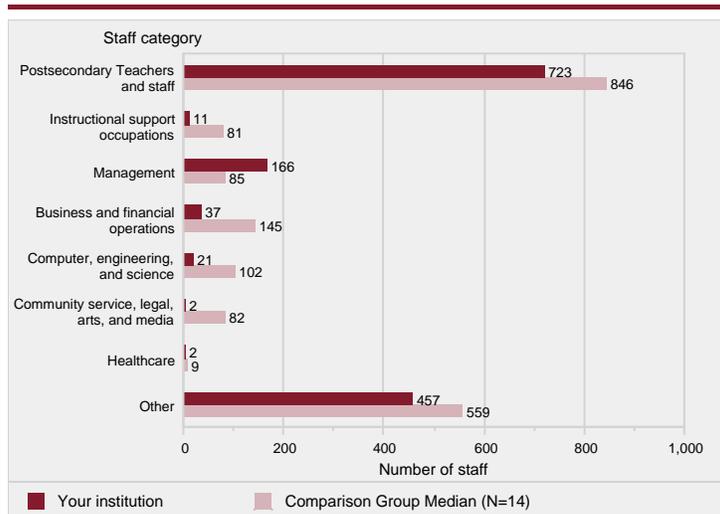
Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2004 cohort
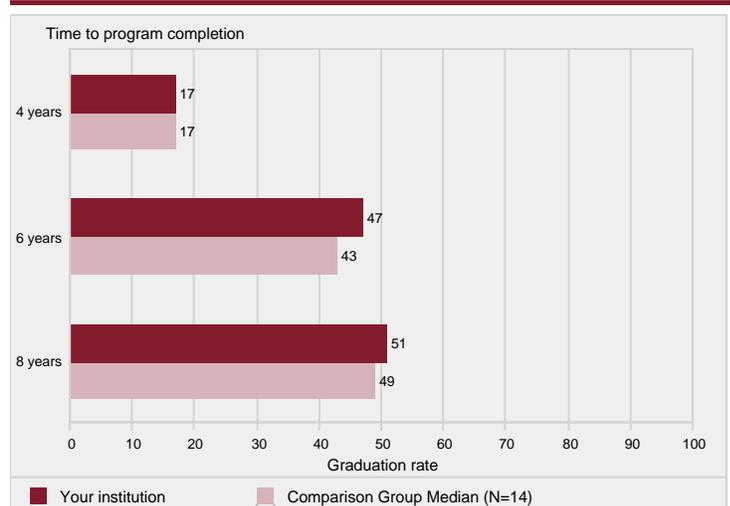
NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, 200% Graduation Rates component.
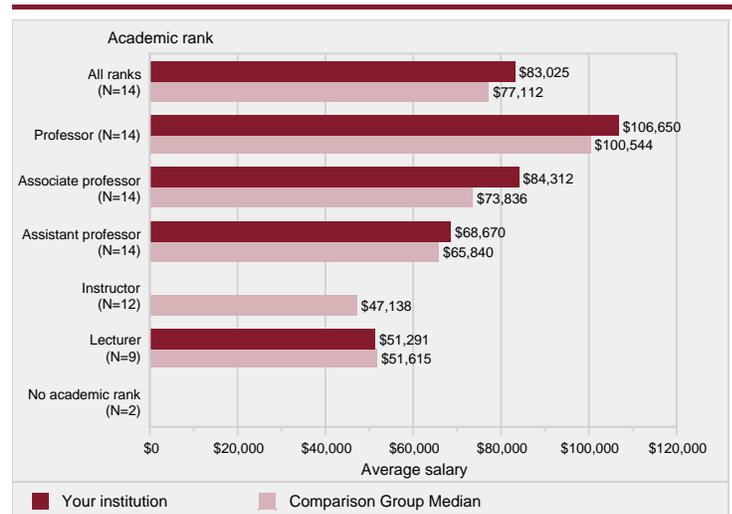
Figure 12. Full-time equivalent staff, by occupational category: Fall 2012

Staff category

Staff category	Your institution	Comparison Group Median (N=14)
Postsecondary Teachers and staff	723	846
Instructional support occupations	11	81
Management	166	85
Business and financial operations	37	145
Computer, engineering, and science	21	102
Community service, legal, arts, and media	2	82
Healthcare	2	9
Other	457	559

Number of staff

NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.
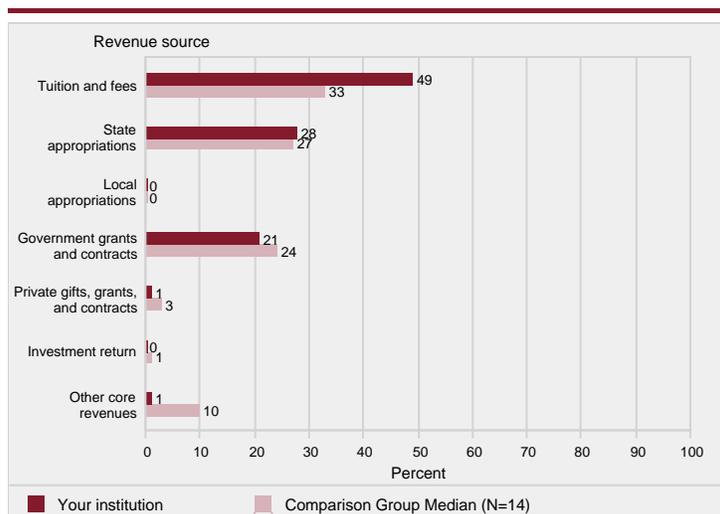
Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2012-13

Academic rank

Academic rank	Your institution	Comparison Group Median
All ranks (N=14)	$83,025	$77,112
Professor (N=14)	$106,650	$100,544
Associate professor (N=14)	$84,312	$73,836
Assistant professor (N=14)	$68,670	$65,840
Instructor (N=12)		$47,138
Lecturer (N=9)	$51,291	$51,615
No academic rank (N=2)		

Average salary

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.
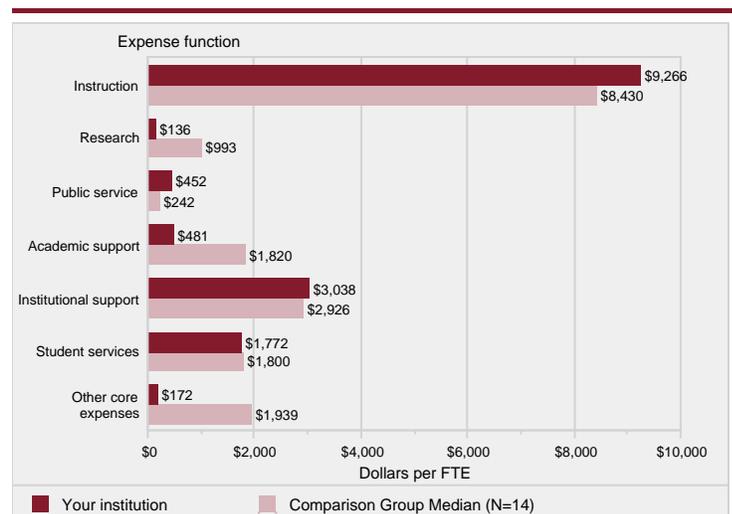
Figure 14. Percent distribution of core revenues, by source: Fiscal year 2012

Revenue source

Revenue source	Your institution	Comparison Group Median (N=14)
Tuition and fees	49	33
State appropriations	28	27
Local appropriations	0	0
Government grants and contracts	21	24
Private gifts, grants, and contracts	1	3
Investment return	0	1
Other core revenues	1	10

Percent

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2012

Expense function

Expense function	Your institution	Comparison Group Median (N=14)
Instruction	$9,266	$8,430
Research	$136	$993
Public service	$452	$242
Academic support	$481	$1,820
Institutional support	$3,038	$2,926
Student services	$1,772	$1,800
Other core expenses	$172	$1,939

Dollars per FTE

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, 12-month Enrollment component and Spring 2013, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2012-13 data collection year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100 percent. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting instituions do no report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

IPEDS DATA FEEDBACK REPORT

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and the number of staff by academic rank and contract length (9-, 10-, 11-, and 12-month contracts). Total number of months covered by salary outlays was calculated by multiplying the number of staff by the number of months of the contract and summing across all contracts length periods. Weighted average monthly salary was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an average salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2012, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those first-time students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.
Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.

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