Kean University MSCHE Self-Study Design

Fall 2020

I. Institutional Overview

Mission

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

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

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

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

Kean University is an interactive university, and the University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts as well as educational and community organizations.

Student Population

Kean University is home to more than 14,000 undergraduate students and 2,000 graduate students, the majority of whom (72.3%) are of traditional college age and female (62.1%). Approximately 82% of Kean students are from New Jersey, with others hailing from New York, Pennsylvania, and other states, as well as more than 100 international students who are studying at Kean's New Jersey campuses. In addition, Wenzhou-Kean University in China has more than 2,000 enrolled students. The race/ethnicity breakdown for the current student

enrollment at Kean University is as follows: 27.6% White; 26.5% Hispanic; 17.5% Black; 20.1% Asian; 1.8% Multi-Race; and 6.4% Not Reported. Kean is designated as a Hispanic Serving Institution (HSI) by the U.S. Department of Education.

More than one-third (34.3%) of Kean's currently enrolled students have transferred from another institution; nearly half (47.4%) are admitted as traditional freshmen; and 18% are admitted into special programs, such as the Exceptional Educational Opportunities (EEO)/Educational Opportunity Fund (EOF) Programs; the Program for Academic Support Services Providing Opportunities to Remarkable and Talented Students (PASSPORT); the Spanish-Speaking Program (SSP); and others. On average, 40% of each incoming freshman cohort identifies as first-generation, and nearly half of Kean students are Pell-eligible.

Kean University serves a highly diversified population of students in order to level the playing field with education as an equalizer for opportunity and continues its commitment to the community by offering projects and programs that serve high school youth, such as Project Adelante and Upward Bound.

Academic Programs and Academic Support

Founded in 1855 as a Normal School for the public school system of the City of Newark, New Jersey, Kean University has a long history of providing affordable and accessible education to a culturally rich and diverse student population. As the institution continued to evolve--from New Jersey State Teachers College (1937) with an exclusive focus on teacher training; to Newark State College (1958) with expanded academic programs and majors; to Kean College of New Jersey (1973), a fully comprehensive institution; and ultimately, to Kean University (1997), the world-class institution of higher education it is today--its core identity remained unchanged: teaching a diverse population of students has been part of Kean's mission since the beginning.

Kean University offers more than 50 bachelor's degree programs, and more than 70 options for graduate study leading to master and doctorate degrees, professional diplomas or certifications, across a full range of academic subjects. Degree programs include various subject areas within the liberal arts, natural sciences, social sciences, health professions, applied sciences, visual and performing arts, as well as in business, architecture, design and teacher education across five undergraduate colleges — the College of Business and Public Management; the College of Education; the College of Liberal Arts; the The Dorothy and George Hennings College of Science, Mathematics, and Technology; and the Michael Graves College — as well as the Nathan Weiss Graduate College; the New Jersey Center for Science, Technology and Mathematics; and Kean Online. Kean University believes in delivering an educational experience that prepares students to think critically, creatively and globally to succeed in the future job market. Kean has locations in New Jersey, a virtual campus through Kean Online, and is the only public American university to offer academic programs in China at Wenzhou-Kean University. At Kean University, we provide our students with a world-class education that prepares them to succeed in a competitive global economy through hands-on innovative curriculum, a full and vibrant campus life, state-of-the art learning environments,

and academic support services and campus resources that continuously evolve to align with their needs.

Current academic and student support services at the University meet Kean students where they are to address the needs of the University's diverse population. Academic support for all students includes subject tutoring by peers and subject matter experts, assistance in public speaking and writing, instruction in the use of free Open Educational Resources, and support for research. These are provided in both in-person and virtual formats by the Nancy Thompson Library Learning Commons at Kean. A 24/7 online chat is available to guide students on using academic and scholarly resources as well academic support services. A variety of frequently offered workshops are also available to students that focus on improving study skills, test taking, how to handle math anxiety as well as a series devoted to Kean's learning management system Blackboard. The Center for Undergraduate Research supports students as they pursue research projects with faculty mentors, guides them from freshman year through graduation, assists them in preparing posters to present their work at professional meetings, and helps them apply for distinguished scholarly fellowships. A newly established Division of Student Success and Retention is built upon long-standing initiatives such as the Step-it-Up intervention program designed to assist students who are struggling academically and newer initiatives such as student-led Supplemental Instruction for courses that traditionally challenge students (e.g., Chemistry).

Students develop academic skills to successfully function in college-level courses in Kean University's Transition to Kean course (initially entitled Freshman Seminar), which has served freshmen for over 30 years. A Transfer Transitions course has a more recent history at Kean. The course is required of all transfer students. It emphasizes scholarly writing and helps facilitate the academic transition to the Kean University community.

Kean University also provides focused support to address the unique needs of segments of our diverse student body. Kean has served EOF/EEO students since 1968 as one of the first institutions in the state of New Jersey to offer the program. In operation since 1992, the PASSPORT program offers similar support to students who do not qualify for EOF funding but who, in all other ways, share similar needs with EEO students. The University is recognized as a Hispanic-Serving Institution with a long history of offering non-native speakers introductory-level courses in Spanish while they simultaneously master English in ESL courses in our Spanish Speaking Program (established in 1972). The work of Kean's Office of Veteran Student Services has merited the highest national ranking of military-friendly large schools.

Kean University has a long tradition of access, opportunity and affordability for students seeking a college degree. Each year, Kean proudly builds on this distinguished history as it stays focused on guiding students to academic and professional success thereby fostering social mobility. For the second year, *U.S. News & World Report* has ranked Kean University as a top-performing school for helping economically disadvantaged students succeed and graduate, and was also named among the most ethnically diverse universities in the northern United States.

New Developments

Response to Covid-19 Pandemic: On March 18, 2020, Kean University transitioned to fully remote instruction as the Governor of New Jersey mandated all of the state's institutions of higher education close. All employees, faculty and students began remote work and instruction through the remainder of the 2020 Spring semester. The unprecedented shutdown, with just two days' notice, impacted university operations for the duration of 2020. The University convened its Emergency Operations Team and immediately began to address emergency operations plans for a pandemic. The President created a Task Force in May, comprised of stakeholders across campus to oversee the reopening of campus. In the face of the uncertainties of the pandemic, all university courses were converted to online formats as part of the Fall 2020 semester planning process.

The state gave approval for all institutions of higher education to hold in-person classes on August 19, 2020. Kean began the Fall semester with all courses starting remotely for three weeks and then beginning face-to-face or hybrid instruction thereafter for select courses. In total, only about 20 percent of courses have some form of in-person instruction for the Fall 2020. Spring 2021 plans will follow the same model, with all classes remote for the first month and the same percentage of in-person or hybrid courses to follow. In addition, the Spring 2021 academic calendar was modified to eliminate the week-long Spring break. As part of the University's reopening plan, a new health and safety committee was created that meets regularly to address ongoing needs of the campus community.

The University's response to the COVID-19 pandemic is ongoing and continuous; we benefit from a strong partnership with Union County that provides a COVID-19 testing site on campus for county residents and the entire Kean University community of students, employees and faculty. As we move forward, the pandemic plays a role in all planning decisions the University is making, both in the short and long term. Despite these challenges, however, the University has maintained steady enrollment: the Fall 2020 incoming class size was relatively unchanged from Fall 2019.

Increased Focus on Student Success and Retention: During the 2018-2019 academic year, the former President established retention as a presidential priority at Kean University, moving the Office of Student Success and Retention (OSSR) under his Strategic Initiatives division. Using a holistic approach to student success, OSSR designed and piloted proactive retention strategies with the ultimate goal of timely graduation. Such strategies include a non-cognitive assessment of student motivation for incoming freshmen; a Supplemental Instruction program to support students in historically difficult gateway courses; a mentoring program that pairs incoming first-generation students with Kean alumni; a CRM early alert and advisement platform that unifies faculty and staff visibility into student performance to provide greater team integration; and a virtual, co-curricular guided path designed to promote active student engagement. Early results of these pilot programs are promising. Despite trends of declining first-to-second year retention rates throughout the nation due to the COVID-19 pandemic, Kean University's retention rate continues to increase.

Transition in Leadership: President Lamont O. Repollet, Ed.D., the former New Jersey Commissioner of Education and a Kean alumnus, became the 18th leader of Kean University in July 2020. Dr. Repollet, in his opening day speech for the 2020-2021 academic year, announced his vision to expand on the success of OSSR through the new establishment of the Division of Student Success and Retention to further support students from enrollment through graduation.

New Strategic Plan: Kean University's new strategic plan, Beyond 2020: Kean University Strategic Plan for 2020-2025, was adopted in June 2020. The Kean University community was engaged in the development of the current strategic plan, submitting suggestions and feedback utilizing a webpage portal. This supplemented the input received by the members of the University Planning Council who represent the many constituencies of the large and diverse university community. The institutional priorities of the Self-Study are aligned with the six goals of the current strategic plan, Beyond 2020, as identified below.

Beyond 2020: Kean University Strategic Plan 2020- 2025 Goals

The University Planning Council (UPC) at Kean University is responsible for developing and assessing the strategic plan of the university. 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. The work of the UPC creates linkages between assessment and resource allocations that serve as a foundation for establishing an integrated, community-based planning process. UPC's membership includes students, faculty, staff and administrators, and represents all divisions, colleges and bargaining units.

Assessment of the strategic plan is an ongoing endeavor rather than a summative activity at the end of the planning cycle. However, at the conclusion of the cycle, the UPC reported on the accomplishments of the Kean University 2013-2020 Strategic Plan. This work contributed to the identification of goals for the current strategic plan, Beyond 2020.

GOAL 1: To position Kean University as an academic focal point of ongoing and transformational post-secondary educational opportunities that prepare students to meet the current and future challenges of our world

GOAL 2: To prepare students for an adaptable 21st-century workforce in which the jobs of the future do not exist today

GOAL 3: To create a transformative student-centered university culture focused on student success from first encounter through graduation and beyond

GOAL 4: To position Kean University as a cultural, economic, and educational epicenter and resource for the entire community

GOAL 5: To establish Kean University as a national center of excellence in human rights and civic engagement that builds upon our institutional commitment to equity, inclusivity and social justice and models for our students their role as contributing citizens of the world

GOAL 6: To secure a financially sustainable university that can successfully face the challenges of the future

II. Institutional Priorities to be Addressed in the Self-Study

The institutional priorities to be addressed in the Self-Study emerged organically from the Kean University mission statement and the goals of the current strategic plan crafted during 2019-2020 by the representative membership of the UPC in collaboration with the entire university community. Proposed by the Executive Steering Committee, shared with the Steering Committee and endorsed by both the former and current Presidents of Kean University, the priorities capture both the historic ideologies and pragmatic aspirations of the university. The institutional priorities are as follows and the tables below identify the alignment of the institutional priorities with strategic plan goals and MSCHE Standards.

Priority 1: EXCELLENCE AND EQUITY

Ensure our commitment to excellence and equity is embodied in our educational practices and services. This priority advances the Kean University mission of dedication to the intellectual, cultural, and personal growth of all its members — students, faculty and professional staff; and "Beyond 2020" strategic goals. To understand the direction of this priority it is helpful to clarify the Kean values of excellence and equity.

At Kean, "excellence" is defined as "meeting, exceeding, or advancing the institutional mission." We define "equity" as "providing a safe and unbiased learning environment in which the promise of achieving social mobility through higher education for all students is fulfilled." The degree to which excellence and equity are embodied in our educational practices and services is a focus of this Self-Study. We perceive these values as key drivers in the pursuit of achieving Kean's strategic goals.

Evaluation of this priority will be integrated within the outcomes assessment activities required by all academic programs and administrative units as part of a commitment to continuous institutional improvement. This will ensure that we continue to provide evidence of the degree to which excellence and equity exist within Kean University's educational practices and services both during the period of the Self-Study and beyond.

Priority 2: UPSTANDERS

Incorporate the importance of community responsibility and integrity in all campus life experiences for our students. Kean is steadfast in its dedication to maintaining a student-centered educational environment that instills a sense of personal commitment to

service, human rights, and social justice. Campus life involves a myriad of activities that the university embraces as teachable moments that inspire students to be upstanders and help those in need, thus fostering a sense of civic engagement during their enrollment at Kean and post-graduation.

Evaluation of this priority will be integrated within the outcomes assessment activities required by all academic programs and administrative units as part of a commitment to continuous institutional improvement. This will ensure that we continue to provide evidence of the degree to which community responsibility and integrity exist within Kean University's campus life experiences for students both during the period of the Self-Study and beyond.

Priority 3: EVOLUTION

Assess existing programs and resources to identify growth opportunities that build on existing capabilities and strengths, including new and/or re-imagined programs, facilities, and instructional sites, to prepare the university for continued evolution. This priority will facilitate positioning Kean University as an academic focal point and educational epicenter as reflected in the newly developed strategic goals, ensuring that Kean University continues to evolve in alignment with students' needs. To maintain financial sustainability and remain a student-centered university, issues related to and consequences of our existing programs and resource capabilities must be a part of this evolution.

Evaluation of this priority will be integrated within the outcomes assessment activities required by all academic programs and administrative units as part of a commitment to continuous institutional improvement. This will ensure that we continue to provide evidence of the degree to which existing programs and resources continue to evolve to meet the needs of our students both during the period of the Self-Study and beyond.

Alignment of Institutional Priorities with Strategic Plan Goals	Institutional Priority 1: Excellence and Equity	Institutional Priority 2: Upstanders	Institutional Priority 3: Evolution
Strategic Plan Goal 1	**X**	**X**	**X**
Strategic Plan Goal 2	**X**	**X**	**X**
Strategic Plan Goal 3	**X**	**X**	
Strategic Plan Goal 4	**X**	**X**	**X**
Strategic Plan Goal 5	**X**	**X**	**X**
Strategic Plan Goal 6	**X**		**X**

Alignment of Institutional Priorities with MSCHE Standards	Institutional Priority 1: Excellence and Equity	Institutional Priority 2: Upstanders	Institutional Priority 3: Evolution
Standard I	**X**	**X**	**X**
Standard II	**X**	**X**	
Standard III	**X**	**X**	**X**
Standard IV	**X**	**X**	
Standard V	**X**		**X**
Standard VI	**X**		**X**
Standard VII	**X**	**X**	**X**

III. Intended Outcomes of the Self-Study

The outcomes for the self-study are to: 1. Demonstrate compliance with all MSCHE Standards for Accreditation and Requirements of Affiliation; 2. Foster an inclusive environment through which all campus stakeholders can engage in a transparent and comprehensive self-assessment; 3. Assess the University's progress in implementing the institutional strategic plan by identifying strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity as they relate to retention, persistence and graduation; an ethos of service; and continued evolution of the institution.

IV. Self-Study Approach

Kean University will use the Standards-Based approach for the Self-Study. Guided by our 2013-2020 Strategic Plan, the University has undergone considerable transformation with the appointment of a new president and the adoption of a new five-year strategic plan. At the MSCHE Self-Study Institute in October of 2019, we were advised to consider using the Standards-Based approach.

V. Organizational Structure of the Steering Committee and Working Groups

A. Self-Study Steering Committee: The Steering Committee shall consist of: the Executive Committee, Working Group Co-Chairs, the Design Team, the Editing Team and the Logistics team.

1. **Executive Committee:** A three-member team comprised of [1] Academic Administrator, [1] Institutional Effectiveness Administrator, and [1] Faculty member. The Executive Committee is responsible for leading all stages of process from charges and self-study design to submission. Each member works to coordinate and support the efforts of 2-3 working groups. The Executive Committee will collectively compile the final study and ensure its timely submission to MSCHE. **Members**: *Sue Bousquet, Vice President, Academic Affairs; Fran Stavola Daly, Professor and Assistant Chair, School of Health and Human Performance; Felice Vazquez, Senior Vice President & Special Counsel*

2. **Design Team**: The Design Team will assist the Executive Committee in designing templates, feedback and input forms, and other tools as needed for a coordinated development of the Self-Study. The Design Team will also take the final, edited submissions from the Executive Committee and develop a visually organized and cohesive format. **Members**: *Craig Coughlin, Special Events Communication Specialist, University Relations; Joey Moran, Creative Director, University Relations*

3. **Editing Team:** The Editing Team assists the Executive Committee in ensuring that the Self-Study is finalized in accordance with requirements of MSCHE, and assists in creating a Self-Study that is coherent, organized and reads in a consistent voice. They will also serve as proofreaders of the Self-Study. **Members**: *Susan Gannon, Acting Director, Office of Research & Sponsored Programs; Carolina Guerra, Communications Graduate Student and Graduate Assistant for University Relations; Margaret McCorry, Director, Media Relations*

4. **Logistics Team:** The Logistics Team will assist the Executive Committee with document gathering, scheduling, coordination and other general logistics required for a successful effort. **Members**: *Mukul Archarya, Associate Director, Office of Accreditation & Assessment; Jeremy Gusset, Graduate Student in the Michael Graves College and Graduate Assistant for Campus Planning; Charles Lartey, Director, Accreditation & Assessment, Wenzhou-Kean University; Tiffany Johnson, Executive Assistant, Office of the Senior Vice President & Special Counsel; Keyiara Boone, Program Coordinator, Liberty Hall; Judy Pena, Confidential Secretary, Office of Academic Affairs*

5. **Senior Leadership Advisory Team:** The Senior Leadership Advisory Team will engage with working group co-chairs and members as they address aspects of Standards and associated lines of inquiry relative to individuals' areas of expertise. **Members:** Karen Smith, Vice President, University Relations; Andrew Brannen, Senior Vice President for Finance; Matt Caruso, Acting Vice President, Student Affairs; Paul Croft, Associate Vice President, Academic Affairs; Maximina

Rivera, Associate Vice President, Student Affairs; Marsha McCarthy, Vice President, Enrollment Services; Stephen Kubow, Associate Vice President, Kean Ocean; Audrey Kelly, Chief of Staff & Executive Director, Board of Trustees

B. MSCHE Standards & Criterion Working Groups

In the interest of engaging in common areas of inquiry and avoiding redundancy, the Steering Committee is comprised of the co-chairs of each of the working groups. The Steering Committee will schedule standing meetings throughout the Self-Study process, and encourage the working groups to interact with one another. In these meetings, the members will update one another on the work, direction, progress and pitfalls of their individual working groups to promote intergroup support for common areas of inquiry and enhance efficiency.

In addition, Kean created a Requirements of Affiliation and an Evidence Inventory working group. These two groups will review all chapters of the Self-Study and will periodically engage with each of the working groups. They will thus have awareness of the bigger picture to support and advise the working groups, Steering Committee and the Executive Committee. Along with the Steering Committee and the Executive Committee, these groups will ensure that working groups receive appropriate oversight and support for evaluation and assessment of MSCHE Standards and the priorities selected for analysis in the Self-Study.

Finally, the members of the Executive Committee will each serve as a designated liaison to two or three working groups and will regularly meet to support a holistic and coordinated effort. Members of each working group are as follows:

1. **Working Group for MSCHE Standard I: Mission and Goals**
   Co-Chairs: *Pat Ippolito, Associate Professor, College of Education; Maryam Raja, Director, High School Partnership Office*
   Members: *Joe Amorino, Program Coordinator, Fine Arts; Conseula Bonillas, Professor, College of Education; Lauretta Farrell, Director, Human Rights Institute; Elvis Gyan, Managing Assistant Director, Student Success and Retention; David Joiner, Associate Professor, STEM: Jennifer Lerner, Associate Professor, School of Psychology; Jane O'Brien, Lecturer and Coordinator, School of Psychology, Kean Ocean; Christina Vazquez, Acting Associate Director, Kean Ocean Admissions; Bridget White, Managing Assistant Director, General Education, Math; Sharon McKenzie, Assistant Professor, College of Education; Lindsey Gonzalez, Undergraduate Business Management Major and Student Organization President*

2. **Working Group for MSCHE Standard II: Ethics and Integrity**
   Co-Chairs: *Claire Mulry, Assistant Professor and Coordinator, Entry Level Doctorate Programs; Christine Thorpe, Dean, Nathan Weiss Graduate College*
   Members: *Laura Haelig, OPRA Custodian, Office of University Counsel; Kristin Ganley, Legal Counsel, Office of University Counsel; Adara Goldberg, Director, Holocaust Resource Center; Adrienne Garro, Professor, Department of Advanced*

Studies in Psychology; Chelsey Jaipersaud, Undergraduate Communications Major and Intern, Kean University Ethics Office; Xurong Kong, Assistant Professor, Department of History; Neva Lozada, Director, Institutional Effectiveness; Joy Moskovitz, Assistant Vice President, Academic Affairs; Kelly Nemeth, Managing Assistant Director, University Counsel; Jennifer Peters, Director, Human Resources; Catricia Shaw, Managing Assistant Director and Deputy Title IX Coordinator; Tamika Quick, Executive Director, Office of Diversity, Equity, and Inclusion

3. **Working Group for MSCHE Standard III: Design and Delivery of the Student Learning Experience**
   Co-Chairs: *Richard Conti, Coordinator, Forensic Psychology Programs and Associate Professor, School of Psychology; Jeremiah Sullivan, Executive Director, School of Communication, Media & Journalism*
   Members: *Bridie Chapman, Executive Director, School of General Studies; Jennifer Crupi, Professor, School of Fine & Performing Arts; Gilda Delrisco, Professor, College of Education, School of Curriculum & Teaching; David Mohney, Dean, Michael Graves College, Architecture & Design; Susan Polirstok, Professor, College of Education, School of Special Education & Literacy; Barbara Ridener, Dean, College of Education; Brian Teasdale, Associate Dean, School of Natural Sciences; Michael Tocci, Associate Dean of Research, New Jersey Center for Science, Technology & Mathematics; Lisa Sisler, Lecturer, English; Wenli Yuan, Associate Professor and Graduate Coordinator, School of Communication, Media & Journalism; Casey Iorio, Undergraduate Criminal Justice Major and Kean Ocean Vice President for Student Organization*

4. **Working Group for MSCHE Standard IV: Support of the Student Experience**
   Co-Chairs: *Juneau Gary, Professor, Counselor Education Department/Ocean Program Coordinator; Gillian Scott, Managing Assistant Director, Institutional Effectiveness*
   Members: *Matthew Kreider, Football Defensive Line Coach, Athletics; Linda Lashley, Managing Assistant Director, EEO Program; Kerrin Lyles, Director, Miron Student Center; Jonathan Mercantini, Acting Dean, College of Liberal Arts; Dianne Mohammed, Registrar, Wenzhou-Kean University; Scott Snowden, Assistant Vice President, Student Affairs; Karen Struthers, Associate Director, Financial Aid; Bala Subramanian, Adjunct Faculty, College of Business & Public Management; Rongsun Pu, Associate Professor, Biology; Brianna Alicchio, Coordinator, Supplemental Instruction; Maria Briffa, Graduate Counseling Major and Graduate Assistant, Office of Student Success & Retention*

5. **Working Group for MSCHE Standard V: Educational Effectiveness Assessment**
   Co-Chairs: *Feng Qi, Associate Professor, College of Science, Math, & Technology; Craig Konyk, Assistant Professor, Michael Graves College, Architecture & Design*
   Members: *Keith Bostian, Dean, New Jersey Center for Science, Technology & Mathematics; Ray Divirgilio, Lecturer, College of Education; Kim-Le Downes,*

Lecturer, School of General Studies; Jessica Goldsmith-Barzilay, Acting Director, Career Services & International Studies; Rose Gonnella, Associate Dean, Michael Graves College, Architecture & Design; Roxie James, Executive Director, School of Natural Sciences; Jean Brown, Retention Coordinator; Laurie Knis, Professor, Department of Occupational Therapy; Pat Morreale, Professor, School of Computer Science & Technology; Timothy Marshall, Assistant Professor and Cardiopulmonary Content Coordinator, School of Physical Therapy; Heaven Vergara, Education Major and Intern for Career Services College of Education Partnership

6. **Working Group for MSCHE Standard VI: Planning, Resources, and Institutional Improvement**
   Co-Chairs: *Bok Gyo Jeong, Assistant Professor and Non-Profit Coordinator, School of Public Administration; Orley Wainberg, Director, Student Accounting*
   Members: *Jessica Adams, Acting Associate Dean, Kean Ocean; Louis Beaugris, Executive Director, School of Mathematical Sciences; Shuli Xu, Vice Chancellor, Wenzhou-Kean University; Rafael Inoa, Assistant Professor, Nathan Weiss Graduate College, Educational Leadership; Dan Mercado, Professional Services Specialist, Facilities; Fajad Mughal, Technician, OCIS-AVT; Robyn Roebuck, Director of Operations, Kean Skylands; Jin Wang, Dean, College of Business & Public Management; Mariann Moran, Assistant Professor, Nathan Weiss Graduate College, Department of Occupational Therapy; Shanice Allen, Student Representative to the Wenzhou-Kean University Board of Directors*

7. **Working Group for MSCHE Standard VII: Governance, Leadership, and Administration**
   Co-Chairs: *Ed Johnston, Associate Professor, Robert Busch School of Design, Michael Graves College; Valerie Winslow, Director, Conference & Events Services*
   Members: *George Chang, Dean, Dorothy and George Hennings College of Science, Mathematics & Technology; Dave Farrokh, Assistant Dean, College of Business & Public Management; Jennifer Gardner, Assistant Professor, Nathan Weiss Graduate College, Occupational Therapy; Ken Green, Associate Vice President for Employee Relations; Robert Kitzinger, Assistant Professor, Nathan Weiss Graduate College, Counselor Education; Holly Logue, Professor, College of Liberal Arts, School of Fine & Performing Arts; Jason Pleitez, Student Trustee, Kean University Board of Trustees; Lauren Mastrobuono, Lecturer, School of Psychology; Eric Yixin Yang, Associate Provost for Academic Affairs and Acting Vice Chancellor for Wenzhou-Kean University; Veysel Yucetepe, Director, MBA Program, Global Business School; Alyssa Carbone, Managing Assistant Director, Conference & Events Services*

8. **Working Group for MSCHE Requirements of Affiliation**
   Co-Chairs: *Gail Verdi, Associate Professor and Executive Director, College of Education, School of Curriculum & Teaching; Jane Webber, Assistant Professor*

and Doctoral Program Coordinator, Nathan Weiss Graduate College, Department of Counselor Education
Members: *Joe Antonowicz, Director, General Accounting; Faruque Chowdhury, Associate Vice President, University Procurement & Business Services; Katsumi Kashida, Managing Assistant Director, Center for International Studies; Joe Marinello, Associate Vice President, Computer & Information Systems; John Raue, Director, Strategic Initiatives; Nicole Rodriguez, Director, Office of Community Standards & Student Conduct; Daniela Shebitz, Executive Director, College of Environmental & Sustainability Sciences; Dongyan Mu, Assistant Professor, School of Environmental & Sustainability Sciences; Gabriella Lapointe, Graduate Special Education Major and Graduate & Part-Time Student Council President*

9. **Working Group for Evidence Inventory**
Co-Chairs: *Franklin Turner, Professor, College of Psychology; Muhammad Hassan, Director of Digital Information Resources, Nancy Thompson Library and Learning Commons*
Members: *Jeff Toney, Provost and Vice President for Research & Faculty; Shiji Shen, Director, Office of Institutional Research; Linda Cifelli, Librarian*

C. Working Group Charges & Lines of Inquiry

<u>Standard I: Mission and Goals</u>

In collaboration with the Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's mission and goals (Standard I). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard I as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of inquiry, the working group for MSCHE Standard I is charged with demonstrating how Kean University's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish; how the University's stated goals are linked to the mission and how it fulfills that mission.

Standard I Lines of Inquiry

1. How does the institution's mission define Kean's purpose with respect to:

   a. the students it serves?
   b. its commitment to excellence, and the fostering of an inclusive environment for all stakeholders?
   c. its commitment to creating upstanders?
   d. its roles and responsibilities as an institution of higher education?
   e. its commitment to continuous improvement and evolution?
   f. student retention, persistence and graduation?

g. its commitment to service?

2. In addition to demonstrating Kean's compliance with MSCHE Standards and Requirements of Affiliation, this Self-Study identifies the following outcomes Kean hopes to achieve through the self-study process:

> *Foster an inclusive environment through which all campus stakeholders can engage in a transparent and comprehensive self-assessment; Assess the University's progress in implementing the institutional strategic plan by identifying strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity as they relate to retention, persistence and graduation; an ethos of service; and continued evolution of the institution.*

How does the University mission link to these stated goals and the goals set forth in the Kean University Strategic Plan?

3. How does the institution fulfill its mission?

4. How does the institution know that Kean's mission and goals are clearly defined such that they are understood by the Kean Community?

5. How did Kean institute collaborative participation in the development of the mission and goals by members of the Kean community who facilitate or are otherwise responsible for institutional development and improvement?

6. How do Kean's mission and goals address external as well as internal contexts and constituencies in furtherance of its institutional priorities of excellence and equity?

7. What is the process by which Kean's mission and goals were accepted or approved by the Board of Trustees? How does the Board of Trustees support the mission and goals of the institution?

8. In what ways have the mission and goals guided faculty, administration, staff and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes?

9. How do the mission and goals address scholarly inquiry and creative activity?

10. How have the mission and goals been communicated, publicized and/or disseminated? How can you demonstrate that they are widely known by the institution's internal stakeholders?

11. How are the mission and goals evaluated? In what ways has the institution engaged in continuous improvement related to the mission and goals?

12. What opportunities for growth and innovation for the future does this process present with respect to the mission and goals to achieve the desired self-study outcomes of generating forward-thinking recommendations for continuous improvement with an enhanced focus on

excellence and equity as they relate to retention, persistence and graduation; an ethos of service; and continued evolution of the institution?

13. In what ways has this group's Self-Study work been an inclusive and transparent process of comprehensive self-assessment?

14. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant Strategic Plan goals? What strengths, aspirations and forward-thinking recommendations for continuous improvement in achieving the Strategic Plan goals and Institutional Priorities emerged?

Standard II: Ethics and Integrity

In collaboration with the Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the ethics and integrity (Standard II). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard II as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of inquiry, the working group for MSCHE Standard II is charged with demonstrating how ethics and integrity are central, indispensable and defining hallmarks of Kean University.

Standard II Lines of Inquiry

1. How does Kean maintain its commitment to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights?

2. How does Kean demonstrate respect and appreciation for community members of diverse backgrounds, with diverse ideas and perspectives? In what ways does the institution foster a climate of respect among students, faculty, staff and administration from all walks of life, particularly in ways that embrace our institutional priority for equity?

3. What does Kean have in terms of a grievance policy to address complaints or grievances raised by students, faculty or staff? How is it documented and disseminated? How does Kean work to address grievances promptly, appropriately and equitably?

4. What evidence demonstrates that the institution's policies and procedures are applied fairly and impartially, including: fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees such that Kean and its employees are well positioned to achieve excellence?

5. What are Kean's policies and practices that guard against conflicts of interest or the appearance of such conflict?

6. Describe how the University works to maintain honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications? How does that contribute to developing an ethos of service and to advancing the University's evolution as defined in Kean's institutional priorities?

7. As appropriate to its mission, services or programs in place, how does the institution promote affordability and accessibility; and enable the students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt?

8. Document the institution's periodic assessment of ethics and integrity, and provide evidence of ethics and integrity related institutional policies, processes, practices, and the manner in which these are implemented. How does this process enable the University to engage in continuous improvement?

9. In what ways has this group's Self-Study work been an inclusive and transparent process of comprehensive self-assessment?

10. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant Strategic Plan goals? What strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

Standard III: Design and Delivery of the Student Learning Experience

In collaboration with the Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's design and delivery of the student learning experience (Standard III). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard III as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of inquiry, the working group for MSCHE Standard III is charged with demonstrating how Kean provides students with learning experiences that are characterized by rigor and coherence at all program, certificate and degree levels, regardless of instructional modality, and that all learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.

Standard III Lines of Inquiry

1. Describe the ways in which Kean University is dedicated to academic excellence and creating safe and equitable learning environments on a level playing field for all students through its certificate, undergraduate, graduate and professional programs and opportunities for

intellectual, cultural and personal growth, resulting in a degree or other recognized higher education credential.

2. By offering quality academic programs and providing a strong foundation of skills so that students may adapt to an ever-changing global job market and workplace environment, how does the institution ensure that the length of the degree program and other credentials is appropriate to promote synthesis of learning and foster a coherent student learning experience?

3. In order to provide a world-class education, defined by the institution as a hands-on innovative curriculum, academic support services and campus resources that continuously evolve to align with student needs, how does the institution ensure that the student experience is designed, delivered and assessed by faculty (full-time or part-time) and/or other appropriate professionals?

4. Demonstrate how teaching excellence is fostered within each of the eight colleges at Kean University through classes led by expert faculty who use effective pedagogical practices and technology. How is excellence further demonstrated in regard to rigor and effectiveness in teaching, assessment of student learning, scholarly inquiry and service?

5. In what ways do evaluation processes ensure that faculty and relevant staff demonstrate mastery of subject matters, effectiveness of teaching, scholarly and/or creative abilities, effectiveness in University and Community Service and continuous growth?

5. How does the institution ensure that there are an appropriate number of faculty and relevant staff in alignment with its mission of providing a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community?

6. How does the University provide faculty and staff with opportunities, resources and support for professional growth and innovation in scholarly abilities and effectiveness in University and community service? Provide evidence that these opportunities are utilized.

7. Describe the applicable policies, procedures and processes by which faculty are reviewed. What processes or practices are used to ensure it is done equitably utilizing clear and fair criteria? How does the University inform the faculty about the review process?

8. How does the University clearly and accurately describe its quality academic programs, including opportunities for experiential learning, such as career internships, research activities, and global education, in official publications of the institution in a way that students are able to access, understand and follow degree and program requirements and expected time to completion?

9. How do the institution's state-of-the-art classrooms, laboratories, simulation labs and other facilities to promote learning serve as resources to support both the institution's programs of study and students' academic progress?

10. How does experiential learning, including career internships, research activities, and global education, provide sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress?

11. How does the University's general studies program help students find their path to a major and career through new areas of intellectual experience?

12. Through immersion in a culturally rich and diverse community, how does the University's general studies program expand students' cultural and global awareness and cultural sensitivity?

13. How does the University's general studies program (as a free standing program and/or incorporated into the academic disciplines) prepare students to think critically and creatively in order to make well-reasoned judgments outside as well as within their academic field?

14. As a result of active participation in the general studies program, demonstrate how Kean University students:

a. are exposed to new areas of intellectual experience;
b. exhibit an expanded cultural and global awareness and cultural sensitivity through immersion in a culturally rich and diverse community;
c. are prepared to make well-reasoned judgements outside as well as within their academic fields through evidence of a strong foundation of skills.

15. How does the University's general studies program instill an ethos of service so that students learn the importance of accountability, community responsibility, service and integrity?

16. What opportunities does the University provide to support its mission to grow the research enterprise with an emphasis on faculty-student research for the development of research, scholarship and independent thinking?

17. How do programs involving third-party providers of student learning ensure that such learning opportunities are designed, delivered and assessed adequately and appropriately?

18. Describe how the University engages in periodic assessment of the effectiveness of programs providing student learning opportunities that enable the University to engage in continuous improvement.

19. In what ways has this group's Self-Study work been an inclusive and transparent process of comprehensive self-assessment?

20. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant strategic plan goals? What strengths, aspirations, and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

Standard IV: Support of the Student Experience

In collaboration with the Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's support of the student experience (Standard IV). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard IV as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of Inquiry, the working group for MSCHE Standard IV is charged with demonstrating the ways in which the Kean recruits and admits students consistent with its mission and educational offerings; and how Kean's commitment to student retention, persistence, completion and success is demonstrated through support systems that enhance the quality of the learning environment, contribute to the educational experience and foster student success.

Standard IV Lines of Inquiry

1. Identify Kean University policies, processes and programs relevant to the admission, retention and facilitation of success for students from diverse backgrounds and perspectives including but not limited to:

a. policies and procedures regarding evaluation and acceptance of transfer credits; credits awarded through experiential learning opportunities including career internships, research activities and global education opportunities; prior non-academic learning; competency-based assessment; and other alternative learning approaches;
b. policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

2. How does the institution apply ethical standards and instill an ethos of service as well as communicate the importance of accountability, community responsibility, service and integrity to these important functions? What evidence demonstrates that they are clearly communicated?

3. How does the institution clearly communicate accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment and refunds?

4. How does the institution work to admit and provide access to a quality comprehensive, affordable education to students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission including:

a. clearly stated ethical policies and processes to admit, retain and facilitate the success of students;
b. a process by which all students are further prepared and supported in

    i. receiving a quality academic degree, developing a strong foundation of skills and appropriate educational goals;
    ii. engaging in experiential learning opportunities including career internships, research activities and global education opportunities;
    iii. Immersion in a culturally rich and diverse community which enhances their local and global awareness;
    iv. orientation, advisement and counseling programs to enhance retention and guide students throughout their educational experience toward timely graduation;
    v. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions and post-completion placement.

5. What policies, guidelines and practices help the University ensure that athletics, student life and other extracurricular activities are regulated by the same academic, fiscal and administrative principles and equitable procedures that govern all other programs?

6. Does Kean University utilize third party providers to design and/or deliver support services? If so, what does Kean do to ensure these services are reviewed for adequacy by appropriate individuals at the institution?

7. Describe and demonstrate Kean University's assessment of programs supporting the student experience that enable the University to engage in continuous improvement?

8. In what ways has this group's Self-Study work been an inclusive and transparent process of comprehensive self-assessment?

9. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant strategic plan goals? What strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

Standard V: Educational Effectiveness Assessment

In collaboration with the Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's educational effectiveness assessment

(Standard V). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard V as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of Inquiry, the working group for MSCHE Standard V is charged with demonstrating the ways in which the institution assesses student learning and achievement to demonstrate that Kean students have accomplished educational goals consistent with their program of study, degree level, Kean's mission and appropriate expectations for institutions of higher education.

Standard V Lines of Inquiry

1. What evidence demonstrates the University's clearly stated educational goals to offer quality academic programs and provide a strong foundation of skills at the institution and degree/program levels?

2. How are these goals interrelated with one another? How does Kean incorporate educational experiences relevant to these goals and to Kean's mission, more specifically:

a. through experiential learning opportunities including career internships, research activities, and global education opportunities;
b. in immersion of culturally rich and diverse communities, which enhances a student's local and global awareness.

3. How does Kean use data management to organize its systematic assessments of student learning conducted by faculty and/or appropriate professionals?

4. How does Kean ensure that the institution has defined meaningful curricular goals that align with its mission to offer quality academic programs by expert faculty in state-of-the-art facilities, with defensible standards for evaluating whether students are achieving those goals?

5. How does the University prepare students in a manner consistent with Kean's mission to offer quality academic programs and provide a strong foundation of skills for post-graduation employment, meaningful lives consisting of community engagement and service, and, where appropriate, further education? What data demonstrates the extent to which Kean is meeting these goals?

6. What Kean systems support and sustain ongoing assessment of student achievement and communicate the results of this assessment to stakeholders?

7. How does the University consider and use assessment results for the continuous improvement of educational effectiveness consistent with the institution's mission to:

a. assist students in improving their learning;
b. improve pedagogy and curriculum;

c. review and revise academic programs and support services;
d. plan, conduct and support a range of professional development activities;
e. plan and budget for the provision of academic programs and services;
f. inform appropriate constituents about the institution and its programs;
g. improve key indicators of student success, such as retention, graduation, transfer and placement rates;
h. implement other processes and procedures designed to improve educational programs and services.

8. Does Kean have any educational services designed, delivered or assessed by third-party providers? If so, describe Kean's system of providing appropriate institutional review and approval of assessment of these services.

9. How does Kean assess the effectiveness of its assessment processes intended to improve educational effectiveness?

10. In what ways has this group's Self-Study work been an inclusive and transparent process of comprehensive self-assessment?

11. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant strategic plan goals? What strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

Standard VI: Planning, Resources, and Institutional Improvement

In collaboration with the Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's planning, resources and institutional improvement (Standard VI). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard VI as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of Inquiry, this working group for MSCHE Standard VI is charged with demonstrating how Kean's planning processes, resources and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI Lines of Inquiry

1. In its pursuit of excellence, equity, evolution and continuous improvement, what processes does Kean utilize to identify institutional objectives, both institution wide and for individual units, that are:

a. clearly stated;
b. assessed appropriately;
c. linked to mission and goal achievement;
d. reflect conclusions drawn from assessment results.

2. How does Kean use these identified institutional objectives for planning and resource allocation including the provision of support to increase retention, persistence and timely graduation of students?

3. How does Kean document its planning and improvement processes including relevant communications, constituent participation and the use of assessment results?

4. How does Kean align financial planning and budgeting with the institution's mission and goals? What evidence is used in these processes?

5. Describe the processes by which Kean links resource allocation to the institutional, divisional and department level strategic plans and objectives.

6. What evidence demonstrates that Kean has and maintains fiscal and human resources adequate to support its operations wherever programs are delivered, while safeguarding the financial stability of the institution?

7. What evidence demonstrates that Kean operates and maintains the physical and technical infrastructure adequate to support its operations where programs are delivered, furthering Kean's institutional priority of establishing world-class facilities?

8. What decision-making processes are in place at Kean? How do these processes assign clear lines of responsibility and accountability?

9. How does Kean engage in planning for facilities, infrastructure and technology in pursuit of excellence, equity and evolution?

10. In what ways does Kean's facilities, infrastructure and technology planning work to incorporate consideration of sustainability and deferred maintenance, and how is this planning linked to the institution's strategic and financial planning processes?

11. Does Kean receive an annual independent audit confirming financial viability? What evidence documents follow-up on any concerns cited in the University's annual audit and its accompanying management letter?

12. What strategies are used to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals, while safeguarding the financial stability of the institution?

13. How does Kean periodically assess its own planning, resource allocation, institutional renewal processes and availability of resources to position itself for continuous improvement in attainment of its goals and priorities?

14. In what ways has this group's Self-Study work fostered an inclusive and transparent process of comprehensive self-assessment?

15. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant strategic plan goals? What strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

Standard VII: Governance, Leadership, and Administration

In collaboration with the Steering Executive Committee and the Executive Committee Liaison, this group works to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's governance, leadership and administration (Standard VII). Utilizing the General Guide and the Kean University Self-Study Institutional Priorities, this working group identifies and analyzes supporting evidence on Standard VII as well as applicable Requirements of Affiliation. The group reports results and offers opportunities for future innovation.

In responding to the below lines of inquiry, the working group for MSCHE Standard VII is charged with demonstrating that Kean is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students and the other constituencies it serves. Further, the working group is charged with demonstrating that even where supported by or affiliated with governmental, corporate, religious, educational systems or other unaccredited organizations, that Kean maintains education as its primary purpose, operating as an academic institution with appropriate autonomy.

Standard VII Lines of Inquiry

1. What is the governance structure of Kean?

2. Within Kean's governance structure, what are the roles and responsibilities of:

    a. Board of Trustees
    b. Administration
    c. Faculty and Staff
    d. Students

3. What measures are in place at Kean to provide appropriate transparency throughout each level of the governance structure?

4. What is the legal foundation constituting the Kean University Board of Trustees?

5. What structures and processes are in place at Kean to support the work of the Board of Trustees to serve the public interest, ensure that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning and fiscal well-being of the institution?

6. How does the Board of Trustees operate as an autonomous body with relevant expertise to ensure the accountability, community responsibility, service and integrity of the institution?

7. What evidence documents that trustees carry out their roles as members of the Board with Kean as their primary responsibility -- free of political, financial or other influences that could interfere or provide the appearance of interference with their governing responsibilities?

8. How does the Board and the administration separate their roles and functions such that neither the governing body nor its individual members interfere in the day-to-day operations of the institution?

9. What process(es) is/are utilized by the Board of Trustees to provide appropriate oversight of the quality of teaching and learning; the approval of degree programs and the awarding of degrees; the establishment of personnel policies and procedures; the approval of policies and by-laws; and the assurance of strong fiscal management?

10. What Board policies serve to ensure the financial stability of the institution and ensure that Kean maintains strong financial management with integrity?

11. When does the Board of Trustees review the University's audited financial statements and/or other documents related to the fiscal viability of the institution?

12. How does the Board of Trustees go about their responsibility to appoint and regularly evaluate the performance of the University President?

13. How does the Board of Trustees work to ensure that it is informed in all its operations by principles of good practice in board governance?

14. What is the process by which Kean University leadership ensures compliance with a written conflict of interest policy designed to ensure the impartiality of the governing body?

15. Describe how the Board of Trustees work to support the President in maintaining the autonomy of the institution.

16. Describe the relationship between the President and the Board of Trustees, including the President's appointment and evaluation.

17. What relevant credentials and professional experience(s) does the President possess appropriate to lead an organization such as Kean with a mission to provide students from diverse backgrounds and perspectives with a quality comprehensive, affordable education?

18. Describe how Kean assures that the President has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.

19. Describe how the administration takes responsibility for establishing procedures for assessing the organization's efficiency and effectiveness.

20. Describe Kean's organizational structure including evidence of clearly documented and defined reporting relationships.

21. How does Kean ensure that its administrative members possess the appropriate qualities, skills and characteristics consistent with the mission of the organization and their functional roles and sufficient to assist the President in fulfilling his duties. Examples include skills, time, assistance, technology, and information systems expertise required to perform their duties; regular engagement with faculty and students in advancing the institution's goals and objectives; systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and periodic assessment of the effectiveness of governance, leadership and administration.

22. In what ways has this group's Self-Study work fostered an inclusive and transparent process of comprehensive self-assessment?

23. With respect to the specific lines of inquiry pursued for this Standard, describe the University's progress in implementing the relevant strategic plan goals? What strengths, aspirations and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity have emerged through the process?

MSCHE Requirements of Affiliation

This is one of the several working groups that collaborates with the Executive Committee to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation. Utilizing the General Guide and in coordination with all seven MSCHE Standards-based working groups, this group identifies and analyzes supporting evidence on all 15 Requirements of Affiliation.

This group shall work to demonstrate Kean University's eligibility to maintain Middle States Commission on Higher Education accreditation. The group is charged with demonstrating that Kean fully meets the following Requirements of Affiliation. Evidence related to the below lines of inquiry will be integrated into working group deliverables for Standard II.

MSCHE Requirements of Affiliation Lines of Inquiry

1. What written documentation demonstrates that Kean University is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees as

authorized by an appropriate governmental organization or agency within the Middle States region, as well as by other agencies as required by each of the jurisdictions, regions or countries in which the institution operates?

2. What evidence demonstrates that Kean University is operational, with students actively enrolled in its degree programs.

3. Provide evidence that the institution's representatives communicate with the Commission in English, both orally and in writing.

4. Describe Kean University's compliance with applicable government (usually Federal and state) laws and regulations.

5. What evidence demonstrates that Kean University complies with applicable Commission, interregional and inter-institutional policies?

6. Does Kean University have a mission statement and related goals, approved by its governing board that defines its purposes within the context of higher education.

7. Describe Kean's process for systematically evaluating its educational and other programs. How does Kean share the results ensuring transparency?

8. What demonstrates that Kean's student learning programs and opportunities are characterized by rigor, coherence and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality?

9. How does Kean engage in institutional planning that integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments?

10. What evidence demonstrates that the institution has documented financial resources, funding base, and plans for financial development, including those from any related entities, adequate to support its educational purposes and programs and to ensure financial stability?

11. How has the institution demonstrated a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis?

12. How does Kean University disclose its legally constituted governance structure (including any related entities)?

13. How does the Board of Trustees execute its responsibility for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished?

14. Do the majority of the Board of Trustees members have no employment, family, ownership, or other personal financial interest in the institution?

15. Does the Board of Trustees adhere to a conflict of interest policy that assures that any interests described above are disclosed and that they do not interfere with the impartiality of

governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution?

16. How does Kean University make freely available to the Commission accurate, fair and complete information on all aspects of the institution and its operations including changes in accredited status and levels of governing body compensation, if any?

17. Describe Kean University's core of faculty (full-time or part-time) and/or other appropriate professionals, and their sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Evidence Inventory

This is one of several teams that collaborates with the standards-based working groups, the Steering Committee and the Executive Committee to demonstrate Kean University's compliance with the MSCHE Standards and Requirements for Affiliation. Utilizing the General Guide, this group identifies, analyzes and inventories supporting evidence on all standards and Requirements of Affiliation.

Evidence Inventory Line of Inquiry

1. Does each important assertion of fact within Kean University's Self-Study have supporting evidence linked or attached?

VI. Guidelines for Reporting

The working group charges and lines of inquiry outlined above provide the direction for the deliverables of each working group and their subsequent assessment. The working groups will each submit a status update in narrative form by the end of fall 2020 semester. Working groups will be required to address any gaps in their initial reports by June 2021, at which time the working groups' final drafts are due to the Steering Committee. The Design Team will provide a report template (see Appendix) to the working group co-chairs to serve as a guide as they construct their deliverables. Each working group report will include the following:

1. An introduction through which the working group will indicate how lines of inquiry were addressed and which institutional priorities and Strategic Plan goals are aligned with the respective Standard and charge;

2. An analytical narrative, organized by lines of inquiry, that demonstrates institutional compliance in regard to each question, with associated hyperlinks to the Evidence Inventory as relevant;

3. Identification of areas needing additional information, evidence or further attention;

4. A plan for gathering additional data (if applicable);

5. A conclusion identifying areas of strength, opportunities for improvement and further recommendations for assessment-based analysis in alignment with the respective Standard, institutional priorities and Strategic Plan.

As a result of their evidence-based discussions, working groups will make recommendations. The University community will have the opportunity to provide feedback on all areas of the draft report, especially the recommendations. Following collection of the feedback, the Steering Committee will further vet all recommendations prior to forwarding to the President. The vetting process will assess each recommendation for alignment with institutional priorities and strategic plan goals. Some of these recommendations may be incorporated within the Self-Study report and forwarded onto the Board of Trustees for final review.

After each Working Group's final draft is reviewed by the Steering Committee, the Design Team will compile submitted final drafts from each Working Group into one cohesive document, which will serve as the first draft of the Self-Study Report. This document will be shared with the working groups for additional review and feedback in Fall 2021 prior to the MSCHE Team Chair visit to campus. This draft will also discuss connections among the Standards as well as any collaboration that occurred across working groups. Feedback from the Team Chair will be incorporated into the Self-Study draft by the end of Fall 2021.

The Editing Team will make revisions to the Final Self-Study Report before forwarding it to the Steering Committee, the Executive Committee, and then to the campus for review and feedback. All significant changes to the document will be discussed with members of the Self-Study Steering Committee and incorporated as applicable. The final Self-Study Report will be submitted for review in Spring 2022 (6 weeks prior to the MSCHE Team Visit).

VII. Organization of the Final Self-Study Report

The final Self-Study Report will adhere to the template and associated style guidelines set forth by the Design Team with hyperlinks to referenced documents housed within the Evidence Inventory. The Editing Team will make final revisions to the report prior to submission. The organization of chapters, which mirrors the working group report template is as follows:

Chapter 1: Executive Summary

Chapter 2: Introduction
- Institutional Context
- Rationale and alignment of institutional priorities
- Description of Self-Study process and Standards-Based approach
- Preview of remaining chapters

Chapter 3: Standard I – Mission and Goals
- Introduction of standard
- Evidence and analysis related to respective lines of inquiry

- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities and Strategic Plan

Chapter 4: Standard II – Ethics and Integrity
- Introduction of standard
- Evidence and analysis related to respective lines of inquiry for both Standard II and Requirements of Affiliation working groups
- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities and Strategic Plan

Chapter 5: Standard III – Design and Delivery of the Student Learning Experience
- Introduction of standard
- Evidence and analysis related to respective lines of inquiry
- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities, and Strategic Plan

Chapter 6: Standard IV – Support of the Student Experience
- Introduction of standard
- Evidence and analysis related to respective lines of inquiry
- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities and Strategic Plan

Chapter 7: Standard V – Educational Effectiveness Assessment
- Introduction
- Evidence and analysis related to respective lines of inquiry
- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities and Strategic Plan

Chapter 8: Standard VI – Planning, Resources, and Institutional Improvement
- Introduction of standard
- Evidence and analysis related to respective lines of inquiry
- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities and Strategic Plan

Chapter 9: Standard VII – Governance, Leadership, and Administration
- Introduction of standard
- Evidence and analysis related to respective lines of inquiry

- Areas of strength, opportunities for improvement and innovation, and strategies for continuous improvement and innovation in alignment with the respective standard, institutional priorities and Strategic Plan

Chapter 10: Conclusion

Glossary of Terms

Appendices

VIII. Verification of Compliance Strategy

A separate working group has been created to ensure the University remains in compliance with the MSCHE requirements of affiliation. The compliance-focused working group's co-chairs, also members of the Self-Study Steering Committee, direct the Steering Committee and others regarding collecting and filing compliance-related documentation. The structure of this working group and its respective members are referenced in the MSCHE Standards & Criterion Working Groups section of this document.

IX. Self-Study Timetable

SPRING 2020

Confirm Self-Study Steering Committee Members, Co-Chairs, & Working Groups

Choose Self-Study Approach & Identify Institutional Priorities

Steering Committee Convenes to Identify Working Group Charges

SUMMER 2020

Working Groups Receive Charges & Lines of Inquiry

Working Groups Convene to Begin Work

Steering Committee Meets for Organizational Overview

FALL 2020

Suggested Sources of Evidence Shared with Each Working Group

Working Groups Convene and Provide Status Update Narrative Report

Finalize Draft of Self-Study Design and Submit to MSCHE VP Liaison

MSCHE VP Liaison Virtual Prep Visit to Review Self-Study Design

Revision and Submission of Self-Study Design

SPRING 2021

Working Groups Provide Updates in February, April, June and August

Working Groups Submit Revised Draft June 2021

MSCHE Selects Evaluation Team Chair & Identifies Date for Preliminary Visit

SUMMER 2021

Steering Committee Reviews Working Group Drafts

Design Team Combines Working Group Reports into Preliminary Self-Study Draft

Assigned Working Group Drafts Preliminary Report for Verification of Compliance

FALL 2021

Campus Community Review & Discussion of Preliminary Self-Study Draft

Verification of Compliance Preliminary Report Submitted to Steering Committee

Revisions Made to Self-Study Draft & Submitted to MSCHE Team Chair

MSCHE Team Chair Makes Preliminary Visit to Campus

SPRING 2022

Final Draft of Verification of Compliance Report Submitted to Steering Committee

Revisions to Self-Study Based on Feedback from MSCHE Team Chair

Self-Study Final Report Uploaded to MSCHE Portal (6 weeks prior to Team Visit)

Self-Study Final Report Submitted to Visiting Team (6 weeks prior to Team Visit)

MSCHE Team Visit

X. Communication Plan

Kean University MSCHE Self-Study Communication Plan				
Purpose	**Target Audience**	**Methods**	**Schedule**	**Timeline**
To share data, documents and findings	Steering Committee Members and Working Group Members	Face-to-face and virtual meetings; Shared Google Documents	Monthly meetings	Ongoing - Monthly
To inform and obtain feedback from Kean	Students, Faculty, Administration and Staff.	Kean MSCHE Self-Study webpage; blast emails; social	Continuous updates to webpage; blast emails; social media	Fall 2020 Website Launch

University constituencies about the Self-Study process and progress.		media updates; open forum meetings; meetings with student leaders; meetings with University Senate, University Planning Council, Leadership Council.	updates; and open forum meetings. Updates provided as needed at meetings of University Senate, University Planning Council, Leadership Council and Student Leadership organizations.	Email blast(s) and social media updates Begin updates to University Senate, University Planning Council, Leadership Council <u>Spring 2021</u> Email blast(s) and social media updates Open forum meetings Student leader meetings <u>Summer 2021</u> Email blast(s) and social media updates <u>Fall 2021</u> Email blast(s) and social media updates Open forum meetings <u>Spring 2022</u> Email blast(s) and social media updates
	Board of Trustees	Kean MSCHE Self-Study webpage; reports at meetings of the Board of Trustees	Updates at all Board of Trustees meetings.	<u>Fall 2020</u> Board of Trustees Meeting Report <u>Spring 2021</u> Board of Trustees Meeting Report <u>Summer 2021</u> Board of Trustees Meeting Report <u>Fall 2021</u> Board of Trustees Meeting Report

				<u>Spring 2022</u> Board of Trustees Meeting Report
	Alumni and Community at-large	Kean MSCHE Self-Study webpage; blast emails to alumni	Continuous updates to webpage; blast emails; social media updates; and open forum meetings.	<u>Fall 2020</u> Website Launch Email blast(s) and social media updates <u>Spring 2021</u> Email blast(s) and social media updates Open forum meetings <u>Summer 2021</u> Email blast(s) and social media updates <u>Fall 2021</u> Email blast(s) and social media updates Open forum meetings <u>Spring 2022</u> Email blast(s) and social media updates

XI. Evaluation Team Profile

Team Chair: Experience with institutions focused on diversity, equity and inclusion is important, such as Hispanic-serving institutions, historically black colleges and universities. Experience serving first-generation college students, experience serving a college or university with open admission or similarly accessible admissions standards. Experience/knowledge of international campuses and/or initiatives to bridge the divide with respect to under-represented student populations gaining international educational experiences. Experience with an institution that is highly reliant on tuition revenue due to a very small percentage of operations costs being supported by state aid and endowments.

Peer Evaluators: Experience with institutions focused on diversity, equity and inclusion is particularly important, such as Hispanic-serving institutions, Historically Black Colleges and Universities, experience serving first-generation college students, experience serving a college

or university with open admission or similarly accessible admissions standards. Experience/knowledge of international campuses and/or initiatives to bridge the divide with respect to under-represented student populations gaining international educational experiences. Experience with an institution that is highly reliant on tuition revenue due to a very small percentage of operations costs being supported by state aid and endowments.

Institutions that are considered comparable peers: Below is the current comparison group for Kean's IPEDS Data Feedback Report. These institutions were selected using criteria such as school size, PELL %, Minority %, Graduation Rate, etc. by the VPAA office.

1	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	CA
2	CUNY BERNARD M BARUCH COLLEGE	NY
3	CUNY BROOKLYN COLLEGE	NY
4	CUNY HUNTER COLLEGE	NY
5	CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE	NY
6	FLORIDA ATLANTIC UNIVERSITY	FL
7	NEW JERSEY CITY UNIVERSITY	NJ
8	UNIVERSITY OF ALABAMA AT BIRMINGHAM	AL
9	UNIVERSITY OF CALIFORNIA-RIVERSIDE	CA
10	UNIVERSITY OF MEMPHIS	TN
11	UNIVERSITY OF NEW ORLEANS	LA
12	WAYNE STATE UNIVERSITY	MI
13	WILLIAM PATERSON UNIVERSITY OF NEW JERSEY	NJ

Institutions that are considered aspirational peers: New York University, New Jersey Institute for Technology

Institutions that are comparably committed to providing diverse global opportunities for students: Howard University, Rutgers University, New Jersey City University, Morgan State University, Long Island University (Riverhead), College of Staten Island (CUNY)

Institutions whose representatives might present conflicts of interest should they serve on the self-study evaluation team, as outlined in the Commission's policy Conflict of Interest: In reference to the Commission's Conflict of Interest policy for representatives and the following section: "The individual or the individual's institution has a material interest in a particular accreditation outcome based on a significant business or other fiduciary agreement (excluding routine articulation or similar inter-institutional agreements)." Representatives for our Self-Study evaluation team should not be considered from Ocean County Community College.

Kean University's Top Programs by Enrollment: Psychology, Biology, Management Sciences, Criminal Justice, Elementary/Middle/Secondary Education, Communication, Accounting, Computer Science, Physical Education, and Marketing

XII. Evidence Inventory

The institution's strategy was to establish a working group for Evidence Inventory, composed of two co-chairs and two members. The charge of this working group is to assure that each assertion of fact within the Self-Study has supporting evidence. Each of the co-chairs also serve as members of the MSCHE Self-Study Steering Committee to allow regular updates for evidence inventory and to address any requests for specific evidence. Any queries received from other working groups are submitted to a contact person in the Evidence Inventory working group. This working group serves as an information hub for the institution's Self-Study process. It began meeting on a bimonthly basis on July 9, 2020, and will continue to meet throughout the Self-Study process.

Evidence is collected from institutional sources including, but not limited to, the Office of Institutional Research, the Office of Accreditation and Assessment, the Department of Human Resources and the Registrar. If needed, further analysis can be conducted by the Office of Research and Sponsored Programs. Evidence is maintained, managed and regularly updated using Digital Commons, a cloud-based software management system developed by Elsevier, a publisher of academic and scholarly research since 1880. The Digital Commons database is a public resource through which final documents required for the Self-Study process will be made available.

XIII. Self-Study Assessment Plan

How will Kean determine whether this Self Study process worked?

Kean will utilize a range of methods to explore whether the Self-Study process worked and to assess its intended outcomes of the Self-Study. The methods will include a survey to gather feedback from the entire Kean community. Three town halls/open forums will be hosted to hear directly from a range of constituents spread across the globe, both in New Jersey and in Wenzhou, China. Debriefing sessions will be held with the various committee and working group members to gain insights from their direct involvement in the Self-Study. A review of the minutes will be conducted to identify strengths and areas of improvement specifically related to the interworking of the committee/working groups as well as collaboration and coordination among them.

Data collected from these methods will be analyzed to assess the Self-Study process and the intended outcomes. The results will be shared with various stakeholders. Based on the results and feedback, findings and recommendations will be submitted to the University administration to inform Kean's decision making and guide improvement pertaining to policies, procedures and more. Based on the findings, recommendations may also be set forward to guide the next MSCHE Self-Study.

The following Appendix provides a sample working group report template.

KEAN

Self-Study Report

Prepared for the
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

2021 - 2022

Standard I

MISSION AND GOALS

KEAN UNIVERSITY

Standard I: Mission and Goals

Introduction

This report demonstrates Kean University's compliance with the MSCHE Standards and Requirements for Affiliation related to the University's mission and goals (Standard I).

In alignment with Kean University's Institutional Priorities noted below, this working group identified and analyzed supporting evidence on Standard I as well as applicable Requirements of Affiliation.

Kean University's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish; how the University's stated goals are linked to the mission and how it fulfills that mission.

Table 1:

Alignment of Institutional Priorities with MSCHE Standards	Institutional Priority 1: Excellence and Equity	Institutional Priority 2: Upstanders	Institutional Priority 3: Evolution
Standard I	X	X	X
Standard II	X	X	
Standard III	X	X	X
Standard IV	X	X	
Standard V	X		X
Standard VI	X		X
Standard VII	X	X	X

Lines of Inquiry

I. How does the institution's mission define Kean's purpose with respect to:

(a) the students it serves?

(b) its commitment to excellence, and the fostering of an inclusive environment for all stakeholders?

(c) its commitment to creating upstanders?

(d) its roles and responsibilities as an institution of higher education?

(e) its commitment to continuous improvement and evolution?

(f) student, retention, persistence and graduation?

(g) its commitment to service?

II. In addition to demonstrating Kean's compliance with MSCHE Standards and Requirements of Affiliation, this Self-study identifies the following outcomes Kean hopes to achieve through the self-study process:

> *Foster an inclusive environment through which all campus stakeholders can engage in a transparent and comprehensive self-assessment; Assess the University's progress in implementing the institutional strategic plan by identifying strengths, and aspirations, and forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity as they relate to retention, persistence, and graduation; an ethos of service; and continued evolution of the institution.*

How does the University mission link to these stated goals and the goals set forth in the Kean University Strategic Plan?

III. How does the institution fulfill its mission?

IV. How does the institution know that Kean's mission and goals are clearly defined such that they are understood by the Kean Community?

V. How did Kean institute collaborative participation in the development of the mission and goals by members of the Kean community who facilitate or are otherwise responsible for institutional development and improvement?

VI. How do Kean's mission and goals address external as well as internal contexts and constituencies in furtherance of its institutional priorities of excellence and equity?

VII. What is the process by which Kean's mission and goals were accepted or approved by the Board of Trustees? How does the Board of Trustees support the mission and goals of the institution?

VIII. In what ways have the mission and goals guided faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;

IX. How do the mission and goals address scholarly inquiry and creative activity?

X. How have the mission and goals been communicated, publicized and/or disseminated? How can you demonstrate that they are widely known by the institution's internal stakeholders?

XI. How are the mission and goals evaluated? In what ways has the institution engaged in continuous improvement related to the mission and goals?

XII. What opportunities for growth and innovation for the future does this process present with respect to the mission and goals to achieve the desired self-study outcomes of generating forward-thinking recommendations for continuous improvement with an enhanced focus on excellence and equity as they relate to retention, persistence, and graduation; an ethos of service; and continued evolution of the institution.

XIII. In what ways has this group's Self-Study work an inclusive and transparent process of comprehensive self-assessment?

XIV. With respect to the specific lines of inquiry pursued for this Standard, describe the Uni University's progress in implementing the relevant strategic plan goals? What strengths, aspirations, and forward-thinking recommendations for continuous improvement in achieving the Strategic Plan goals and Institutional Priorities emerged?