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### Kean University Monitoring Report (Standards 7 & 14) February 23, 2012

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

Dr. Dawood Farahi, President

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

Date: February 23, 2012

Subject of the Follow-Up Report:

To request a Monitoring Report, due March 1, 2012, documenting that the institution has achieved and can sustain compliance with Standards 7 and 14, including but not limited to the development and implementation of (1) steps taken to promote an institution-wide culture of assessment and evidence; (2) an organized and sustainable assessment process, including direct measures, to evaluate and improve institutional effectiveness with evidence that assessment information is used to gain efficiencies in programs, services, and processes; and (3) an organized and sustainable process to assess the achievement of student learning goals at the course and program levels, with evidence that assessment information is used to improve teaching and learning (Standards 7 and 14).

*If this report follows an evaluation or follow-up visit, indicate*  
Middle States Team Visit, April 17-20, 2011  
MSCHE Action, June 23, 2011

## Introduction

Kean University, located in Union, New Jersey, was founded in 1855 as a Normal School for the public school system of the City of Newark, New Jersey. Kean formally received university status on September 26, 1997, and has maintained accreditation status from the Middle States Commission of Higher Education since 1960. Kean University is a public cosmopolitan university serving highly diverse undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of the approximately 16,000 students enrolled. Of this number, approximately 2,800 are graduate students, the majority of whom attend on a part-time basis. Over half of the students currently at Kean will be the first in their families to obtain a college education. Kean University was the first institution of public higher education in the state's history.

Accountability and assessment have been situated at the very core of Kean University's operational focus. They require that the University's entire operation be centered on delivering excellent academic programs through the implementation quality curricula presented by outstanding faculty, and supported by professional staff. Institutional effectiveness cannot be achieved without a [valid assessment system](#) and measurement instruments that are applied to all academic and non-academic units in a consistent manner over regular intervals. Assessment is not only an accreditation requirement but also an institutional requirement necessary for ongoing program improvement and institutional effectiveness. The following Monitoring Report specifically addresses the Commission's request for Kean to document that we have achieved and can sustain compliance with Standards 7 and 14.

The Kean University Board of Trustees formalized the full implementation of a more robust assessment system in every aspect of the University operations. In June, 2011, the Board adopted a resolution that codifies the requirements for assessment, its consistent application across all University units, and its incorporation in decision-making processes at regular intervals to strengthen programs and services. This [assessment system](#), distributed to all members of the campus community and reported on the University website, directs that uniform assessment permeate the University culture, as an integrative and consistent process tied to the University's mission and that assessment data inform annual budgeting and planning decisions. This is in addition to assessment procedures already in place as well as those related to [discipline specific accreditations](#).<sup>1</sup> Every unit of the University gathers both direct and indirect evidence to measure its effectiveness in meeting the University-wide mission and vision, as well as individual unit-specific goals. To support and sustain a culture of assessment, Kean employs a fully-staffed [Office of Accreditation and Assessment](#) to ensure that assessment processes are understood, implemented, and are fully compliant for decades to come. The Kean community has worked together to achieve and demonstrate that systematic assessment processes are in place to sustain compliance with Standards 7 and 14.

Kean University remains steadfast to its mission, that is, to ensure that operations are student-centered, that student learning reflects a global perspective, and that creative and critical thinking

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<sup>1</sup> The Global MBA program, granted accreditation by the [European Foundation of Management Development Program Accreditation System](#) (EPAS) February 22, 2012, is the first GMBA program to be accredited by EPAS in the US.

are incorporated into learning objectives across disciplines. Implicit in our mission are four broad student learning outcomes that the Kean community addresses according to context. The student learning outcomes of each academic program and the goals and objectives of administrative units and programs that support student learning are aligned with the outcomes defined in the mission, thus assuring that students achieve the targeted outcomes during their years of study at Kean. The mission and goals of the University are also widely distributed, posted prominently in the [About Kean](#) section of the University website, and understood by University leaders, faculty and staff, and students. Institutional programs and resources operate in support of the mission and stated goals, and a system for assessment of student learning and support for student learning has been established and is operational as the next few sections of the Monitoring Report will document.

The following pages describe the institution's response to the Middle States Commission report, June 23, 2011, that called for Kean University to submit a Monitoring Report documenting that the institution has achieved and can sustain compliance with Standards 7 and 14. It was clear that we had to implement an institution-wide, systematic and integrated student learning outcomes assessment plan that 1) utilized assessment outcomes for program improvement and support of student learning; 2) used assessment data to inform budgeting and planning; and 3) was supported by faculty and staff by promoting, embedding, and sustaining a culture of assessment. We began establishing a more clearly articulated system for evaluating student learning and institutional effectiveness in summer 2011, and we have accomplished the work necessary to establish and document a sustainable culture of assessment, rooted in its relationship to program assessment, resource and budget planning, and data-driven decision-making to support and improve student learning across the Kean community. Kean faculty, administrators and staff have come together to implement this sustainable system to document and assess student learning outcomes and services that support and contribute to student learning, and in turn, we are using the data to inform decisions to improve programs and services in order to strengthen student learning outcomes.

As noted above, at the heart of our assessment system is [Kean's Mission](#) and the Kean University Student Learning Outcomes (KU SLOs) as defined in our mission. Kean University students should know and be able to: 1) Think critically, creatively and globally; 2) Adapt to changing social, economic, and technological environments; 3) Serve as active and contributing members of their communities; and 4) Advance their knowledge in the traditional disciplines and enhance their skills in professional areas. At our [Assessment at Kean Conference](#), January 4-6, 2012, Kean faculty and staff worked together in an opening session titled, "Unpacking, defining, describing, aligning, and applying KU Student Outcomes to all programs." Programs and services identified how they supported students to achieve the outcomes. Appendix I provide the indicators of alignment and support across [academic](#) and [non-academic programs](#) for student learning reported at the conference.

It is essential that the institution's mission and student learning outcomes implicit in the mission are clear and that they are woven into each part of the system for assessment—from institutional assessment to academic program assessment to support service unit assessment. Programs, units, and the University Planning Council (UPC) have aligned their work to be mission-minded with the common goal of supporting and improving student learning. The objectives of the [UPC](#)

[strategic goals](#) have been aligned with the university's student learning outcomes (both the 2007-2012 goals and those currently in development). At the program level, non-academic programs have aligned their outcomes to the KU SLOs, and academic programs have aligned program SLOs to KU student learning outcomes resulting in a traceable path documenting student learning and support for improved student learning.

One of the suggestions for Standard 1 from the Visiting Team's Report was to raise the awareness of Kean's mission and outcomes for all stakeholders. All academic programs and administrative units have collaborated in establishing the assessment system so that it is aligned with the student outcomes defined in our mission. The opening conference session in January served to energize and validate this sense of shared ownership of our mission.

### **Progress to Date and Current Status**

In this section of the Monitoring Report, we will describe our progress in satisfying the warnings we received on the two assessment standards (7 and 14). Please note that in addition to the Appendices, we have also hyperlinked text within the report for ease of navigating to the evidence and that statements are clearly substantiated. For each of the two standards, discussion begins with a chart that addresses the elements of the standard by summarizing corresponding evidence of continuous progress and improvements. The chart is followed by a narrative description of our assessment evidence and work, related data, and other documentation of achieved compliance. Evident in the discussion are the essential interrelationships Standards 14 and 7 have with Standards 11, 12, and 13; therefore, a discussion of achievement of the elements of 14 and 7 will also include how we have strengthened compliance with Standards 11, 12, and 13 as well.

At all levels of Kean University, from administration and academic programs to student support services, student learning has taken center stage as an imperative. Our system for assessment, aligned with Kean's mission, is defined by three steps: setting goals, assessing goals, and taking action based on assessment data. With this in mind, this report will begin with Standard 14, Assessment of Student Learning, and our description of how we have established an organized and sustainable process to assess the achievement of student learning goals at the course and program levels in order to validate and/or strengthen the instructional program.

#### Standard 14, Assessment of Student Learning

To begin our discussion of how Kean University is in compliance with Standard 14, we use the Middle States publication, Rubric for Evaluating Institutional Student Learning Assessment Processes, to provide the reader with the accomplishments and evidence Kean can document for each of the rubric's thirteen criteria.

Kean University's Activities and Indicators for Assessment of Student Learning

Criteria for Evaluating Institutional Student Learning Assessment Processes	Evidence of Meeting Middle States' accreditation standards and expectations
<p>Institutional leaders demonstrate sustained—not just one-time or periodic—support for promoting an ongoing culture of assessment and for efforts to improve teaching.</p>	<ul style="list-style-type: none"> <li>• Board of Trustees Resolution mandating Program Assessment (June 2011)</li> <li>• <a href="#">Academic Program Review</a></li> <li>• <a href="#">Non-Academic Program Review</a></li> <li>• President's Leadership Cabinet (Unit VPs) and the <a href="#">VPAA Council of Deans</a> (see <a href="#">minutes</a> of Council of Deans)</li> <li>• Office of Assessment and Accreditation – <a href="#">Associate Director</a> hired (Fall 2011)</li> <li>• Consulted with nine experts in higher education assessment; Faculty Development Network and Tenure Track Faculty Network <a href="#">workshops</a> for improved teaching</li> <li>• <a href="#">SIR II</a> data</li> <li>• Looking forward: Yearly Assessment Retreat planned (UPC, Admin., Faculty Senate Assessment Committee – See Appendix II, Institutional Assessment Communication Plan)</li> <li>• <a href="#">Spring 2012 workshops</a> based on data from post-Assessment at Kean Conference <a href="#">survey response item</a>.</li> </ul>
<p>Clear statements of expected learning outcomes at the institutional, unit, program, and course levels have been developed and have appropriate interrelationships.</p>	<ul style="list-style-type: none"> <li>• Alignment of Kean Student Learning Outcomes (as defined in the mission) with the SLOs in every program and mapped onto their core courses</li> <li>• For Undergraduate programs: GE SLOs aligned with Program SLOs (See all <a href="#">Program Assessment Plans</a>)</li> <li>• <a href="#">Academic Policies for Adjuncts</a> include course level expectations for course objectives and program student learning outcomes.</li> </ul>
<p>Those with a vested interest in the learning outcomes of the institution, program, or curriculum are involved in developing, articulating, and assessing them.</p>	<ul style="list-style-type: none"> <li>• Implementation Committee for Standards 7 &amp; 14 was formed in June 2011 with representation from all divisions and colleges.</li> <li>• <a href="#">College and program assessment work groups, summer and Fall 2011</a></li> <li>• <a href="#">Assessment workshops</a> and other professional development opportunities for faculty about assessment of student learning and related assessment practices</li> </ul>

	<ul style="list-style-type: none"> <li>• Required program assessment meetings 2x/week Sept. &amp; Oct. 2011 (see <a href="#">Minutes from Dean's Council Meetings</a> beginning Aug 2011)</li> <li>• Newly Formulated Faculty Senate Assessment Committee to review and recommend additions and changes to the Program Review, insuring that courses have the required assessment built in, etc.</li> <li>• <a href="#">January, 2012 Assessment at Kean Conference</a></li> </ul>
<p>Statements of program-level expected learning outcomes are made available to current and prospective students.</p>	<ul style="list-style-type: none"> <li>• In online <a href="#">university catalogue</a> and <a href="#">Office of Accreditation and Assessment website</a></li> </ul>
<p>Course syllabi include statements of expected learning outcomes.</p>	<ul style="list-style-type: none"> <li>• University Curriculum Committee insures that all capstone syllabi have program SLOs as part of the expected learning outcomes (<a href="http://syllabus.kean.edu">http://syllabus.kean.edu</a>) (username: ftest -- password: test01)</li> </ul>
<p>Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.</p>	<ul style="list-style-type: none"> <li>• In ALL programs (GR and UG) benchmark criteria established in the development of rubrics in capstone and culminating assessments to measure program SLOs</li> <li>• In UG programs, assessments and SLOs are aligned with <a href="#">GE learning outcomes for oral and written competencies</a> that were developed using national benchmarks of college level rigor for measuring achievement of GE competencies</li> </ul>
<p>Multiple measures of student learning, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions.</p>	<p>Direct evidence includes:</p> <ul style="list-style-type: none"> <li>• <a href="#">GE rubrics</a> to assess written and oral presentation competencies in the capstone courses</li> <li>• <a href="#">Institutional Data via standardized tests: CAAP, SAILS, MAPP</a></li> <li>• Program SLOs assessed in the capstone courses</li> <li>• Scores/pass rates on tests (i.e., Praxis I &amp; II)</li> </ul> <p>Indirect evidence includes:</p> <ul style="list-style-type: none"> <li>• SIR-II</li> <li>• NSSE</li> <li>• Graduating Student Survey</li> <li>• Course grades</li> <li>• <a href="#">Student participation in research</a></li> <li>• Honors, awards, <a href="#">scholarships</a></li> </ul>

Criteria for Evaluating Institutional Student Learning Assessment Processes	Evidence of Meeting Middle States' accreditation standards and expectations
The evidence of student learning that has been collected is clearly linked to expected learning outcomes.	<ul style="list-style-type: none"> <li>• Program <a href="#">Assessment Reports</a> (Jan. 2012) targeting of actionable items for program improvement for Sp '12</li> <li>• <a href="#">GE data collection and assessment report</a></li> <li>• <a href="#">GE data</a> provided to programs</li> <li>• Graduating Student Survey data provided to programs</li> </ul>
Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change.	<ul style="list-style-type: none"> <li>• January 2012: Assessment Activities to Close the Loop incorporated into the <a href="#">Assessment at Kean Conference</a></li> <li>• <a href="#">February 2012</a>: Summary across program Assessment Reports (Fall 2011) provided to UPC and Senate Assessment Committee to make recommendations based on review of data.</li> <li>• Assessment results are on the Office of Accreditation and Assessment website.</li> <li>• <a href="#">COE program coordinators met FA/11</a>. Data-driven decision to do inter-rater reliability training based on variability of scores between supervisors and faculty capstone instructors</li> <li>• Faculty Senate Assessment Committee is among key stakeholders involved in data-driven decision-making.</li> </ul>
Student learning assessment results have been used to improve teaching and by institutional leaders to inform planning and budgeting decisions.	<ul style="list-style-type: none"> <li>• Within the <a href="#">Academic Program Review</a> guidelines, there is a specific section designed for programs to identify their needs throughout the next budget cycle</li> <li>• Programs and work units meet during annual university assessment retreat (<a href="#">Jan 4-6, 2012</a>), compiling and analyzing results of the year's work, formulating recommendations for program and work unit improvement. (Beginning May, 2012, University assessment retreat will be held annually on the Friday following Undergraduate Commencement.)</li> <li>• For example, Lecturer lines were established as a result of data about student learning in GE courses. More F/T instructors needed to improve teaching and consistency across GE foundation courses (FA'11 implementation).</li> </ul>



	(see Figure 1 for <a href="#">Academic Assessment Map</a> and Appendix II for Institutional Assessment Communication Plan)
In any areas in which the above are not yet happening, concrete, feasible, and timely plans are in place.	<a href="#">Academic Program Review Cycle</a> <ul style="list-style-type: none"> <li>• <a href="#">Institutional Assessment Communication Plan</a> (Appendix II)</li> </ul>
Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate.	<ul style="list-style-type: none"> <li>• Academic Program Review Cycle</li> <li>• Assessment data are gathered from all academic programs even during non-review years</li> <li>• On-going process to review program assessment efficiency and effectiveness within fall semester program meetings and yearly Institutional Assessment Retreats</li> </ul> <p>(See Figure 1 for Academic Assessment Map and Appendix II for Institutional Assessment Communication Plan)</p>
There is sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.	<ul style="list-style-type: none"> <li>• Program Assessment Plan System</li> <li>• <a href="http://www.kean.edu/KU/Academic-Assessment-">http://www.kean.edu/KU/Academic-Assessment-</a></li> <li>• Institutional Assessment Communication Plan, Appendix II</li> </ul>

Upon receiving warning on Standard 14, the Board of Trustees took quick action to approve a Board Resolution aimed at supporting program assessment including defining expectations for achieving an institution-wide culture of assessment. Throughout the 2011 summer months, academic programs better articulated their student learning outcomes, aligned program outcomes to Kean’s mission and outcomes for its students, and clarified the direct and indirect measures to assess achievement of outcomes. [Program assessment plans](#) also describe the process for using the data to inform program decisions and analyze program data in relation to improving and supporting student learning at the program, college, and institution levels. Figure 1 shows the map for how the student learning data are collected, analyzed, and used to inform practice and program improvement aimed at enhancing student learning in closing the loop activities at the program, college, and institution levels. (See [Figure 1](#).)

Academic Program Assessment follows this framework: Each [Program Assessment Plan](#) includes (1) program mission, (2) assessment process, (3) defining Student Learning Outcomes (SLOs) aligned to the Kean University Student Learning Outcomes (KU SLOs), and (4) Direct (at the capstone/culminating level) and Indirect Measures to assess achievement of the SLOs. Next, programs completed Curriculum Maps of program SLOs mapped onto program’s core courses, and Assessment Reports are completed each semester to close the loop and document program’s use of data to inform programmatic decisions. There is also an Academic Program Review 3-year cycle where, according to the program review guidelines, programs are required

to submit a formal program review not only to their Dean, but also to the University Planning Council, to the Office of Accreditation and Assessment, and to the VPAA office. Once yearly, these key stakeholders and others from across the institution will come together to review data and make recommendations for actionable items, which to the maximum extent possible will receive resources and budgetary support for program improvement. (See Appendix II Institutional Assessment Communication Plan.)

General Education (Standard 12) is an essential academic program that has significant implications for assessment of student learning. The University mission places special emphasis upon the formation of students as critical thinkers. Attainment of student proficiency in critical thinking impacts every academic program across the University. To this end, all undergraduate programs must include a capstone course to measure goals for both the General Education program as well as for the specific disciplinary programs. (See assessment data and an action plan for the [School of General Studies](#).) Specifications for all courses in either the foundation or distribution areas of General Studies require special attention to critical thinking skills. Two standard tests measuring critical thinking skills—the ETS Proficiency Profile and the College Assessment of Academic Proficiency—are among the instruments that were piloted in the fall 2011 semester by the University’s Office of Accreditation and Assessment to assess student learning outcomes related to critical thinking in the General Studies program. As noted, much work has been done to articulate, align, and integrate General Education Student Learning Outcomes (GE SLOs) across undergraduate programs. Each academic undergraduate degree program aligned their program SLOs with the GE SLOs (see any of the Program Assessment Plans for the work done to align program SLOs with the student learning outcomes for the School of General Studies). Appendix III provides the [General Education Student Learning Outcomes and the GE Action Plan, 2011-2015](#). The action plan includes measures for assessing achievement of these goals as well as describes the plan for collecting institution-wide data to assess for achievement of General Education Student Learning Outcomes over the course of the GE program including at the capstone level. In fall 2011, data was collected from capstone courses that assessed students’ levels of oral and written competencies (GE SLOs S1 and S2) upon graduation. Also in Fall 2011, GE oral and written presentation skills were also assessed systematically in our freshman seminar course (Transition to Kean) and the sophomore-level General Education Foundation Course (Research & Technology). In addition, students are assessed on written presentation skills in the GE Foundation course (English Composition) through the English Department and on oral presentation skills in the GE Foundation Course (Speech Communication as Critical Citizenship). At our January 2012 [Assessment at Kean Conference](#), GE faculty and staff analyzed the data to determine the degree to which GE SLOs were met, identified trends, and discussed implications and identified actionable items (see [General Studies Assessment Report](#)). Programs were also provided the GE data collected in their capstones and were used as part of each program’s closing the loop activities.

Reorganizing General Education into a more cohesive and comprehensive [School of General Studies](#) and the system established for measures of attainment of goals and student learning have significantly strengthened the institution’s compliance with Standard 12, and with the fundamental elements in the Basic Skills category of Standard 13, Related Educational Activities, as well. Not only have we taken steps to strengthen basic skills, but also, through the

assessment of GE SLOs in key transition points, work has also been done to better prepare students for college-level work before enrolling in credit-bearing courses.

This [Academic Assessment](#) link provides the opportunity to look at the Assessment Reports data collected in their capstone courses and data from other sources, including scored samples of student work, and used the data to inform program decisions, making meaningful modifications, and taking action where needed to improve student learning. As the [Academic Assessment Map](#) in Figure 1 illustrates, that information also is shared with the appropriate college Dean and then with the Vice President of Academic Affairs. Once yearly there will be an Assessment Retreat, (see [Institutional Assessment Communication Plan](#), Appendix II) where the unit heads, the deans, the Faculty Senate Assessment Committee, and the University Planning Council will meet to review data and make recommendations for resource and budget allocations to the President. The Assessment Reports also serve to record and document program improvements and necessary resources for programs as they work to complete their formal Academic Program Review, which is on a three-year cycle. (see Appendix IV: [Academic Program Review](#)).

As guided by MSCHE, there must be “sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely.” To that end, we have implemented specific measures to achieve sustainability of the assessment system as described above and displayed below.

Plans that support sufficient engagement, momentum, and simplicity in current assessment practices to provide assurance that assessment processes will be sustained indefinitely, including support for promoting an ongoing culture of assessment.

- End of semester [Assessment Reports](#) ([template and procedure](#) provided for programs)
- Throughout each Fall and Spring semester, ongoing workshops and support sessions for faculty and non-academic programs on assessment practices sponsored by the Office of Accreditation and Assessment and the Center for Professional Development (see Appendix V for workshops held in Fall 2011 and for Spring 2012 offerings)
- Assessment retreats planned yearly (See [Institutional Assessment Communication Plan](#))
- 3-year [Academic Program Review Cycle](#) implementation
- 3-year [Non-Academic Unit Program Review Cycle](#)
- Office of Accreditation and Assessment has full-time professional staff (Interim Director and Associate Director) as well as a commitment from Graduate Assistantship Director to provide on-going Graduate Assistants to assist with data analysis and survey administration
- Clear, simple criteria for program assessment
- [Alumni surveys](#)
- [Appointments to Standing Committees: University Accreditation Committee and Academic Assessment Committee; Yearly elections to the Faculty Senate Assessment Committee](#)

The progress made and development of the system of assessment described above also serves to further strengthen compliance with specific fundamental elements of Standard 11, Educational Offerings. We have defined and articulated observable institutional/program level/course level learning outcomes aligned to Kean’s mission and stated as undergraduate and graduate program outcomes; program outcomes are in our catalogue and course outcomes are stated on program syllabi; and we have also instituted a three-year program review cycle.

Standard 7: Institutional Assessment

The most useful way to document the additional progress made to achieve and sustain compliance with Standard 7 is to provide the evidence confirming that the fundamental elements required for effective institutional assessment have been addressed. The chart below delineates the activities and evidence completed to date.

Activities and Evidence Related to Institutional Assessment

Fundamental Elements of Standard 7	Indicators of Activities and Evidence
<ul style="list-style-type: none"> <li>● Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Kean University Assessment System</a> (academic and non-academic programs)</li> <li>● Every academic and non-academic program/department/unit has identified a mission, goals and objectives, assessment measures, and an assessment process. Direct feedback into and interrelationships with planning and budget. (<a href="#">See Figure 2</a>)</li> </ul>
<ul style="list-style-type: none"> <li>○ A foundation in the institution’s mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another</li> </ul>	<ul style="list-style-type: none"> <li>● All institutional, unit-level, and program-level goals are aligned with the KU Mission’s student learning outcomes and outcomes for the support services as defined in the mission.</li> <li>● Direct measures of overarching institutional goals for access and excellence as evidenced through assessment of operational indicators.</li> </ul>
<ul style="list-style-type: none"> <li>○ Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: <ul style="list-style-type: none"> <li>□ maximize the use of existing data and information;</li> <li>□ clearly and purposefully relate to the goals they are assessing;</li> <li>□ are of sufficient quality that results can be used with confidence to inform decisions;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Data measuring GE SLOs in Composition, Speech Communications, Research &amp; Technology</a></li> <li>● <a href="#">Capstone courses data using GE Rubrics Written/Oral.</a></li> <li>● <a href="#">Institutional data via standardized tests: CAAP, SAILS, MAPP.</a></li> <li>● Institutional indirect measures: <a href="#">NSSE</a>, <a href="#">Graduating Student Surveys.</a></li> <li>● <a href="#">Office of Institutional Research</a> maintains database of data</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Program Assessment Plans</a> with defined Assessment Process to collect data from Direct and Indirect measures of student learning and attainment of program Student Learning Outcomes and loopback to program improvement.</li> <li>• Non-academic programs gather quantitative data through surveys and use the database to capture other measures.</li> <li>• Dissemination of University data via <a href="#">the Institutional Report Card</a>.</li> </ul>
<ul style="list-style-type: none"> <li>○ Support and collaboration of faculty and administration;</li> </ul>	<ul style="list-style-type: none"> <li>• The University held a <a href="#">series of workshops</a> throughout the summer 2011 for all non-academic and academic programs to establish mission, goals, student learning outcomes and a framework for assessment.</li> <li>• Throughout the fall semester, the academic departments have met to discuss and refine such plans. (<a href="#">Minutes of Dean’s Council</a>)</li> <li>• The School of General Studies offered workshops on its university-wide rubrics throughout fall 2011.</li> <li>• The Office of Accreditation and Assessment continues to hold a <a href="#">series of workshops</a> on various assessment topics each semester.</li> <li>• <a href="#">Spring 2012 workshops</a> based on data from post-<i>Assessment at Kean Conference</i> <a href="#">survey response item</a>.</li> <li>• On-going, in-person and web-based support for collecting program assessment data provided by the <a href="#">Office of Accreditation and Assessment</a>.</li> <li>• Ongoing training from various departments including the Center for Professional Development, <a href="#">Office of Research and Sponsored Programs</a>, and others.</li> <li>• Specific training for units are available upon request, e.g., specific training has occurred in Human Resources, Student Affairs, CAS &amp; SGS.</li> <li>• More than 300 faculty and staff have participated in assessment activities and training to date.</li> <li>• VPAA Blog: <a href="#">Kean’s Accreditation Activities</a> and <a href="#">Assessment at Kean Conference Blog</a></li> </ul>
<ul style="list-style-type: none"> <li>○ Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources;</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Institutional Assessment Communication Plan</a> created (Appendix II).</li> <li>• <a href="#">Office of Accreditation and Assessment</a> established in Sept. 2009 and fully operational.</li> </ul>

Fundamental Elements of Standard 7	Indicators of Activities and Evidence
<ul style="list-style-type: none"> <li>○ Sufficient simplicity, practicality, detail, and ownership to be sustainable;</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Program Assessment Plans</a> generated by each program and the cycle for program assessment are supported with program data collected at the end of each semester to inform the every-three year review process. Program assessment/review guidelines have been established.</li> </ul>
<ul style="list-style-type: none"> <li>○ Periodic evaluation of the effectiveness and comprehensiveness of the institution’s assessment process;</li> </ul>	<ul style="list-style-type: none"> <li>● The <a href="#">Institutional Report Card</a> provides insight into the internal indicators of effectiveness.</li> <li>● The Institutional Report Card is aligned to the University’s mission and the current strategic plan.</li> <li>● The <a href="#">University Planning Council</a> now has five (5) standing committees designed to gather ongoing evidence in areas such as strategic planning, environmental scanning, facility usage, enrollment management and the University’s report card.</li> <li>● The <a href="#">University Planning Council</a> has a reporting process designed to publish findings in an ongoing basis.</li> <li>● All program reviews (non-academic and academic) are reviewed by the University Planning Council, therefore linking program review to a major, representative unit on campus for planning and resource allocation purposes.</li> </ul>
<ul style="list-style-type: none"> <li>● Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal to improve and gain efficiencies in programs, services and processes, including activities specific to the institution’s mission (e.g., service, outreach, research);</li> </ul>	<ul style="list-style-type: none"> <li>● Revamped the University Planning Council to now take a more active role in monitoring the latest strategic plan and to incorporate assessment data findings.</li> <li>● The revamped <a href="#">University Planning Council</a> has standing subcommittees designed to inform decision making on a variety of areas including enrollment, facilities environmental scanning and the University Institutional Effectiveness Report Card.</li> <li>● Faculty Senate Assessment Committee is among key stakeholders involved in data-driven decision-making.</li> <li>● Assessment reports excerpted from the meeting minutes of the <a href="#">Council of Deans</a>.</li> </ul>
<ul style="list-style-type: none"> <li>● Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Institutional Assessment Communication Plan</a> Developed (Appendix II).A new strategic plan is in development.</li> <li>● A <a href="#">Facilities Master Plan</a> is in place.</li> <li>● <a href="#">Enrollment Management Plan</a> through 2020 is</li> </ul>

	<p>phasing in as part of an institutional technology plan.</p> <ul style="list-style-type: none"> <li>• Evidence is used to evaluate the 2007-2012 Strategic Plan. (see <a href="#">Appendix VI</a>)</li> <li>• All <a href="#">non-academic programs have measurable and clearly articulated objectives</a>. Data from these plans will be used to inform current activities including budgeting and loopback.</li> </ul>
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Work to document compliance with Standard 7 has addressed the suggestions made by the MSCHE Visiting Team in its report. Of the three suggestions made under this standard, the first one was for Kean to develop a simplified model of institutional assessment with appropriate metrics. The [Academic Assessment Map](#) (Figure 1) shows the assessment processes and flow of information regarding student learning as derived from data collected, analyzed, and used for programmatic decisions. The model of the [System for Institutional Assessment](#) illustrated in Figure 2 represents, not only the interrelationships between academic assessments and the non-academic programs and units that support student learning, but it also provides the information about the metrics and the opportunities for data to inform planning and resource allocation at the institutional level. (Figures 1 & 2 follow the List of Appendices, p.16.)

The second suggestion made by the Visiting Team called for a University-wide assessment data warehouse to be established that is accessible, contains agreed-upon elements, and is updated on a consistent annual basis. To that end the [Institutional Report Card](#) has been developed. The offices of Institutional Research, Accreditation and Assessment, and the University Planning Council Report Card sub-committee have established the metrics that will be used in assessing the institutional effectiveness yearly, and the data and reports found on the [Office of Accreditation and Assessment](#) and the [Institutional Research](#) websites help to round out the response to the Visiting Team's second suggestion.

The third suggestion was for the University to provide more opportunities for assessment training to the Kean community and that departments and units be recognized that demonstrate best practices in support of student learning. The combined efforts of the Office of Accreditation and Assessment and the Center for Professional Development took this suggestion to heart. Appendix V provides a list of the assessment workshops offered in summer and fall 2011, as well as those planned for Spring 2012. Most of the programs offered are available as webinars and YouTube videos for those faculty and staff that were unable to attend sessions or for additional support for any community member (see the link to the [YouTube channel for Kean Assessment](#) also in Appendix V). Looking ahead to the close of AY 2011-2012 and beyond, the Office of Accreditation and Assessment, now with a fulltime Associate Director joining the staff, has plans for adding yearly assessment retreats that will offer the opportunity for programs to be featured and formally recognized for excellence by the administration and the community, to their existing library of on-going virtual and face-to-face workshops.

The Visiting Team offered three recommendations for Standard 7. First, the team recommended that Kean designs and implements a University-wide assessment system process to generate

evidence of the University meeting the aspirations of its mission statement. Not only have all programs and units, academic and non-academic, aligned their outcomes with Kean's mission, but the goals of the Strategic Plan and the evidence they provide for achievement of its outcomes are also aligned with the Kean student outcomes as stated in Kean's mission. Appendix VI is Evaluation of Strategic Plan 2007-2012, the document that summarizes to date the evidence, as derived from the current Strategic Plan, that the goals of the Strategic Plan are mission-minded and aligned with the Kean Student Learning Outcomes. Finally, the team in its first recommendation asked that Kean establish clear guidelines and realistic timelines for implementing institution-wide assessment. The discussion up to this point in the Monitoring Report in concert with Figures 1 and 2 and the [Institutional Assessment Communication Plan](#) all serve as documentation that Kean is responsive to the Visiting Team's specific feedback.

The Team's second and third recommendations for compliance with Standard 7, have already been addressed in this report. The Team recommended that key performance indicators of Institutional Effectiveness should be established. The [Institutional Report Card](#) serves that purpose. The final Team recommendation called for administrative support for assessment and the empowering of all units and programs in the community to articulate outcomes and be accountable for them. As this report has described, senior management has been completely responsive to this feedback. The culture of assessment at Kean has been re-ignited with renewed energy across the institution, and the resources and support for assessment practices has been strong. Moreover, the overall process of assessment has facilitated conversations between faculty and staff from different disciplines, colleges, and administrative offices, which have strengthened the sense of mission and purpose at Kean University.

## **Conclusion**

To summarize, since receiving warnings on Standards 7 and 14 in June 2011, Kean has been proactive in its response. At the time of the Self Study, an internal survey of the Kean community was conducted and 81 percent of respondents stated that they conducted regular assessment, yet we had not provided sufficient documentation of a comprehensive, articulated system of assessment of student learning and institutional effectiveness. In this report, we provide the evidence that we are true to our mission, and that every one of our programs has clear and measureable educational outcomes and that we systematically and regularly assess these outcomes in order to improve the quality of our curriculum, our instruction, and our programs ultimately leading to more effective student learning and better prepared graduates. The process has now been institutionalized and woven through every component of the University.

Despite meeting the standard on General Education, we have added a new layer of assessment to General Education to ensure consistency and compatibility with University-wide efforts. We assess and document annually that we are meeting the components of creative and critical thinking in all our General Education requirements. This complements our assessment of GE foundation courses, GE disciplinary and interdisciplinary distribution requirements, and our GE-major capstone courses.



Kean has also been responsive to the suggestions made by the Visiting Team for each of the standards reviewed in the report. Appendix VII provides our [Responses to Visiting Team Suggestions Chart](#) to document the actions taken in response to the team's suggestions by standard. In addition, we utilized the experience of external experts in the field of assessment in higher education to review the Monitoring Report and we incorporated a number of recommendations and suggestions pertinent to the work of the university community to meet the elements and achieve compliance with Standards 7 & 14. Perhaps our best evidence that we have established a University-wide culture of assessment in every division and in every unit of Kean University, is in the system that assures that the flow of information resulting from assessment data is used to inform budget and planning. The diagram in Figure 2, the Institutional Assessment Communication Plan, and the examples of how we have used assessment information to inform budgeting and planning (see Appendix VI) are provided to illustrate how use of assessment data have already led to improvements as key personnel analyze data and recommend actions that include suggestions for budget and planning. We have in place a sustainable assessment system aligned with the institutional mission and focused on achievement of student learning outcomes, and have established within the system, a clear plan for supporting and maintaining the process.

### **List of Appendices**

Appendix I: Indicators of support for KU student learning outcomes reported at the January conference on Assessment at Kean -- [Academic Programs](#); [Non-Academic Programs](#)

Appendix II: [Institutional Assessment Communication Plan](#)

Appendix III: [General Education Student Learning Outcomes and the GE Action Plan, 2011-2015](#)

Appendix IV: [Academic Program Review Cycle](#) Guidelines

Appendix V: [List of Assessment Workshops and Opportunities for Professional Development including Office of Accreditation and Assessment YouTube link](#)

Appendix VI: Evaluation of [2007-2012 Strategic Plan with objectives for each goal aligned with KU Student Learning Outcomes](#)

Appendix VII: [Chart of Suggestions by Standard from the Visiting Team and Kean University's Actions for Continuous Progress](#)

**Kean University System for Assessing Student Learning Standard 14 (Including integration with Standard 12)**

Figure 1

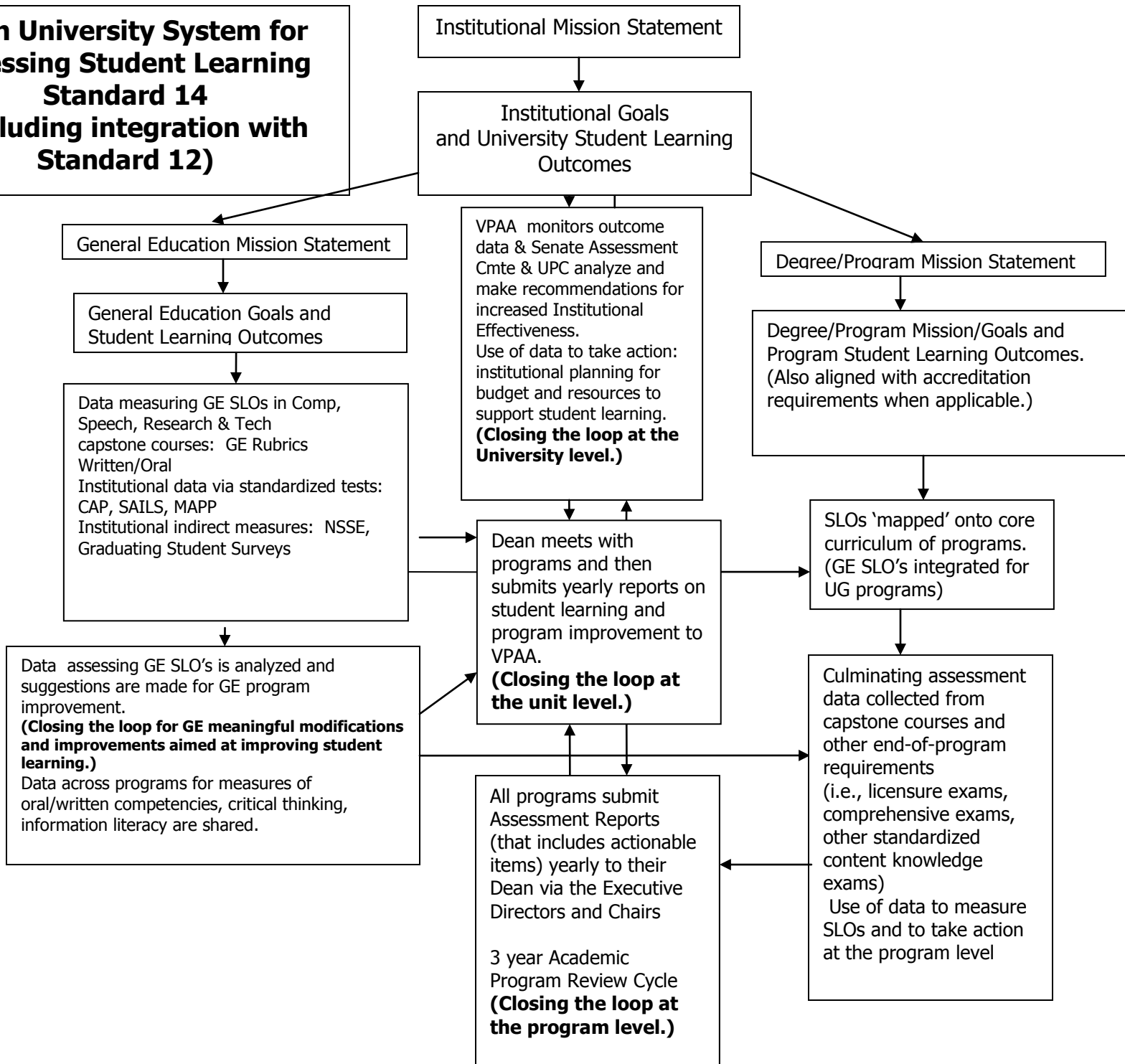


Figure 2

