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2018-2019 Administrative Divisions Annual Assessment Results and Recommendations Report

Division: Academic Affairs

Provost and Vice President for Research and Faculty: Jeffrey H. Toney, PhD
Vice President for Academic Affairs: Suzanne Bousquet, PhD

Section 1: Summary of the State of the Division

A. Overall Summary of Academic Year 2018-19

Consistent with the Kean University 2013-2020 Strategic Plan, the Division of Academic Affairs continues to expand and strengthen academic initiatives to provide our students with the best education possible.

New program offerings include the following:

- B.S. Community Health Education
- B.A. Global Studies
- B.A. Therapeutic Recreation
- M.A. Marriage and Family Therapy (from Professional Diploma)
- OTD Occupational Therapy Doctorate
- Ph.D. Counseling and Supervision

New program options include the following:

- MA Special Education, Applied Behavioral Analysis and Autism Spectrum Disorders
- BS Computer Science, Cybersecurity
- BS Information Technology, Cybersecurity
- BA Mathematical Sciences, Actuarial Science
- B.S. Biology, Forensic Science
- B.S. Chemistry, Forensic Science
- B.S. Computer Science, Data Science Option

A new minor was created in Exercise Science and Design Thinking, a Post Master's Certificate in Digital Leadership and Credit Granting Special Offering and a Pre-Professional Non-Degree Program in Architecture was approved.

The BFA Studio Art: Photography Option was discontinued; instead, photography is offered as a specialization under the general BFA in Studio Art. The BA in Asian Studies and the MA in Reading Specialization suspended admissions; both are undergoing revision.

Consistent with new state legislation, 107 undergraduate programs were revised to require a maximum of 120 semester hours for baccalaureate degree completion (a limited number of exceptions were granted for certification or accreditation reasons). While the law was limited to students who newly enrolled in Fall 2019, all undergraduates will be given the opportunity to benefit from this reduction. Since registration for the Fall 2019 semester took place in the Spring 2019 semester, faculty were prepared through multiple communications regarding how best to advise both new and continuing students. It is anticipated that these changes will increase the attractiveness of academic programs at Kean University as well as reduce the time to graduation.

Office of Accreditation and Assessment:

New Accreditation Acquired:

AOTA American Occupational Therapy Education (Doctoral Degree Developing/Candidacy Status)

New Accreditation Candidacy Granted:

ACGC Accreditation Council for Genetic Counseling

Accreditation Self-Study/Review/Renewed:

CIDA Council for Interior Design (Self-Study Completed)

CAATE Commission of Accreditation of Athletic Training Education (10-year Renewal)

CSWE Council on Social Work Education (Reaffirmation June 2019)

CAPTE Commission on Accreditation in Physical Therapy Education (Doctoral Degree Self-Study and Accreditation Review)

Accreditation Discontinued:

NASPAA National Association of Schools of Public Affairs and Administration (August 2019)

The Office of Research and Sponsored Programs (ORSP):

ORSP continued to enhance engagement with faculty to support submission of proposals for external funding for research including student involvement. The total funding received for fiscal year (FY) 2019 was \$9.354 M. Eighty-one proposals were successfully submitted in 2019. There were five Hispanic-serving Institutions (HSI) program opportunities announced during FY19. Five proposals were submitted to four of the five HSI programs. Four capacity-building proposals were submitted: two National Science Foundation Major Research Instrumentation proposals, one Department of Defense Equipment proposal, and one S-STEM program. A collaborative approach to proposal development has been successful in increasing the numbers of proposals submitted, as shown in the table below.

Research Proposals Submitted by Faculty		
	2018	2019

College of Business and Public Management	1	4
College of Education	2	5
College of Liberal Arts	5	5
College of Natural, Applied and Health Sciences	12	23
Michael Graves College	2	1
Nathan Weiss Graduate College	6	7
New Jersey Center for Science, Technology and Mathematics	3	3

Research Days continued to show record-breaking participation by students. Participation from the Michael Graves College increased over 500% from 21 (2018) to 128 (2019). Participation at Kean USA increased from 800 (2018) to 1,076 student presenters and from 125 (2018) to 155 faculty mentors. *With 400 students from WKU participation, the total student engagement for AY 18-19 was 1,476.* Attendance at the various Research Days events increased in every category as compared to 2018, as measured by the percentage of students who reported attendance on the post-event survey:

Research Days Event	2018	2019
Keynote presentation	4%	9%
Faculty presentations	6%	15%
Student poster session (not presenting)	50%	61%
Student oral presentation (not presenting)	21%	24%

Nancy Thompson Learning Commons (NTLC):

The NTLC continued its transformation to become a 21st century Learning Commons. Student attributes and risk were considered in terms of number served across the direct student support service areas (i.e. Tutoring, Writing, and Public Speaking) and in relation to "foot traffic" counts for the NTLC facility. Data show that over 6,000 visits/appointments were held with the majority in Tutoring (56%) followed by Writing (29%). Of all service engagements 1,219 were first- year students (~20%) with 27% of those visits being unique first-year students. Overall usage of the services rose by 26% from the F18 to Sp19 term and was related to the extensive outreach efforts made in the former term. Peak activity was found in April 2019 with each semester's peak activity falling roughly in the middle to later middle portion of each term (i.e. October, April), the traditional "midterms" period of the semester. In April, of the 40,575 foot traffic volume, 639 accessed Tutoring, 343 Writing, and 56 Public Speaking services (total of 1,038). This demonstrates that usage of the NTLC space itself is key to students and represents staff/other interactions in a vibrant interactive setting.

The NTLC has implemented several systems planning for AY2019-20: e.g., Online Chat, Survey, Ticketing system, Digital SARS, Updated Blackboard LEARN Module, Text help, Online tutoring, E-Support, and E-ref to enhance the student learning experience and improve student support services. This will help NTLC provide what students are looking for and allow NTLC to be more proactive in meeting and anticipating student needs while playing a pivotal role as a partner and facilitator/collaborator across the campus community and related programs.

Kean University Colleges:

The Division of Academic Affairs constantly monitors program enrollments. Overall enrollment at all locations increased slightly (0.7%) with a 1.3% increase in first-time students. FTEs also increased by 2.3%.

The Colleges of Business and Public Management, Liberal Arts, Michael Graves College, the Nathan Weiss Graduate College and the New Jersey Center for Science, Technology and Mathematics all experienced increases in enrollments (see Table 1). The College of Education showed a decrease in enrollment (8.1%) and the College of Natural, Applied and Health Sciences Nathan Weiss Graduate College also experienced a slight decrease in enrollment (5.8%).

Table 1. Enrollment Data		
College	Fall 2017	Fall 2018
CBPM	4729	4861
COE	2387	2194
CLA	3522	3630
CNAHS	2645	2492
MGC	574	660
NWGC	1320	1523
NJCSTM	167	191
Undeclared	675	574

Enhancing recruitment, retention and graduation rates is a top priority and we continue to pursue strategies and best practices to better serve our students. At the beginning of the 2018-2019 academic year, all General Studies faculty were relocated to a renovated

collaborative office on the first floor of the Center for Academic Success (CAS) where, in addition to faculty office space, a full-service One Stop was re-established and joins a newly expanded Office of Student Success and Retention. The first floor of CAS now provides an attractive space where first-year undergraduates receive advisement from the General Studies faculty, and where all students can add and drop classes, consult with a Financial Aid officer, and receive other information vital to their continued success. In addition to its convenient central location on the Union campus, the suite of services enables offices from several divisions – Academic Affairs, Enrollment Management, and Planning and Special Initiatives – the ability to jointly serve the multifaceted needs of students.

To better inform students of their progress in courses, a university-wide early academic alert system was created for undergraduate students. Students receive information about their work within a course that can include both quantitative information (e.g., a grade of the work thus far completed by the student), qualitative information (e.g., comments about progress) and, if applicable, referral to support services such as the Writing Center. If referral is made to a support service, the appropriate office is notified and provides outreach to the student. In addition, the student’s academic advisor receives reports for each advisee so that additional outreach and support can be provided; the student’s progress reports also informs the academic advisement that faculty provide in anticipation of planning the next semester’s academic schedule.

Tables 2, 4, 6, 8, 10 and 12 present data from the Fall 2018 University Profile provided by the Office of Institutional Research. Tables 3, 5, 7, 9, 11, and 13 present data compiled by the Office of Institutional Research for Academic Program Review 2016-2017 Report (January 22, 2019); unless otherwise indicated, average second-year retention rates are based upon first-time full-time undergraduate cohorts from 2013, 2014, 2015, 2016, and 2017 cohorts and average 5-year graduation rates are based upon first-time full-time undergraduate cohorts from 2010, 2011, 2012, and 2013 cohorts.

College of Business and Public Management (CBPM)

The CBPM has the highest aggregate enrollment among all colleges at the University across all three locations (see Table 1) and has shown an increase in enrollment over the last five years (Office of Institutional Research, Fall 2018). Exceptions to this are noted in the undergraduate programs in Accounting and Public Administration. See Table 2. CBPM showed a one-year increase of 3.6% in first-time full-time freshmen at US campuses, and CBPM freshmen enrollment is the highest at the University with 789 students at the Union and WKU campuses. CBPM also has the highest number of incoming transfer students of any college, and has three of the top ten undergraduate degrees conferred at the Union and Ocean campuses (Management, Criminal Justice, and Accounting).

Table 2. CBPM Enrollment Data

Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BS Accounting	526	-9.8	-4.0	228.8
BS Finance	301	-7.7	57.6	129.8
BS Marketing	321	-4.5	5.2	186.4
BS Management	1,019	15.8	22.3	534.3
BS Global Business	126	-10.0	93.8	13.3
BA Public Admin	125	-2.3	-11.3	113.6
BA Criminal Justice	815	5.4	9.0	305.6
MBA Global Management	90	21.6	20.0	35.3
MS Accounting	43	-2.3	13.2	28.0
MA Criminal Justice	11	37.5	-38.9	6.5
MPA Public Administration	94	-7.8	-35.2	66.8

At the graduate level, enrollments have increased in the MBA Global Management program (90) and remain healthy in the MPA Public Administration (94). Enrollments have continued to be moderate in the MS in Accounting (43) while the MA in Criminal Justice is critically low (11) .

The Wenzhou Kean Business School carries 67% of the total enrollment at WKU.

Second year retention and five-year graduation rates need to be improved. See Table 3.

Table 3. CBPM Retention and Graduation

Program	Average % 2 nd Year Retention	Average % 5-Year Graduation
BS Accounting	60.9	23.9
BS Marketing	55.9	22.2
BS Finance	69.6	33.4
BS Management	55.2	22.8
BS Global Business	65.0 ¹	n/a
BA Public Administration	78.3	34.2
BA Criminal Justice	58.4	28.2

¹ Based on 2014, 2015, 2016, and 2017 cohorts

College of Education (COE)

Measures to enhance enrollment and marketability such as the elimination of single certification programs in the COE continue to be evaluated in an effort to address declining enrollment trends. Table 4 presents enrollments by undergraduate program in COE. Strategic recruitment efforts continue as exemplified in the implementation of Tomorrow’s Teachers (a NJ-based organization with a membership of 300 NJ high schools) and the Future Teacher Academy (a pre-college initiative).

Continued declines in undergraduate enrollments can be seen in Table 4.

Table 4. COE Enrollment Data

Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BA Early Childhood Ed	308	-4.3	-17.0	35.2
BA E/M/S Ed	458	-5.2	-23.3	104.3
BS Physical Ed & Health	398	-6.4	-13.1	210.2
BA Recreation Therapy	107	-23.6	-27.2	72.2
BA Therapeutic Recreation	29	n/a	n/a	14.6
BS Athletic Training	201	-9.5	4.1	32
BA Teacher of Students with Disabilities	220	-25.9	-38.0	36.8
BA Theatre Teacher Cert	10	100.0	-9.1	n/a
BA Fine Arts Teacher Cert	20	-23.1	11.1	n/a
BA Spanish	41	0.0	-19.6	62.6
BA Music Ed	35	-10.3	-39.7	n/a

At the Graduate level, enrollment in Instruction and Curriculum (69) declined; the decline in enrollments in Early Childhood Education (51) and Special Education (164) have stabilized. Enrollment in the MA in Exercise Science is stable (27) but small. The MA in Reading Specialization suspended admission while curriculum revision is under consideration.

Table 5. COE Retention and Graduation Data

Program	Average % 2nd Year Retention	Average % 5-Year Graduation
BA Early Childhood Ed	59.5	9.2
BA E/M/S Ed	54.1	12.0
BS Physical Ed & Health	54.9	19.0
BA Recreation Admin	78.1	52.3
BA Recreation Therapy	n/a	n/a
BS Athletic Training	43.5	13.7
BA Teacher of Students with Disabilities	65.2	27.8
BA Theatre Teacher Cert	55.0	20.8
BA Fine Arts Teacher Cert	57.5 ¹	n/a
BA Spanish	40.0	2.1
BA Music Ed	69.4	16.9

¹ Based on 2014, 2015, 2016, and 2017 cohorts

College of Liberal Arts (CLA)

Overall enrollment in CLA has remained relatively stable over the past three years (Table 6). Course Section FTE data identify the major role of the College in their offerings of General Education foundation and distribution courses.

Table 6. CLA Enrollment Data

Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BA Communication	607	-1.9	11.2	633.9
BA English	261	-7.1	-25.4	792.2
BA History	238	-0.8	-25.6	395.6
BA Asian Studies	8	60.0	100.0	5.4
BA Psychology	1,276	2.7	-4.9	908.0
BS Psychology/Psych Rehab	105	-1.9	2.9	20.4
BA Economics	45	-10.0	-18.2	178.1
BA Political Science	89	-2.2	-13.2	112.5
BA Sociology	223	-2.2	-13.2	256.5
BA Theatre	33	10.0	-54.8	83.4 ¹
BFA Theatre Performance	28	-6.7	21.7	83.4 ¹
BFA Theatre Design and Tech	15	25.0	50.0	83.4 ¹
BA Fine Arts	70	37.3	9.4	149.6 ²
BFA Studio Art	57	5.6	46.2	149.6 ²
BA Music	8	-20.0	-72.4	115.8 ³

BM Music Performance	15	7.1	>200	115.8 ³
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¹ Course Section FTE based on combined Theatre students

² Course Section FTE based on combined Fine Arts and Studio Arts students

³ Course Section FTE based on combined BA and BM students

Graduate program enrollments (Professional Diploma in Marriage and Family Therapy (46), MA in Psychology: Psychological Services (135) show sustainable enrollments; the MA in Forensic Psychology is growing at 51 students. In contrast, the MA in Holocaust and Genocide Studies continues to decline (10), as does the MA in Writing Studies (10). The MA in Communication Studies is also low at an enrollment of 20.

The restructuring of the Office of Student Success and Retention, located in the Center for Academic Success and adjacent to the office suites for the School of General Studies, provides opportunities to collaboratively improve retention and success rates. (Table 7.)

Table 7. CLA Retention and Graduation Data		
Program	Average % 2nd Year Retention	Average % 5-Year Graduation
BA Communication	62.5	31.4
BA English	59.2	40.1
BA History	48.1	18.1
BA Asian Studies	66.7 ¹	0.0 ²
BA Psychology	61.5	35.2
BA Psychology/Psychiatric Rehab ³	48.8	1.7
BA Economics	51.1	22.5

BA Political Science	54.2	21.4
BA Sociology	48.1	19.6
BA Theatre	32.7 ⁴	9.6 ⁴
BFA Theatre Performance	38.7	22.1
BFA Theatre Design and Tech	68.3 ⁵	12.5 ⁶
BA Fine Arts	30.5	13.6
BFA Studio Art	59.1	31.3
BA Music	n/a	n/a
BM Music Performance	31.7	0.0 ⁷

¹ Based on the 2013, 2014 and 2017 cohorts

² Based on the 2013 cohort

³ Joint program with Rutgers University

⁴ Data include UCVTS students

⁵ Based on 2014, 2015, 2016, and 2017 cohorts

⁶ Based on 2011 and 2012 cohorts

⁷ Based on the 2014 cohort

College of Natural, Applied and Health Sciences (CNAHS)

Although overall enrollment in CNAHS has declined slightly in the last year (Table 1), the School of Computer Science and Technology and the School of Natural Sciences have shown strong growth. See Table 8. The School of Environmental and Sustainable Sciences shows stable but low enrollment and the School of Mathematical Sciences shows a moderate but declining enrollment. Enrollment in the School of Nursing continues to be a source of concern; as a consequence, in July of 2019, the School of Nursing was moved under the Nathan Weiss Graduate College for administrative oversight. It is hoped that moving the program will provide better support within the graduate college which houses other clinical graduate programs.

Table 8. CNAHS Enrollment Data				
Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BS Information Technology	188	-0.5	85.6	74.4
BS Medical Technology	67	9.8	-4.3	n/a
BS Biology	1179	0.3	21.5	519.1
BS Biology (Environmental Biology Option)	55	10.0	57.1	46.8
BA Chemistry	61	0.0	-36.5	178.6
BA Mathematical Sciences	170	-10.1	-16.7	517.8
BS Computer Science	375	9.6	41.5	216.7
BS Health Information Management	29	-3.3	-23.7	n/a
BSN Nursing	137	-26.3	-67.1	33.6
BA Earth Science	50	-3.8	19.0	42.1
BS Sustainability Science	22	4.8	16.3	10.9

The graduate program in Computer Information Systems is small (19); both the MSN in Nursing (25) and the PhD in Nursing Education Leadership (16) are critically small. As indicated previously, the School of Nursing will be moved to the Nathan Weiss Graduate College.

Table 9. CNAHS Retention and Graduation Data		
Program	Average % 2nd Year Retention	Average % 5-Year Graduation
BS Information Technology	58.2	18.4
BS Medical Technology	40.8	8.3
BA Biology	65.4	23.3
BS Biology/Environmental Biology	45.0	0.0 ¹
BA Chemistry	36.3	6.1
BA Mathematical Sciences	59.6	12.6
BS Computer Science	59.6	17.5
BS Health Information Management	42.7	1.7 ²
BSN Nursing	n/a	n/a
BA Biology	65.4	23.3
BA Earth Science	46.2	16.7
BS Sustainability Science	25.0 ³	20.0

¹ Based on the 2013 cohort

² Excludes 2012 cohort of zero

³ Excludes 2014 cohort of zero

Michael Graves College (MGC)

In general, programs in the Robert Busch School of Design show a five-year decline in enrollments while the BA in Architectural Studies has shown substantial growth (Table 10).

Table 10. MGC Enrollment Data				
Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BA Architectural Studies	130	39.8	n/a	94.0
BFA Interior Design	110	-4.3	-19.7	18.9
BID Bachelor of Industrial Design	60	-1.6	-1.6	10.9
BFA Graphic Design / Visual Communication	161	-5.3	-35.1	63.6

Table 11. MGC Retention and Graduation Data		
Program	Average % 2nd Year Retention¹	Average % 5-Year Graduation²
BA Architectural Studies	88.2 ¹	n/a
BFA Interior Design	73.6	46.3
BID Bachelor of Industrial Design	87.6	32.7

BFA Graphic Design / Visual Communication	72.5	36.2
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¹ Based on 2015, 2016 and 2017 cohorts

New Jersey Center for Science, Technology & Mathematics (NJCSTM)

Undergraduate enrollment for NJCSTM shows increases over both one-year and five-year periods (Table 12).

Table 12. NJCSTM Enrollment Data				
Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BS Science & Technology	145	22.9	72.6	86.6

A detailed review of enrollment trends in specific tracks suggest greatest enrollment increases in Biomedicine, Molecular Biology/Biotechnology and Computational Science and Engineering programs. Biology and Chemistry Education programs continued to struggle with low enrollment numbers; as a consequence, a STEM Educational task force was created to enhance curriculum, create new marketing material, and develop and pursue new outreach and recruitment strategies.

Table 13. NJCSTM Retention and Graduation Data		
Program	Average % 2 nd Year Retention	Average % 5-Year Graduation
BS Science & Technology	75.0	50.9

Graduate enrollment in Biotechnology is stable at 24 while enrollment in Science and Tech has grown to 14. Because the NJCSTM offers 5-year BS/MS/MA programs, undergraduate enrollments have a direct impact on graduate enrollment. A new curriculum to align coursework with current employment needs and more efficient course scheduling practices were implemented to enhance enrollments.

Nathan Weiss Graduate College (NWGC)

Enrollment in the only undergraduate program in the NWGC has shown a decline that may be a consequence of its administrative placement in a graduate college (Table 14). Strategies to improve undergraduate student recruitment will be discussed with Enrollment Services.

Table 14. NJCSTM Enrollment Data				
Program	2018 Student Head Count	1-Year Change %	5-Year Change %	2018 Course Section FTE
BA Speech Correction	174	-5.4	-15.1	31.5

Table 15. NWGC Undergraduate Retention and Graduation Data		
Program	Average % 2nd Year Retention¹	Average % 5-Year Graduation²
BA Speech Correction	68.6	32.6

Table 16 presents an analysis of enrollment fluctuations across graduate and doctoral programs in the NWGC. All programs continue to have substantial applicants. However, the enrollments

in several programs are limited by faculty-student ratio requirements established by accreditation agencies; as a consequence, when core faculty numbers decline (such as in the EdD program), admissions must be reduced.

Table 16. NWGC Enrollment Data		
Program	2018 Enrollment	5-Year Change %
MA Educational Administration	164	3.8
EdD Educational Leadership	37	-36.2
Speech Language Pathology	140	-34.6
SlpD Speech Language Pathology	21	n/a
MA Counselor Education	319	20.8
PhD Counseling and Supervision	9	n/a
PsyD School and Clinical Psychology	30	7.1
Professional Diploma School Psychology	26	44.4
MA Educational Psychology	35	-2.8
Master of Social Work	214	84.5
MS Occupational Therapy	101	3.1
DOT Occupational Therapy	7	n/a
DPT Physical Therapy	68	n/a

PhD Nursing	16	-33.3
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Table 17 presents the average years to degree for programs in the NWGC; these have remained stable or have been reduced in the last five years.

Table 17. NWGC Average Years to Degree	
Program	2017-2018
MA Educational Administration	3.0
EdD Educational Leadership	5.7
Speech Language Pathology	2.2
SlpD Speech Language Pathology	n/a
MA Counselor Education	3.6
PhD Counseling and Supervision	n/a
PsyD School and Clinical Psychology	5.3
Professional Diploma School Psychology	3.0
MA Educational Psychology	1.5
Master of Social Work	2.5
MS Occupational Therapy	2.7
DOT Occupational Therapy	n/a

DPT Physical Therapy	n/a
PhD Nursing	4.1

Kean Ocean (December 2018 – December 2019)

The Fall 2019 Admission cycle represented a rebound from Fall 2018, with increases in both the number of total applications and the number of enrolled new students. The number of enrolled new student represents the highest number in the period of Fall 2013 to the present, but this number was boosted by the 41 Ain Shams University students who are part of the Kean Ocean-Ain Shams-OCC partnership. Had those students been excluded, we would have seen a 1% increase from 2018, as opposed to the 16% increase with those students included. Application submission (92%) and completion (83%) percentages remain high, as does the yield percent of admitted students at 60% (tied with Fall 2015 as the highest yield percent). The summary data is in Table 18.

Table 18: Admission Data for Kean Ocean

Term	Total Applications	Percent Submitted	Percent Completed	Admitted Students	Enrolled	Yield percent
Fall 2019	595	92.1%	83.0%	554	331	60.0%
Fall 2018	570	91.4%	84.6%	494	286	57.9%
Fall 2017	628	91.5%	84.1%	555	330	59.4%
Fall 2016	612	92.1%	82.2%	501	276	55.1%
Fall 2015	604	91.9%	85.9%	529	318	60.1%
Fall 2014	537	95.3%	87.9%	541	294	54.3%
Fall 2013	447	94.8%	81.4%	458	262	57.2%

The increases above were accomplished despite being down 50% of our admission recruitment and evaluation staff, due to the extended medical leave and untimely passing of Tara Higgins a long time Kean Ocean staff member. Her loss was keenly felt, but the gains represent how all Kean Ocean staff jumped in to help fill the void she left.

Kean Ocean Enrollment Summary

The enrollment data for Fall 2013 to Fall 2019 are contained in Table 19, where the data was provided by the Office of Institutional Research at Kean University. Fall 2019 represented a slight uptick in student headcount (3% overall) with the largest increase at the graduate (master’s level) of 24%. These was also a modest increase at the undergraduate level (2%)

which combined with the graduate increase, offset the 50% decrease in doctoral students, as we sunset the firsts two cohorts of Ph. D. Nursing students before revising and restarting the program.

Table 19: Headcount and FTE counts for Kean Ocean Fall terms 2013-2019

Student by Academic Level							
	<u>13/FA</u>	<u>14/FA</u>	<u>15/FA</u>	<u>16/FA</u>	<u>17/FA</u>	<u>18/FA</u>	<u>19/FA</u>
Undergraduate	1140	1202	1250	1271	1211	1130	1153
Graduate	106	77	112	113	105	95	118
Doctoral	NA	24	30	30	20	16	8
Total	1246	1303	1392	1414	1336	1241	1279

Course Section Headcount (K-sections, duplicated)							
	<u>13/FA</u>	<u>14/FA</u>	<u>15/FA</u>	<u>16/FA</u>	<u>17/FA</u>	<u>18/FA</u>	<u>19/FA</u>
UG Sections	3315	3529	3684	3980	3855	3716	3720
GR Sections	286	316	327	299	203	163	209
Total	3601	3845	4011	4279	4058	3879	3929

Course Section Headcount (K-sections, unduplicated)							
	<u>13/FA</u>	<u>14/FA</u>	<u>15/FA</u>	<u>16/FA</u>	<u>17/FA</u>	<u>18/FA</u>	<u>19/FA</u>
UG Sections	1290	1283	1347	1337	1230	1117	1136
GR Sections	166	173	176	181	131	96	106
Total	1455	1455	1520	1515	1360	1211	1242

Course Section FTE (K-sections)							
	<u>13/FA</u>	<u>14/FA</u>	<u>15/FA</u>	<u>16/FA</u>	<u>17/FA</u>	<u>18/FA</u>	<u>19/FA</u>
UG Sections	621.9	674.5	700.8	739.8	701.0	669.2	675.2

GR Sections	68.3	75.8	93.9	92.0	49.8	40.8	51.7
Total	690.3	750.3	779.7	812.5	750.8	709.9	726.9

Both K section headcounts (sections offered on site in Toms River and Manahawkin) and FTE counts were up from Fall 2018 (2.5% and 2.3% respectively) but still are substantially decreased from the peak in Fall 2016 (-18.1% and -10.5% respectively). Given that the FTE decreased substantially less than the headcount, it indicates that the students were taking more credits, and more were attending full time. This is likely a result of redoing the articulation sheets to get closer to a 50:50 credit split from where they were in 2013.

The increases we observed also reflect the new addition of programs at both the graduate and undergraduate level, with the first new graduate program (M.S. Exercise Science) addition since 2014. We have also seen a substantial increase in enrollments at the Southern Educational Center in Manahawkin, where we now offer four degree-completion programs (Management, Psychology, Forensic Psychology, Management Science-General Business and Community Health). For Fall 2019 we saw a duplicated head count of 109 students taking classes there, and a total FTE count of 22.4. There is tremendous room for growth at this location, as we tap into southeastern Ocean County and northern Atlantic County.

These gains help offset the devastating loss in Nursing enrollments at both the undergraduate and graduate levels. Fall 2016 saw a high of 261 total nursing students at all levels, versus 49 in Fall 2019, a -81.2 % change in enrollments. This resulted from the necessary cleanup and restructuring of the nursing program, as well as the slash and burn departure of the former leader, who poisoned many of the recruitment venues towards Kean. We are hoping with new hires and a stabilization in the on-site leadership (through the hiring of an Associate Director to help manage the program), these changes will help restore the enrollments. We did see a very modest 7% uptick from the low of last year (which also was a 6 year low for the program). Had Nursing enrollments been more stable, and similar to those of 2015-16 we would overall enrollments closer to our all time high. This loss in enrollments was hard to overcome, where Nursing went from our largest undergraduate program to one of our smallest. We are hoping to eventually return Nursing to the Southern Educational Center in Manahawkin in the near future, where Nursing at Kean Ocean first began. Additionally, thanks to the proposed 3+1 joint generic BSN described later in this report, we hope to acquire a new source of nursing students.

Table 20 shows a three-year comparison of the top five majors by headcount. The strongest growth in the programs has been at the career-based majors (Management, Accounting and Teaching). This is no surprise given the demographics of the students and the county, where obtaining career employment is a priority. These numbers also reflect the addition of some excellent full time lecturers who have help recruit and retain students.

Table 20: Top Five Undergraduate Majors at Kean Ocean by Headcount

2017		2018		2019	
Major	Count	Major	Count	Major	Count
Psychology	178	Psychology	172	Management (all options)	184
Management (all options)	123	Management (all options)	153	Psychology	158
Accounting	100	Accounting	89	Accounting	114
History (all options)	88	History (all options)	80	Elementary Education (all options)	90
Criminal Justice	86	Criminal Justice	75	History (all options)	79

New programs brought to Kean Ocean during 2018-2019

As mentioned above, we have aggressively sought to bring additional programs to Kean Ocean to help attract new streams of enrollments, both in Toms River on the campus of Ocean County College, as well as in Manahawkin at Ocean County College’s Southern Educational Center.

During this period we brought down three new degree program options: B.S. Management Science – Human Resources Management Option; B. A. Psychology – Forensic Psychology Option and B. S. Biology – Environmental Biology Option. This is in addition to the four previously mentioned degree completion programs that were added at the Southern Educational Center.

Kean Ocean now offers 36 undergraduate degree completion programs, representing five of the seven Colleges at Kean. This is up from 25 degree completion options in 2013, a 44% increase in offerings. We also offer 24 minor programs of study, up from 0 in 2013. Growing minors has been a major point of emphasis at Kean Ocean, as we try to create value-adds to the students undergraduate programs, so that free electives can be used more constructively. Additionally, minors also serve as a way to gauge interest in potential new programs to be brought down to Kean Ocean.

We also had our first cohort of students from Ain Shaims University enroll in Summer 2019, with 41 students majoring in either Management –General Business or Accounting. 11 of those

students came and studied with us during Summer I 2019 as part of a Business English and Cultural Immersion Program.

Currently, we also offer 10 graduate program options, focused on Nursing, Counseling and Exercise Science. This number through additions and subtractions has remained constant since 2013.

The following are additional programs we hope to bring to Kean Ocean in the next few years: B.A. History – Pre-Law option, B.A. Global Studies, B.A. Early Childhood TSD, B.A. Spanish, B.A. Spanish Teacher Education (K-12), M.A. Counselor Education – College Counseling and Student Services option, M.S. in Accounting, Global M.B.A., M.S.W. Social Work and M.A. Special Education. As mentioned above, graduate educational offerings have been stagnant, and we view this as an area for potential tremendous new growth, so we will be aggressively pursuing new offerings, with the long-term goal of bringing more of the graduate health profession programs to Kean Ocean.

Kean Ocean Updates on Joint Ventures with Ocean County College

Kean Ocean – Ocean County College – Business Technical Institute (B.T.I) Partnership

This partnership with the Lakewood based B.T.I. began to help members of the Orthodox Jewish community in Lakewood obtain the courses necessary to sit for the C.P.A. exam. Students take 4 Kean courses over two terms on site at B.T.I. As their contribution to this partnership, B.T.I. supplies the students, the space and other overhead resources for the classes, so the net cost to Kean is the cost of the instructor. Consequently, this is a revenue generating venture for Kean. The first cohort was 10 students, cohort 2 was 16 students and cohort 3 was 18 students. There is now interest in running two cohorts per year, with enrollments projected to be 40-50 students. B.T.I. has also expressed interest in the M.A. in Special Education or the A.B.A. certification as well as the M.S. in Occupational Therapy program in the future.

Kean Ocean – Ocean County College – Ain Shams University (2+1+1) Educational Partnership

This joint venture initiated in 2015, as a 2 + 1 + 1 educational partnership, where students study 4 semesters at Ocean County College, earning a A.S. in Business, then completing one year at Ain Shams in Cairo, Egypt, and one year at Kean University. This allows the students to earn two baccalaureate degrees, one from Kean and one from Ain Shams. As mentioned above, the first cohort entered Kean during Summer I 2019, with 11 students studying on campus in Union, and 30 students studying fully online. The students take classes Summer I, Summer II, Fall and then the final semester being the Spring semester. It is anticipated the first cohort will graduate Spring 2020, and the second cohort should be entering Summer I 2020. It is unlikely,

given the COVID-19 pandemic that the students in cohort 2 will have the opportunity to study on campus in Summer I 2020, like their cohort 1 counterparts. There has also been interest expressed with a number of additional institutions in Egypt, including the University of Alexandria, where we can replicate the program and expand the degree options offered.

Kean Ocean – Ocean County College joint generic 3+1 BSN Degree Program

After over 8 years in the planning phase, with several starts, stops and redesigns, the Phase I approval document was successfully completed by Dr. Dawn Koslowski, and submitted to the New Jersey Board of Nursing's Education Sub-Committee in October. This was accompanied by an unusual site visit by two members of the committee, as they tried to understand this first of its kind program. Upon completion of the visit, they highly commended the program and said it can serve as a national model for 2 year - 4 year intuitional cooperation. The Education Sub – Committee approved it in November, and sent it to the full Board, which approved it in its December meeting. This is the first substantive progress made in the development of the program. Phase I approval gives both institutions permission to begin developing the actual curriculum document which gets approved in Phase II, along with approval by ACEN, the national accrediting body for Nursing programs. It is hoped Phase II will be completed by Fall 2020, with the program beginning with its first 25 student in Fall 2021.

Addition Partnership Information

In order to keep lines of communication open between both institutions, the Associate Dean of Kean Ocean and the Associate Vice President for Academic Affairs routinely attend the monthly Ocean County College Board of Trustees meetings, and give update presentations on the partnership to the Board. Additionally, the Vice President of University Relations addressed their Board twice to discuss joint marketing and publicity ventures, and expressed commitment to help continue the growth of the partnership.

The Director of Veteran Student Services at Kean Union has been working very closely with his counterpart at Ocean County College to develop joint programming and services for the large Veteran population in Ocean County, including a joint Ruck March offered in the fall on campus. While Kean Ocean is about 10% of the total Kean population, the Veteran student population at Kean Ocean is approximately a third of the overall population at Kean, reflecting the large population in Ocean County, including the presence of the Joint Base McGuire-Dix-Lakehurst in Ocean County.

Additionally, the Associate Dean of Kean Ocean and the Associate Vice President for Academic Affairs meet on a monthly basis with the Vice President for Academic Affairs at Ocean County College, and their liaison to the Kean Ocean partnership. His leadership has been invaluable in furthering the development of our offerings, especially in the joint generic BSN program, and he

has assisted Kean in obtaining additional space for the health profession programs in the new Hovnanian Health Sciences building adjacent to the Gateway building.

In order to improve institutional operational efficiencies and increase the recruitment reach of Kean Ocean, starting in December 2019, the Kean Ocean Admission operation is integrating into the Enrollment Services Division in Union. It is hoped this will improve efficiency, make better use of limited resources, create a more unified brand, and help grow Kean Ocean further.

Additionally, after almost 7 years in the Gateway Building, the first major renovation to the building has been approved, expanding the GATE 103 administrative office by another 75%, and constructing a new welcome area similar to the One Stop Center in CAS. It will provide much needed additional space and a better flow to serve the students, as well as a much needed rear emergency exit, so there will now be two points of egress from the office. We also hope to include a hard-wired firewall so that we can directly access the Kean network, as well as upgrading the phone system, so that we can get Kean extensions, rather than going through the main Ocean County College phone system.

B. Summary of Outcomes Assessment by Unit and Resulting Recommendations

College of Business and Public Management

Students are meeting program expectations and student learning outcomes. Particular emphasis has been given to assess and strengthen student research skills at the undergraduate level through department based research coursework. Over the past academic year, attention to faculty-student research collaboration has been encouraged and enhanced through course curriculum based projects. These initiatives supplement the Global Practicum projects required for all Global Business students. Greater emphasis on case study assignments has resulted in higher competencies in critical thinking and analytical fluency as measured in several SLO assessments over the interval. Areas of improvement vary by program:

- Students continue to need further development of quantitative skills, particularly at the foundational major course requirement level.
- Across the College, student oral presentation fluency needs greater attention and mastery.
- While business ethics and corporate responsibility are treated at the conceptual level, responsibility at the individual level also needs further development.
- As in past years, students need to continue to strengthen their critical thinking and analytical ability. Faculty have identified the use of case study and team building as essential. This is salient at the graduate and undergraduate levels.
- Students need greater exposure to integration, organization, and analysis of information from supporting coursework.

All programs underwent a thorough systematic review and revision to meet the 120-credit standard. All core business degree courses are now being offered online. The CBPM Internship

Office was relocated to a centralized Office of Career Services. The program held the third annual internship fair, attracting 40 companies and over 400 students.

College of Education

COE identified the development and implementation of a systematic and comprehensive process for data collection and review as its highest priority. This process must connect data collected through the Chalk & Wire platform with Praxis scores and other University data. The following are additional needs:

- Instructor training in assessing, review and reporting is needed.
- Identification of how to adequately assess the undergraduate Teacher of Students with Disabilities (TSD) certification since this is combined with other programs.
- Updated equipment is needed in Exercise Science.
- Infrastructure must be addressed in order to better attract students to Music Education.

College of Liberal Arts

Overall, all programs in CLA are meeting or exceeding relevant Student Learning Outcome goals. In areas where assessment indicates a shortcoming, curriculum revision is ongoing and specific remedies have been offered.

In view of the foundation that is provided for the entire undergraduate curriculum by the School of General Studies, the Composition Program in the School of General Studies, and COMM 1402 in the School of Communication, Media and Journalism, priority recommendations include:

- A renewed focus on GE program assessment and organizational strategies (e.g., rubric norming sessions, consideration of expanding GE to include additional core courses and/or revising Research and Technology (GE202X) to serve as an entry-level course; creating a 4-credit version of Composition).
- Building a model for SLO instruction and support through the entire curriculum with a deeper consideration of the role of GE assessment coordinator.
- Consideration of a benchmark test at the first-year and capstone levels to gauge general quantitative literacy and compare with discipline-specific requirements.
- Implementation of ATEAM and a required writing lab in all levels of Composition and mid-semester professional development for adjunct Composition faculty.
- Development of support materials for adjunct faculty; required regular workshops for adjunct faculty.
- Direct greater attention to the consistency with which introductory-level General Education Distribution courses are delivered.
- At Wenzhou Kean University, the use of midterm progress meetings for poorly performing students and peer review and support in writing.

Recommendations for specific disciplines in CLA include:

- Creation of a History Lab in the new Liberty Hall Academic Center to provide training in digital humanities and the professional development in the use of digital methods in the teaching of humanities.
- Following the lead of the Department of History, eliminate prerequisites in Art History courses.

For graduate programs in CLA, future focus on comprehensive exam performance is indicated.

For all undergraduate and graduate programs, establishing a Center for Teaching and Learning could provide the professional development and other support needed to address the issues identified.

College of Natural, Applied and Health Sciences

Assessment data reveal the following:

- Increased emphasis on measurement and data analysis is indicated in several programs.
- Greater experience needs to be provided in applied research.
- Tutoring is needed at the upper level although the use of peer tutors continues to provide support for students in the 1000-level courses.
- Consistency in content delivery and alignment of course objectives and contents must be addressed through instructor training.
- Improvement in technical writing can be accomplished by introduction into lower level and laboratory courses.

More general issues include:

- Need for faculty in Chemistry to offer full array of courses required for the program.
- Makerspace requires updating to meet the requirements of NSF grant.

Michael Graves College

Program assessment findings for indicate needing a greater focus on portfolio skills in Industrial Design which is tied to limited facilities and tools. Across all programs expansion of practicum courses and student internships are indicated.

New Jersey Center for Science, Technology and Mathematics

The interdisciplinary nature of NJCSTM coupled with overlap in coursework and course content prompted a rewriting of SLOs to ensure alignment with core STEM competencies, COE requirements as well as NJDOE and external accreditors. Based on assessment, plans to standardize course assessments and reinforce student mastery of quantification of information and appropriate communication of data will be implemented. Assessment of the Research First Initiative (RFI) will be improved to better determine its impact on student success.

Nathan Weiss Graduate College

MA in Counselor Ed: Based upon findings, recommendations include greater emphasis on utilizing professional research and live in-class video demonstrations in internship courses. Continued creation of online/hybrid course options are predicted to improve assessment results due to increased student engagement in assigned readings as indexed by Blackboard discussion questions. Mentoring of adjunct faculty has been implemented to improve uniformity of instruction and assessment.

MSW: Assessment data reveal that students met benchmarks but faculty will consider curricular changes (e.g., potential addition of a seminar) to provide continued support to students in their specialization year.

MS Occupational Therapy: Continued emphasis on community collaboration, evidence-based practice, and professional behavior are indicated. Assessment of clinical reasoning skills identified this as an area where students lack confidence although they score above average. A variety of advocacy projects were completed during this assessment cycle; outcomes will continue to be monitored.

PsyD: Successful competency examination scores depend upon students completing live clinical work with clients seen in the training clinic; continued support for the training clinic is essential. Continued mentoring and changes in pedagogical approaches in Individualized Educational Plan (IEP) reveal greater consistency in student success in this area.

MA Educational Leadership: Assessment of the School District Safety and Security Plan, program that requires students to attend and engage in dialogue at Board of Education and PTA meetings, revealed positive outcomes in preparing students in create and sustain a positive school culture. This program was also assessed in the EdD Educational Leadership program, where candidates assisted in district-wide activities that lead to the development and presentation of the proposed district budget. Continuation of the program which provides rich experiences to students is warranted.

MA and BA in Speech-Language-Hearing Science: For the MA: PRAXIS II scores were maintained but not improved upon. For the BA: strengths and potential weaknesses were identified in addressing cultural and linguistic consideration for the evaluation and treatment of speech, language and hearing disorders. Promising data from an elective course in multicultural issues provide direction for ameliorating weaknesses and guiding curriculum revision.

Professional Diploma in School Psychology: Greater attention is warranted to ensuring that skills taught in coursework transfer to real-life student cases in school environments during externship; this will be implemented both in the classroom and in individual conferences with students throughout their externship.

Section 2: General Division-level Planning

Many of the findings and related recommendations that emerged from the preceding analyses can be addressed by focusing on goals and objectives of the 2013-2020 Strategic Plan. These general actions include the following:

1. Provide internship opportunities: Increase the number of local, national and international internship opportunities (Strategic Plan Objective 1.2; Action 1.2.2) and develop internship co-curricular experience for Kean Students (Strategic Plan Objective 1.3; Action 1.3.4.2). Develop and coordinate the internship process for students, and connect internships more closely to the curriculum (Strategic Plan Objective 2.4; Action 2.4.7).
2. Prepare students for careers: Enhance the role of the University Career Services Office (Strategic Plan Objective 1.3)
3. Review and revise program curriculum: Continue to offer academic programs and courses that are current, affordable and of high quality (Strategic Plan Objective 2.1/Action 2.1.2).
4. Better prepare entering students for advanced coursework: Develop a comprehensive First Year Academic Experience program for entering undergraduate students to provide a more comprehensive and enriching experience (Strategic Plan Objective 2.4; Action 2.4.1).
5. Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and completion (Strategic Plan Objective 2.5). Work collaboratively with academic and administrative units to enhance the advisement process by incorporating student success metrics (Strategic Plan Objective 2.4; Action 2.3.4). Strengthen the advisement program and process for first-year students, undecided/undeclared students, students who are changing/have changed majors, those with academic difficulty, or are on probation or academically dismissed status (Strategic Plan Objective 2.5; Action 2.5.4). Improve the ratio of students to full-time faculty (Strategic Plan Objective 3.1; Action 3.1.1.1). Increase the hiring of full-time faculty to meet the accreditation, academic, disciplinary and staffing needs of existing and new programs to improve student retention and graduation rates (Strategic Plan Objective 3.1; Action 3.1.2

In addition to the above directives from the Strategic Plan, strengthening and expanding the opportunities for academic support in the form of face-to-face and online assistance in quantitative skills (including communication of quantitative information and interpretation of graphically presented information), critical thinking, close reading, and scientific writing is recommended.

For programs that are accredited by professional organizations, accreditation fees and travel to attend accreditation-based conferences are identified as ongoing needs.

Recruitment support is needed for all teacher preparation programs housed in the COE and as in other colleges.

Summer programming (such as the Group Summer Scholars Research Program offered by the NJCSTM) serves as a recruitment mechanism. Scholarship support for underrepresented groups and underserved communities is needed to sustain such efforts.

Ongoing collaboration with the Nancy Thompson Library and Learning Commons will identify databases and other resources required by each college.

Planned Development, Revision and Suspension of Academic Programs

New programs identified by the NWGC for development include a Doctor of Social Work and an online Master of Social Work. A new degree program focused on human genomics is being explored in the NJCSTM as are an BS/MS in Business and Science and an MA in STEM Education. CLA is exploring the option to develop a 5-year BA/MA in History/Public History as well as a fully distinct Writing major in the School of English Studies. In CNAHS, graduate-level programs in the Biological Sciences and a post-baccalaureate certificate program for Allied Health Programs are being evaluated. MGC anticipates a change in program option to full program for Interactive Advertising and are exploring potential MFA programs in Interactive Advertising and Design Entrepreneurship.

Consideration to close programs includes the NJIT-linked BS in Science and Technology: Engineering Option (NJSTM). Low enrolled degree programs in CNAHS will be reviewed including options in Sustainability and Environmental Sciences, Mathematics, and Chemistry.

Section 3: Division Resource Needs

A. Staff Resource Needs

College of Business and Public Management

To meet the criteria for AACSB accreditation, an aggressive plan to hire full-time tenure-track faculty has been developed. At present, advising loads of full-time faculty in some programs are general high with a student/faculty ratio of 80:1 for the entire College. To support AACSB accreditation efforts, resources are needed to support faculty travel for presentations at leading national and international conferences. Continuation of the subscription cost to StockTrak online is vital in preparing graduate and undergraduate students for real-time market data analytics. Transition to Bloomberg capability for Fall 2020 is essential with concomitant training for faculty, staff and students. With the successful hiring of a new Dean in CBPM, the most immediate staff needs continue to be an Associate Dean and an Executive Director to lead the School of Accounting and Finance.

College of Education

A new Dean will be in place during the 2019-2020 academic year; however, a critical need for an Associate Dean has been identified. The COE will perform a comprehensive analysis of program and related faculty hires in preparation for the next academic year.

College of Liberal Arts

The need for full-time faculty has been identified for History (with expertise in public history and digital history) to assist in the development of the BA/MA in Public History and to support the development of a “History Lab” in the new Liberty Hall Academic Center. Additional faculty are needed in Sociology, Communication/Media/Journalism, Global Studies, and Theatre/Theatre Performance (with expertise in lighting and sound design and stage management). The School of Psychology will require a new Executive Director in 2020-2021 to lead the largest academic major on the Union campus.

College of Natural, Applied and Health Sciences

The significant growth in enrollments in Biology in the School of Natural Sciences and Computer Science in the School of Computer Science and Technology warrants additional faculty classroom and laboratory support. The Chemistry program, accredited by the American Chemical Society, needs to reassess the need for faculty in key areas such as Biochemistry, Analytical Chemistry and Physical Chemistry.

Michael Graves College

Faculty are needed in Graphic Design, Advertising Design, Industrial Design, and Interior Design in the Robert Busch School of Design to address attrition in these areas. Faculty hires to match enrollment growth in Architecture and to meet accreditation requirements will be needed. A dedicated shop master is needed to manage increased usage in the fabrication workshop; this would expand operating hours, improve maintenance of the equipment and increase standards for student safety.

New Jersey Center for Science, Technology and Mathematics

With the ongoing development of the MS Genetic Counseling program, administrative support is needed. STEM core curriculum support would be provided by a lecturer in mathematics and computational science.

Nathan Weiss Graduate College

To meet the criteria for CAPTE accreditation, two faculty are needed in Physical Therapy. One tenure-track faculty member is needed to serve the students in the PhD in Counseling and Supervision program and a lecturer is needed to teach courses at the masters’ level in Counseling Education. Social Work requires one additional faculty in response to the. Replacement faculty for Speech-Language Pathology are needed as well as the addition of a new tenure-track position to meet the need of the new doctorate program. Occupational Therapy is in need of a Doctoral Academic Fieldwork and Capstone Coordinator to coordinate internship and residency placements for the ODTstudents. With the addition of a new doctoral cohort at Long Branch School District, Educational Leadership will need faculty to teach courses and to support doctoral students through the dissertation phase of their academic program.

B. General Resource Needs

College of Business and Public Management

In the pursuit of AACSB accreditation, funding for membership dues and travel support for AACSB seminars and annual meetings is required. Continuation of the subscription cost for StockTrak online platform is needed to provide authentic experiences for undergraduate students.

College of Education

Travel support is needed to provide opportunities for faculty and to assist with the recruitment of new students at both the undergraduate and graduate levels. Accreditation and membership fees are identified as an ongoing need.

College of Liberal Arts

In the School of Fine and Performing Arts, a new kiln is a critical need in the Ceramics studio which is integral to the curriculum in the Art Education Teacher Certification program, the BA in Fine Arts and the BFA in Studio Arts. The completion of renovation work in Wilkins/TPA classrooms is identified as an urgent need. An inventory of instructional technology and software across the entire college has revealed priority needs in the School of Psychology and the School of Fine and Performing Arts (MacLab refreshment in Fine Arts and projector replacement in the Black Box theatres). Podcasting equipment is needed for the School of Communication, Media and Journalism and the Department of History.

College of Natural, Applied and Health Sciences

Continuation of annual memberships and accreditation fees is requested. It is suggested that support for travel for faculty and student co-authors be expanded. While upgrades to technology, computer laboratories, faculty laboratories and teaching laboratories are ongoing, office space (particularly for adjunct faculty) is identified as an urgent need. Outreach and recruitment support, particularly for the School of Environmental and Sustainability Sciences, is needed to ensure the success of programs. Expansion of tutoring in Anatomy and Physiology, Chemistry, and Computer Science is warranted.

Michael Graves College

Software licenses for instructional purposes (e.g., Adobe Creative Cloud, Autodesk Revit, Autocad, Rhino) and equipment (laser printers, CNC router, 3-D printer, VR goggles) to support learning and assessment are needed. Increased dedicated studio spaces for Architecture, Industrial Design, Interior Design and practicum-based teaching are identified, as well as an enlarged fabrication workshop.

New Jersey Center for Science, Technology and Mathematics

Instructional software (MatLab, SnapGene, ChemOffice, EndNote), instructional technology to support a synchronous distance-learning classroom, and the identification and renovation of space for the MS in Genetic Counseling program are identified as critical needs. Funding for the replacement of instructional equipment and new equipment and compounds to support research streams is needed. Also needed are funds for training students to identify and count pollen grains in the Pollen Counting Station.

Nathan Weiss Graduate College

Annual memberships, accreditation fees, and site visit costs are needed for all accredited programs in the NWGC. The Social Work program needs to enhance its academic assessment ability by acquisition of the Social Work Education Assessment Project (SWEAP) software. The visibility of the Psychology Clinic needs to be improved with targeted advertising, and cloud-based storage for the Psychology Clinic is needed. Calibration of audiometric equipment, a new clinic intercom system, and enrollment in CALIPSO – a web-based application that manages key aspects of academic and clinical education in speech-language pathology and audiology training programs – is needed by the School of Communication Disorders and Deafness. For Physical Therapy, an assessment tool (APTA) to evaluate program content and students’ performance in the clinic, is required.

Section 4: Budget Request Line Items: All Colleges

Unit	Description of Resource Request	Quantity Requested (where relevant)	Unit Cost (where relevant)	Total Cost (to nearest dollar)	Strategic Plan Goal (2013-2020)
Colleges	Accreditation, Reaccreditation, and Professional Association Fees	17	149.00 to	32,864.00	1.1.4
Colleges	Accreditation Seminars, Workshops and Annual Meetings	6	2235.00 to 10,000.00	26,235.00	1.1.4
Colleges	Accreditation Site Visit Fees	1	8000.00	8000.00	1.1.4
Colleges	Professional CEU and Continuing Education Registration Fees	2	150.00; 700.00	850.00	
Colleges	Licensure and Certification Board Approval Fees	2	220.00; 1500.00	1720.00	1.1.4
Colleges	Student Professional Membership Fees	3 programs	4410.00 to 23,310.00	43,720.00	
Colleges	Software (Instructional, Assessment, Clinical Tracking, Qualitative Analysis, etc.)	11	75.00 to 20,000.00	61,192.00	9.2.3
Colleges	Student Assessment Systems, Assessments, Practice Exams	4 Programs	2225.00 to 12,000.00	25,150.00	2.3
Colleges	Tutoring	2 Chemistry Tutors	50.00 per hour; 32 8-hour weeks	\$25,600.00	2
Colleges	Clinic Support: Cloud-based Storage; Intercom; Audiometric Recalibration; Advertising	2 Clinics	1800.00; 2300.00; 1000.00; 1000.00	6100.00	

Colleges	Adjunct Training	Gen Ed; English	10,000.00	20,000.00	1
Colleges	Speaker Honoraria			500.00	
Colleges	Quarterly Advisors Meetings (CBPM, NJCSTM)	7	625.00	4375.00	
Colleges	Technology: Computers, Printers, Projectors, etc.	various (4 colleges)	various	69,366.00	9.2.3
Colleges	CLA Ceramics Kiln, Podcast Studio		6000.00; 940.00	6940.00	1
Colleges	CNAHS Lab Equipment	various	various	475,250.00.	1
Colleges	MGC Equipment	various	various	46,753.00	1
Colleges	NJCSTM Equipment and Consumables	various	various	77,300.00	1
Colleges	Makerspace Updates			90,000.00	1
Colleges	Recruitment (Branding, Prospective Student Lists)			15,000.00	2
ORSP	Membership in Grants Resource Center			9740.00	5.8
ORSP	On-site HRP Workshop Training for IRB Chairs, IRB Members and Staff In Common Rule Changes			2500.00	1
NTLLC	Computers, Monitors, Peripherals	10 computers; 4 monitors	various	15,000.00	5.4.1
NTLLC	Echo-show for Floor Operations	10	150	1500.00	5.4.1
NTLLC	Information Kiosks for Patron Services	6	500	3000.00	5.4.1
NTLLC	Plasma Interactive Touch Screen for Floor Operations	4	3500.00	14,000.00	5.4.1

NTLLC	Consultant for On-site Training	3 sessions for all staff	5000.00	15,000	5.4.1
NTLLC	Remote Training	4 staff to 4 workshops	5000.00	20,000.00	5.4.1
NTLLC	Associated Travel (food, lodging) for Training, Professional Develop	4 staff; 3 staff plus Manager Team	6500.00; 11,500.00	18,000.00	5.4.1
NTLLC	Gate Count System for Security	3 units	15,000.00	45,000.00	2.3.1