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### I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2020

1. **Projects Under Construction**
   - New School of Business & Public Management (Hynes Hall)
   - Science Building Addition Project
   - New Faculty Housing Project
   - Learning Commons Gazebo Project
   - 40 Patton Avenue Renovation

2. **Pending Projects**
   - Roof Replacement Project for the Miron Student Center, Bruce Hall and Wilkins Theatre

3. **Completed Projects**
   - New Cabin at the Highlands Campus
   - Miron Student Center Addition and Renovation(s)
   - Liberty Hall Academic Center
   - Learning Commons Addition
   - Roof Replacement Project for Technology Building and Nancy Thompson Library

### H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES, FISCAL YEAR 2020

#### 1. Research & Development Expenditures, Fiscal Year 2020

#### 2. Externally Sponsored Research

#### 3. Internally Sponsored Research

- Faculty SEED Grant (FSG)
- Students Partnering with Faculty (SpF) Summer Research Program Awards
- Untenured Faculty Research Initiative (UFRI) Awards
- Released Time for Research (RTR) Awards
- Joint Admission Agreements
- Partnership Agreements

#### 4. University Awards and Recognition for Service

#### 5. Other - Agreements with Other Colleges and Universities

- Kean University
  - Wenzhou-Kean
  - Articulation Agreements
  - Joint Admission Agreements
  - Partnership Agreements
Preface

Founded in 1855, Kean University was the first public postsecondary institution in New Jersey. From its earliest days as a normal school for teacher training, Kean has transformed into a comprehensive, world-class university, with state-of-the-art facilities and a faculty recognized for teaching distinction, scholarship and service.

One of the most diverse universities in the nation, Kean is federally designated as a Hispanic-Serving Institution and has a long history of providing an affordable, accessible and exceptional education to its culturally rich student population. Kean also has been named the top military friendly university among public schools in the nation for its success in creating sustainable and meaningful benefits for its student veterans, according to the Military Friendly Schools survey.

Kean’s main campus is in Union, New Jersey, with additional locations at Kean Ocean in Toms River and Manahawkin, New Jersey; Kean Skylands in Jefferson Township, New Jersey; and Wenzhou-Kean University in Wenzhou, China.

Kean University has over 16,000 students and offers undergraduate, master’s and doctoral degree programs, as well as programs leading to professional diplomas and certifications, across a full range of academic subjects. Degree programs include various subject areas within liberal arts, natural sciences, social sciences, health professions, applied sciences, visual arts, business, public administration, criminal justice, architecture, design, and teacher education.

The University’s nearly 100,000 alumni serve in positions of leadership in business, government, education, the creative arts, law enforcement, medicine and health care, research and science, computer science, and much more throughout New Jersey, the United States and the world.

Kean has five colleges — the College of Business and Public Management; the College of Education; the Dorothy and George Hennings College of Science, Mathematics and Technology; the College of Liberal Arts; and Michael Graves College. Bachelor and master’s degree programs are also offered at the New Jersey Center for Science, Technology and Mathematics and Kean Online. Nathan Weiss Graduate College offers a wide variety of master’s and doctoral programs.

Kean’s campus continues to expand. The Liberty Hall Academic Center opened in Fall 2019 and houses the Department of History and the Kean University Archives and Special Collections. Hynes Hall, the new building for the College of Business and Public Management, and Hennings Research, a state-of-the-art expansion to George Hennings Hall, Kean’s science building, are slated to open in Fall 2020. They will be the latest additions to a campus that also includes a new freshman residence hall and new buildings for architecture and design, computer science and health professions.

Kean has a student-centered environment that provides excellence in instruction and academic support services to ensure students reach their full potential. The University remains committed to its mission to provide a world-class higher education and its long tradition of access, opportunity and affordability for students seeking a college degree. Each year, Kean proudly builds on its distinguished history, as it stays focused on guiding students to academic and professional success.

Dawood Farahi, Ph.D.
President
June 2020
Mission Statement

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

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

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

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

Kean is an interactive university, and the University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts, as well as educational and community organizations, and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.
II. DATA BY CATEGORY

A. ACCREDITATION STATUS (Fiscal Year 2019-2020)

1. Institutional Accreditation

Accrediting Body: Middle States Commission on Higher Education
State Licensing Agency: State of New Jersey Higher Education

2. Professional Accreditation and Specialized Professional Associations

   College of Education

All programs in the College of Education as well as teacher education programs located in other colleges are accredited by the Council for the Accreditation of Educator Preparation (CAEP; formerly NCATE). The initial accreditation was awarded in 1954, and the University is currently fully accredited through 2024. The following specialized accreditations and recognitions have been achieved:

B.S. in Athletic Training
Accrediting Body: Commission on Accreditation of Athletic Training Education (CAATE)

B.A. and M.A. in Early Childhood Education
Specialized Professional Association: National Association for the Education of Young Children (NAEYC)

B.A. in Elementary Education
Specialized Professional Association: Association for Childhood Education International (ACEI)

The Kean University Child Care Center
Specialized Professional Association: National Association for the Education of Young Children (NAEYC)

M.A. in Instruction and Curriculum: Mathematics/Sciences/Computer Education Option (Mathematics, Chemistry and Biology tracks)
Specialized Professional Associations: National Science Teachers Association (NSTA), National Council of Teachers of Mathematics (NCTM)

B.S. in Physical Education
Specialized Professional Association: Society of Health and Physical Education (SHAPE-America), formally National Association for Sports and Physical Education (NASPE)

All Fine Arts Education Programs
Accrediting Body: National Association of Schools of Art and Design (NASAD)

All Music Education Programs
Accrediting Body: National Association of Schools of Music (NASM)

All Theatre Education Programs
Accrediting Body: National Association of Schools of Theatre (NAST)
**College of Liberal Arts**

B.A. in English [Teacher Education Option, Teacher of Students with Disabilities Option]
Specialized Professional Association: National Council of Teachers of English (NCTE), Council for Exceptional Children (CEC)

B.A. in History [Teacher Education Option, Teacher of Students with Disabilities Option]
Specialized Professional Association: National Council for the Social Studies (NCSS), Council for Exceptional Children (CEC)

All Fine Arts Programs
Accrediting Body: National Association of Schools of Art and Design (NASAD)

All Music Programs
Accrediting Body: National Association of Schools of Music (NASM)

All Theatre Programs
Accrediting Body: National Association of Schools of Theatre (NAST)

**Michael Graves College**

All Design Programs (BFA, BID)
Accrediting Body: National Association of Schools of Art and Design (NASAD)

BFA in Interior Design
Accrediting Body: Council for Interior Design Accreditation (CIDA)

**Nathan Weiss Graduate College**

M.A. in Counseling
Accrediting Body: Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Clinical Mental Health, School Counseling and School-LPC options are accredited by CACREP
State Licensing Agency: New Jersey Professional Counselor Examiners Committee

M.A. in Educational Administration
Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP; formerly NCATE)
Specialized Professional Association: Educational Leadership Constituent Council (ELCC)

BSN and MSN in Nursing
Accrediting Body: Accreditation Commission for Education in Nursing, Inc. (ACEN)

M.S. in Occupational Therapy
Accrediting Bodies: Accreditation Council for Occupational Therapy Education (ACOTE)
American Occupational Therapy Association (AOTA)

DPT in Physical Therapy
Accrediting Body: Commission on Accreditation in Physical Therapy Education (CAPTE)

Psy.D. Psychology in Combined School and Clinical Psychology
Accrediting Body: American Psychological Association (APA)

Professional Diploma in School Psychology
Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP; formerly NCATE)
Specialized Professional Association: National Association of School Psychologists (NASP)
MSW in Social Work  
Accrediting Body: Council for Social Work Education (CSWE)

M.A. in Speech-Language Pathology  

**College of Science, Mathematics and Technology**

B.A. in Biology [Teacher Education Option]  
Specialized Professional Association: National Science Teachers Association (NSTA)  
[Teacher of Students with Disabilities Option]  
Specialized Professional Association: Council for Exceptional Children (CEC)

B.A. in Chemistry [Teacher Education Option]  
Specialized Professional Association: National Science Teachers Association (NSTA)

B.S. in Chemistry  
Accrediting Body: American Chemical Society (ACS)

B.S. in Computer Science  
Accrediting Body: Computing Accreditation Commission (CAC) of Accreditation Board for Engineering and Technology (ABET)

B.A. in Earth Science [Teacher Education Option]  
Specialized Professional Association: National Science Teachers Association (NSTA)  
[Teacher of Students with Disabilities Option]  
Specialized Professional Association: Council for Exceptional Children (CEC)

B.S. in Health Information Management Joint Program with Rutgers University (formerly UMDNJ)  
Accrediting Body: Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM via Rutgers University)

B.A. in Mathematical Sciences [Teacher Education Option]  
Specialized Professional Association: National Council for Teachers of Mathematics (NCTM)  
[Teacher of Students with Disabilities Option]  
Specialized Professional Association: Council for Exceptional Children (CEC)

**New Jersey Center for Science, Technology & Mathematics**

M.S. in Genetic Counseling  
Accrediting Body: Accreditation Council for Genetic Counseling (ACGC)

B.S. in Science and Technology [Biology Education and Chemistry Education Options]  
Specialized Professional Association: National Science Teachers Association (NSTA)

Source: Office of Accreditation and Assessment, Kean University, June 2020
B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduate Students by Attendance Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>9,817</td>
<td>2,303</td>
<td>12,120</td>
</tr>
<tr>
<td>%</td>
<td>81.0%</td>
<td>19.0%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.B.1, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>1,049</td>
<td>1,140</td>
<td>2,189</td>
</tr>
<tr>
<td>%</td>
<td>47.9%</td>
<td>52.1%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.B.2, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey
3. Number of Non-Credit Students Served, Fall 2019

Not applicable.

4. Unduplicated Number of Students for Fiscal Year 2019

<table>
<thead>
<tr>
<th></th>
<th>Head Count Enrollment</th>
<th>Credit Hours</th>
<th>Full-Time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>13,797</td>
<td>320,839</td>
<td>10,695</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,941</td>
<td>37,657</td>
<td>1,569</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>131</td>
<td></td>
<td>131</td>
</tr>
<tr>
<td>Total</td>
<td>16,738</td>
<td>358,496</td>
<td>12,395</td>
</tr>
</tbody>
</table>

Source: Table II.B.4, Institutional Profile Data 2020, NJ Higher Education – IPEDS 12-Month Enrollment Survey
C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Mean Math, Evidence-Based Reading and Writing SAT Scores for First-Time Freshmen, Fall 2019

<table>
<thead>
<tr>
<th>Admission Status</th>
<th>Full-Time</th>
<th></th>
<th></th>
<th>Part-Time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading/Writing</td>
<td>Math</td>
<td>Reading/Writing</td>
<td>Math</td>
<td>Reading/Writing</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Mean #</td>
<td>Mean #</td>
<td>Mean #</td>
<td>Mean #</td>
<td>Mean #</td>
<td>Mean #</td>
</tr>
<tr>
<td>Regular</td>
<td>547.6 870</td>
<td>548.8 870</td>
<td>524.7 17</td>
<td>530.6 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF) Admits</td>
<td>473.9 148</td>
<td>475.9 147</td>
<td>430.0 2</td>
<td>420.0 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Admits</td>
<td>455.7 506</td>
<td>452.3 506</td>
<td>464.4 9</td>
<td>463.3 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Admits</td>
<td>509.9 1,524</td>
<td>509.7 1,523</td>
<td>498.6 28</td>
<td>501.1 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0 188</td>
<td>0 189</td>
<td>0 17</td>
<td>0 17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.C.1, Institutional Profile Data 2020, NJ Higher Education – SURE Fall Enrollment File

2. Enrollment in Remediation Courses by Subject Area

   a. Name of Basic Skills Placement Test Administered

      Next Generation ACCUPLACER Computerized Placement Test

   b. Criteria for Selecting Test Takers

All incoming freshmen must be tested for reading, writing and mathematics, unless they are exempt from all or part of this testing due to their SAT/ACT scores. The criteria for exemption on the basis of SAT/ACT scores is listed below.

Each incoming transfer student is individually evaluated for his/her reading, writing and math placement testing needs as part of the transcript evaluation process. Transfer students required to test will be notified shortly after their transcript evaluation. However, most transfer students are exempt from all or part of testing based on the following criteria:

- SAT/ACT test scores: Same as SAT/ACT exemption criteria for freshmen (see below).
- Total number of transfer credits accepted by Kean: Except for ESL students, transfer students who will be entering the University at the sophomore level or above (i.e., with more than 28.5 credits accepted, including in-progress credits tentatively accepted) are exempt from all testing.
- Specific courses completed at other colleges: Freshman-level transfer students (i.e., those with fewer than 29 transfer credits accepted) may also be exempt from all or part of placement testing on the basis of reading, writing and math coursework they have already successfully completed at other colleges.

The criteria for exemption on the basis of SAT/ACT test scores is as follows:

   New SAT

- Students with SAT-ERW scores of 510 or higher are exempt from the Reading and Writing sections of the test.
- Students with SAT-Math scores of 510 or higher are exempt from the Math section of the test.
- Students with SAT-ERW scores of 510 or higher and SAT-Math scores of 510 or higher are exempt from all of the parts of the test indicated above (Reading, Writing and Math).
- Students with an ACT Composite score of 23 or higher are exempt from all of the parts of the test (Reading, Writing and Math).

**Old SAT**

- Students with SAT-Critical Reading/Verbal scores of 520 or higher are exempt from the reading section of the test.
- Students with SAT-Writing scores of 520 or higher are exempt from the writing section of the test.
- Students with SAT-Math scores of 530 or higher are exempt from the Elementary Algebra section of the test.
- Students with SAT-Critical Reading/Verbal scores of 520 or higher, SAT-Writing scores of 520 or higher, and SAT-Math scores of 530 or higher are exempt from all of the parts of the test indicated above (Reading, Writing and Elementary Algebra).
- Students with an ACT Composite score of 24 or above are exempt from all of the parts of the test (Reading, Writing and Elementary Algebra).

Please note: Students who are exempt from the Math section who are planning to major in accounting, business, economics, finance, management, marketing, mathematics, computer science, or other applied or natural science, or have applied/been accepted into the NJCSTM program, are required to take the QAS and AAF sections of the test. The AAF is used to determine preparedness for higher-level math courses such as Pre-Calculus and Calculus. Students not majoring in these areas are encouraged (but not required) to take the QAS/AAF test sections.

Writing Course Placement — effective Fall 2018: The score on the Essay section of the placement test determines the level of College Composition a student is required to take. College Composition, the freshman writing course required of all students, offers two levels designed to match students’ skills. Kean offers two, three-credit-hour courses: Introduction to College Composition (ENG 1025), designed for students whose placement test essays indicate they need more writing instruction/skills development, and College Composition (ENG 1030), designed for students whose placement test essays indicate they are ready for college-level writing.

Source: School of General Studies, Kean University, May 2020

c. **Total Number of Undergraduate Students Enrolled in Remediation Courses, Fall 2019**

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,120</td>
<td>583</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2020, NJ Higher Education – SURE Fall Enrollment File

Total Enrollment includes all students (full-time, part-time, returning, transfer, etc.).

d. **First-time, Full-time (FTFT) Students Enrolled in Remediation Courses, Fall 2019**

<table>
<thead>
<tr>
<th>Total FTFT Students</th>
<th>Number of FTFT Students Enrolled in One or More Remedial Courses</th>
<th>% of FTFT Students Enrolled in One or More Remedial Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,725</td>
<td>452</td>
<td>26.2%</td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2020, NJ Higher Education – SURE Fall Enrollment File
### e. First-time, Full-time (FTFT) Students Enrolled in Remediation by Subject Area, Fall 2019

<table>
<thead>
<tr>
<th>Subject Area</th>
<th># of FTFT Students Enrolled</th>
<th>% of all FTFT Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Computation</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>243</td>
<td>14.1%</td>
</tr>
<tr>
<td>Reading</td>
<td>307</td>
<td>17.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2020, NJ Higher Education – SURE Fall Enrollment File
### 3. Undergraduate Enrollment by Race/Ethnicity, Gender, Age and Attendance Status

#### a. Undergraduate Enrollment by Race/Ethnicity and Attendance Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>Amer. Ind.</th>
<th>Nonresident Alien</th>
<th>Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2,785</td>
<td>28.4%</td>
<td>1,941</td>
<td>19.8%</td>
<td>3,163</td>
<td>32.2%</td>
<td>600</td>
<td>6.1%</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>0.2%</td>
<td>420</td>
<td>4.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td>3,163</td>
<td>32.2%</td>
<td></td>
<td></td>
<td>892</td>
<td>9.1%</td>
</tr>
<tr>
<td>Asian*</td>
<td>600</td>
<td>6.1%</td>
<td>16</td>
<td>0.2%</td>
<td>420</td>
<td>4.3%</td>
<td>892</td>
<td>9.1%</td>
</tr>
<tr>
<td>Amer. Ind.</td>
<td>1,941</td>
<td>19.8%</td>
<td>3,163</td>
<td>32.2%</td>
<td></td>
<td></td>
<td>892</td>
<td>9.1%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>3,163</td>
<td>32.2%</td>
<td>600</td>
<td>6.1%</td>
<td>420</td>
<td>4.3%</td>
<td>892</td>
<td>9.1%</td>
</tr>
<tr>
<td>Unknown*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,618</td>
<td>29.9%</td>
<td>2,429</td>
<td>20.0%</td>
<td>3,779</td>
<td>31.2%</td>
<td>715</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

**Part-Time**

|                      | #     | %     | #        | %      | #          | %                 | #        | %     |
|----------------------|-------|-------|----------|--------|------------|                   |----------|       |
| White                | 833   | 36.2% | 488      | 21.2%  | 616        | 26.7%             | 115      | 5.0%  |
| Black                |       |       |          |        | 4          | 0.2%              | 50       | 2.2%  |
| Hispanic             |       |       | 616      | 26.7%  | 115        | 5.0%              | 197      | 8.6%  |
| Asian*               | 616   | 26.7% | 115      | 5.0%   | 40         | 1.7%              | 197      | 8.6%  |
| Amer. Ind.           | 488   | 21.2% | 616      | 26.7%  |            |                   | 197      | 8.6%  |
| Nonresident Alien    | 616   | 26.7% | 115      | 5.0%   | 40         | 1.7%              | 197      | 8.6%  |
| Unknown*             |       |       |          |        |            |                   |          |       |
| Total                | 3,618 | 29.9% | 2,429    | 20.0%  | 3,779      | 31.2%             | 715      | 5.9%  |

*Note: Asian includes Pacific Islanders; Unknown includes two or more races.

**Source:** Table II.C.3.a, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey

#### b. Undergraduate Enrollment by Gender and Attendance Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
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</tr>
<tr>
<td>Male</td>
<td>3,963</td>
<td>40.4%</td>
<td>5,854</td>
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<tr>
<td>Female</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
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**Source:** Table II.C.3.b, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey
## C. Undergraduate Enrollment by Age and Attendance Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>&lt; 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
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<td>121</td>
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<td>48</td>
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<td>9,817</td>
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<tr>
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<td>1.2%</td>
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<td>31.8%</td>
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<td>10.2%</td>
<td>3.0%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td><strong>Part-Time</strong></td>
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</tr>
<tr>
<td>#</td>
<td>5</td>
<td>73</td>
<td>254</td>
<td>651</td>
<td>607</td>
<td>267</td>
<td>140</td>
<td>157</td>
<td>130</td>
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<td>2,303</td>
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<tr>
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<td>0.2%</td>
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<td>11.0%</td>
<td>28.3%</td>
<td>26.4%</td>
<td>11.6%</td>
<td>6.1%</td>
<td>6.8%</td>
<td>5.6%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>126</td>
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<td>560</td>
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<td>27.8%</td>
<td>25.0%</td>
<td>13.3%</td>
<td>4.6%</td>
<td>2.1%</td>
<td>2.3%</td>
<td>1.5%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>100%</td>
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Source: Table II.C.3.c, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey
4. Financial Aid from Federal, State & Institution-Funded Programs, Academic Year 2018-19

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>6,228</td>
<td>27,511,000</td>
<td>4,417.31</td>
</tr>
<tr>
<td>College Work Study</td>
<td>253</td>
<td>611,000</td>
<td>2,415.02</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (SEOG)</td>
<td>1,111</td>
<td>696,000</td>
<td>626.46</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>846</td>
<td>10,649,000</td>
<td>12,587.47</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>6,635</td>
<td>25,915,000</td>
<td>3,905.80</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>6,834</td>
<td>26,328,000</td>
<td>3,852.50</td>
</tr>
<tr>
<td>SMART &amp; Academic Competitiveness Grants (ACG) or other</td>
<td>42</td>
<td>131,000</td>
<td>3,119.05</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>3,793</td>
<td>17,205,000</td>
<td>4,535.99</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>562</td>
<td>741,000</td>
<td>1,318.51</td>
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<tr>
<td>Outstanding Scholars Recruitment Program (OSRP)</td>
<td>17</td>
<td>72,000</td>
<td>4,235.29</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>19</td>
<td>19,000</td>
<td>1,000.00</td>
</tr>
<tr>
<td>NJ Stars</td>
<td>58</td>
<td>119,000</td>
<td>2,051.72</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>105</td>
<td>1,143,000</td>
<td>10,885.71</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Institutional Programs</th>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>1,994</td>
<td>4,629,000</td>
<td>2,321.46</td>
</tr>
<tr>
<td>Loans</td>
<td>-</td>
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</table>

Source: Table II.C.4, Institutional Profile Data 2020, NJ Higher Education – NJIPEDS Form #41 Student Financial Aid Report (Fiscal Year 2019 Data)

5. Percentage of First-Time Undergraduates by New Jersey State Residence, Fall 2019

<table>
<thead>
<tr>
<th>State Residents*</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,672</td>
<td>98</td>
<td>1,770</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

*Residence unknown included with New Jersey Residents.

Source: Table II.C.5, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey, Part C
D. STUDENT OUTCOMES

1. Graduation Rates

   a. Graduation Rates of Full-Time, First-Time, Degree-Seeking Undergraduates by Race/Ethnicity, 
      Fall 2013 Cohort

<table>
<thead>
<tr>
<th></th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Pacific Islander/Native Hawaiian</th>
<th>Non-resident Alien</th>
<th>Race Unknown</th>
<th>2 or More Races</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2013 Cohort</td>
<td>3</td>
<td>33.3%</td>
<td>79</td>
<td>30.4%</td>
<td>310</td>
<td>51</td>
<td>90</td>
<td>21.0%</td>
<td>2</td>
<td>28.6%</td>
</tr>
<tr>
<td>Graduates in 4 Years</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>33.3%</td>
<td>24</td>
<td>30.4%</td>
<td>51</td>
<td>16.5%</td>
<td>90</td>
<td>21.0%</td>
<td>2</td>
<td>28.6%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>13.5%</td>
<td>8</td>
<td>10.0%</td>
<td>2</td>
<td>10.0%</td>
<td>7</td>
<td>71.4%</td>
<td>5</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>20.0%</td>
<td>4</td>
<td>20.0%</td>
<td>26</td>
<td>13.5%</td>
<td>7</td>
<td>20.0%</td>
<td>7</td>
<td>20.0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13.5%</td>
<td>192</td>
<td>30.4%</td>
<td>35</td>
<td>20.0%</td>
<td>115</td>
<td>27.5%</td>
<td>320</td>
<td>21.4%</td>
</tr>
<tr>
<td>Graduates in 5 Years</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>33.3%</td>
<td>43</td>
<td>54.4%</td>
<td>104</td>
<td>33.5%</td>
<td>179</td>
<td>41.8%</td>
<td>5</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>13.5%</td>
<td>8</td>
<td>10.0%</td>
<td>26</td>
<td>13.5%</td>
<td>7</td>
<td>20.0%</td>
<td>7</td>
<td>20.0%</td>
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<td>35</td>
<td>20.0%</td>
<td>115</td>
<td>27.5%</td>
<td>320</td>
<td>21.4%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13.5%</td>
<td>192</td>
<td>30.4%</td>
<td>35</td>
<td>20.0%</td>
<td>115</td>
<td>27.5%</td>
<td>320</td>
<td>21.4%</td>
</tr>
<tr>
<td>Graduates in 6 Years</td>
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<td>33.3%</td>
<td>45</td>
<td>57.0%</td>
<td>122</td>
<td>39.4%</td>
<td>206</td>
<td>48.1%</td>
<td>5</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>13.5%</td>
<td>8</td>
<td>10.0%</td>
<td>26</td>
<td>13.5%</td>
<td>7</td>
<td>20.0%</td>
<td>7</td>
<td>20.0%</td>
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<td>20.0%</td>
<td>115</td>
<td>27.5%</td>
<td>320</td>
<td>21.4%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13.5%</td>
<td>192</td>
<td>30.4%</td>
<td>35</td>
<td>20.0%</td>
<td>115</td>
<td>27.5%</td>
<td>320</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

Source: Table II.D.1.a, Institutional Profile Data 2020, NJ Higher Education – IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates

   a. Third-Semester Retention of First-time, Degree-Seeking Undergraduates, Fall 2018 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2018 First-Time Undergraduates*</td>
<td>Retained in Fall 2019</td>
</tr>
<tr>
<td></td>
<td>1,781</td>
<td>1,312</td>
</tr>
</tbody>
</table>

*Adjusted Cohort with allowable exclusions removed.
Source: Table II.D.2, Institutional Profile Data 2020, NJ Higher Education – IPEDS Fall Enrollment Survey, Part E
### E. FACULTY CHARACTERISTICS

#### 1. Full-time Faculty by Race/Ethnicity, Gender, Academic Rank and Tenure Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Amer. Ind./Alaskan Native</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Pacific Isl./Native Hawaiian</th>
<th>Nonresident Alien</th>
<th>Race Unknown</th>
<th>2 or More Races</th>
<th>White</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td><strong>TENURED</strong></td>
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</tr>
<tr>
<td>Professors</td>
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<td>3</td>
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<td>3</td>
<td>17</td>
<td>22</td>
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<td>Associate Prof.</td>
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<td>4</td>
<td>4</td>
<td></td>
<td>23</td>
<td>20</td>
<td>33</td>
<td>34</td>
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<td>3</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>19</td>
<td>23</td>
<td>33</td>
</tr>
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<td>96</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Associate Prof.</td>
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<td></td>
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<td></td>
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<tr>
<td>Assistant Prof.</td>
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<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>12</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>All Others</td>
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<td>9</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>11</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
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<tr>
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<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>17</td>
<td>22</td>
<td>25</td>
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<td>Associate Prof.</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
<td>23</td>
<td>20</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>11</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
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<td>2</td>
<td>6</td>
<td>1</td>
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<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1</td>
<td>22</td>
<td>30</td>
<td>17</td>
<td>16</td>
<td>11</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

*Please Note: Faculty on leaves of absence without pay are not included in the above table.  
Source: Table II.E.1, Institutional Profile Data 2020, NJ Higher Education – IPEDS Human Resources Survey

#### 2. Number and Percentage of Course Sections Taught by Faculty Status, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th></th>
<th></th>
<th>Other*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>1,637</td>
<td>49%</td>
<td>1,555</td>
<td>46%</td>
<td>177</td>
</tr>
</tbody>
</table>

*Please Note: Other includes Administrators and Staff.  
Source: Fall 2019 Data, IR Enrollment Frozen File, Office of Institutional Research, Kean University, 2020
3. Number and Percentage of Full-Time and Part-Time Faculty, Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>#</td>
<td>358</td>
<td>1,033</td>
<td>1,391</td>
</tr>
<tr>
<td>%</td>
<td>25.7%</td>
<td>74.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please Note: Faculty on leaves of absence without pay are not included in the above table.
Source: Table II.E.3, Institutional Profile Data 2020, NJ Higher Education – IPEDS Human Resources Survey
# F. Characteristics of the Board of Trustees (Fiscal Year 2019-2020)

## 1. Kean University Board of Trustees by Race/Ethnicity and Gender

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Nonresident Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>10</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>1</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
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<td>1</td>
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<td>0</td>
<td>0</td>
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<td>14</td>
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</table>

## 2. Kean University Board of Trustees by Title and Affiliation

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Ada Morell, Chair</td>
<td>Deputy District Director</td>
<td>Congressman Albio Sires</td>
</tr>
<tr>
<td>Mr. Michael D’Agostino, Vice Chair</td>
<td>Retired, Union Leader</td>
<td></td>
</tr>
<tr>
<td>Ms. Helyn Payne Baltimore</td>
<td>Retired, Schoolteacher</td>
<td></td>
</tr>
<tr>
<td>Dr. Thomas J. Bistocchi</td>
<td>Retired Superintendent</td>
<td></td>
</tr>
<tr>
<td>Mr. Eugene Enlow, Esq.</td>
<td>Retired, Chair &amp; CEO</td>
<td></td>
</tr>
<tr>
<td>Mr. Steve Fastook</td>
<td>Vice President, Technical &amp; Commercial Operations</td>
<td>CNBC</td>
</tr>
<tr>
<td>Mr. Dave Gibbons</td>
<td>President</td>
<td>Elberon Development Co., LLC</td>
</tr>
<tr>
<td>Mr. John Kean Jr.</td>
<td>Executive Advisor</td>
<td>BCN Telecom, Inc.</td>
</tr>
<tr>
<td>Mr. Doug Keller</td>
<td>Senior Vice President</td>
<td>Merrill Lynch</td>
</tr>
<tr>
<td>Ms. Linda Lewis</td>
<td>Guidance Director</td>
<td>Elizabeth Public Schools District</td>
</tr>
<tr>
<td>Mr. Matthew McDermott</td>
<td>Senior Vice President</td>
<td>Kaufman Zita Group</td>
</tr>
<tr>
<td>Mr. Edward Oatman</td>
<td>County Manager</td>
<td>County of Union, NJ</td>
</tr>
<tr>
<td>Ms. Barbara Sobel</td>
<td>President</td>
<td>Sobel Family Foundation</td>
</tr>
<tr>
<td>Mr. Richard F. Trabert</td>
<td>Public Relations Consultant</td>
<td></td>
</tr>
</tbody>
</table>

## 3. Kean University’s Webpages for Board of Trustees Information

[https://www.kean.edu/about/board-trustees](https://www.kean.edu/about/board-trustees)

[https://www.kean.edu/about/board-trustees/members](https://www.kean.edu/about/board-trustees/members)

Source: President’s Office, Kean University, June 2020
G. PROFILE OF THE INSTITUTION (Fiscal Year 2019-2020)

1. Degree and Certificate Programs

   a. Undergraduate Degree Programs

   **College of Business and Public Management**
   - B.S. in Accounting
   - B.A. in Criminal Justice
   - B.S. in Finance
   - B.S. in Global Business
   - B.S. in Management
     - General Business Option
     - Entrepreneurship Option
     - Human Resources Management Option
     - Supply Chain and Information Management Option
   - B.S. in Marketing
   - B.A. in Public Administration

   **Joint or Combined Programs**
   - B.A./MPA in Public Administration

   **College of Education**
   - B.S. in Athletic Training
   - B.S. in Community Health Education
   - B.A. in Early Childhood Education/Teacher of Students with Disabilities
   - B.A. in Elementary Education
     - K-6 Option/Teacher of Students with Disabilities
     - K-6 and 5-8 Option/Teacher of Students with Disabilities
     - Bilingual Education K-6 Option
     - Bilingual Education K-6 and 5-8 Option
   - B.A. in Fine Arts Teacher Education Option
   - B.M. in Music Education
   - B.S. in Physical Education
     - Exercise Science Option
     - Physical Education and Health Teacher Education Option
   - B.A. in Recreation Administration
     - Sport and Event Management
     - Community Recreation Option
   - B.A. in Spanish
     - General Option
     - Teacher Education Option
   - B.A. in Theatre Teacher Education Option
   - B.A. in Therapeutic Recreation

   **College of Liberal Arts**
   - B.A. in Asian Studies*
   - B.A. in Communication
     - Communication Studies Option
     - Journalism Option
     - Public Relations Option
     - Media/Film Option
B.A. in Economics
   General Option
   Business Economics Option*
B.A. in English
   Standard Option
   Writing Option
   Teacher Education Option
   Dual Certification for Teacher of Students with Disabilities (K-12)
   English in Global Settings Option
B.A. in Fine Arts General Option
B.A. in Global Studies
B.A. in History
   General Option
   Honors Option
   Honors Option Teacher Education (P-12)
   Honors Option Dual Certification for Teacher of Students with Disabilities (P-12)
   Pre-Law Option
   Teacher Education (P-12) Option
   Dual Certification for Teacher of Students with Disabilities (P-12) Option
B.A. in Music
B.A. in Political Science
   General Option
   International/Comparative Politics Option
B.A. in Psychology
   Forensic Option
   General Option
B.A. in Sociology
   General Option
B.A. in Theatre Design & Technology
B.A. in Theatre Performance
B.A. in Theatre General Option
BFA in Studio Art
   General Option
BFA in Theatre Design & Technology
B.A. in Theatre Performance
B.S. in Psychology and Psychiatric Rehabilitation (with Rutgers University, formerly UMDNJ)

College of Science, Mathematics and Technology
B.A. in Biology
   General Option
   Honors Option*
   Teacher Education Option
   Dual Certification for Teacher of Students with Disabilities (P-12) Option
B.S. in Biology
   Cell and Molecular Biology Option
   Environmental Option
   Forensic Science Option
   Health Professions Option
B.A. in Chemistry
   General Option
   Pre-Professional Option
   Teacher Education Option
B.S. in Chemistry
   ACS Certified Chemical Instrumentation Option
   ACS Certified Expanded Option
Forensic Science Option
B.S. in Computer Science
  Cybersecurity Option
  Data Science Option
  General Option
  Information Systems Option
B.A. in Earth Science
  General Option
  Teacher Education Option
  Dual Certification for Teacher of Students with Disabilities (P-12) Option
B.S. in Earth Science
  Environmental Science Option
  Geo-Science Option
B.S. in Information Technology
  General Option
  Cybersecurity Option
B.A. in Mathematical Sciences
  Actuarial Science Option
  Data Analytics Option
  General Option
  Statistics Option
  Teacher Education Option
  Dual Certification for Teacher of Students with Disabilities (K-12) Option
B.S. in Sustainability Science

Health Professions
B.S. in Medical Technology
  Cytotechnology Option
  General Option
  Histotechnology Option
BSN in Nursing (RNs only)

Joint or Combined Programs
B.S. Clinical Lab Science, Medical Lab Science (with Rutgers University, formerly UMDNJ)
B.S. in Health Information Management (with Rutgers University, formerly UMDNJ)
B.A./M.A. in Health Information Management/Communication (with Rutgers University, formerly UMDNJ)*

Michael Graves College
B.A. in Architectural Studies
BFA in Graphic Design
  Interactive Advertising Option
BID in Industrial Design
BFA in Interior Design

Nathan Weiss Graduate College
(School of Communication Disorders and Deafness)
B.A. in Speech-Language-Hearing Sciences

New Jersey Center for Science, Technology and Mathematics
B.S. in Science & Technology
  Biology Option
  Biomedicine Option
  Chemistry Option
b. Graduate Degree Programs

**College of Business and Public Management**
- M.S. in Accounting
- M.A. in Criminal Justice
- MPA in Public Administration
  - Environmental Management Option*
  - Health Services Administration Option
  - Nonprofit Management Option
  - Public Administration (General)
- MBA in Business Administration
  - Executive Option
  - Global Management Option

**College of Education**
- M.A. in Early Childhood Education
  - Administration in Early Childhood Education and Family Studies Option
  - Advanced Curriculum and Teaching Option
  - Classroom Instruction P-3 Certification Option*
  - Education for Family Living Option*
- M.S. in Exercise Science
- M.A. in Fine Arts
  - Initial Teacher Education Option
  - Studio Option
  - Supervision Option
- M.A. in Hindi and Urdu Language Pedagogy
- M.A. in Instruction and Curriculum
  - Bilingual/Bicultural Education Option
  - Classroom Instruction Option*
  - Earth Science Option*
  - Mastery in Teaching Option*
  - Mathematics, Science and Computer Education Option*
  - Teacher Education: K-6*
  - Teacher Education: P-12*
  - Teacher Education: Elementary/Middle (K-6/5-8)*
  - Teacher Education: Spanish*
  - Teaching Chemistry Option New Jersey Approved Pilot Program* (Progressive Science Initiative)
  - Teaching English as a Second Language Option
  - Teaching Physics Option New Jersey Approved Pilot Program* (Progressive Science Initiative)
  - World Languages – Spanish*
- M.A. in Reading Specialization*
  - Adult Literacy Option*
  - Basic Skills Specialist Option*
  - Reading Specialist Option*
M.A. in Special Education  
Applied Behavior Analysis and Autism Spectrum Disorders  
Autism and Developmental Disabilities Option  
Learning and Behavioral Disabilities Option

**College of Liberal Arts**
M.A. in Communication Studies  
M.A. in English Writing Studies  
M.A. in Forensic Psychology  
M.A. in Holocaust and Genocide Studies  
M.A. in Liberal Studies*  
M.A. in Marriage and Family Therapy  
M.A. in Political Science*  
M.A. in Psychology  
Human Behavior and Organizational Psychology Option  
Psychological Services Option  
M.A. in Sociology and Social Justice*  
Professional Diploma in Marriage and Family Therapy*

**College of Science, Mathematics and Technology**
M.S. in Computer Information Systems  
M.A. in Mathematics Education  
Supervision of Mathematics Option*  
Teaching of Mathematics Option*

**Michael Graves College**
M.Arch. in Architectural Studies

**Nathan Weiss Graduate College**
M.A. in Counseling  
Alcohol and Drug Abuse Counseling Option  
Clinical Mental Health Counseling Option  
College Counseling and Student Services Option  
School Counseling Option  
School Counseling with LPC Qualification Option  
M.A. in Educational Administration  
School Business Administrator Option  
Supervisor & Principal Option  
Supervisor, Principal and School Business Administrator Option  
MSN in Nursing  
Nursing Leadership Option  
Community Health Nursing Option  
School Nursing Option*  
M.S. in Occupational Therapy  
MSW in Social Work  
Advanced Standing Option  
Extended Option  
Social Work (General) Option  
M.A. in Speech-Language Pathology  
Professional Diploma in School Psychology  
DPT in Physical Therapy  
Ed.D. in Educational Leadership  
Occupational Therapy Doctorate (OTD)  
Psy.D. in Combined School & Clinical Psychology
Ph.D. in Counseling and Supervision
Ph.D. in Nursing Educational Leadership*
Doctor of Speech-Language Pathology (SLPD)

New Jersey Center for Science, Technology and Mathematics
M.S. in Biotechnology Science

Joint 5-Year Bachelor/Master's Degree Programs
B.S. Science & Technology/M.A. Instruction & Curriculum
  Biology Option
  Chemistry Option
  Mathematics Option
B.S. in Science & Technology/M.S. Science & Technology
  Computational Science and Engineering Option
  Molecular Biology/Biotechnology Option

*Not currently accepting new applications for admission.
Source: Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020

c. Certification Programs

Kean University offers the following approved certification programs at the graduate level:

Certificates in Education

Administrative Certificate Endorsements
  Supervisor
  Principal
  Supervisor, Principal and School Business Administrator
  School Business Administrator
  Digital Leadership

Educational Services Certificate Endorsements
  School Counselor
  Director of School Counseling
  Learning Disabilities Teacher-Consultant
  Reading Specialist*
  School Nursing
  School Psychologist
  Student Assistance Coordinator
  Applied Behavior Analysis: Autism and Developmental Disabilities (post-graduate certificate, not an endorsement)

Initial Teaching Certificate, Including a Master of Arts Degree
  Biology (NJCSTM)
  Chemistry (NJCSTM)
  Fine Arts
  Mathematics (NJCSTM)
  Preschool-Third Endorsement (initial and endorsement)

Instructional Certificate Endorsements
  Bilingual/Bicultural Education
  Preschool-Third Grade
  Teaching English as a Second Language
Teacher of Students with Disabilities
Alternate Route: Teaching English as a Second Language
Alternate Route: P-3

*Not currently accepting new applications for admission

d. Non-Degree Professional Coursework
Conflict Resolution and Communication
Teaching the Holocaust and Prejudice Reduction
Leadership and Communication
Post-Master's Licensed Professional Counselor Option
Public Relations and Journalism
Speech Language Pathology Pre-Professional Program
Architecture Special Offering
Architecture Pre-Professional

Source: Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020

e. Kean Online
Kean University established Kean Online during the 2015-2016 academic year with the offering of
the bachelor's degree completion program in management and criminal justice as well as a master's
degree in educational leadership. In January 2016, Kean University received approval from the
Middle States Commission on Higher Education to become a distance-learning degree-granting
institution. Kean University currently offers the following undergraduate and graduate programs
completely online:

- B.S. Management - General Business
- B.S. Management - Human Resources Management
- B.S. Management - Supply Chain and Information Management
- B.S. Management - Entrepreneurship
- B.S. Accounting
- B.A. Criminal Justice
- B.A. Psychology
- B.A. Biology
- RN to BSN
- M.A. Educational Administration
- M.S. Computer Information Systems
- Master in Hindi Urdu
- Post-Master's Certification - Supervisor
- Post-Master's Certification - Principal
- Digital Leadership Certificate

Many additional courses have been developed for an online and hybrid delivery to support the
educational needs of students attending other Kean University locations.

All Kean Online courses are built to meet the highest course design standards and are identical to
outcomes and content specified in the official curriculum. The development of the coursework is a
collaborative process between faculty, instructional designer and university curriculum
committees. The course design is conformed with Quality Matters rubrics and standards for ensuring
quality and consistency.

Source: School for Online Learning June 2020 and Office of the Provost and Vice President for Academic Affairs, Kean
University, June 2020
2. Other - Agreements with Other Colleges and Universities

Kean Ocean

Kean University and Ocean County College (OCC) continue the Kean Ocean partnership (established in 2006) to provide public higher education in Ocean County beyond the level of the associate degree. Students completing their associate degree can earn a bachelor’s degree at Kean Ocean on the OCC campus.

The bachelor’s degree programs offered through Kean Ocean include: Accounting, Biology, Biology - Environmental Biology Option, Biology Health Professions option, Communication Studies and Communication-Public Relations, Community Health Education, Criminal Justice, English, Finance, History, Management (General, Human Resources Management, and Entrepreneurship options), Marketing, Mathematics, Nursing, Psychology, Public Administration and Sociology along with programs in Elementary and Special Education (K-6 with content areas/second majors in Biology, Communication Studies, English, History, Mathematics, Psychology [General or Forensic Psychology] or Sociology, and 5-8 with subject certification in Biology, English, History or Mathematics), Secondary Education and Dual Certification in Special Education (P-12/K-12 certification as denoted by program, in Biology, English, History and Mathematics), Physical Education and Health (K-12 Certification), Physical Education - Exercise Science Option, Recreation Administration options (Community and Sport and Event Management options) and Therapeutic Recreation.

Students who have already completed their associate degree have their OCC courses evaluated and matched as closely as possible to the requirements for a Kean degree. Those students who have followed the advance detailed program curriculum sheets that specify the exact OCC courses to take for fulfilling the requirements of both their OCC associate degree and their Kean bachelor’s degree will be assured complete transferability of their credits.

Kean Ocean also offers master’s degrees on the campus of OCC in Counselor Education (several options including state certification for school counseling), Exercise Science, Educational Leadership (through Kean Online) and several options in Nursing.

Kean will continue to review program offerings on an ongoing basis, making additions and deletions as needs and demands indicate program viability or the lack thereof. Construction of the first Kean building, shared jointly with OCC, was completed in August and opened in September 2013. This state-of-the-art facility provides administrative offices, 22 faculty offices, 12 classrooms (one ITV-equipped), two seminar rooms and a conference room. This physical presence has both improved the student experience as well as confirmed Kean’s commitment to provide affordable higher education to Ocean County and the surrounding region. Since the Fall 2016 semester, Kean has been offering degree completion programs at the Southern Educational Center (Ocean County College's branch campus) in Manahawkin, New Jersey, to bring the upper-division educational opportunity to southeastern Ocean County. Our current offerings there include: Community Health Education, Management (General Business) and Psychology (General and Forensic Psychology) and a minor in Communication.

Source: Kean Ocean June 2020 and Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020

Wenzhou-Kean

Wenzhou-Kean in Zhejiang Province, China, has now reached the end of its eighth year of full operation. Student numbers have grown from a class of 205 in Fall 2012 to 2,402 students in Fall 2019. Wenzhou-Kean had its first commencement in May 2016 with 184 students graduated. In May 2017, 219 students graduated at its second commencement in Wenzhou, China. In June 2018, 377 students graduated at its third commencement in Wenzhou. In June 2019, 429 students graduated...
at its fourth commencement in Wenzhou. In June 2020, 442 students graduated at its fifth commencement in Wenzhou-Kean University. The student body is currently comprised mostly of Chinese nationals, with visiting U.S. nationals from the main Kean campus and international students from Tanzania, Malaysia, Peru, Bhutan and the U.S. In the first two years, recruitment was from Zhejiang Province. In subsequent years, recruitment has expanded to 16 additional provinces of China. Furthermore, for the academic year 2017-2018, the University expanded recruitment to Hong Kong, Macao and Taiwan. All Chinese nationals are recruited through the Chinese National College Entrance Examination. Wenzhou-Kean admits Tier 1 (the top tier) from this examination. In addition, a very small number of students are admitted contingently from Tier 2 through an alternate admission process referred to as “3-in-1.”

The number of majors and opportunities for study has grown from an original four majors, in Accounting, Finance, English and Computer Science, to an additional 14 majors in Marketing, Global Business, Management, Psychology, Communication, Mathematical Sciences, Biology, Earth Science, Architectural Studies, Graphic Design, Industrial Design, Interior Design, Chemistry, and Economics. Kean courses are offered either by faculty contracted to Wenzhou-Kean University or by Kean faculty visiting from the U.S. campus. All entering freshmen are required to participate in an English Intensive Preparatory Program prior to the start of classes. Wenzhou-Kean students may take one to five semesters at Kean’s Union campus starting in their sophomore year.

In November 2019, MOE (Ministry of Education) granted Wenzhou-Kean University approval to offer graduate education, and graduates will receive degrees from Kean University. The eight master programs and three doctoral programs are: Computer Information Systems (M.S.), Instruction and Curriculum (M.A.), Global Management (MBA), Biotechnology Science (M.S.), Psychology (M.A.), Educational Administration (M.A.), Architecture (M.Arch.), Accounting (M.S.), Combined School and Clinical Psychology (Psy.D.), Counseling and Supervision (Ph.D.) and Educational Leadership (Ed.D.). The University rolls out three programs in 2020: Educational Leadership (Ed.D.), Biotechnology Science (M.S.), and Instruction and Curriculum (M.A.), and other graduate programs will be rolled out gradually in the coming years.

In the first year of operation (2012-2013), Wenzhou-Kean held classes and housed students using space within Wenzhou University, as a collaboration between the two institutions. In the second year, Wenzhou-Kean moved into its own campus with a general education building for all classes, administrative support offices and conference rooms, a dining hall, and the first residence halls and faculty housing. This group of buildings constituted Phase 1 of the campus building project. Phase 2 was completed in Fall 2015 with new residence halls for all incoming and current students. The College of Business and Public Management Building and faculty housing were brought into operation in January 2018. The Athletics Center was opened in Spring 2018. The second student dormitory complex, the Michael Graves College of Architecture and Design building, and a science lab facility are completed in 2020. The Student Learning and Activity (Library) and the Stadium will be completed in 2022, and the College of Science and Technology building is expected to be completed in 2023.

In 2013, the Middle States Commission for Higher Education affirmed Wenzhou-Kean as an additional location of Kean University. In 2014, following the successful completion of the “in preparation” probationary period, the Chinese Ministry of Education announced the approval of the establishment of Wenzhou-Kean University, making it the first Chinese-United States cooperative university in the Zhejiang province and the second in China. The Chinese Ministry of Education granted approval for Wenzhou-Kean graduates to receive dual bachelor's degree certificates from Kean University and Wenzhou-Kean in addition to a Chinese graduation certificate from Wenzhou-Kean, thereby achieving compliance with relevant regulations in China. In 2018, the Bachelor Degree Conferral Evaluation Panel of the Department of Education of Zhejiang Province concluded that Wenzhou-Kean University possesses the qualifications to confer baccalaureate degrees of the following six academic programs: Economics, Marketing, Global Business, Computer Science, English and Graphic Design. In June 2018, the Chinese Ministry of Education and Zhejiang Province listed Wenzhou-Kean as one of the exemplary Sino-foreign cooperative universities, supporting
Wenzhou-Kean becoming an internationalized and world-class university. The WKU TOEFL center was unveiled in September 2019, which meant that Wenzhou became the third city in Zhejiang Province to have a TOEFL test site. In January 2020, WKU was approved as a GRE test center, making it the only GRE test center in the southern Zhejiang area.

Source: Wenzhou-Kean June 2020 and Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020

**Articulation Agreements**

A major goal of higher education in the State of New Jersey is to have all colleges and universities make it possible for students to transfer (articulate) from one college to another for the purpose of completing a program of study or degree as expeditiously as possible. In addition to special programs with other colleges and universities, Kean University honors the State of New Jersey's Transfer Legislation (Lampitt Law), the statewide transfer legislation and accompanying implementation agreement, and continues to work with the two-year college sector through the articulation meetings and biannual Two-Year/Four-Year meetings and related conferences. Students graduating from a State of New Jersey county college with an A.A. or A.S. degree may be admitted as juniors provided that all transfer admission requirements and related course prerequisites have been met. It is important to note that full transferability of credits depends on a student keeping the same major that was pursued at the county college. All lower-division general education requirements are considered completed with the A.A. or A.S. degree, unless one or more of the required courses are prerequisites for additional coursework. A.A.S. degrees are not covered by the legislation but may be covered by specific articulations between Kean and the sending county college.

The following is a list of colleges with which Kean University has made articulation agreements:

- Brookdale Community College
- Ocean County College
- College of Saint Elizabeth
- Passaic County Community College
- County College of Morris
- Raritan Valley Community College
- Essex County College
- Sussex County Community College
- Hudson County College
- Union County College
- Mercer County College
- Warren County College
- Middlesex County College

Kean University has joint degree programs in Health Information Management, Psychology/Psychiatric Rehabilitation and Clinical Lab Science (CLS) with Rutgers University (formerly UMDNJ) in Newark. Students complete the general education requirements at Kean and then apply to Rutgers University (formerly UMDNJ) for the professional phase of the program. Upon completion, students receive a joint bachelor’s degree from Kean University and Rutgers University (formerly UMDNJ).

Source: Undergraduate Admissions, June 2020 and Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020

**Joint Admission Agreements**

Students from New Jersey county colleges who have signed joint admission agreements may be admitted to Kean University by the respective county college. The admission is to the University, not to a major program, and students must meet the criteria listed in the agreement in order to be fully admitted and enrolled at Kean.

The program is designed to strengthen the academic and support partnership between the two-year college sector and Kean University. Agreements have been signed with:

- Brookdale Community College
- Passaic County Community College
- County College of Morris
- Raritan Valley Community College
- Essex County College
- Sussex County Community College
### Partnership Agreements

Partnership agreements are aimed at establishing ties of friendship and cooperation for the purpose of promoting mutual understanding through academic, cultural, scientific, student and personnel exchanges. Partnership agreements have been signed with:

- Rutgers University, New Jersey (formerly UMDNJ)
- Ocean County College

Ain Shams University (Cairo, Egypt) and Ocean County College have entered into a three-way partnership with Kean University for a 2 (Ocean County College) +1 (Ain Shams) +1 (Kean University) degree program for students majoring in either Accounting or Management-General Business. The students complete the requirements through online instruction, with the possibility of some students studying physically at Kean in Union, through self-sponsorship or through sponsorship by AMIDEAST (funded by USAID). The first cohort of 41 students entered Kean University May 2019 to complete their baccalaureate degree requirements, and 11 of those students studied in Union for the first summer session. The entire cohort completed their remaining requirements online and graduated May 2020. Due to the complications from the COVID pandemic, the second cohort did not start until July 2020. This has also delayed any students from the second cohort who planned on studying for the summer or fall semesters.

Kean University and the Union County Vocational and Technical School (UCVTS) have established a dual-enrollment partnership, allowing students to complete their senior year of high school and freshman year of college simultaneously, enrolling in a full college course load.

Source: Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020

---

<table>
<thead>
<tr>
<th>Hudson County College</th>
<th>Union County College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middlesex County College</td>
<td>Warren County College</td>
</tr>
<tr>
<td>Ocean County College</td>
<td></td>
</tr>
</tbody>
</table>

Source: Undergraduate Admissions, June 2020 and Office of the Provost and Vice President for Academic Affairs, Kean University, June 2020
H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES, FISCAL YEAR 2020

1. Research & Development Expenditures, Fiscal Year 2020

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
<td>$1,431,000</td>
</tr>
<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
<td>$488,946</td>
</tr>
<tr>
<td>Total Academic R&amp;D Expenditures</td>
<td>$1,919,946</td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs, Kean University, July 2020
Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

2. Externally Sponsored Research

The Office of Research and Sponsored Programs (ORSP) seeks external funding to support and enhance faculty and student research, curricular development, and innovation and community outreach programming. The office administers the University’s grants and contracts (internal and external) from the pre-award stage through final reporting and provides oversight to Kean’s centers and institutes. ORSP serves as the University’s liaison with public foundations and is responsible for compliance regarding federal and state regulations. The following table lists the externally sponsored research programs by award amount:

<table>
<thead>
<tr>
<th>Project Director</th>
<th>Project Title</th>
<th>Funding Agency</th>
<th>$ Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segars, Yvonne</td>
<td>EEO Program - Academic Year 2020</td>
<td>NJCHE</td>
<td>$1,701,151</td>
</tr>
<tr>
<td>Haber, Karen</td>
<td>Fire Safety Program</td>
<td>NJ Dept of State</td>
<td>$1,549,267</td>
</tr>
<tr>
<td>Victor, Jeffrey</td>
<td>DECA FBLA - Year 2 - Dues and Revenues</td>
<td>NJDOE</td>
<td>$712,466</td>
</tr>
<tr>
<td>Segars, Yvonne</td>
<td>EEO Program - Summer 2019 and 2020</td>
<td>NJCHE</td>
<td>$681,714</td>
</tr>
<tr>
<td>Victor, Jeffrey</td>
<td>DECA - Year 1 - Dues and revenues</td>
<td>NJDOE</td>
<td>$612,358</td>
</tr>
<tr>
<td>Lozada, Neva</td>
<td>Supplemental Instruction Expansion</td>
<td>USDOE</td>
<td>$377,843</td>
</tr>
<tr>
<td>Morreale, Patricia</td>
<td>Building Capacity: Pathway to Success Year 2</td>
<td>NSF</td>
<td>$351,924</td>
</tr>
<tr>
<td>Rijos, Maria</td>
<td>Upward Bound</td>
<td>USDOE</td>
<td>$334,037</td>
</tr>
<tr>
<td>Rivera, Maximina</td>
<td>Supporting Students in Recovery</td>
<td>NJ DHS</td>
<td>$275,000</td>
</tr>
<tr>
<td>Alvarado, Wendy</td>
<td>McNair Scholars Program</td>
<td>USDOE</td>
<td>$253,022</td>
</tr>
<tr>
<td>Margulies, David</td>
<td>NJSBDC</td>
<td>USSBA</td>
<td>$185,543</td>
</tr>
<tr>
<td>Mu, Dongyan</td>
<td>LCA - Hydroponics vs. Aquaponics Farming</td>
<td>NSF</td>
<td>$170,005</td>
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<tr>
<td>Victor, Jeffrey</td>
<td>CTSO-DECA Continuation - Year 6</td>
<td>NJDOE</td>
<td>$146,500</td>
</tr>
<tr>
<td>Victor, Jeffrey</td>
<td>CTSO-FBLA - Year 2</td>
<td>NJDOE</td>
<td>$146,500</td>
</tr>
<tr>
<td>Jensen, Janis</td>
<td>STARTALK 2020</td>
<td>NSA</td>
<td>$118,498</td>
</tr>
<tr>
<td>Caceres, Jose</td>
<td>Project Adelante 2019</td>
<td>Various School Districts</td>
<td>$110,000</td>
</tr>
<tr>
<td>Morreale, Patricia</td>
<td>NSF INCLUDES: Alliance - Year 2</td>
<td>NSF</td>
<td>$64,926</td>
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<tr>
<td>Mu, Dongyan</td>
<td>Renewing Energy Workshops</td>
<td>Constellation Energy</td>
<td>$18,542</td>
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<tr>
<td>Morreale, Patricia</td>
<td>Explore CSR 2019</td>
<td>Google</td>
<td>$18,000</td>
</tr>
<tr>
<td>Wooten, John</td>
<td>Premiere Stages Play Festival</td>
<td>NJSCA</td>
<td>$17,228</td>
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<tr>
<td>Project Director</td>
<td>Project Title</td>
<td>Funding Agency</td>
<td>$ Amount</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Margulies, David</td>
<td>NJSBDC</td>
<td>NJ Business Action Ctr</td>
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<tr>
<td>Hassett-Walker, C.</td>
<td>External Evaluation for 21st CCLC</td>
<td>Passaic BOE</td>
<td>$14,950</td>
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<tr>
<td>Wooten, John</td>
<td>Premiere Play Festival</td>
<td>Dodge Foundation</td>
<td>$13,500</td>
</tr>
<tr>
<td>Rijos, Maria</td>
<td>Upward Bound Scholarships</td>
<td>Novartis</td>
<td>$10,000</td>
</tr>
<tr>
<td>Li, Juan Jenny</td>
<td>UG Women in Computer Science Research</td>
<td>Google</td>
<td>$8,000</td>
</tr>
<tr>
<td>Kutuk, Efecem</td>
<td>Patient Transfusion Bag Prototype</td>
<td>Hackensack Meridian</td>
<td>$7,500</td>
</tr>
<tr>
<td>Kwak, Daehan</td>
<td>CAREMANG-E: Enhancing capacity</td>
<td>CPC Behavior Health</td>
<td>$5,000</td>
</tr>
<tr>
<td>Li, Juan Jenny</td>
<td>NCWIT Aspirations in Computing</td>
<td>Google/TATA American Intl.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Namazi, Mahchid</td>
<td>Scholarship for ASD Clinical Course</td>
<td>NJACE</td>
<td>$5,000</td>
</tr>
<tr>
<td>Morreale, Patricia</td>
<td>BRAID Grant</td>
<td>Google</td>
<td>$3,000</td>
</tr>
<tr>
<td>Wooten, John</td>
<td>2019 HEART Grant</td>
<td>Union Foundation</td>
<td>$2,000</td>
</tr>
<tr>
<td>Li, Juan Jenny</td>
<td>NCWIT Aspirations in Computing</td>
<td>NCWIT</td>
<td>$1,950</td>
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<tr>
<td>Goldberg, Adara</td>
<td>History Unfolded Educators</td>
<td>Union County</td>
<td>$1,400</td>
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<tr>
<td>Bogota, Tara</td>
<td>Yoga Teacher Certification Program</td>
<td>NJAHPERP</td>
<td>$1,000</td>
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<tr>
<td>Prisca Anuforo</td>
<td>White Coat Ceremony</td>
<td>Arnold Gold Foundation</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$8,309,461</strong></td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs, Kean University, July 2020

3. Internally Sponsored Research

Kean University established the Released Time for Research (RTR) Awards program in 1973 to support the faculty’s active interest in research and other scholarly pursuits. Through this program, the University conducts an annual review and selects faculty, professional personnel and librarians to receive research awards of released time and limited direct costs. Projects funded by RTR serve to advance the state of the art or knowledge in a particular field of study or professional activity, or to develop a particular area of research or creative work to the point where it can be shared beyond the Kean University community.

Five RTR projects were funded for the 2020-2021 academic year. Successful applicants receive a maximum of six credits of reassigned time during the academic year and a $400 stipend for equipment, supplies and other needs associated with their research.

Eleven Untenured Faculty Research Initiative (UFRI) projects were funded for the 2020-2021 academic year. As with the RTR awards, successful applicants receive six credits of reassigned time during the academic year and a $400 stipend for equipment, supplies and other needs associated with their research.

The Students Partnering with Faculty (SpF) Summer Research Program is a competitive program that has been developed to support and advance student and faculty research and scholarship at Kean University. Through the SpF program, full-time faculty have the opportunity to submit proposals in collaboration with undergraduate full-time students enrolled in the current semester for the purpose of attaining funding toward a specific student–faculty research project. Students and faculty each receive $3,500 stipends and up to $2,000 for research supplies and expenses. Eleven projects were funded during summer 2020.

The Faculty SEED Grant (FSG) is sponsored by the Provost. The primary goal of the program is to provide support for research and creative projects that will lead to proposals submitted to external funding agencies. Faculty can apply annually for two awards or $2,500, whichever comes first, in a 3-year period of funding for up to $1,500 annually. Fifteen faculty members received this award for the 2019-2020 academic year.
Released Time for Research (RTR) Awards

Expanding the Nantucket Historical Association Research Collaborative
Ed Johnston, Robert Busch School of Design

Caremanag-e: Enhancing the Capacity of Care Managers
Daehan Kwak, School of Computer Science and Technology

The Fourth Edition of Advertising by Design (John Wiley & Sons)
Robin Landa, Robert Busch School of Design

Life Cycle Assessment of Algae Production with the Rotating Biofilm Reactor in a Wastewater Treatment Plant
Dongyan Mu, School of Environmental and Sustainability Sciences

Molecular Diversity of Fungal Communities of Dead Wood
Maria Shumskaya, Biological Sciences

Untenured Faculty Research Initiative (UFRI) Awards

Ibtihal Almakhzoomy, Nursing

Online Consumers’ Perception of Cause-Related Marketing: Altruism or Exploitation?
Min-Chung Han, Management and Marketing

Gabriel Fuentes, Public Architecture

Comparison of Blood Spatter and Artifacts Created by Different Species of Necrophagous Flies (Diptera) on a Crime Scene. Implications on Criminal Investigations and Forensic Science Education
Denise Gemmellaro, Biology

The Divorce Premium for Female Leaders: Does Divorce Increase the Compensation of Female CEOs?
Ipek Kocoglu, Management and Marketing

Analysis of germ granule composition in connection to reproductive health
Matthew Niepielko, NJCSTM

Suicidality in Children 10 and Younger: An Exploration of Barriers to Effective Assessment and Intervention
Katherine Shirley, Counselor Education

Computational Support for Promoting Novelty and Diversity in Idea Generation
Kai Wang, Management and Marketing

Effects of Parent-Child Relationship Training in a Community Setting
Jane Webber, Counselor Education

Women’s Representation in Local Governments: Evidences from Financial Disclosure Statements in NJ
Claire Yun, Public Administration
Secure Virtualization with Collocated Virtual Machines in Cloud  
Kazi Zunnurhain, Computer Science

**Students Partnering with Faculty (SpF) Summer Research Program Awards**

*Social Commerce and Young Consumers: the Role of Impulse Buying*  
Min Chung Han, School of Management and Marketing

*Nantucket Historical Association Research Collaborative Proposal*  
Rose Gonnella, Robert Busch School of Design

*Biochar: Fighting the Climate Change and Soil Contamination Using Recycled Waste Materials*  
Juyoung Ha, School of Environmental and Sustainability Sciences

*World of Data: A Multi-User Virtual Reality Distributed Data Environment*  
David Joiner, NJ Center for Science, Technology and Mathematics

*A Path for Enhancing the Recruitment and Retention of Minorities in the Workplace: Does Distributive Justice Help Shatter the Glass Ceiling?*  
Ipek Kocoglu, School of Management and Marketing

*Investigating Deep Learning for Predicting Multi-linguistic Conversations of a Chatter Bot*  
Juan Jenny Li, School of Computer Science and Technology

*Synthesis of Novel TarO Inhibitors to Overcome Antibiotic Resistance*  
James Merritt, NJ Center for Science, Technology and Mathematics

*Analysis of Germ Granule Composition in Connection to Reproductive Health*  
Matthew Niepielko, NJ Center for Science, Technology and Mathematics

*Investigating Nature’s Therapeutic Characteristics in Promoting Mental Health*  
Feng Qi, School of Environmental and Sustainability Sciences

*Exploring Suicide Prevention Programming for Elementary-Aged Youth: Determining Strengths and Needs in New Jersey*  
Katherine Shirley, Counselor Education

*School Counselors’ Perceptions of Trauma Informed Practices: An Exploratory Study*  
Jane Webber, Counselor Education

**Faculty SEED Grant (FSG)**

**AY 2020-2021 Awards**

*Fostering Student LEARNing Through Enhanced Digital Information Literacy Support*  
Linda Cifelli, Nancy Thompson Learning Commons

*Effect of Niclosamide on Immune Polarization of Tumor Microenvironment*  
Salvatore J. Coniglio, NJCSTM - Biotechnology Science

Thomas A. Koc Jr., NWGC - School of Physical Therapy

*Advertising by Design, 4th edition*  
Robin Landa, MGC - Robert Busch School of Design

*‘On the Move’ - Documenting Philadelphia’s MOVE bombing, From the Streets to the Cutting Room Floor*  
Abigail Perkiss, CLA – History
Ph.D. in Counseling and Supervision Community Wellness and Counseling Center
Rebecca Vicente, NWGC - Counselor Education Department

Cybersecurity Risk Assessment in Nonprofit and Nongovernmental Organizations Under the COVID-19 Crisis
Jung Ah (Claire) Yun, CBPM - School of Criminal Justice and Public Administration

Crafting a Future for Socioemotional and Equity Literacies in Higher Education
Mia Zamora, CLA - School of English Studies

AY 2019-2020 Awards

Improvement and Development of Forensic Science Courses at Kean University
Denise Gemmellaro, CSMT - School of Natural Sciences, Biology

Of Monarchical Climates and Republican Soil
Elizabeth Hyde, CLA - Department of History

Prison Entrepreneurship Program for Young Minority Race Groups in New Jersey
Kihwan Kim, CBPM - School of Management and Marketing

Effects of Invasive Plant Species on Microbiomes of New Jersey
Nicholas Lorusso, CSMT - School of Natural Sciences, Biology

Analysis of Germ Granule Composition in Connection to Reproductive Health
Matthew Niepielko, New Jersey Center for Science, Technology and Mathematics

Assessment of Dead Wood Mycobiome Using Metabarcoding
Maria Shumskaya, CSTM - School of Natural Sciences, Biology

Enabled and Employed
Kelly Sullivan and Laurie Knis-Matthews, NWGC - Department of Occupational Therapy

Source: Office of Research and Sponsored Programs, Kean University, July 2020

4. University Awards and Recognition for Service

- All In Campus Challenge Gold Seal Campus 2019
- All In Campus Challenge Bronze Seal Campus 2018
- All In Campus Best In Class Award for Most Improved Undergraduate Voting Rate 2019
- Community Food Bank of New Jersey, Hope Award Recipient: 2018
- New Jersey Blood Services, A Division of the New York Blood Center: Number 2 College or University in New Jersey for Blood Donations: 2008 - 2019
- Union County Adopt-A-Park Volunteer Program - Community Partner Award: 2018
- American Cancer Society, Making Strides Against Breast Cancer - Top Team: 2015-2019
- Morris Habitat for Humanity, Community Partner Award: 2016
- U.S. Corporation for National and Community Service - President's Higher Education Community Service Honor Roll
  - Economic Opportunity Service: 2015
  - General Community Service: 2010-2015
Kean University is proud of its history of service to the community and continued commitment to scholarship and teaching. Through the vision of the president and the Board of Trustees, the University has answered the call to serve, and continues to be supportive and committed to civic engagement initiatives.

Kean University established the Center for Leadership and Service in May 2009 in response to the University’s call to service. The Center functions as a comprehensive connection point for student leadership and service opportunities, thus empowering students to create change and have a positive impact on campus and in the community. It also works with various departments and student groups to plan, organize, implement and assess service initiatives on behalf of the University. Service-based initiatives are embedded into other aspects of the Center’s operations including leadership development programs, student groups and Greek life.

Kean University hosts a number of service projects throughout the year including the September 11 National Day of Service and Remembrance, Martin Luther King Jr. National Day of Service, Hunger and Homelessness Awareness Week, National Volunteer Week, monthly blood drives, environmental cleanups, disaster relief projects, and multiple charitable fundraising and collection efforts. Organizing these volunteer opportunities into defined areas of social concern encourages Kean students to move from understanding the issues to making an impact.

The Kean community recognizes that we are also a part of the communities that surround us and are therefore committed to the issues that concern them. Community partners and local governments have expressed an increased need for volunteer assistance, and Kean has responded to that need by providing countless hours of volunteer service to the community through organized programs, group activities and individual student efforts.

Beginning in 2012, Kean partnered with JumpStart, an AmeriCorps program, to place Kean students in Elizabeth, New Jersey, classrooms to support early education and literacy programs. Kean students address other local concerns by working regularly with the Elizabeth Coalition to House the Homeless, Habitat for Humanity and the Community Food Bank of New Jersey. The University’s general education curriculum requires civic engagement and service as a component of the freshman seminar. In addition, Kean was honored as the number two college or university in New Jersey for blood donations by the New York/New Jersey Blood Services for the past 12 years.

Source: Center for Leadership and Service, Kean University, June 2020
I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2020

Over the past 12 years, Kean University’s Union campus has transformed and expanded into a location of which students, faculty, staff and alumni can be proud. The last of the major capital projects will be completed in FY 2020. Through these projects, the University continues its commitment to new classrooms, academic laboratories, performing arts facilities and recreational facilities as part of its overall campus master plan.

1. Projects Under Construction

   a. New School of Business & Public Management (Hynes Hall)

   Start Date: Fall 2018
   Completion Date: Summer 2020

   Project Description:
   Construction of a new 94,600 sq. ft., 6-story academic building, positioned at the westerly edge of the Liberty Hall Campus, located in Union, New Jersey. The building will have general classrooms, a lecture hall, a virtual library, student commons space and departmental office suites.

   b. Science Building Addition Project

   Start Date: Fall 2019
   Completion Date: Summer 2020

   Project Description:
   Science Building Addition Project comprised of approximately 9,800 sq. ft. to provide new state-of-the-art high-level laboratory space through this forward-looking project featuring a modern construction approach.

   c. New Faculty Housing Project

   Start Date: Summer 2019
   Completion Date: Summer 2020

   Project Description:
   Construction of 36 new faculty housing (1- and 2-bedroom apartments with modern open floor plan and amenities) affords Kean University the ability to attract top teaching professionals from all over the world by offering convenient living accommodations.

   d. Learning Commons Gazebo Project

   Start Date: Summer 2020
   Completion Date: Summer 2020

   Project Description:
   Construction of 2,800 sq. ft., open-air gazebo-type structure to afford students shelter while utilizing the newly created Learning Commons Plaza.
e. 40 Patton Avenue Renovation

Start Date: Spring 2020  
Completion Date: Fall 2020  

Project Description:  
Renovation of existing residential house to add classroom space on Floor 1 while converting upstairs into three suite-style apartments.

2. Pending Projects

a. Roof Replacement Project for the Miron Student Center, Bruce Hall and Wilkins Theatre

Start Date: Phase 2 tentative for May 2021  
Completion Date: Phase 2 tentative for summer 2021  

Project Description:  
Removal of outdated existing roof systems and replacement with new roofing systems for the buildings named above. Construction will be in three phases, tentatively scheduled as:  
Phase 1 - Technology Bldg. and Nancy Thompson Library - completed July 2019  
Phase 2 - Wilkins Theatre and Miron Student Center - scheduled for 2021  
Phase 3 - Bruce Hall - scheduled for 2022

3. Completed Projects

a. New Cabin at the Highlands Campus

Start Date: August 2018  
Completion Date: January 2020  

Project Description:  
The building called the “Highlands Cabin” is the third phase of ongoing work at the site: four floors with the first three floors housing six classrooms (two per floor), and the fourth floor being an observation deck that connects to the canopy walkway.

b. Miron Student Center Addition and Renovation(s)

Start Date: April 2019  
Completion Date: January 2020  

Project Description:  
Additions to the existing Greek Lounge and Miron Student Center 1st floor office suite totaling 1,700 sq. ft. modernized the space. A total of 2,800 sq. ft. of interior renovations plus all new upgrades to existing bathrooms and corridor completed the project, enhancing the Miron Student Center's status as a modern and vibrant “hub” of student activity.

c. Liberty Hall Academic Center

Start Date: June 2018  
Completion Date: August 2019  

Project Description:  
Construction of a new multipurpose academic building on the University’s Liberty Hall campus. The two-story building is approximately 40,021 sq. ft. The first floor includes a historic research library, classrooms and seminar rooms, a gallery for permanent and traveling exhibits, storage, an exhibit hall,
a warming kitchen, and supporting spaces. The second floor features classrooms and seminar rooms, an office suite housing the academic offices of the Kean University Department of History, and a rooftop terrace.

d. Learning Commons Addition

Start Date: Spring 2019
Completion Date: January 2020

Project Description:
Additions to the existing library totaling 1,650 sq. ft. modernized the space and offers a new home for the University’s Commuter Resource Program.

e. Roof Replacement Project for Technology Building and Nancy Thompson Library

Start Date: May 2019
Completion Date: July 2019

Project Description:
Removal of outdated existing roof systems and replacement with new roofing systems for the two buildings named above.
Phase 1 - Technology Building and Nancy Thompson Library

Source: Office of Facilities and Campus Planning, Kean University, June 2020