



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501

www.msche.org

September 1, 2015

RECEIVED

Dr. Dawood Farahi
President
Kean University
1000 Morris Avenue
Box 411
Union, NJ 07083

SEP - 4 2015

OFFICE OF THE PRESIDENT
KEAN UNIVERSITY

Dear Dr. Farahi:

At its session on August 31, 2015, the Executive Committee for Substantive Change of the Middle States Commission on Higher Education acted:

To acknowledge receipt of the substantive change request and to include the Doctor of Physical Therapy degree within the scope of the institution's accreditation, effective upon receipt of state approval.

To acknowledge receipt of the substantive change request and to include the online Master of Arts in Educational Administration degree within the scope of the institution's accreditation. To remind the institution of the request that the Periodic Review Report, due June 1, 2017, document evidence of (1) continued enhancement of communication among all constituent groups (Standard 6); (2) implementation of clear and consistent expectations for direct measures across all non-academic units (Standard 7); and (3) review of the learning outcomes for general education and consideration of a reduction in the number of outcomes (Standard 12).

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at www.msche.org. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Dr. Dawood Farahi
Page 2

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Kean University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Robert A. Schneider, Senior Vice President for Accreditation Relations.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary L. Wirt". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Gary L. Wirt, Ed.D.
Vice Chair



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
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STATEMENT OF ACCREDITATION STATUS

KEAN UNIVERSITY
1000 Morris Avenue
Box 411
Union, NJ 07083
Phone: (908) 737-5326; Fax: (908) 737-4636
www.kean.edu

Chief Executive Officer: Dr. Dawood Farahi, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 12849 Undergraduate; 2372 Graduate
Control: Public
Affiliation: Government-State- State university in New Jersey
Carnegie Classification: Master's - Larger Programs
Approved Degree Levels: Bachelor's, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Research/Scholarship;
Distance Education Programs: Approved (Masters of Arts in Educational Administration degree)

Accreditors Recognized by U.S. Secretary of Education: Accreditation Commission for Education in Nursing, Inc. ; American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology ; National Association of Schools of Art and Design, Commission on Accreditation; National Association of Schools of Music, Commission on Accreditation,; National Association of Schools of Theatre, Commission on Accreditation

Other Accreditors: Assoc for Childhood Edu Intern'l(ACEI);American Chemical Society(ACS);Amer Coun on the Teaching of Foreign Langs(ACTFL);Comm on Accred of Athletic Training Edu(CAATE);Coun for Accred of Counseling and Related Educ Prog(CACREP); Coun for the Accred of Educator Prep(CAEP); Comm on Accred for Health Info(CAHIIM); Coun for Exceptl Children(CEC);Coun for Interior Design Accred(CIDA);Coun on Social Work Edu(CSWE);Edu Leadshp Constituent Coun(ELCC);European Found of Mgmt Dev Prog Accred System(EPAS);Intern'l Reading Assoc(IRA);Natl Assoc for the Educ of Young Children(NAEYC);Natl Assoc of State Dir of Teacher Educ & Cert(NASDTEC); Natl Assoc of School Psychologists(NASP); Network of Schools Public Policy, Affairs, and Admin (NASPAA); Natl Assoc for Sport & Phys Educ(NASPE); Natl Coun for the Social Studies(NCSS);Natl Coun of Teachers of English(NCTE); Natl Coun of Teachers of Math.(NCTM); NJ State Dept of Edu(NJDOE);NJ

State Brd of Nursing(NJSBN);Natl Science Teachers Assoc(NSTA); NJ State Secretary of Higher Education

Instructional Locations

Branch Campuses: None

Additional Locations: Kean Ocean, Toms River, NJ; Kean University in the People's Republic of China, Wenzhou, Zhejiang Province, China.

Other Instructional Sites: Bergen Community College, Paramus, NJ; Central State Medical Center, Freehold Twp., NJ; Edison Township School District, Edison, NJ; Elizabeth School District, Elizabeth, NJ; Hazlet School District, Hazlet, NJ; Lakeview School District, Edison, NJ; Livingston Twp. School District, Livingston, NJ; Middlesex County College, Edison, NJ; Monmouth Regional HS District, Tinton Falls, NJ; Oldbridge Twp. School District, Matawan, NJ; Passaic Valley Regional HS District, Little Falls, NJ; Perth Amboy School District, Perth Amboy, NJ; Plainfield School District, Plainfield, NJ; Raritan Valley Community College, Twp of Branchburg, NJ; Roselle Borough School District, Roselle, NJ; Rutgers University - Scotch Plains Campus, Scotch Plains, NJ; Summit City School District, Summit, NJ; Watchung Hills Regional HS District, Warren, NJ; Westfield School District, Westfield, NJ.

ACCREDITATION INFORMATION

Status: Member since 1960

Last Reaffirmed: November 15, 2012

Most Recent Commission Action:

- August 31, 2015: To acknowledge receipt of the substantive change request and to include the Doctor of Physical Therapy degree within the scope of the institution's accreditation, effective upon receipt of state approval.
- August 31, 2015: To acknowledge receipt of the substantive change request and to include the online Master of Arts in Educational Administration degree within the scope of the institution's accreditation. To remind the institution of the request that the Periodic Review Report, due June 1, 2017, document evidence of (1) continued enhancement of communication among all constituent groups (Standard 6); (2) implementation of clear and consistent expectations for direct measures across all non-academic units (Standard 7); and (3) review of the learning outcomes for general education and consideration of a reduction in the number of outcomes (Standard 12).

Brief History Since Last Comprehensive Evaluation:

- November 15, 2012: To accept the monitoring report and the institution's response to third party comment and to note the visit by the Commission's representatives. To note that the institution is now in compliance with Standard 6 (Integrity), Standard 7 (Institutional Assessment), Standard 12 (General

Education), and Standard 14 (Assessment of Student Learning) and to reaffirm accreditation. To request a monitoring report due by March 1, 2014, documenting evidence of (1) steps taken by the Board to regularly review and balance the roles and relationships among multiple constituencies as well as the structures and processes through which they participate in governance, and (2) steps taken by the leadership of the various constituencies to regularly articulate a shared vision about the mission of the institution (Standard 6); (3) the development and implementation by all non-academic units of assessment processes that use substantive and direct measures to evaluate and improve outcomes related to unit as well as institutional mission and goals, and (4) the development and implementation by the University Planning Council of written procedures for the regular and systematic use of assessment results in planning, resource allocation, and institutional renewal (Standard 7); and (5) clearly articulated general education outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning, with assessment results that are utilized for curricular improvement (Standard 12). A visit will follow submission of the monitoring report. The Periodic Review Report is now due June 1, 2017.

March 5, 2013:

To acknowledge the substantive change request and to provisionally reclassify as an additional location the instructional site at Wenzhou University, WB402, No. 9 Building, Chashan Higher Education Park, Wenzhou, Zhejiang Province, People's Republic of China 325035, pending a site visit within six months of commencing operations at the site. To remind the institution that the monitoring report, due March 1, 2014, should document evidence of (1) steps taken by the Board to regularly review and balance the roles and relationships among multiple constituencies as well as the structures and processes through which they participate in governance, and (2) steps taken by the leadership of the various constituencies to regularly articulate a shared vision about the mission of the institution (Standard 6); (3) the development and implementation by all non-academic units of assessment processes that use substantive and direct measures to evaluate and improve outcomes related to unit as well as institutional mission and goals, and (4) the development and implementation by the University Planning Council of written procedures for the regular and systematic use of assessment results in planning, resource allocation, and institutional renewal (Standard 7); and (5) clearly articulated general education outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning, with assessment results that are utilized for curricular improvement (Standard 12). A visit will follow submission of the monitoring report. The Periodic Review Report is now due June 1, 2017.

November 21, 2013:

To note the visit by the Commission's representative and to affirm

inclusion of the additional location at Wenzhou University, WB402, No. 9 Building, Chashan Higher Education Park, Wenzhou, Zhejiang Province, People's Republic of China 325035 within the scope of the institution's accreditation. To remind the institution that the monitoring report, due March 1, 2014, should document evidence of (1) steps taken by the Board to regularly review and balance the roles and relationships among multiple constituencies as well as the structures and processes through which they participate in governance, and (2) steps taken by the leadership of the various constituencies to regularly articulate a shared vision about the mission of the institution (Standard 6); (3) the development and implementation by all non-academic units of assessment processes that use substantive and direct measures to evaluate and improve outcomes related to unit as well as institutional mission and goals, and (4) the development and implementation by the University Planning Council of written procedures for the regular and systematic use of assessment results in planning, resource allocation, and institutional renewal (Standard 7); and (5) clearly articulated general education outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning, with assessment results that are utilized for curricular improvement (Standard 12). A visit will follow submission of the monitoring report. The Periodic Review Report is now due June 1, 2017.

January 2, 2014:

To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from WB402, No. 9 Building, Chashan Higher Education Park, The People's Republic of China, Wenzhou, Zhejiang Province 32503 to College Road, Li'ao Town, Ouhai District, People's Republic of China, Wenzhou, Zhejiang Province 325060 and to include the new additional location within the scope of the institution's accreditation. To remind the institution that the monitoring report, due March 1, 2014, should document evidence of (1) steps taken by the Board to regularly review and balance the roles and relationships among multiple constituencies as well as the structures and processes through which they participate in governance, and (2) steps taken by the leadership of the various constituencies to regularly articulate a shared vision about the mission of the institution (Standard 6); (3) the development and implementation by all non-academic units of assessment processes that use substantive and direct measures to evaluate and improve outcomes related to unit as well as institutional mission and goals, and (4) the development and implementation by the University Planning Council of written procedures for the regular and systematic use of assessment results in planning, resource allocation, and institutional renewal (Standard 7); and (5) clearly articulated general education outcomes that are assessed in an organized, systematic, and sustainable manner, consistent with the institution's overall plan for assessing student learning, with assessment results that are utilized for

curricular improvement (Standard 12). A visit will follow submission of the monitoring report. The Periodic Review Report is now due June 1, 2017.

June 26, 2014: To accept the monitoring report and the institution's response to third party comment and to note the visit by the Commission's representatives. To request that the Periodic Review Report, due June 1, 2017, document evidence of 1) continued enhancement of communication among all constituent groups (Standard 6); 2) implementation of clear and consistent expectations for direct measures across all non-academic units (Standard 7); and 3) review of the learning outcomes for general education and consideration of a reduction in the number of outcomes (Standard 12).

Next Self-Study Evaluation: 2021 - 2022

Next Periodic Review Report: 2017

Date Printed: September 1, 2015

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission “Accepts” a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission’s concerns, without requiring additional information in order to assess the institution’s status.

The Commission “Documents receipt of” a letter or report when it addresses the Commission’s concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission’s representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution’s status.

The Commission “Rejects” a letter or report when its quality or substance are insufficient to respond appropriately to the Commission’s concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports:

Accreditation Readiness Report (ARR): The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution’s current or potential compliance with the Commission’s accreditation standards.

Progress Report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring Report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required. Monitoring reports are required for non-compliance actions.

Supplemental Information Report: This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

Affirming Actions

Grant Candidate for Accreditation Status: This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as “Pre-accreditation” and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self study.

Grant Accreditation: The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

Grant Accreditation and request a Progress Report or Monitoring Report: The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Administrative Actions

Continue Accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution’s control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

Procedural Actions

Defer a decision on initial accreditation: The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards. The Commission requests a supplemental information report.

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

Adverse Actions

Withdrawal of Accreditation: An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Denial of Accreditation: An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

Appeal: The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."