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## **Introduction**

### **Morehead State University Southern Association of Colleges and Schools (SACS) Commission on Colleges 2000 Reaffirmation of Accreditation Self-Study**

#### **Overview**

The self-study is one component of evaluation and change taking place at Morehead State University (MSU). During the period of the self-study, the University has:

- Undergone significant changes in instructional delivery by initiating a comprehensive distance learning program,
- Received re-affirmation of accreditation by the SACS Commission on Colleges for a substantive change related to distance learning,
- Thoroughly revised its general education program,
- Implemented a technology acquisition program that provided a personal computer for all full-time faculty, installed several multi-computer student laboratories and computer technology in many classrooms across campus, and provided internet access to the majority of the campus faculty and staff,
- Received program certification by the National Collegiate Athletic Association,
- Undergone professional accreditation studies and visits by:
  - American Veterinary Medical Association,
  - Association of Collegiate Business Schools and Programs,
  - Commission on Collegiate Nursing,
  - Council on Social Work Education – Baccalaureate Level,
  - Joint Review Committee on Education in Radiologic Technology,
  - National Association of Industrial Technology,

- National Council for the Accreditation of Teacher Education,
- National League of Nursing,
- American Bar Association approval of Paralegal Studies Program,
- American Dietetic Association approval of Didactic Program in Dietetics,
- American Dietetic Association approval of Approved Professional Practice Program in Dietetics (AP-4),
- Continued its ongoing program of improvement through a systematic process of institutional effectiveness implementation.

### **History of the Institution**

Meeting the educational needs of eastern Kentucky while striving constantly to improve the quality of its public service, economic development, and applied research programs are the primary objectives of Morehead State University. Historically, the University traces its lineage to the Morehead Normal School, which opened its doors in 1887. The private school closed in the spring of 1922 when the Kentucky General Assembly established Morehead State Normal School.

The state institution accepted its first students in the fall of 1923 and graduated its first class in 1927. Name changes occurred in 1926 when *and Teachers College* was added, in 1930 when the name was shortened to *Morehead State Teachers College*, in 1948 when *Teachers* was dropped and, finally, in 1966 when the status changed to *Morehead State University*. Twelve men, starting with Frank C. Button, have served as president. Dr. Ronald G. Eaglin assumed office as the twelfth president on July 1, 1992.



From the moonlight schools organized by Cora Wilson Stuart to provide evening classes for illiterate adults to the present administration's commitment to preserving the heritage of MSU while leading it into a new millennium, Morehead State University is a strong regional university with influence reaching across America and around the globe. Located in the foothills of the Daniel Boone

National Forest, eastern Kentucky's "University of the Mountains" is dedicated to preserving the region's rich heritage while leading the way into the twenty-first century.



## **Characteristics of the Institution**

### **Academics**

The University offers seventy-two undergraduate degree programs, including nine associate-level degrees and ten pre-professional programs in four colleges (Business, Education and Behavioral Sciences, Humanities, and Science and Technology) and twenty academic departments. There are twenty-four graduate degree programs and two graduate-level non-degree programs designed especially for professional educators. In addition, a post-master's-level degree, education specialist, and a joint doctoral program with the University of Kentucky are offered on the University campus.

The University also conducts classes in Ashland, Jackson, Maysville, Pikeville, Prestonsburg, West Liberty, Whitesburg, and other locations in Kentucky. Full-time personnel staff extended campus centers located in Ashland, Prestonsburg, and West Liberty. Additionally, the University offers a number of distance learning courses throughout the region via Internet and interactive compressed video.

The University has approximately 320 full-time faculty members and more than 125 part-time (lecturers) faculty members. Faculty members concentrate on teaching duties while still devoting appropriate energies to research and public service. Graduate students rarely serve as instructors. Full-time faculty members provide academic advisement. More than sixty-two percent of the faculty members hold earned doctoral degrees, and the student-faculty ratio is approximately seventeen to one.

MSU's program of distinction, the Institute for Regional Analysis and Public Policy (IRAPP), was formed in 1999 and offers a multi-disciplinary program of study. Options for undergraduate degrees with an emphasis in

regional analysis are available in environmental science, geography, government, social work, and sociology. Graduate programs in regional analysis are available in biology and sociology.

The University has awarded more than 42,000 degrees, has an average fall enrollment of approximately 8,200, and has nearly 990 full-time employees. The student body represents one hundred Kentucky counties, forty states and thirty-two foreign countries. The University attracts more than 55,000 visitors each year, and its economic impact, directly and indirectly, on the Morehead area is estimated at more than \$70 million yearly.

## **Facilities**

The nearly five-hundred-acre main campus located within the city limits of Morehead includes more than fifty major structures with a total replacement value of more than \$144 million. Beyond the city, the University's real estate holdings include the 320-acre Derrickson Agricultural Complex and a nine-hole golf course. The instructional plant includes 120 classrooms and 112 laboratories. Housing facilities include space for approximately 3,400 single students and 178 families.

Morehead State University's academic facilities include the Camden-Carroll Library, which has 511,000 volumes and over 2,500 current subscriptions, as well as full-text online access to an additional 11,000 journals. The library is also a depository for U.S. government documents and has materials in a variety of formats, including a large collection of audiovisual materials. The Camden-Carroll Library provides Web and text-based access to library holdings and a wide range of Internet resources, accessible from both on- and off-campus locations.

The Lappin, Cassity, Reed, Ginger, Baird, Claypool-Young, and Combs buildings provide modern classroom and laboratory facilities. In addition, the University has extensive agricultural facilities at the Derrickson Agricultural Complex north of Morehead. Theaters include Kibbey (one hundred seats) and Button Auditorium (1,300 seats). Media facilities include a television production studio, a 50,000-watt public radio station, and complete darkroom and composition laboratories for the student newspaper. Other specialized laboratories are used by students in food service, music, art, recreation, energy studies, Appalachian studies, graphic arts, health sciences, teacher education,

and water testing. More than 600 computers are available across campus for student use.

### **Administration**

Regarding fiscal affairs, the University currently operates on an annual budget of \$76.9 million with about \$39.3 million provided by the state and \$37.6 million derived from tuition and fees and other sources. Additionally, grants and contracts from external sources for research, service and academic/student support projects generate about \$7.5 million each year. Private donations to the University, mainly through the MSU Foundation, Inc., have reached \$2 million annually.

Regarding administration, the University is governed by an eleven-member Board of Regents with eight citizens appointed by the governor and three seats held by elected faculty, staff and student representatives. Management of the institution is vested primarily in four divisions--academic affairs, administration and fiscal services, student life, and university relations--each headed by a vice president.

Regarding athletics, the University sponsors eighteen intercollegiate sports for men and women in accordance with the regulations of the Ohio Valley Conference and Division I of the National Collegiate Athletic Association. MSU also supports an intramural program involving more than twenty team and individual sports.

### **Purpose of the Report**

The purpose of the Morehead State University self-study, reported in this document, was established early in the process, approved by the steering committee, and provided to Dr. Fred O'Bear during his initial visit to the campus. The purpose of Morehead State University's self-study is to identify and thoroughly analyze the strengths and areas for improvement of the University's programs, policies, procedures, and services using the University's mission statement, strategic plan, and the Kentucky Council on Postsecondary Education's Strategic Agenda, as well as the SACS criteria, as touchstones for evaluation.

## Goals

The self-study goals are to:

- Determine the extent to which Morehead State University is in compliance with the *Criteria for Accreditation* established by the Commission on Colleges of the Southern Association of Colleges and Schools;
- Conduct the self-study in such a manner that it has the widest possible input from campus constituencies and is viewed as a reasonable and credible evaluation of the extent of compliance with the *Criteria for Accreditation*;
- Write a comprehensive self-study report that fairly assesses the University's educational programs and related services and accurately describes the University to the SACS visiting committee;
- Make recommendations to the University administration concerning ways to correct those areas in which the University is not in compliance with the *Criteria*;
- Examine the unique purposes and mission of the University and determine the degree of achievement of the goals and objectives which support those purposes and mission; and
- Improve the University's effectiveness by discovering better ways to organize and synthesize planning and evaluation efforts, to widely communicate the results of those efforts, and to employ planning, assessment, and institutional research to strengthen the University's educational programs and services.

Each of the studies enumerated on the previous pages, as well as this self-study, constructively identifies areas the University should address in its movement toward the twenty-first century. The self-study process provides a clear route toward identification of what the University must accomplish in order to fully comply with the *Criteria for Accreditation* and the well-established set of good practices regarding instructional, administrative, and educational support operations upon which the *Criteria* are based.

The self-study principal committees and their subcommittees communicated the results of their work to a separate and independent steering committee. Co-chaired by the associate vice president for academic affairs and the assistant to the executive vice president for academic affairs, the steering committee's membership includes the co-directors of the self-study, the co-chairs of the principal committees, the vice presidents of each of the major operating

divisions of the University, faculty, staff, student leaders, and Board of Regents representatives. Efforts were taken to insure that the full diversity of the University is reflected in the steering committee membership. The Faculty Senate, Staff Congress, and Student Government Association are also represented on the steering committee.

A number of questions raised by the self-study process have already been answered through the efforts of individual operating units, as well as by the steering committee. The self-study addendum will contain descriptions of these corrective actions.

### **Self-Study Process**

The executive vice president for academic affairs, with the approval of the president, appointed the steering committee co-chairs and the self-study co-directors. Dr. Marc Glasser, Associate Vice President for Academic Affairs and Dean of Graduate and Undergraduate Programs, and Col. Alan Baldwin, Assistant to the Executive Vice President for Academic Affairs, were named co-chairs of the steering committee. Dr. Glasser brings experience as one of the University's 1990 self-study co-directors and comprehensive knowledge of the academic functions of the University. Col. Baldwin also brings experience from the previous self-study and thorough knowledge of the administrative functions of the University. During the fall 1997 semester, Ms. Angela Martin, Director of Budgets and Management Information and Dr. Charles Patrick, Professor of Industrial Technology, College of Science and Technology, were named co-directors of the self-study. Ms. Martin has extensive knowledge and experience with administrative and budgetary functions of the University. As a former chair of the Faculty Senate, Dr. Patrick brings experience in faculty leadership.

The self-study co-directors and the steering committee co-chairs recommended steering committee membership appointments to the President and the executive vice president for academic affairs, who issued invitations to serve. The co-chairs of the principal committees were appointed by the executive vice president for academic affairs and the President in consultation with the members of the steering committee.

Nearly two hundred people serve on the seven principal committees and seventeen subcommittees which addressed major sections of the *SACS Criteria for Accreditation*. Members of the University community were invited to serve on a committee for which they had special expertise or interest. In no case was the

chief administrator of an office or unit appointed to be chair of a subcommittee involving his or her office or unit.

<b>College/Library</b>	<b>Number Participating</b>	<b>Total Faculty/ Librarians</b>	<b>Participating Percent</b>
Business	14	42	33%
Education & Behavioral Sciences	23	103	22%
Humanities	32	120	27%
Science & Technology	27	117	23%
Camden-Carroll Library	5	14	35%
	101	396	26%

The distribution of faculty shown in Table 1 is representative of the numbers and percentages of faculty in the four colleges of the University. Tenured, tenure-track, fixed-term, and emeritus faculty have served on committees. In addition, staff from each division within the University have participated in the self-study. Because the self-study has involved every aspect of the University, the steering committee, the self-study co-directors, and the co-chairs of the principal committees have been committed to the idea that students, faculty, librarians and staff should serve on appropriate committees. Membership appointments were based on (1) balanced representation, (2) avoidance of conflict of interest, and (3) organizational ability and reliability.

Once the principal committees and subcommittees were organized, they developed timetables for completing major responsibilities and determined information needs for thorough analyses. These information needs were collected by the self-study co-directors and compiled and distributed to the appropriate academic and administrative units of the University. These units forwarded the information to the SACS administrative coordinator who organized the information in supporting document folders/portfolios in the SACS office, located in the MSU Camden-Carroll Library. The information was organized numerically and is referred to in the self-study as *supporting documents* (e.g., SD 131). Over four hundred supporting documents were collected and used in the

self-study process and will be available to the SACS visiting team in the resource room.

A critical component of the data collection process has been the analysis of the opinions of various constituents of the University. MSU students, faculty, staff, administrators, and Board of Regents were surveyed during the fall 1998 semester. The results were processed and widely distributed within the University community in both electronic and printed formats. The response rates for the surveys were significant with an average seventy-three percent return rate as shown in Table 2.

<b>Survey type</b>	<b>Number of surveys distributed</b>	<b>Number of surveys returned</b>	<b>Response rate</b>
Student	4,370	3,283	75.1%
Faculty	356	202	56.7%
Staff	613	407	66.4%
Administrator	47	38	80.9%
Board of Regents	11	8	72.7%

The principal committees and subcommittees conducted interviews with University personnel as the supporting documents were collected and the surveys conducted. These committees wrote preliminary reports in cooperation with members of the SACS editorial committee. The preliminary reports were submitted to the SACS steering committee. The steering committee was divided into five workgroups to review the reports. The steering committee workgroups reviewed the preliminary reports and submitted their findings to the principal committees' co-chairs and the self-study co-directors. The co-chairs and co-directors then worked with the subcommittees to revise the preliminary reports into a second draft to be submitted to the steering committee. Prior to that submission, the co-directors and the chair of the editorial committee reviewed the entire report for consistency and accuracy. At the same time, the self-study report was presented to various University constituents for examination and comment. After final editing, the steering committee reviewed the report and considered the comments received from the University-wide review. The final report was approved by the steering committee in November 1999.

The approved self-study report resulted in a compilation of recommendations which were submitted to the University administration to develop action plans to address the non-compliance issues. This addendum will be sent to the SACS visiting team members in February 2000.

### **Timeline**

The following timeline was established at the beginning of the study, and the self-study has proceeded in an orderly fashion.

August 1997	Announce timelines for re-affirmation of accreditation effort.
September 1997	Consult with SACS Commission on Colleges.
December 1997	Complete organizational structure and identify key self-study personnel.
January 1998	Appoint co-chairs of the steering committee. Appoint co-directors of the self-study. Appoint co-chairs of all principal committees. Appoint membership of the principal committees. Appoint self-study report editorial committee.
February 1998	Arrange campus visits with SACS liaison.
March 1998	Finalize and distribute campus self-study manual.
May 1998	Submit self-study plan and manual to SACS. Submit Institutional Effectiveness Committee progress report to steering committee.
August 1998	Arrange for opportunities to orient all faculty and staff to the self-study process and provide training for all members of the principal committees. Confirm participation of Board of Regents and students on all principal committees.
September 1998	All principal committees meet to organize and develop timelines. All principal committees deliver plans and timelines to the steering committee.
October 1998	Principal committees determine information needs and request data and assistance from the steering committee and primary resource offices. Institutional Effectiveness Committee submits tentative report to steering committee.

October 1998	All principal committees submit progress reports to steering committee. Self-study planning is completed.
December 1998	Steering committee completes preliminary report on institutional purpose. Principal committees complete interviews and analyses and begin developing preliminary reports.
March 1999	Principal committees deliver preliminary reports to steering committee. Steering committee reviews all preliminary reports.
April 1999	Steering committee confers with principal committees on preliminary reports.
May 1999	Principal committees complete their reports and submit reports to steering committee.
June 1999	Steering committee requests responses to self-study recommendations from University's administration for institutional self-study addendum.
September 1999	Steering committee compiles first draft of institutional self-study report.
October 1999	University-wide review of first draft of institutional self-study report and institutional addendum occurs.
November 1999	Steering committee completes final draft of institutional self-study report and institutional addendum. Preliminary campus visit by visiting committee chairperson occurs.
December 1999	Final report is completed and delivered to printer.
January 2000	Visiting committee is appointed by SACS. Copies of institutional self-study report and institutional addendum are delivered to appropriate constituents.
February 2000	Mail institutional self-study report and institutional addendum to visiting committee members.
March 2000	Visiting committee comes to campus.
October 2000	Mail to SACS complete formal response to recommendations of the visiting committee.
December 2000	Formal announcement of reaffirmation of accreditation is made.

### **Organization and Production of the Report**

This self-study report is organized according to the designated sections of the *Criteria for Accreditation* and utilizes consistent SACS terminology throughout. This structure has facilitated the steering committee's comprehensive review of all aspects of University operations. In order to use the results of the self-study for institutional improvement, the report includes recommendations based on non-compliance to *Criteria* revealed in the self-study process. The report was based on the findings of the self-study committees as approved by the steering committee. Findings were:

- Consolidated by the self-study writers and editors, critiqued by steering committee workgroups and revised;
- Reviewed by the principal committee co-chairs and self-study co-directors;
- Approved by the SACS steering committee;
- Made available to the campus community and constituents for comment during the fall 1999 semester;
- Discussed in open hearings held in October 1999 to solicit opinions; and
- Published in the SACS Self-Study Report which is available on the MSU web site.

To reduce the volume of material published in one document, the SACS committees placed supporting documents in a central location for the general reference of the SACS visiting team. The supporting documents provide further explanation and illustration of key findings, as well as materials necessary to substantiate the degree of compliance in specific matters. The supporting documents provided are an integral part of the self-study process and the report of Morehead State University.

Organized by the requirements of the *Criteria for Accreditation*, each section contains a narrative describing circumstances at the institution regarding each of the requirements ("must" statements) of the *Criteria*. Following the narrative, a clear statement of the committee's "conclusion" regarding compliance or noncompliance is provided. Where appropriate, "Recommendations" or "Suggestions" for action to bring the University into compliance or to strengthen areas found to be substantially in compliance are described. Many of the shortcomings identified early in the self-study process have been remedied by the University, and these actions will be described in the addendum report.

### **Compliance Requirements**

The primary, though certainly not exclusive, focus of this self-study is the University's compliance with the requirements ("must" statements) of the *Criteria*. The self-study process also includes those advisory components of the *Criteria* known as "should" statements. Unless the report indicates consideration of a "should" statement, the reader should assume that the committee found the University in compliance with the advisory statement but not pertinent for inclusion.

In accordance with the stated purpose of the self-study, the report provides specific recommendations in each case in which the committee has found the University to be in noncompliance with a requirement of the *Criteria for Accreditation*. While the self-study follows the general organization of the *Criteria for Accreditation*, it examines all aspects of the University, enabling the University to review itself in a truly comprehensive manner while, at the same time, providing a document readily usable by the SACS visiting team.

<b>STEERING COMMITTEE MEMBERSHIP</b>
<p><b>Steering Committee Co-Chairs</b></p> <p>Al Baldwin, Assistant to the Executive Vice President for Academic Affairs and University Planning and Assessment Officer</p> <p>Marc Glasser, Associate Vice President for Academic Affairs and Dean of Graduate and Undergraduate Programs</p>
<p><b>Self-Study Co-Directors</b></p> <p>Angela Martin, Director of Budgets and Management Information</p> <p>Charles Patrick, Professor of Industrial Education and Technology</p>
<p><b>Institutional Purpose Principal Committee</b></p> <p>Larry Keenan, Professor of Music</p> <p>Francene Botts-Butler, Director, Multicultural Student Services and Affirmative Action Officer</p>
<p><b>Institutional Effectiveness Principal Committee</b></p> <p>Sue Tallichet, Associate Professor of Sociology</p> <p>Beth Patrick, Assistant Vice President for Information Technology</p>
<p><b>Educational Program Principal Committee</b></p> <p>Larry Albert, Professor of Speech</p> <p>Dan Connell, Dean, Extended Campus, Continuing Education, and Academic Support</p>
<p><b>Educational Support Services Principal Committee</b></p> <p>Dayna Brown, Associate Professor of Health, Physical Education and Recreation</p> <p>Mike Walters, Associate Vice President of Fiscal Services</p>
<p><b>Administrative Processes Principal Committee</b></p> <p>Bob Albert, Dean, College of Business</p> <p>Madonna Weathers, Director of Student Development</p>
<p><b>Editorial Principal Committee</b></p> <p>Kathy Mincey, Assistant Professor of English</p>
<p><b>Visiting Team Arrangements Principal Committee</b></p> <p>Al Baldwin, Assistant to the Executive Vice President for Academic Affairs and University Planning and Assessment Officer</p>
<p><b>President</b></p> <p>Ronald Eaglin, President, Morehead State University</p>

## **STEERING COMMITTEE MEMBERSHIP**

### **Vice Presidents**

Michael Moore, Executive Vice President for Academic Affairs  
Porter Dailey, Vice President for Administration and Fiscal Services  
Keith Kappes, Vice President for University Relations  
Mike Mincey, Vice President for Student Life and Director of Athletics

### **College Deans**

Lemuel Berry, Dean, Caudill College of Humanities  
Gerald DeMoss, Dean, College of Science and Technology  
Cathy Barlow, Interim Dean, College of Education and Behavioral Sciences  
Robert Albert, Dean, College of Business

### **Institutional Planning, Research, & Effectiveness**

Jeanne Osborne, Director of Institutional Planning, Research and Effectiveness

### **Board of Regents**

Helen Pennington, Member, Morehead State University Board of Regents

### **Alumni Association President**

Janet Coakley, President of MSU Alumni Association

### **Faculty Senate Chair**

Brian Reeder, Professor of Biology (1998-1999)  
Lynn Haller, Associate Professor of Psychology (1999-2000)

### **SGA President**

Michelle Francis (1998-1999)  
Brandon Fraley (1999-2000)

### **Staff Congress Chair**

Larry Stephenson, Director of Student Activities (1998-1999)  
Todd Thacker, Building Maintenance Superintendent (1999-2000)

### **Department Chairs Forum**

Mark Minor, Chair, Department of English, Foreign Languages and Philosophy

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>Steering Committee</b>	<b>Glasser, Marc</b>	<b>Co-Chair</b>	<b>GH A201</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2004</b>
<b>Steering Committee</b>	<b>Baldwin, Al</b>	<b>Co-Chair</b>	<b>HM 204 UPO 897</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2150</b>
<b>Self-Study</b>	<b>Patrick, Charles</b>	<b>Co-Director</b>	<b>LC 209 UPO 774</b>	<b>College of Science and Tech.</b>	<b>F</b>	<b>3-2884</b>
<b>Self-Study</b>	<b>Martin, Angela</b>	<b>Co-Director</b>	<b>HM 106</b>	<b>Admin. and Fiscal Services</b>	<b>S</b>	<b>3-2021</b>
<b>PC Institutional Purpose</b>	<b>Botts-Butler, Francene</b>	<b>Co-Chair</b>	<b>AY309</b>	<b>Admin. and Fiscal Services</b>	<b>S</b>	<b>3-2024</b>
<b>PC Institutional Purpose</b>	<b>Keenan, Larry</b>	<b>Co-Chair</b>	<b>BM 306</b>	<b>Caudill College of Humanities</b>	<b>F</b>	<b>3-2479</b>
PC Institutional Purpose	Caudill, Proc	Member			C	
PC Institutional Purpose	Cogswell, Carolyn	Member	LC 307	Caudill College of Humanities	S	3-2973
PC Institutional Purpose	Johnson, Tunnika	Member	Nunn Hall 406		ST	3-3820
PC Institutional Purpose	Jones, Sonny	Member			BOR	
PC Institutional Purpose	Stafford, Judy	Member	RA 335 UPO 947	College of Ed. & Behavioral Sci.	F	3-2263
PC Institutional Purpose	Webb, Jack	Member	Ashland ECC	Academic Affairs	S	3-2901
PC Institutional Purpose	Philly, John	Member			FR	
<b>PC Institutional Effectiveness</b>	<b>Patrick, Beth</b>	<b>Co-Chair</b>	<b>GH B110B</b>	<b>Admin. and Fiscal Services</b>	<b>S</b>	<b>3-2068</b>
<b>PC Institutional Effectiveness</b>	<b>Tallichet, Sue</b>	<b>Co-Chair</b>	<b>RA 314 UPO 595</b>	<b>College of Ed. &amp; Behavioral Sci.</b>	<b>F</b>	<b>3-2108</b>
<b>SC Ad. and Ed. Support Services</b>	<b>Morella, Carole</b>	<b>Chair</b>	<b>GH A901</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2010</b>
SC Ad. and Ed. Support Services	Ahmadi, Dora	Member	LA 201C UPO 985	College of Science and Tech.	F	3-2919
SC Ad. and Ed. Support Services	Ashmore, Tim	Member	WH 238	Caudill College of Humanities	F	3-2603
SC Ad. and Ed. Support Services	Eldridge, Patty	Member	GH 501	Academic Affairs	S	3-2526
SC Ad. and Ed. Support Services	Hastings, Eugene	Member	CB 417 UPO 788	Caudill College of Humanities	F	3-2789
SC Ad. and Ed. Support Services	Hogge, Suzanne	Member	HM 101	Admin. and Fiscal Services	S	3-2097
SC Ad. and Ed. Support Services	Kenney, Janet	Member	WH 143	Caudill College of Humanities	F	3-2134
SC Ad. and Ed. Support Services	Morrison, Ron	Member	CB 113C UPO 593	Caudill College of Humanities	F	3-2608
SC Ad. and Ed. Support Services	Rolland, Susanne	Member	RA 341, UPO 1043	College of Ed. & Behavioral Sci.	F	3-2441
SC Ad. and Ed. Support Services	Staley, Wanda	Member	GH B503	College of Ed. & Behavioral Sci.	F	3-2505
SC Ad. and Ed. Support Services	Eldridge, Alicia	Member	Regents Hall 428		ST	3-3182

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>SC Educational Programs</b>	<b>Barlow, Cathy</b>	<b>Chair</b>	<b>GH A302J</b>	<b>College of Ed. &amp; Behavioral Sci.</b>	<b>F</b>	<b>3-2598</b>
SC Educational Programs	Blair, Shirley	Member	GH A801 UPO 978	College of Ed. & Behavioral Sci.	F	3-2488
SC Educational Programs	Bogert, Jim	Member	CB 306	College of Business	F	3-2171
SC Educational Programs	Dehart, Phyllis	Member	HM 101	Admin. and Fiscal Services	S	3-2097
SC Educational Programs	Dennis, Craig	Member	MA UPO 553	Student Life	S	3-2060
SC Educational Programs	Gold, Rosemarie	Member	GH A801 UPO 978	Academic Affairs	S	3-2594
SC Educational Programs	Grise, Bill	Member	LC 105A	College of Science and Tech.	F	3-2424
SC Educational Programs	Little, Ricky	Member	BM 201	College of Humanities	F	3-2492
SC Educational Programs	Moriarty, Adele	Member	GH A401M	College of Ed. & Behavioral Sci.	F	3-2845
SC Educational Programs	Saxon, David	Member	LA 327A UPO 798	College of Science and Tech.	F	3-2295
SC Educational Programs	Stoll, Adam	Member	Wilson Hall 229		ST	3-3414
<b>SC Institutional Research</b>	<b>Reeves, Ed</b>	<b>Chair</b>	<b>RA 306 UPO 785</b>	<b>College of Ed. &amp; Behavioral Sci.</b>	<b>F</b>	<b>3-2546</b>
SC Institutional Research	Bylund, Bob	Member	RA 329 UPO 1314	College of Ed. & Behavioral Sci.	F	3-2450
SC Institutional Research	Franzini, Bob	Member	CY 211 UPO 981	Caudill College of Humanities	F	3-2193
SC Institutional Research	Kasior, Serjit	Member	WH 226 UPO1016	Caudill College of Humanities	F	3-2694
SC Institutional Research	McKenzie, Heather	Member	Nunn Hall 507		ST	3-3435
SC Institutional Research	Ousley, Valerie	Member	HM 207	Admin. and Fiscal Services	S	3-2019
SC Institutional Research	Pennington, Michael	Member	WH 247	Academic Affairs	S	3-2000
SC Institutional Research	Zargari, Ahmad	Member	LC 210E	College of Science & Tech.	F	3-2425
<b>PC Educational Program</b>	<b>Albert, Larry</b>	<b>Co-Chair</b>	<b>WH 237</b>	<b>Caudill College of Humanities</b>	<b>F</b>	<b>3-2510</b>
<b>PC Educational Program</b>	<b>Connell, Dan</b>	<b>Co-Chair</b>	<b>AY 221 UPO 1228</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2005</b>
<b>SC Distance Lrng.-Continuing Ed.</b>	<b>Besant, Larry</b>	<b>Chair</b>	<b>CCL</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-5100</b>
SC Distance Lrng.-Continuing Ed.	Chaney, Dennis	Member			C	
SC Distance Lrng.-Continuing Ed.	Evans, Stephanie	Member	WH 111	Academic Affairs	S	3-2077
SC Distance Lrng.-Continuing Ed.	Everett, Donna	Member	CB 320D UPO 868	College of Business	F	3-2718
SC Distance Lrng.-Continuing Ed.	Irons, Terry	Member	CB 101C UPO 604	Caudill College of Humanities	F	3-5164
SC Distance Lrng.-Continuing Ed.	Knoll, Jim	Member	GH A401M	College of Ed. & Behavioral Sci.	F	3-2857
SC Distance Lrng.-Continuing Ed.	Kunz, Michelle	Member	LC 302 UPO 889	College of Science & Tech.	F	3-2972
SC Distance Lrng.-Continuing Ed.	Lewis, Margaret	Member	Big Sandy ECC	Academic Affairs	S	3-5421
SC Distance Lrng.-Continuing Ed.	Stumbo, Brandon	Member	Fields Hall 323		ST	3-4520
SC Distance Lrng.-Continuing Ed.	Young, T.C.	Member	GH B408 UPO 948	Academic Affairs	S	3-2082

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>SC Faculty</b>	<b>Baldwin, Yvonne</b>	<b>Chair</b>	<b>RA 345</b>	<b>Caudill College of Humanities</b>	<b>F</b>	<b>3-5160</b>
SC Faculty	Barnes, Zexia	Member	LA 405	College of Science & Tech.	F	3-5291
SC Faculty	Blair, Robert	Member	RA 322	College of Ed. & Behavioral Sci.	F	3-2656
SC Faculty	Cano, Vicente	Member	CB 402 UPO 787	Caudill College of Humanities	F	3-2744
SC Faculty	Creahan, Tom	Member	CB 115 UPO 810	College of Business	F	3-2740
SC Faculty	Northcutt, Helen	Member			FR	
SC Faculty	Osborne, Peggy	Member	CB 313C UPO 778	College of Business	F	3-2755
SC Faculty	Sammons, Belva	Member	AY 223 UPO 1228	Academic Affairs	S	3-2005
SC Faculty	Scott, Alana	Member	RA 337	Caudill College of Humanities	F	3-2540
<b>SC Graduate Program</b>	<b>Gearner, Geoff</b>	<b>Chair</b>	<b>LA 327G UPO 676</b>	<b>College of Science and Tech.</b>	<b>F</b>	<b>3-2803</b>
SC Graduate Program	Earl, Noel	Member	WH 123	Caudill College of Humanities	F	3-2695
SC Graduate Program	Elliott, Terry	Member	CB 222	College of Business	F	3-2901
SC Graduate Program	Golding, Deeno	Member	CY 206	College of Humanities	F	3-5170
SC Graduate Program	Jaisingh, Lloyd	Member	LA 201D UPO 720	College of Science and Tech.	F	3-2943
SC Graduate Program	Maxey, Susan	Member	RH 225	Academic Affairs	S	3-2636
SC Graduate Program	Olson, David	Member	GH A601 UPO 687	College of Ed. & Behavioral Sci.	F	3-2987
SC Graduate Program	Williams, Helen	Member	CCL	Academic Affairs	S	3-5102
<b>SC Undergraduate Program</b>	<b>Morrison, Sarah</b>	<b>Chair</b>	<b>CB 420 UPO 616</b>	<b>Caudill College of Humanities</b>	<b>F</b>	<b>3-2775</b>
SC Undergraduate Program	Adams, Annie	Member	CB 221, UPO 560	Caudill College and Humanities	F	3-2739
SC Undergraduate Program	Dobler, Ron	Member			FR	
SC Undergraduate Program	Hinton, Catherine	Member	Thompson Hall 334		ST	3-4076
SC Undergraduate Program	Hunt, Steve	Member	CB 203	College of Business	F	3-2543
SC Undergraduate Program	Lott, John	Member	RA 320	College of Ed.& Behavioral Sci.	F	3-2153
SC Undergraduate Program	Lykins, Loretta	Member	GH B201	Academic Affairs	S	3-2008
SC Undergraduate Program	Wells, Jim	Member	AA 186 UPO 1036	Student Life	S	3-5136
SC Undergraduate Program	Yess, Capp	Member	LA 425H	College of Science and Tech.	F	3-2939
<b>PC Educational Support Services</b>	<b>Brown, Dayna</b>	<b>Co-Chair</b>	<b>WC</b>	<b>College of Ed. &amp; Behavioral Sci.</b>	<b>F</b>	<b>3-5282</b>
<b>PC Educational Support Services</b>	<b>Walters, Mike</b>	<b>Co-Chair</b>	<b>HM 202B</b>	<b>Admin. and Fiscal Services</b>	<b>S</b>	<b>3-2053</b>

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>SC Information Tech. Resources</b>	<b>Overton, Reginald</b>	<b>Chair</b>	<b>LA 216</b>	<b>College of Ed. &amp; Behavioral Sci.</b>	<b>F</b>	<b>3-2176</b>
SC Information Tech. Resources	Bang, Sue	Member	CCL 305	Academic Affairs	S	3-2325
SC Information Tech. Resources	Burnette, Bethany	Member	Regents Hall 428		ST	3-3182
SC Information Tech. Resources	Cain, Wade	Member	LA 425K	College of Science and Tech.	F	3-2910
SC Information Tech. Resources	Cowart, Larry	Member	CB 212	College of Business	F	3-5155
SC Information Tech. Resources	Henderson, Drew	Member	GH B110	Admin. and Fiscal Services	S	3-2445
SC Information Tech. Resources	Malinauskas, Brenda	Member	RA 305 UPO 615	College of Science and Tech.	F	3-2898
SC Information Tech. Resources	Muncy, Mike	Member	GH408 UPO 940	Academic Affairs	S	3-2082
SC Information Tech. Resources	Pitts, Tim	Member	RA 305 UPO 615	Caudill College of Humanities	F	3-2898
SC Information Tech. Resources	White, Sheri	Member	GH B110	Admin. and Fiscal Services	S	3-5238
<b>SC Instructional Support</b>	<b>Doan, Myron</b>	<b>Chair</b>	<b>HM 302</b>	<b>Student Life</b>	<b>S</b>	<b>3-2014</b>
SC Instructional Support	Crawford, John	Member	Wilson Hall 229		ST	3-3414
SC Instructional Support	Creasap, Sue	Member	BM 336	Caudill College of Humanities	F	3-2488
SC Instructional Support	Gibbs, Cyndi	Member	RH 434 UPO 784	College of Science and Tech.	F	3-2640
SC Instructional Support	Gotsick, Priscilla	Member	RH 414	College of Science and Tech.	S	3-2681
SC Instructional Support	Hitchcock, Paul	Member	WM UPO 633	Caudill College of Humanities	F	3-2001
SC Instructional Support	Lewis, Julie	Member	CCL 407	Academic Affairs	S	3-2160
SC Instructional Support	Netherton, Larry	Member	WH 225 UPO 903	Caudill College of Humanities	S	3-2195
SC Instructional Support	Porter, Betty	Member	RH 232 UPO 715	College of Science and Tech.	F	3-2642
PC Instructional Support	Thomas, Cathy	Member	WH 218	Caudill College of Humanities	F	3-2712
<b>SC Intercollegiate Athletics</b>	<b>Barker, Roger</b>	<b>Chair</b>	<b>GH A901</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2010</b>
SC Intercollegiate Athletics	Feinauer, Tammy	Member	Mignon Tower 1206		ST	3-3073
SC Intercollegiate Athletics	Grevious, Murray	Member	RI UPO 1370	Ad. and Fiscal Services	S	Mar-74
SC Intercollegiate Athletics	Harney-Howard, Ruth	Member	TH UPO 899	Student Life	S	3-2060
SC Intercollegiate Athletics	Lewis, Steve	Member			C	
SC Intercollegiate Athletics	McGinnis, Rebecca	Member	UC 202 UPO 507	Student Life	S	3-5174
SC Intercollegiate Athletics	Royar, Robert	Member	CB 104 UPO 635	Caudill College of Humanities	F	3-2734
SC Intercollegiate Athletics	Worthington, Kathy	Member	AA 195	Student Life	S	3-2088

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>SC Library</b>	<b>Hatfield, Bev</b>	<b>Chair</b>	<b>HM 103</b>	<b>Admin. and Fiscal Services</b>	<b>S</b>	<b>3-2899</b>
SC Library	Claxon, Debbie	Member	CCL	Academic Affairs	S	3-5010
SC Library	Dehner, Barbara	Member	RH 326 UPO 784	College of Science and Tech.	F	3-2651
SC Library	Dickerson, Rob	Member	Mignon Tower 905		ST	3-4300
SC Library	Hatfield, Robert	Member	CB 421A UPO 1244	College of Business	F	3-2748
SC Library	Helphinstine, Fran	Member	GH A401J	Caudill College of Humanities	F	3-2854
SC Library	Pritchard, Elsie	Member	CCL	Academic Affairs	S	3-5120
<b>SC Student Development</b>	<b>Wise, Gail</b>	<b>Chair</b>	<b>WH 108 UPO 3000</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2635</b>
SC Student Development	Bothman, Stephanie	Member	Regents Hall 222		ST	3-3521
SC Student Development	Boyd, Bessie	Member	HM 111	Admin. and Fiscal Services	S	3-2145
SC Student Development	Gritton, Joy	Member	CY110	Caudill College of Humanities	F	3-2762
SC Student Development	Gross, Janet	Member	RH 243 UPO 715	College of Science and Tech.	F	3-5173
SC Student Development	LaFontaine, Margaret	Member	LB	Academic Affairs	S	3-2149
SC Student Development	Liew, Clement	Member	AY 330 UPO 566	Student Life	S	3-2759
SC Student Development	Scott, Jackie	Member	UPO 917	Academic Affairs	S	3-2102
SC Student Development	Smalley, Kathy	Member	UC UPO 507	Student Life	S	3-2809
SC Student Development	Taylor, Paul	Member	BM 303	Caudill College of Humanities	F	3-2405
SC Student Development	Wilburn, Brenda	Member	RH217 UPO 715	College of Science and Tech.	F	3-2431
<b>PC Ad. Processes</b>	<b>Albert, Bob</b>	<b>Co-Chair</b>	<b>CB 316</b>	<b>College of Business</b>	<b>F</b>	<b>3-2797</b>
<b>PC Ad. Processes</b>	<b>Weathers, Madonna</b>	<b>Co-Chair</b>	<b>AY 309</b>	<b>Student Life</b>	<b>S</b>	<b>3-2024</b>
<b>SC Ext. Funded Grants &amp; Contracts</b>	<b>Ratliff, Janet</b>	<b>Chair</b>	<b>CB 208 UPO 574</b>	<b>College of Business</b>	<b>S</b>	<b>3-2390</b>
SC Ext. Funded Grants & Contracts	Donaldson, Diann	Member	HM 202	Admin. and Fiscal Services	S	3-5234
SC Ext. Funded Grants & Contracts	Klein, Tom	Member	LA 201B UPO 578	College of Science and Tech.	F	3-2934
SC Ext. Funded Grants & Contracts	Martin, William	Member	RA 332	College of Ed. & Behavioral Sci.	F	3-5386
SC Ext. Funded Grants & Contracts	Tesch, Debbie	Member	CB 320B UPO 950	College of Business	F	3-2745
SC Ext. Funded Grants & Contracts	Williams, Sharon	Member	CB 214 UPO 844	Academic Affairs	S	3-5158

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>SC Financial Resources</b>	<b>McCoy, Randy</b>	<b>Chair</b>	<b>CB 203</b>	<b>College of Business</b>	<b>F</b>	<b>3-2163</b>
SC Financial Resources	Carone, Stacia	Member	GH B503	College of Ed. & Behavioral Sci.	F	3-2533
SC Financial Resources	Hutchinson, Brian	Member	AAC	University Advancement	S	3-2392
SC Financial Resources	Mallett, Mark	Member	WH 232	Caudill College of Humanities	F	3-2713
SC Financial Resources	Marsh, Kim	Member	Nunn Hall 507		ST	3-3435
SC Financial Resources	Mays, Lucy	Member	LC 213B UPO 715	College of Science and Tech.	F	3-2773
SC Financial Resources	Patrick, Michelle	Member	WH 209	Academic Affairs	S	3-5487
SC Financial Resources	Planck, Joe	Member	RI UPO 831	Admin. and Fiscal Services	S	3-2066
<b>SC Institutional Advancement</b>	<b>Hopper, Mike</b>	<b>Chair</b>	<b>AY 321 UPO 1001</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2233</b>
SC Institutional Advancement	Barker, Natasha	Member	Nunn Hall 507		ST	3-3435
SC Institutional Advancement	Dehoff, Carolyn	Member	WH 245 UPO 1281	Academic Affairs	S	3-2977
SC Institutional Advancement	Egan, Rita	Member	GH A401A	College of Ed. & Behavioral Sci.	F	3-2856
SC Institutional Advancement	Fluty, James	Member	HM 202	Admin. and Fiscal Services	S	3-2119
SC Institutional Advancement	Siewe, Christina	Member	UPO 844	College of Business	F	3-2891
SC Institutional Advancement	Whidden, Jack	Member	LA123 UPO 1227	College of Science and Tech.	F	3-2917
<b>SC Organization and Ad.</b>	<b>Hammons, Rodger</b>	<b>Chair</b>	<b>LA 105 UPO 770</b>	<b>College of Science and Tech.</b>	<b>F</b>	<b>3-2921</b>
SC Organization and Ad.	Applegate, Donald	Member	RH 314	College of Science and Tech.	F	3-2671
SC Organization and Ad.	Brown, Teresa	Member	UC	Admin. and Fiscal Services	S	3-2081
SC Organization and Ad.	Haight, April	Member	RI UPO 831	Admin. and Fiscal Services	S	3-5268
SC Organization and Ad.	Luckey, Mac	Member	CB 414B UPO 847	Caudill College of Humanities	F	3-2784
SC Organization and Ad.	Mackin, Rhonda	Member	LA 105 UPO 770	College of Science and Tech.	F	3-2930
SC Organization and Ad.	Redwine, Bill	Member	ADUC	Admin. And Fiscal Services	S	3-2081
<b>SC Physical Resources</b>	<b>Walters, Sharon</b>	<b>Chair</b>	<b>CB 114C UPO 637</b>	<b>College of Business</b>	<b>F</b>	<b>3-2725</b>
SC Physical Resources	Brewer, Jo	Member	HM 111	Admin. and Fiscal Services	S	3-2145
SC Physical Resources	Click, Tamara	Member	RA 350	Caudill College of Humanities	F	3-2655
SC Physical Resources	Dowdy, Charlotte	Member	Support Services	Admin. and Fiscal Services	S	3-2717
SC Physical Resources	Mayse, Myra	Member	HM 301	Student Life	S	3-5448
SC Physical Resources	Mullins, Angela	Member	PH	University Advancement	S	3-2394
SC Physical Resources	Roberts, Starlet	Member	GH 110	Admin. and Fiscal Services	S	3-5270
SC Physical Resources	Stanley, Rodney	Member	LC 309 UPO 680	College of Science and Tech.	F	3-2427
SC Physical Resources	Kunkel, Michael	Member	Cooper Hall 426		ST	3-3761

**COMMITTEE ORGANIZATION**

<b>COMMITTEE</b>	<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>	<b>DIVISION – COLLEGE</b>	<b>STATUS</b>	<b>PHONE</b>
<b>PC Editorial</b>	<b>Mincey, Kathy</b>	<b>Chair</b>	<b>CB 416 UPO 669</b>	<b>Caudill College of Humanities</b>	<b>F</b>	<b>3-2305</b>
PC Editorial	Foley, Clair	Member	CB 416 UPO 651	Caudill College of Humanities	F	3-2717
PC Editorial	Frazier, David	Member	GH B110	Admin. and Fiscal Services	S	3-5235
PC Editorial	Hammons, Karen	Member	GH A401C	College of Ed. & Behavioral Sci.	F	3-2168
PC Editorial	Madden-Grider, Alvin	Member	AY 230 UPO 1217	Academic Affairs	S	3-5199
PC Editorial	Modaff, John	Member	WH 321	Caudill College of Humanities	F	3-2399
PC Editorial	Morgan, Charlie	Member	GH 601 UPO 1336	College of Ed. & Behavioral Sci.	F	3-2982
PC Editorial	Nutter, Carol	Member	CCL	Academic Affairs	S	3-5110
PC Editorial	Orlich, Rose	Member			C	
PC Editorial	Pollock, Mary Ann	Member	GH A301F UPO 772	College of Ed. & Behavioral Sci.	F	3-2839
PC Editorial	Scruggs, Jeannie	Member	HM 303	Student Life	S	3-2070
PC Editorial	Sexton, Ken	Member	AY 31	Caudill College of Humanities	F	3-2737
<b>PC Visiting Team Arrangements</b>	<b>Baldwin, Al</b>	<b>Chair</b>	<b>HM 204</b>	<b>Academic Affairs</b>	<b>S</b>	<b>3-2150</b>
PC Visiting Team Arrangements	Blankenbeckler, Dixie	Member	AY 215	Academic Affairs	S	3-2605
PC Visiting Team Arrangements	Ellington, Jane	Member	LC 316 UPO 768	College of Science and Tech.	F	3-2968
PC Visiting Team Arrangements	Frank, Robert	Member	BR 201B	Caudill College of Humanities	F	3-2714
PC Visiting Team Arrangements	Hawkins, Lois	Member	WH 247 UPO 557	Academic Affairs	S	3-2067
PC Visiting Team Arrangements	Highley-Stewart, Stephanie	Member	AY 5	University Advancement	S	3-2032
PC Visiting Team Arrangements	King, Donna	Member	HM 305	Student Life	S	3-2011
PC Visiting Team Arrangements	Lafferty, Karen	Member	GH b205	College of Ed. & Behavioral Sci.	F	3-2397
PC Visiting Team Arrangements	McLoney, Amy	Member	Licking Valley ECC	Academic Affairs	S	3-5381
PC Visiting Team Arrangements	Moore, Marilyn	Member	CB 107B	College of Business	F	3-2376
PC Visiting Team Arrangements	Redwine, Susette	Member	UC UPO 797	University Advancement	S	3-2071
PC Visiting Team Arrangements	Riley, Bill	Member	HM 101	Ad. and Fiscal Services	S	3-2097
PC Visiting Team Arrangements	Tremper, Fred	Member	BM 110	Academic Affairs	S	3-2478
PC Visiting Team Arrangements	Wheeler, Neal	Member	UPO 641	Academic Affairs	S	3-2146

BOR Board of Regents  
 C Community  
 F Faculty  
 FR Faculty, Retired

PC Principal Committee  
 S Staff  
 SC Subcommittee  
 ST Student



## LISTING OF RECOMMENDATIONS AND SUGGESTIONS

### SECTION II. INSTITUTIONAL PURPOSE

#### Morehead State University Mission Statement

- R-1. **Recommendation:** *The committee recommends that the University continue to petition the Kentucky Council on Postsecondary Education to revise its mission statement to include: (1) appropriate references to the University's significant and growing commitment to serve the educational needs of working professionals and adult students through distance education, and (2) greater emphasis on serving the professional needs of the region beyond teacher education, especially in business fields and the health and human service professions.*
- S-1. **Suggestion:** The leadership of the institution should communicate a clear alignment of the mission statement, statement of ideals, the vision statement, and the relationship of these documents to the strategic planning process.
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### SECTION III. INSTITUTIONAL EFFECTIVENESS

#### 3.1 Planning and Evaluation: Educational Programs

- S-2. **Suggestion:** The University should further clarify the roles of each entity at the university level with some responsibility for planning (Planning Committee; Office of Institutional Research, Effectiveness, and Planning; and the assistant to the executive vice president and university planning officer). In addition, all supervisors should be made accountable for providing timely and useful feedback to the units they supervise.
- S-3. **Suggestion:** While many educational programs document the use of assessment results, the University should ensure that all educational programs document the use of such results to improve programs, services and operations.
- S-4. **Suggestion:** While evidence exists that the institution defines its expected educational results and describes methods for analyzing the results throughout the institution as defined in the criteria, the following improvements are suggested to establish consistency in content and details across all educational program units:

- Revise the unit plans for the Department of Psychology and the Department of Music to be more consistent in format and detail with those of other academic department unit plans;
  - Develop detailed unit plans at the academic department level within the College of Business; and
  - Revise the existing unit plan within the Department of Geography, Government, and History to document measurable assessment criteria for evaluation of goals and objectives.
- S-5. **Suggestion:** The University should take steps to ensure that information concerning the unit plan is disseminated to each individual within a unit.
- S-6. **Suggestion:** The University should continue the annual unit planning and assessment report with regard to the continuous assessment model and make data available to all units.
- S-7. **Suggestion:** The University should develop a system to provide faculty access to the information about grade distributions, identified by class and department, while maintaining the confidentiality of students and faculty.
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### **3.2 Planning and Evaluation: Administrative and Educational Support Services**

- R-2. **Recommendation:** *The University must develop comprehensive unit plans to include a purpose statement, goals, objectives, and measurable assessment criteria and must document the use of evaluation results through annual assessment reports for the following administrative educational support units:*
- *Office of Institutional Planning, Research, and Effectiveness*
  - *Office of Retention*
  - *Office of the Dean of Students*
  - *Office of Multicultural Student Services*
  - *Office of Student Activities*
  - *Office of the Vice President for University Relations*
  - *Office of Marketing Support*
  - *Office of University Communications*
  - *WMKY Radio*
  - *Office of Development and Alumni Relations*
- S-8. **Suggestion:** The University should develop procedures to ensure that proper feedback is provided to all units on unit plans.
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## SECTION IV. EDUCATIONAL PROGRAM

### 4.2 Undergraduate Program

- R-3. **Recommendation:** *The Office of the Registrar must periodically review the undergraduate catalog to ensure that all information is up-to-date and accurate and that departments have made all edits necessitated by program revisions and the new general education requirements.*
- R-4. **Recommendation:** *Academic departments must employ multiple methods to evaluate the effectiveness of teaching, ensure the consistency of these methods among faculty, and use the evaluation results to ensure high quality instruction.*
- R-5. **Recommendation:** *Academic departments, through their FEP process, must examine and more thoroughly clarify the requirements for use of methods to evaluate teaching. Furthermore, academic departments must examine and specify the weight such methods shall carry in the evaluation of teaching.*
- R-6. **Recommendation:** *The University must conduct studies to determine whether the evaluation of students reflects concern for academic quality and properly measures levels of student performance; furthermore, the University must involve the Faculty Senate in this process and report full findings to the faculty in all academic departments.*
- R-7. **Recommendation:** *The grade distribution reports sent to academic departments must provide data in a more usable form that provides some protection for the privacy of individual instructors in order to make free discussion at the department level more possible; the administration must include separate data for off-campus and on-campus courses in the grade distribution reports given to department chairs; and department chairs must make this information available to their faculty.*
- R-8. **Recommendation:** *All academic departments and programs must identify specific, reliable measures (in addition to the Academic Profile required of all seniors) and institute a process whereby this information will be collected regularly, reported to the appropriate dean, and shared with faculty within the department or program. Furthermore, the department or program must demonstrate its use of the information to improve instruction.*

- R-9. **Recommendation:** *Academic departments and offices in which faculty/staff are assigned advisees must distribute the number of advisees as reasonably as possible among individuals identified as qualified advisors in the program.*
- S-9. **Suggestion:** The University should continue to monitor closely the operation of the Offices of Admissions and Financial Aid in the coming months to ensure that the current organizational structure proves effective.
- S-10. **Suggestion:** In addition to tracking the overall retention performance and graduation rates for provisional students, the University should examine the preparation and performance of subgroups of provisionally and conditionally admitted students (e.g., ranged by ACT scores and subscores, by sequencing of courses, by performance in core courses); the University should use this information to determine whether the requirements for exceptions to regular admission and for continued enrollment should be revised.
- S-11. **Suggestion:** The University should continually review the process of evaluating transfer credit from other institutions and seek improvements.
- S-12. **Suggestion:** The institution should ensure that all descriptions of four-year programs in the undergraduate catalog list the appropriate senior capstone as a program requirement.
- S-13. **Suggestion:** The University should require that students on academic probation re-take failed courses and concentrate on completing all general education requirements before being permitted to enroll in more advanced courses.
- S-14. **Suggestion:** The University should revise the catalog description of the bachelor of university studies and the associate of university studies degree requirements to include a statement about the purpose of such degrees; the University should ensure that each program is consistent with its purpose.
- S-15. **Suggestion:** The University should proceed with implementing its assessment plan to determine the success of general education.
- S-16. **Suggestion:** The University should continue a comprehensive, regular review of all academic programs.

- S-17. **Suggestion:** The University should establish a process of confirmation whereby academic department coordinators and chairs regularly review syllabi for appropriate content and determine if faculty are providing students with copies of course syllabi within the first week of class.
- S-18. **Suggestion:** The Office of the Registrar should clearly communicate the grade of *U* and clarify its proper use. The application of the grade should be examined by the Faculty Senate
- S-19. **Suggestion:** Academic departments should, in their unit plans and program reviews, distinguish more clearly between the academic quality of programs and various other services and features that can contribute to the quality of academic programs but that may not be indicative of academic excellence.
- S-20. **Suggestion:** The University should develop a process whereby concentrated or abbreviated courses are evaluated (1) prior to offering them to ensure that students will have sufficient opportunity to prepare for, reflect upon and analyze the subject matter, and (2) after the course is offered to ensure that students have acquired knowledge and skills equal in level to those acquired in courses with a more traditional format.
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### 4.3 Graduate Program

- R-10. **Recommendation:** *Academic Affairs must adopt an evaluation system for graduate instruction that provides for a multidimensional evaluation of classroom instruction and procedures for relating outcomes to program evaluation and the purposes of the University.*
- S-21. **Suggestion:** The University should monitor the effectiveness of the newly instituted orientation program for all incoming graduate students.
- S-22. **Suggestion:** A university-wide assessment of academic advising for graduate students should be developed and implemented.
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### 4.4 Publications

- S-23. **Suggestion:** The University should present similar information in both the printed and electronic versions of the undergraduate and graduate catalogs concerning costs and financial obligations, the withdrawal policy, students' rights to access records, and the academic calendar.
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#### 4.5 Distance Learning Programs

- R-11. **Recommendation:** *The University must ensure that the Correspondence Study Program Office institutes a continuous evaluation plan. Faculty evaluation forms should be sent to students enrolled in correspondence courses after the courses are completed. These data will provide benchmarks for continuous improvement.*
- S-24. **Suggestion:** The University should clarify its definition of distance learning in order to differentiate between teaching at extension sites and teaching students who are in different locations from faculty.
- S-25. **Suggestion:** The University should differentiate and publish the distinctions among distance learning responsibilities and tasks of the Distance Education Advisory Committee, the Teaching-Learning-Technology Roundtable, the Distance Learning Subcommittee, the graduate and undergraduate curriculum committees, the Academic Computing Committee, and the Instructional Technology Committee.
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#### 4.6 Continuing Education, Outreach and Service Programs

- S-26. **Suggestion:** The activities and missions of the various centers, institutes, and clearinghouses should be systematically summarized and disseminated both on and off campus on a regular basis.
- S-27. **Suggestion:** The central role and mission of the Office of Continuing Education should be clearly communicated to the campus community and the University should more clearly define the scope of the Office of Continuing Education.
- S-28. **Suggestion:** All formally established University service and outreach programs should be subject to formal periodic review similar in nature to the Academic Program Review required of educational programs. This review should assess the degree to which each program is addressing a critical need and is meeting the criteria outlined above.
- S-29. **Suggestion:** The activities of centers, institutes, clearinghouses, and other service and outreach activities should be systematically integrated into the University's strategic planning efforts.
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## 4.8 Faculty

- R-12. **Recommendation:** *The University must examine instructional units that regularly employ a high number of part-time faculty to determine the necessity and feasibility of replacing part-time positions with tenure track appointments.*
- R-13. **Recommendation:** *The institution must refocus a portion of its evaluation processes to use the results of assessment toward improving faculty and educational programs.*
- S-30. **Suggestion:** Discrepancies between the *Handbook for Supervisors and Search Committees* and the *Affirmative Action Plan* should be addressed.
- S-31. **Suggestion:** The University should formulate and publish faculty recruitment and appointment guidelines to ensure that faculty are hired from a broad range of institutions.
- S-32. **Suggestion:** The University should formulate and publish a policy to ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.
- S-33. **Suggestion:** The University should develop, implement, and enforce a systematic procedure for maintaining records of credentials of all full-time and part-time faculty relating to professional and work experience, technical and performance competency, records of publications, conference presentations, awards, certifications, and other qualifications.
- S-34. **Suggestion:** The University should ensure appropriate and reasonable faculty work loads while allowing for the growth of the distance learning program and changes in distance education workload policies.
- S-35. **Suggestion:** The University should establish formal, written procedures to ensure adequate student access to faculty teaching distance learning courses. Special consideration should be given to faculty who teach in the Correspondence Study Program to ensure that students have access to their instructors.
- S-36. **Suggestion:** The institution should, through its long-range planning process, study the significant increase in the number of part-time faculty in the past ten years, particularly in certain disciplines, and address the issue of whether adequate full-time faculty are employed in these disciplines to meet the instructional needs of students.

- S-37. **Suggestion:** The institution should review pertinent personnel policies and add specific guidelines to address the issues of part-time faculty orientation, evaluation, and availability to students.
- S-38. **Suggestion:** In order to address equity and morale issues associated with performance-based salary increases, a University-wide study, initiated and overseen by the Faculty Senate should be conducted to evaluate the way merit shares are awarded.
- S-39. **Suggestion:** The institution should communicate the distribution of merit shares by academic department and college to the faculty.
- S-40. **Suggestion:** The institution should continue its efforts to bring all faculty salaries to within five percent of designated benchmarks.
- S-41. **Suggestion:** The institution should annually assess the market and determine entry level salaries. Care should be taken to minimize salary compression.
- S-42. **Suggestion:** The institution should design and implement a University-wide faculty recruiting and retention plan that recognizes and financially rewards high quality faculty research and publications, in addition to high quality teaching and service.
- S-43. **Suggestion:** The Faculty Senate, with the advice of the executive vice president of academic affairs, should begin an immediate review and revision of the University and college standing and *ad hoc* committee structure. The Faculty Senate should monitor the creation and duties of all standing, *ad hoc*, and special committees to prevent overlap of authority, redundancy, and unnecessary work.
- S-44. **Suggestion:** The University should appropriately pay faculty for overloads in order to compensate full-time faculty teaching courses that are necessary for students to complete degree requirements in a timely fashion.
- S-45. **Suggestion:** Under the leadership of the executive vice president for academic affairs, academic departments should develop clear-cut written procedures for the equitable and reasonable assignment of faculty responsibilities so that faculty members have evenly distributed duties and responsibilities related to the mission of the University.
- S-46. **Suggestion:** Reassigned time should be considered for faculty members who perform extra duties at all levels of academic performance including instruction, service, and professional development. It should not be limited to administrative duties.

- S-47. **Suggestion:** When appropriate, graduate assistants should be trained and mentored so they can teach as needed in the different departments where they study, following the example of what is currently done in English, Foreign Languages, and Philosophy.
- S-48. **Suggestion:** The institution should address the issue of inconsistencies in the application of criteria and standards of evaluation from department to department and college to college.
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## SECTION V. EDUCATIONAL SUPPORT SERVICES

### 5.1 Library and Other Learning Resources

- S-49. **Suggestion:** The library should evaluate the quality of instructional offerings as well as results of instructional activities.
- S-50. **Suggestion:** The library should expand instructional opportunities for students at off-campus locations.
- S-51. **Suggestion:** The University should consider either adding more contemporary library space or reallocating space for classrooms, facilities for group study, and connectivity for network or modem access.
- S-52. **Suggestion:** The University should consider alternatives for providing appropriate climate controls to ensure collection preservation.
- S-53. **Suggestion:** The University should provide more convenient access for library users with physical disabilities.
- S-54. **Suggestion:** The University should examine the adequacy of discipline-specific resources for each area of the curriculum.
- S-55. **Suggestion:** The University should survey librarian salaries at regional and benchmark institutions and make necessary compensation adjustments to bring professional librarian compensation to the median salary level at these institutions.
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### 5.2 Instructional Support

- S-56. **Suggestion:** Information concerning current instructional support services and equipment should be collected and maintained by the University. The information should be available electronically and should

be continuously monitored and updated. The University should develop and implement a systematic campus-wide expenditure plan for instructional equipment and facilities.

- S-57. **Suggestion:** A needs assessment should be done to determine if extended hours of operation for all instructional support services to evenings and weekends should be implemented.
- S-58. **Suggestion:** A mechanism for determining what proportion of equipment funds has been spent for instructional support should be developed. Changing the method of data entry of equipment purchases to reflect instructional use should be considered.
- S-59. **Suggestion:** A mechanism for communication about the instructional support services and instructional equipment should be developed to inform the faculty, staff, and students regarding the existence of these services and resources.
- S-60. **Suggestion:** The University should assess the current and future campus-wide instructional support needs including centralization/ decentralization of materials and equipment, inventory and control of materials, maintenance contracts, and a financial plan.

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### 5.3 Information Technology Resources and Systems

- S-61. **Suggestion:** The University should fund a support staff position to coordinate the resources, services, and schedules maintained by all college and departmental academic computer laboratories to ensure convenient and effective student access.

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### 5.4 Student Development Services

- S-62. **Suggestion:** The University should develop and publish clearly specified policies regarding the use of career development services by students, alumni, and employers.
- S-63. **Suggestion:** The University should incorporate the Charter Governing Student Media into the student handbook.
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## SECTION VI. ADMINISTRATIVE PROCESSES

### 6.1 Organization and Administration

- R-14. **Recommendation:** *The faculty handbook and staff handbook must be routinely reviewed and updated by the University administration. The faculty handbook does not include several new administrative positions which report directly to the president, including the executive assistant to the president, the special assistant to the president, and the Affirmative Action Officer, and it does not include the dean of the institute for regional analysis and public policy.*
- S-64. **Suggestion:** Descriptions, constitutions, minutes of meetings and other documents related to all lay advisory committees should be maintained in a central location designated by the University administration.

### 6.2 Institutional Advancement

- S-65. **Suggestion:** The Office of Development and Alumni Relations should plan and conduct a comprehensive survey of alumni perceptions and attitudes toward the institution and alumni relations.
- S-66. **Suggestion:** The Office of Development and Alumni Relations should develop materials which will better inform faculty, staff, and administrators about services and programs which are available.
- S-67. **Suggestion:** The Office of Development and Alumni Relations should survey and monitor the various campus constituencies to determine if fund raising policies and procedures are understood and followed.

### 6.3 Financial Resources

- S-68. **Suggestion:** The University should continue its efforts to increase staff salaries and wages (faculty salaries are addressed in Section 4.8.5).
- S-69. **Suggestion:** The University should examine the use of current operating funds to fund capital needs in order to reduce an over-reliance on non-recurring funds (i.e., fund balance) for capital infrastructure.
- S-70. **Suggestion:** Administrators, working through directors, unit heads, deans, etc., should emphasize the importance of involving faculty and staff in the budget planning process.

- S-71. **Suggestion:** The Office of Support Services should produce a policies and procedures manual addressing risk management and safety.
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#### 6.4 Physical Resources

- S-72. **Suggestion:** The University should establish policies to govern the space allocation process conducted by the space utilization advisory committee and other University constituents. These policies and procedures should be documented and distributed to the University community.
- S-73. **Suggestion:** The Office of Environmental Health and Safety should conduct fire safety meetings and evacuation drills with faculty and staff.
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#### 6.5 Externally Funded Grants and Contracts

- S-74. **Suggestion:** Sufficient staffing should be maintained to properly and fully meet the University's and the Office of Research, Grants and Contracts mission, as well as the needs of MSU's faculty.
- S-75. **Suggestion:** The University should explore the issue of fiscal support for research.
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#### 6.6 Related Corporate Entities

- S-76. **Suggestion:** Periodic assessment of the University's related corporations should be conducted to measure alumni, faculty, staff, student, public, and administrator perceptions and to measure the effectiveness of the corporations in meeting their objectives.
- S-77. **Suggestion:** The MSU Foundation should assess the cost effectiveness of fund raising efforts compared with that of similar institutions and ensure that assessment results are widely available to University constituents.
- S-78. **Suggestion:** The MSU Alumni Association should assess the effectiveness of alumni programs and services compared with that of similar institutions and ensure that assessment results are widely available to University constituents.
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<b>SUPPORTING DOCUMENTS CITED INDEX (SD) - ALPHABETICAL</b>		
<b>SD No.</b>	<b>Resource Office</b>	<b>Description</b>
462	SACS Office	1988-1990 SACS Self Study
456	CPE	2020 Vision
20	Assoc. VP for Academic Affairs	A portfolio of current syllabi for all 500-level and 600-level courses offered, organized by college & department
92	EVPAAs	Academic Advising Survey results
434	EVPAAs	Academic Program Coordinators' and Dept. Chairs' highest degrees
90	EVPAAs	Academic program reviews, results of follow-up
356	SACS Office	Academic standards on-campus vs. off-campus; MSU academic vs. non-academic sectors; SACS survey results perceptions
13	Assoc. VP for Academic Affairs	Academic Support and Extended Campus Programs: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
274	Testing Center	ACT COMP results (MSU and other institutions)
136	Inst. Plan., Res. & Eff.	ACT COMP results (MSU)
478	SACS Office	Administrator Survey of Use of Research Documents
468	Human Resources	Administrators' Job Descriptions and Credentials
7	Adult Basic Education	Adult Basic Education: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
8	Adult Learning Center	Adult Learning Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
367	SACS Office	Advising: Undergraduate Program Subcommittee Telephone Survey Regarding Academic Advising
359	Registrar	Advisors and number of advisees
40	Budgets & Management Info.	Agenda items to the Board of Regents presenting the Operating Budget
236	Res., Grants & Contracts	Animal Welfare Assurance Statement
475	EVPAAs	Annual Accountability Reports
12	Ashland Area Extended Campus Center	Ashland ECC: Mission and goals statements, unit plans, and applicable UARs or policy documents; also, assessment documents, client surveys, and/or unit narratives or reports
339	Athletics	Assessment tools
405	SACS Office	Astrophysical Laboratory Information - Memorandum
324	Development	Athletic Development
110	Human Resources	Audit and Revision of the Exempt and Nonexempt
410	Multi-Media Resource Center	A-V Equipment Holdings/Audiovisual Services Coordinator - Memorandum
29	Big Sandy Extended Campus Center	Big Sandy ECC: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
481	President	Board of Regents Audit Committee Agenda Books
364	President	Board of Regents Bylaws
440	Fiscal Services	Bonding Coverage
44	Budgets & Management Info.	Budget information relating to funds designated for faculty development, research, etc.
345	VP for Admin. & Fiscal Services	Campus Master Plan
374	Career Services	Career Services Brochure - policies regarding career services use

<b>SUPPORTING DOCUMENTS CITED INDEX (SD) - ALPHABETICAL</b>		
<b>SD No.</b>	<b>Resource Office</b>	<b>Description</b>
45	Carl D. Perkins Rehabilitation Center (Psychology Department)	Carl D. Perkins Rehabilitation Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
284	VP for Student Life	Charter Governing Student Publications
3	Acct. & Budgetary Control	Circular A110: Federal Regulations on Expenditure of Federal Funds
413	EVPAAs	Computer Lab/Classroom Availability and Utilization
67	EVPAAs	Consortial agreements
362	Assoc. VP for Academic Affairs	Continuing Education - Draft Plan
52	Cont. Ed. & Conference Services	Continuing Education & Conference Services: List of course-by-course qualitative and quantitative summary of continuing education activities for 1998-1999
51	Cont. Ed. & Conference Services	Continuing Education and Conference Services: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
70	EVPAAs	Contractual agreements with other institutions for educational services and programs
23	Assoc. VP for Academic Affairs	Copies of the appropriate Kentucky Revised Statutes which affect the administrative operation of MSU
54	Correctional Research and Training	Correctional Research and Training: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process
278	Undergraduate Programs	Correspondence Courses: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
471	Registrar	Course Schedule and Business Guides
436	EVPAAs	CPE - Guidelines for Admission, 1997 and 1998
480	Budgets & Management Info.	CPE Delegation of Tuition Setting
455	EVPAAs	CPE Guidelines for Dual Credit
472	VP for Admin. & Fiscal Services	CPE Space Guidelines
363	EVPAAs	CPE Strategic Plan for KY for 1996-2000
38	Budgets & Management Info.	Current FY Quarterly Financial Reports (discussion on fund balance)
53	Cont. Ed. & Conference Services	Distance Education: Copy of policy whereby CEU credit might be awarded for partial participation in a credit distance education class
397	SACS Office	Distance Education: Memorandum - Distance learning locations and seating capacities
56	Distance Learning	Distance Education: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
395	Distance Learning	Distance Education: Site List for Distance Learning
58	Distance Learning	Distance Learning Survey - results of library access question
300	SACS Office	Distance Learning/Cont. Ed. Subcommittee cross-tabulation of the 1998 student survey
59	Eastern Kentucky Health Sciences Information Center	Eastern Kentucky Health Sciences Information Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process
60	Educational Opportunity Center	Educational Opportunity Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
399	SACS Office	EKHSIN - Memorandum

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349	Environmental Health & Safety	Environmental Health & Safety: Results of Fire Drills conducted 3-2-98 - Memorandum
348	Environmental Health & Safety	Environmental Health & Safety: Class Roster - Fire Safety Class
350	Environmental Health & Safety	Environmental Health & Safety: Fire Drill Critique of Residence Halls
221	Physical Plant	Environmental Health and Safety Reports/MSU Safety Manual
31	Budgets & Management Info.	Expenditures and Transfers by Category, 1994-1998
219	Physical Plant	Facilities Maintenance Plan
50	Cont. Ed. & Conference Services	Facility usage by non-university groups
73	EVPAAs	Faculty overload policy and data
93	Faculty Senate	Faculty Senate - Faculty Satisfaction Survey
94	Faculty Senate	Faculty Senate Handbook/Constitution
412	Faculty Senate	Faculty Survey of 30 Worst Classrooms
80	EVPAAs	Faculty: 4th merit share criteria, including method of feedback for nominees who are accepted and those who are denied
79	EVPAAs	Faculty: Current FEPs and other documents relating to PBSI policies
82	EVPAAs	Faculty: Detailed analysis of faculty loads
83	EVPAAs	Faculty: Faculty loads with current formula standards
88	EVPAAs	Faculty: Faculty/Staff Professional and Personal Development booklet and policies or information related to faculty development
429	Financial Aid Office	Financial Aid: Office Staff Positions and Qualifications
428	Financial Aid Office	Financial Aid: Self-Audit of Financial Aid Office
421	Support Services	Fixed Assets Inventory Instructional Equipment 7/11/89-12/31/98
477	Budgets & Management Info.	General Assembly, Commonwealth of Kentucky, 1997 Extraordinary Session, HB No. 1
365	Registrar	Grades: Memorandum - Fall 1997 Grade Distribution Report
366	Registrar	Grades: Memorandum - Posting of Final Grades
256	SACS Office	Graduate Catalog
242	Res., Grants & Contracts	Grant Award Notification - Memorandum
288	Registrar	Guidelines for proposing undergraduate courses and programs
433	Human Resources	Handbook for Administrators, Faculty, Professional & Support Staff
95	Head Start	Head Start: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process including enumeration of available supporting data (client program evaluations, surveys, etc.)
239	Res., Grants & Contracts	Human Subjects Policy and Procedure Handbook
424	EVPAAs	IDEA - Student Ratings of Instruction
240	Res., Grants & Contracts	Incentive Plan for Seeking External Funds
465	Athletics	Independent Accountant's Report on Agreed-Upon Procedures of the Intercollegiate Athletics Department
409	Budgets & Management Info.	Instructional Support Capital Outlay Expenditures
420	SACS Office	Instructional Support Subcommittee Report - Memorandum
466	Athletics	Intercollegiate Athletics Staff Policy and Procedures Manual
464	Athletics	Intercollegiate Athletics Strategic Plan
460	EVPAAs	Job Description, Director of Office of Institutional Planning,
372	EVPAAs	Job Descriptions: EVPAAs and Assistant to EVPAAs and

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<b>SD No.</b>	<b>Resource Office</b>	<b>Description</b>
164	Job Training (JTPA)	Job Training: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
336	Development	Kentucky Folk Art Center
379	President	Kentucky Revised Statutes regarding Board of Regents: KRS Secs. 164.0057, 164.310, 164.321, 164.340, 164.350, 164.360; regarding programs: KRS 164.295
277	Undergraduate Programs	KET College Credit Telecourses: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
166	KET-GED on TV	KET-GED Program: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
165	Kentucky Folk Art Center	KFAC: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
404	SACS Office	Kibbey Theatre Information
431	VP for Admin. & Fiscal Services	KRS 42.500 State Investment Commission - Powers
352	VP for University Relations	Lay Advisory Committee Reports
423	EVPA	Lecturers' Handbook - Extended Campus Programs
228	Registrar	Legal Guide for Admissions and Registrars Offices
115	Inst. Plan., Res. & Eff.	Library IPEDS-L Reports
391.1	Library	Library: ACRL "Formula A" Calculations
394.1	Library	Library: ACRL "Formula C"
392.7	Library	Library: Average Wages for Librarians and Professional Staff, Benchmark Institution Rankings
443.1	Library	Library: Campus Microcomputer Placement and Technology Resources
205	Library	Library: CCL floor plan (noting changes since last SACS review)
443.2	Library	Library: CCL Unicorn Access
442.1	Library	Library: Cooperative Agreements with Regional Libraries
394.2	Library	Library: Equipment Comments (Equipment Needs)
441.2	Library	Library: Extended Campus Library Services
390.5	Library	Library: Faculty (Survey Results)
390.6	Library	Library: Faculty, by Undergraduate/Graduate (Survey Results)
442.4	Library	Library: Kentucky Library Network (KLN)
189	Library	Library: Learning Technology Lab - statistics on number of classes taught, instruction, contacts
394	Library	Library: Library and Other Learning Resources
167	Library	Library: Library mission / purpose statement
393.4	Library	Library: Memorandum from Larry Besant regarding library usage and staffing
443.3	Library	Library: Model Technology Plans for Libraries
441.3	Library	Library: Online Database Resources
392.6a	Library	Library: Pac-31, Professional Librarians
393	Library	Library: Results of Library Surveys and Suggestion Box Submissions & Responses
390	Library	Library: Selected Survey Results
442.3	Library	Library: Southern Library Network (SOLINET)
441.1	Library	Library: Spring 1999 Off-Campus Courses by Location
392.3h	Library	Library: Student Assistants as a Percentage of Total Staff, Benchmark Institution Rankings

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392.3a	Library	Library: Students Served Per Library Professional Benchmark,
390.2	Library	Library: Students, by Classification (Survey Results)
390.3	Library	Library: Students, by Course Location
390.4	Library	Library: Students, Off-Campus (Survey Results)
392.3g	Library	Library: Support Staff as a Percentage of Total Library Staff, Ranking of Benchmark Institutions
209	Library	Library: Survey to compare MSU to benchmark institutions
392.2	Library	Library: ACRL "Formula B" Librarians Benchmark Institution Rankings
392.4	Library	Library: Average Salary Comparisons of Benchmark Institutions, KY Regional Institutions; MSU Faculty and Librarians
391.3	Library	Library: Benchmark Institution Ranking of Materials Expenditure Per Student
391.5	Library	Library: CCL Acquisitions and Collections Policies
392.1	Library	Library: Librarians at Morehead State University
392.6b	Library	Library: MSU Administrative Regulation UAR 116.02, Guidelines Specific to Librarians
391.4	Library	Library: MSU Library Budget, Adjusted for Inflation
392.5	Library	Library: MSU Non-Exempt Library Staff by Grade and Percent of Total
213	Licking Valley Extended Campus Center	Licking Valley ECC: Mission and goals statements, unit plans, and applicable UARs or policy documents; assessment documents, client surveys, and/or unit narratives or reports
406	SACS Office	Macintosh Computer Lab Information - Memorandum
131	Inst. Plan., Res. & Eff.	Memorandum on graduation rates
214	MOAR	MOAR: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
312	Development	MSU 1998 Unit Development Officer Program
386	Physical Plant	MSU Administrative Regulations 320.01, 311.01
9	Affirmative Action Officer	MSU Affirmative Action Plan, Vol. I, Vol. II
335	Development	MSU Alumni Association, Inc.
24	Assoc. VP for Fiscal Services	MSU Audited Financial Statements, 1994-1999
215	MSU Corps	MSU Corps: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
415	Music	MSU Dept. of Music: Music Library and Learning Resource Center - Memorandum
112	Human Resources	MSU Faculty & Staff Benefits Handbook
64	EVPA	MSU Faculty Handbook
39	Budgets & Management Info.	MSU Financial Summary, 1997-1998
314	Development	MSU Foundation, Inc.: Board of Trustees
311	Development	MSU Fund Raising Manual
358	Registrar	MSU juniors and seniors with GPA average below various points
261	SACS Office	MSU Mission Statement
384	Physical Plant	MSU Motor Pool Regulations
37	Budgets & Management Info.	MSU Operating Budget and Personnel Roster, 1998-1999, 1999-2000
107	Human Resources	MSU Personnel Policy Manual
6	Acct. & Budgetary Control	MSU Policy & Procedures Manual for Grants and Contracts Accounts

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463	SACS Office	MSU Response to 1988-1990 SACS Self-Study
30	Budgets & Management Info.	MSU Six-Year Capital Plan
148	Inst. Plan., Res. & Eff.	MSU Student Satisfaction Survey results
388	Physical Plant	MSU Vehicle Insurance Guide
396	Multi-Media Resource Center	Multi-Media Resource Center Equipment List
145	Inst. Plan., Res. & Eff.	National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges & Universities (CUPA)
283	VP for Student Life	NCAA Certification Report
360	Athletics	NCAA Certification Self-Study Report January 1999
361	Athletics	NCAA Certification Self-Study Report - Institutional Response
402	SACS Office	NewsCenter Information - Memorandum
57	Distance Learning	Number of distance learning sites & locations
119	Inst. Plan., Res. & Eff.	Number of FTE students
22	Assoc. VP for Academic Affairs	Number of student dismissal appeals / number of successful appeals to University committee
473	Inst. Plan., Res. & Eff.	OIPRE Peer Review
5	Acct. & Budgetary Control	OMB Circular A-133 (Single Audit Provisions)
4	Acct. & Budgetary Control	OMB Circular A-21 (Cost Principles for Inst. of Higher Education)
244	Res., Grants & Contracts	Operational Procedure #7, Method for Calculating Payment Rates for Consultants in Proposal Budget
245	Res., Grants & Contracts	Operational Procedure #8, Fringe Benefits Cost for Externally Funded Staff
113	Human Resources	PAC-27 (Tenure Review)
309	Public Safety	Parking Statistics - Fall Semester 1998
109	Human Resources	Personnel Action Request (example of a federally-funded position)
220	Physical Plant	Physical Plant: List of projects completed since last self-study
322	Development	Planned Giving
370	EVPA	Planning: History of Strategic Planning
445	SACS Office	Planning: Institutional Effectiveness Unit Planning Questionnaire
126	Inst. Plan., Res. & Eff.	Planning: Overview on how Information Technology resources support the planning function of the institution (institutional research perspective)
134	Inst. Plan., Res. & Eff.	Planning: Unit plans, program reviews, assessment reports
457	Budgets & Management Info.	President's Reports
438	Fiscal Services	Procedure for Collection & Control of Cash Receipts
247	Res., Grants & Contracts	Proposal Development Guide
382	Academic Services	Provisional Studies Term Report, 1997-1998
414	SACS Office	Radiological Sciences Program's Instructional Support - Memorandum
454	President's Office	Reaffirmation of the 1995 Vision Statement
248	Res., Grants & Contracts	Research and Creative Productions Committee
96	Student Housing	Residence Hall Director's Handbook
97	Student Housing	Resident Advisor's Handbook
294	Public Safety	Response to Campus Security Act of 1990
238	Res., Grants & Contracts	Routing forms for external proposals
254	Rowan County Mentoring Program	Rowan County Mentoring Program: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process

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255	RSVP: Academic Services Center	RSVP - Academic Services Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
260	SACS Office	SACS Administrator Survey
338	SACS Office	SACS Board of Regents Survey
259	SACS Office	SACS Faculty Survey
307	SACS Office	SACS Self Study Survey Results (student, faculty, administrator & staff)
258	SACS Office	SACS Student Survey
264	Small Business Development Center (SBDC)	SBDC: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
262	School to Work	School to Work: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
389	Physical Plant	Space Committee Mission Statement
427	Budgets & Management Info.	State Appropriation Revenues
289	EVPA	Status of Kentucky Postsecondary Education - Progress Toward Reform/Accountability Reports
452	Inst. Plan., Res. & Eff.	Strategic Directions for 1992-1996
127	Inst. Plan., Res. & Eff.	Strategic planning documents
282	VP for Student Life	Student Handbook
296	Coll. Of Ed. & Behavioral Sci.	Student Teaching Handbook
355	Registrar	Students: New Provisional Students with PCC Deficiencies
230	Registrar	Students: Policies concerning retention and disposal of student records
453	Assoc. VP of Academic Affairs	Substantive Change Committee Report
476	Human Resources	Summary of Benefits for Regular, Full-time MSU Employees
249	Res., Grants & Contracts	Summary of Faculty/Staff Proposals Submitted & Funded by Academic Units 1994-1998
479	SACS Office	Survey of Academic Department Chairs/Coordinators
368	Admissions	Survey Results from SOAR 1999
272	Talent Search	Talent Search: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
432	Faculty Senate	Technology Resources Committee Description
281	Vice Presidents	Technology: Information on funding/program that
161	Information Technology	Technology: Information on the University's replacement program for technology equipment other than computers (e.g., printers, FAX machines, etc.)
159	Information Technology	Technology: Overview of security measures that are installed and monitored that protect the confidentiality and integrity of the academic system, administrative system, and institutional networks
163	Information Technology	Technology: Overview of the proposed software standardization policy
157	Information Technology	Technology: Policies governing the use of technology resources (e.g., web, academic computing system, etc.).
250	Res., Grants & Contracts	Time Conversion Table for University Employees
403	SACS Office	Trail Blazer Information - Memorandum
276	Training Resource Center	Training Resource Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
33	Budgets & Management Info.	UAR 305.02, MSU Fiscal Operating Guidelines

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435	Admissions	Undergraduate Admission Standards
257	SACS Office	Undergraduate Catalog
357	SACS Office	Undergraduate Committee telephone survey results (re: major field achievement test)
251	Res., Grants & Contracts	Unit Review - Office of Research, Grants and Contracts
87	EVPA	University goals & objectives (University Plan 1996-2000)
102	Human Resources	University Organizational Chart
474	Budgets & Management Info.	Unrestricted Educational and General Expenditures
377	Human Resources	Upper Level Administrators Assessment plan
279	Upward Bound	Upward Bound: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
375	VP for Student Life	Vitae of Student Life personnel
285	Water Testing Laboratory	Water Testing Laboratory: Mission and goals statements, unit plans and applicable UARs or unit policy documents; brief description of assessment process
407	SACS Office	WMKY Information - Memorandum
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408	Publications	Xerox Monthly Service and Lease Figures 1998-1999

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3	Acct. & Budgetary Control	Circular A110: Federal Regulations on Expenditure of Federal Funds
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5	Acct. & Budgetary Control	OMB Circular A-133 (Single Audit Provisions)
6	Acct. & Budgetary Control	MSU Policy & Procedures Manual for Grants and Contracts Accounts
7	Adult Basic Education	Adult Basic Education: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
8	Adult Learning Center	Adult Learning Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
9	Affirmative Action Officer	MSU Affirmative Action Plan, Vol. II, Vol 1
12	Ashland Area Extended Campus Center	Ashland ECC: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
13	Assoc. VP for Academic Affairs	Academic Support and Extended Campus Programs: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
20	Assoc. VP for Academic Affairs	A portfolio of current syllabi for all 500-level and 600-level courses offered, organized by colleges & department.
22	Assoc. VP for Academic Affairs	Number of student dismissal appeals / number of successful appeals to University committee.
23	Assoc. VP for Academic Affairs	Copies of the appropriate Kentucky Revised Statutes which affect the administrative operation of MSU.
24	Assoc. VP for Fiscal Services	MSU Audited Financial Statements, 1994-1999.
29	Big Sandy Extended Campus Center	Big Sandy ECC: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
30	Budget & Mgmt. Info. Office	MSU Six-Year Capital Plan
31	Budget & Mgmt. Info. Office	Expenditures and Transfers by Category, 1994-1998
33	Budget & Mgmt. Info. Office	UAR 305.02, MSU Fiscal Operating Guidelines
37	Budget & Mgmt. Info. Office	MSU Operating Budget and Personnel Roster, 1998-1999, 1999-2000
38	Budget & Mgmt. Info. Office	Current FY Quarterly Financial Reports (discusses fund balance)
39	Budget & Mgmt. Info. Office	MSU Financial Summary, 1997-1998
40	Budget & Mgmt. Info. Office	Agenda items to the Board of Regents presenting the Operating Budget.

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<b>SD No.</b>	<b>Resource Office</b>	<b>DESCRIPTION</b>
44	Budget & Mgmt. Info. Office	Budget information relating to amount of money designated for faculty development, research, etc.
45	Carl D. Perkins Rehabilitation Center (Psychology Department)	Carl D. Perkins Rehabilitation Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
50	Cont. Ed. & Conference Services	University facility usage by non-university groups.
51	Cont. Ed. & Conference Services	Continuing Education and Conference Services: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
52	Cont. Ed. & Conference Services	Continuing Education & Conference Services: List of course-by-course qualitative and quantitative summary of continuing education activities for 1998-1999.
53	Cont. Ed. & Conference Services	Distance Education: Copy of policy whereby CEU credit might be awarded for partial participation in a credit distance education class.
54	Correctional Research and Training	Correctional Research and Training: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
56	Distance Learning	Distance Education: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
57	Distance Learning	Number of distance learning sites & locations.
58	Distance Learning	Distance Learning Survey - results of library access question.
59	Eastern Kentucky Health Sciences Information Center	Eastern Kentucky Health Sciences Information Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
60	Educational Opportunity Center	Educational Opportunity Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
64	EVPAA	MSU Faculty Handbook
67	EVPAA	Consortial agreements.
70	EVPAA	Contractual agreements with other institutions for "educational services and programs."
73	EVPAA	Faculty overload policy and data.
79	EVPAA	Faculty: Current FEPs and other documents relating to PBSI policies.
80	EVPAA	Faculty: 4th merit share criteria for awarding in all colleges, including method of feedback for nominees who are accepted and those who are denied.
82	EVPAA	Faculty: Detailed analysis of faculty loads.
83	EVPAA	Faculty: Faculty loads with current formula standards.
87	EVPAA	University goals & objectives (University Plan 1996-2000).
88	EVPAA	Faculty: 'Faculty/Staff Professional and Personal Development' booklet and policies or information related to faculty development

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90	EVPAA	Academic program reviews, results of follow-up.
92	EVPAA	Academic Advising Survey results.
93	Faculty Senate	Faculty Senate - Faculty Satisfaction Survey
94	Faculty Senate	Faculty Senate Handbook/Constitution
95	Head Start	Head Start: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process including enumeration of available supporting data (client program evaluations, surveys, etc.). Note the year covered.
96	Student Housing	Resident Hall Director's Handbook
97	Student Housing	Resident Advisor's Handbook
102	Human Resources	University Organizational Chart
107	Human Resources	MSU Personnel Policy Manual
109	Human Resources	Personnel Action Request (Example of a federally-funded position).
110	Human Resources	Audit and Revision of the Exempt and Nonexempt Classification and Compensation System prepared by William M. Mercer, Inc.
112	Human Resources	MSU Faculty & Staff Benefits Handbook
113	Human Resources	Copies PAC-27 (Tenure Review).
115	Inst. Plan., Res. & Eff.	Library IPEDS-L Reports.
119	Inst. Plan., Res. & Eff.	Number of FTE students.
126	Inst. Plan., Res. & Eff.	Planning: Overview on how Information Technology resources support the planning function of the institution. (Institutional Research perspective).
127	Inst. Plan., Res. & Eff.	Strategic planning documents.
131	Inst. Plan., Res. & Eff.	Memo on graduation rates.
132	Inst. Plan., Res. & Eff.	MSU Profile, 1994 - 1998
134	Inst. Plan., Res. & Eff.	Planning: Unit plans, program reviews, assessment reports.
136	Inst. Plan., Res. & Eff.	ACT COMP results (MSU).
145	Inst. Plan., Res. & Eff.	National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges & Universities (CUPA)
148	Inst. Plan., Res. & Eff.	MSU Student Satisfaction Survey results.
157	Information Technology	Computing: Copy of policies governing the use of technology resources (e.g., web, academic computing system, etc.).
159	Information Technology	Computing: Overview of security measures that are installed and monitored that protect the confidentiality and integrity of the academic system, administrative system, and institutional networks.
161	Information Technology	Technology: Information on the University's replacement program for other technology equipment (e.g., printers, FAX machines, etc.).
163	Information Technology	Computing: Overview of the proposed software standardization policy.
164	Job Training (JTPA)	Job Training: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
165	Kentucky Folk Art Center	KFAC: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.

**SUPPORTING DOCUMENT INDEX (SD) - NUMERICAL**

<b>SD No.</b>	<b>Resource Office</b>	<b>DESCRIPTION</b>
166	KET-GED on TV	KET-GED Program: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
167	Library	Library: Library mission / purpose statement.
189	Library	Library: Learning Technology Lab - statistics on number of classes taught, instruction, contacts.
205	Library	Library: CCL floor plan (noting changes since last SACS review).
209	Library	Library: Survey to compare MSU to benchmark institutions.
213	Licking Valley Extended Campus Center	Licking Valley ECC: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
214	MOAR	MOAR: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
215	MSU Corps	MSU Corps: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
219	Physical Plant	MSU Facilities Maintenance Plan
220	Physical Plant	Physical Plant: List of projects completed since last self-study (1990).
221	Physical Plant	Environmental Health and Safety Reports/MSU Safety Manual
228	Registrar	Legal Guide for Admissions and Registrars Offices
230	Registrar	Students: Policies concerning retention and disposal of student records.
236	Res., Grants & Contracts	Animal Welfare Assurance Statement
238	Res., Grants & Contracts	Routing forms for external proposals.
239	Res., Grants & Contracts	Human Subjects Policy and Procedure Handbook
240	Res., Grants & Contracts	Incentive Plan for Seeking External Funds
242	Res., Grants & Contracts	Memorandum - Grant Award Notification
244	Res., Grants & Contracts	Operational Procedure #7, Method for Calculating Payment Rates for Consultants in Proposal Budget
245	Res., Grants & Contracts	Operational Procedure #8, Fringe Benefits Cost for Externally Funded Staff Persons
247	Res., Grants & Contracts	Proposal Development Guide
248	Res., Grants & Contracts	Research and Creative Productions Committee
249	Res., Grants & Contracts	Summary of Faculty/Staff Proposals Submitted & Funded by Academic Units 1994-1998
250	Res., Grants & Contracts	Time Conversion Table for University Employees

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<b>SD No.</b>	<b>Resource Office</b>	<b>DESCRIPTION</b>
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254	Rowan County Mentoring Program	Rowan County Mentoring Program: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
255	RSVP: Academic Services Center	RSVP - Academic Services Center: mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
256	SACS Office	Graduate Catalog
257	SACS Office	Undergraduate Catalog
258	SACS Office	SACS Student Survey
259	SACS Office	SACS Faculty Survey
260	SACS Office	SACS Administrator Survey
261	SACS Office	MSU Mission Statement
262	School to Work	School to Work: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
264	Small Business Development Center (SBDC)	SBDC: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
272	Talent Search	Talent Search: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
274	Testing Center	ACT COMP results (MSU).
276	Training Resource Center	Training Resource Center: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
277	Undergraduate Programs	KET College Credit Telecourses: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
278	Undergraduate Programs	Correspondence Courses: Mission and goals statements, unit plans, and applicable UARs or policy documents. Also, assessment documents, client surveys, and/or unit narratives or reports.
279	Upward Bound	Upward Bound: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
281	Vice Presidents	Information on funding/program that encompasses the replacement of departmental specific technology equipment and software (e.g., EMAS software for Admissions, financial aid loan processing equipment/software, etc.).
282	VP for Student Life	Student Handbook
283	VP for Student Life	NCAA Certification Report
284	VP for Student Life	Charter Governing Student Publications
285	Water Testing Laboratory	Water Testing Laboratory: Mission and goals statements, unit plans and applicable UARs or unit policy documents. Brief description of assessment process.
288	Registrar	Guidelines for proposing undergraduate courses and programs.

**SUPPORTING DOCUMENT INDEX (SD) - NUMERICAL**

<b>SD No.</b>	<b>Resource Office</b>	<b>DESCRIPTION</b>
289	EVPA	The Status of Kentucky Postsecondary Education - Progress Toward Reform/Accountability Reports
294	Public Safety	Response to Campus Security Act of 1990
296	Col. Of Ed. & Beh. Sci.	Student Teaching Handbook
300	SACS Office	Distance Learning/Cont. Ed. Subcommittee cross-tabulation of the 1998 Stud. Survey
307	SACS Office	SACS Self Study Survey Results (Student, Faculty, Administrator & Staff)
309	Public Safety	Parking statistics - Fall semester 1998.
311	Development	MSU Fund Raising Manual
312	Development	MSU 1998 Unit Development Officer Program
314	Development	MSU Foundation, Inc.: Board of Trustees
322	Development	Planned Giving
324	Development	Athletic Development
335	Development	MSU Alumni Association, Inc.
336	Development	Folk Art Center
338	SACS Office	SACS Board of Regents Survey
339	Athletics	Assessment tools
345	VP for Admin. & Fiscal Services	Campus Master Plan
348	Environmental Health & Safety	Environmental Health Safety Class Roster - Fire Safety Class
349	Environmental Health & Safety	Memorandum - Results of Fire Drills conducted 3-2-98
350	Environmental Health & Safety	Fire Drill Critique of Residence Halls
351	Physical Plant	Work Order Tracking
352	VP for University Relations	Lay Advisory Committee Reports
355	Registrar	Students: New Provisional Students with PCC Deficiencies
356	SACS Office	Academic standards on-campus vs. off-campus. MSU academic vs. non-academic sectors. SACS survey results perceptions.
357	SACS Office	Undergraduate Committee telephone survey results (re: Major field achievement test).
358	Registrar	MSU juniors and seniors with GPA average below various points.
359	Registrar	Advisors and number of advisees.
360	Athletics	NCAA Certification Self-Study Report January 1999
361	Athletics	NCAA Certification Self-Study Report - Institutional Response
362	Assoc. VP for Academic Affairs	Continuing Education - Draft Plan
363	EVPA	CPE Strategic Plan for KY for 1996-2000
364	President	Board of Regents By-Laws
365	Registrar	Grades: Memo - Fall 1997 Grade Distribution Report
366	Registrar	Grades: Memo - Posting of Final Grades
367	SACS Office	Advising: Undergraduate Program Subcommittee Telephone Survey re. Academic Advising
368	Admissions	Survey Results from SOAR 1999
370	EVPA	Planning: History of Strategic Planning

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<b>SD No.</b>	<b>Resource Office</b>	<b>DESCRIPTION</b>
372	EVPAA	Job Description, EVPAA & Assistant to EVPAA & University Planning & Assessment Officer
374	Career Services	Career Services Brochure - policies regarding career services use.
375	VP for Student Life	VITA of Student Life personnel.
377	Human Resources	Upper Level Administrators Assessment plan
379	President	Kentucky Revised Statutes regarding Board of Regents: KRS Nos. 164.0057, 164.310, 164.321, 164.340, 164.350, 164.360; regarding programs: KRS 164.295.
382	Academic Services	Provisional Studies Term Report - 1997-1998
384	Physical Plant	MSU Motor Pool Regulations
386	Physical Plant	MSU Administrative Regulations 320.01, 311.01
388	Physical Plant	MSU Vehicle Insurance Guide
389	Physical Plant	Space Committee Mission Statement
390	Library	Library: Selected Survey Results
390.1	Library	Library: Students (Survey Results)
390.2	Library	Library: Students, by Classification (Survey Results)
390.3	Library	Library: Students, by Course Location
390.4	Library	Library: Students, Off-Campus (Survey Results)
390.5	Library	Library: Faculty (Survey Results)
390.6	Library	Library: Faculty, by Undergraduate/Graduate (Survey Results)
391.1	Library	ACRL "Formula A" Calculations
391.3	Library	Library: Benchmark Institution Ranking of Materials Expenditure Per Student
391.4	Library	Library: MSU Library Budget, Adjusted for Inflation
391.5	Library	Library: CCL Acquisitions and Collections Policies
392.1	Library	Library: Librarians at Morehead State University
392.2	Library	Library: ACRL Formula "B:" Librarians Benchmark Institution Rankings
392.4	Library	Library: Average Salary Comparisons Benchmark Institutions, KY Regional Institutions, MSU Faculty and Librarians
392.5	Library	Library: Morehead State University Non-Exempt Library Staff by Grade and Percent of Total
392.7	Library	Library: Average Wages for Librarians and Professional Staff Benchmark Institution Rankings
392.3a	Library	Library: Students Served Per Library Professional Benchmark Institution Rankings
392.3g	Library	Library: Support Staff as a Percentage of Total Library Staff Ranking of Benchmark Institutions
392.3h	Library	Library: Student Assistants as a Percentage of Total Staff Benchmark Institution Rankings
392.6a	Library	Library: Pac-31, Professional Librarians
392.6b	Library	Library: MSU Administrative Regulation UAR 116.02, Guidelines Specific to Librarians
393	Library	Library: Results of Library Surveys & Suggestion Box Submissions & Responses
393.4	Library	Library: Memo from Larry Besant regarding Library Usage and Staffing
394	Library	Library: Library and Other Learning Resources

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394.1	Library	Library: ACRL Formula C
394.2	Library	Library: Equipment Comments (Equipment Needs)
395	Distance Learning	Distance Education: Site List for Distance Learning
396	MultiMedia Resource Center	Multimedia Resource Center Equipment List
397	SACS Office	Distance Education: Memo - Distance learning locations and seating capacities.
399	SACS Office	EKHSIN - Memo
402	SACS Office	NewsCenter Information - Memo
403	SACS Office	The Trail Blazer Information - Memo
404	SACS Office	Kibbey Theatre information
405	SACS Office	Astrophysical Laboratory Information - Memo
406	SACS Office	Macintosh Computer Lab Information - Memo
407	SACS Office	WMKY Information - Memo
408	Publications	Xerox Monthly Service and Lease Figures 1998-1999
409	Budget & Mgmt. Info.	Instructional Support Capital Outlay Expenditures
410	MultiMedia Resource Center	A-V Equipment Holdings/Audiovisual Services Coordinator - Memo
412	Faculty Senate	Faculty Survey of 30 Worst Classrooms
413	EVPAAs	Computer Lab/Classroom Availability and Utilization
414	SACS Office	Radiological Sciences Program's Instructional Support - Memo
415	Music	MSU Dept. of Music - Music Library and Learning Resource Center - Memo
420	SACS Office	Instructional Support Subcommittee Report - Memo
421	Support Services	Fixed Assets Inventory Instructional Equipment 7/11/89-12/31/98
423	EVPAAs	Lecturers' Handbook - Extended Campus Programs
424	EVPAAs	IDEA - Student Ratings of Instruction
427	Budget & Mgmt. Info.	State Appropriation Revenues
428	Financial Aid Office	Financial Aid: Self-Audit of Financial Aid Office
429	Financial Aid Office	Financial Aid: Office Staff Positions and Qualifications
431	VP for Admin. & Fiscal Services	KRS 42.500 State Investment Commission - Powers
432	Faculty Senate	Technology Resources Committee Description
433	Human Resources	Handbook for Administrators, Faculty, Professional & Support Staff
434	EVPAAs	Academic Program Coordinators & Dept. Chairs & their highest degrees.
435	Admissions	Undergraduate Admission Standards
436	EVPAAs	KCPE - Guidelines for Admission, 1997 and 1998
438	Fiscal Services	Procedure for Collection & Control of Cash Receipts
440	Fiscal Services	Bonding Coverage
441.1	Library	Library: Spring 1999 Off-Campus Courses, By Location
441.2	Library	Library: Extended Campus Library Services
441.3	Library	Library: On-Line Database Resources
442.1	Library	Library: Cooperative Agreements with Regional Libraries
442.3	Library	Library: Southern Library Network (SOLINET)
442.4	Library	Library: Kentucky Library Network (KLN)
443.1	Library	Library: Campus Microcomputer Placement and Technology Resources

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443.2	Library	Library: CCL Unicorn Access
443.3	Library	Library: Model Technology Plans for Libraries
445	SACS Office	Planning: Institutional Effectiveness Unit Planning Questionnaire
452	Inst. Plan., Res. & Eff.	Strategic Directions for 1992-1996
453	Assoc. VP of Academic Affairs	Substantive Change Committee Report
454	President's Office	Reaffirmation of the 1995 Vision Statement
455	EVPA	CPE Guidelines for Dual Credit
456	KCPE	2020 Vision
457	Budget & Mgmt. Info.	President Reports
460	EVPA	Job Description, Director of Office of Institutional Planning, Research, & Evaluation
462	SACS Office	1988-1990 SACS Self Study
463	SACS Office	MSU Response to 1990 SACS Self Study
464	Athletics	Intercollegiate Athletics Strategic Plan
465	Athletics	Independent Accountant's Report on Agreed-Upon Procedures of the Intercollegiate Athletics Department
466	Athletics	Intercollegiate Athletics Staff Policy and Procedures Manual
468	Human Resources	Administrators Job Description and Credentials
469	Registrar	Course Schedule and Business Guides
471	Registrar	Course Schedule and Business Guides
472	VP for Admin. & Fiscal Services	CPE Space Guidelines
473	Inst. Plan., Res. & Eff.	OIPRE Peer Review
474	Budget & Mgmt. Info.	Unrestricted Educational and General Expenditures
475	EVPA	Annual Accountability Reports
476	Human Resources	Summary of Benefits for Regular, Full-time MSU Employees
477	Budget & Mgmt. Info.	General Assembly, Commonwealth of Kentucky, 1997 Extraordinary Session, HB No. 1
478	SACS Office	Administrator, Survey of Use of Research Documents
479	SACS Office	Survey of Academic Department Chairs/Coordinators
480	Budget & Mgmt. Info.	CPE Delegation of Tuition Setting
481	President	BOR Audit Committee Agenda Books

## SECTION I. PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

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## I. PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

### Introduction

As identified in its mission statement, Morehead State University has the responsibility to the Commonwealth of Kentucky to “serve as a comprehensive, regionally focused university providing high-quality instruction at the undergraduate and master’s degree level.” By fulfilling its mission, the University is in compliance with the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) *Criteria for Accreditation* requirement that it must “offer its students a sound education leading to recognized certificates and degrees.”

The University’s Statement of Ideals (Section II, Appendix C) defines the University as “a community of students, faculty, administrators, and staff where all pursue intellectual, creative, ethical, and technical development” and as an institution which fosters “an environment in which knowledge may be discovered, integrated and disseminated for concerns of social significance or for the excitement of research or free inquiry.” Commitment to these principles confirms the University’s compliance with the *Criteria* that the institution “is committed to the search for knowledge and its dissemination.”

### 1.1 INSTITUTIONAL COMMITMENT AND RESPONSIBILITIES IN THE ACCREDITATION PROCESS

**An institution is required to conduct a self-study at an interval specified by the Commission and, at the conclusion of the self-study, accept an honest and forthright peer assessment of institutional strengths and weaknesses.**

**The Commission requires that the self-study assess every aspect of the institution; involve personnel from all segments of the institution, including faculty, staff, students, administration and governing boards; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses.**

**In addition, the Commission requires an adequate institutional follow-up plan to address issues identified in the self-study.**

**An institution must be committed to participation in the activities and decisions of the Commission. This commitment includes a willingness to participate in the decision-making process of the Commission and adherence to all policies and procedures, including those for reporting changes within the institution.**

Morehead State University has conducted a very comprehensive, broad-based self-study of the institution in accordance with the *Criteria* and requirements of the Commission on Colleges. Approximately two hundred of the University's students, faculty, staff, and administrators have served on the seventeen subcommittees and five principal committees involved in the identification of strengths and weaknesses of the institution. Also actively participating in the self-study have been members of the Board of Regents, representatives of the alumni and the local community. The University has developed a plan to address the issues identified in the self-study and has initiated that process.

***The committee finds that Morehead State University is in compliance.***

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**Each institution must be in compliance with its program responsibilities under Title IV of the 1992 Higher Education Amendments.**

The University observes the requirements of Title IV of the 1992 Higher Education Amendments as documented by the most recent independent auditor's report (SD 24).

***The committee finds that Morehead State University is in compliance.***

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## 1.2 APPLICATION OF THE CRITERIA

**An institution must refrain from making a substantive change, defined as a significant modification in the nature or scope of an institution or its programs, except in accordance with the Commission's "General Substantive Change Policy for Accredited Institutions" and its attendant procedures.**

**All existing or planned activities must be reported according to the policies, procedures and guidelines of the Commission on Colleges and must be in compliance with the criteria.**

The University has conscientiously reported all substantive changes as required by the Commission on Colleges and has complied with all procedures as identified in the Commission's "General Substantive Change Policy for Accredited Institutions." During November 1998, a SACS Substantive Change

Committee visited Morehead State University and its off-campus centers to evaluate distance education programs of the University. The SACS visit was the result of a Substantive Change Report submitted by the institution.

***The committee finds that Morehead State University is in compliance.***

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**Each institution must have adequate procedures for addressing written student complaints.**

The University's undergraduate and graduate catalogs outline the procedures for students to file written complaints on academic matters and describe the institution's process for addressing complaints (SD 256, SD 257). A copy of the pertinent catalog is made available to all students through their academic departments and advisors.

*The Eagle Student Handbook* informs students about procedures for filing written complaints on non-academic matters and describes the University's processes for addressing those written complaints (SD 282). The handbook is available to all students through the Office of the Dean of Students.

***The committee finds that Morehead State University is in compliance.***

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### **1.3 SEPARATELY ACCREDITED UNITS**

This section does not apply to Morehead State University.

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### **1.4 CONDITIONS OF ELIGIBILITY**

**Accredited institutions must also demonstrate compliance with *the Criteria for Accreditation*, which holds institutions to appropriately higher standards of quality.**

- 1. In obtaining or maintaining accreditation with the Commission on Colleges, an institution agrees to the following:**
  - a. That it will comply with the *Criteria for Accreditation* of the College Delegate Assembly consistent with the policies and procedures of the Commission on Colleges.**
  - b. That the Commission on Colleges, at its discretion may make known to any agency or member of the public requiring such**

**information, the nature of any action, positive or negative, regarding the institution's status with the Commission**

- c. That it will comply with the Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.**

Morehead State University fully complies with the SACS condition of eligibility.

***The committee finds that Morehead State University is in compliance.***

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- 2. The institution must have formal authority from an appropriate government agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees.**

The Kentucky Council on Postsecondary Education and the Kentucky General Assembly through Kentucky Revised Statute 164.295 authorizes the University to offer degrees at the associate, baccalaureate and master's/specialist levels (SD 379).

***The committee finds that Morehead State University is in compliance.***

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- 3. The institution must have a governing board of at least five members, which has the authority and duty to ensure that the mission of the institution is implemented, etc.**

The University has an eleven-member Board of Regents as established by KRS 164.321 (SD 379). One student member has a contractual relationship with the University, and one faculty member and one staff member have employment relationships with the University. The eight other members of the board do not have contractual, employment, familial, or personal financial interest with the University.

***The committee finds that Morehead State University is in compliance.***

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4. **The institution must have a chief executive officer whose primary responsibility is to the institution.**

**The chief executive officer must not be the presiding officer of the board.**

The University's president is its chief executive officer. The Board of Regents elect a chair and vice chair from its membership. The president is not a member of the Board of Regents.

***The committee finds that Morehead State University is in compliance.***

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5. **The institution must be in operation and have students enrolled in degree programs at the time of the committee visit.**

The University will be in operation and will have students enrolled in degree programs during the SACS committee visit.

***The committee finds that Morehead State University is in compliance.***

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6. **The institution must offer one or more degree programs based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level, etc.**

The University provides degree programs at the associate, baccalaureate, and graduate levels. Associate degrees require two or more academic years of study, baccalaureate degrees require four or more years, and graduate degrees require one or more years of post-baccalaureate study.

***The committee finds that Morehead State University is in compliance.***

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- 7. The institution must have a clearly defined, published statement of purpose appropriate to an institution of higher education.**

The University has a clearly defined and published mission statement which appears in a variety of published documents. Please consult Section II: Institutional Purpose for further details.

***The committee finds that Morehead State University is in compliance.***

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- 8. The institution must have an appropriate plan, as well as a functioning planning and evaluation process, which identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement.**

The University has an appropriate plan with functioning planning and evaluation processes, to identify projected educational, physical and financial development to incorporate procedures for program review and institutional improvement. Please consult Section III: Institutional Effectiveness for further details.

***The committee finds that Morehead State University is in compliance.***

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- 9. The institution must have published admission policies compatible with its stated purpose.**

The University has published admissions policies compatible with its stated purpose, and these appear in a variety of publications including the University's undergraduate and graduate catalogs (SD 256, SD 257). The admissions policies of the University are subject to periodic changes as directed by the Kentucky Council on Postsecondary Education. The admissions policies are discussed in greater detail in Section IV.

***The committee finds that Morehead State University is in compliance.***

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- 10. All undergraduate degree programs of the institution must include a substantial component of general education courses at the collegiate level, etc.**

All undergraduate degree programs at the University include a substantial component of general education courses at the postsecondary level. For degree completion in associate programs, this component is twenty-one semester hours; for baccalaureate programs the component is forty-eight semester hours. These credit hours are an essential element of the degree requirements. The general education component includes each of the following areas: humanities or fine arts, the social or behavioral sciences, and the natural sciences or mathematics. The courses are not narrowly focused on skills, techniques, or procedures peculiar to a particular occupation or profession.

***The committee finds that Morehead State University is in compliance.***

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- 11. The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity.**

**In each major degree program, there must be at least one full-time faculty member with responsibility for supervision and coordination of the major.**

For the fall of 1998, the University employed 321 full-time faculty members, which is consistent with the number of faculty members employed over the past ten years (the number has ranged from 317 to 348). The number of full-time faculty is adequate for effective teaching, advising, and scholarly or creative activity.

Some, but not all, academic departments make use of program coordinators to oversee the different undergraduate degree programs within the department. Other departments leave this responsibility in the hands of the department chair. In the case of departments housing multiple

disciplines but lacking program coordinators, at least one full-time faculty member who has primary teaching responsibility in the major does hold appropriate credentials, usually a terminal degree in the field (SD 434).

***The committee finds that Morehead State University is in compliance.***

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- 12. The institution must have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of and ready access to adequate learning resources and services to support the courses, programs and degrees offered.**

The University has sufficient learning resources or, through formal agreements, ensures the provision of and access to adequate learning resources and services required to support the courses, programs, and degrees offered. Please consult Section V: Educational Support Services for further details.

***The committee finds that Morehead State University is in compliance.***

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- 13. The institution must have an adequate financial base to accomplish its purpose at an acceptable level on a continuing basis.**

**The institution must provide financial statements and related documents which accurately and appropriately represent the total operation of the institution.**

The University has an adequate financial base and has available an audited financial statement for the fiscal year ending June 30, 1999 (SD 24).

***The committee finds that Morehead State University is in compliance.***

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### **1.5 INITIAL MEMBERSHIP**

This section does not apply to Morehead State University.

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## 1.6 REPRESENTATION OF STATUS

**An institution must be accurate in reporting to the public its status and relationship with the Commission.**

**In catalogs, brochures and advertisements, a member institution must describe its relationship with the Commission only according to the following statement:**

**(Name of Institution) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga 30033-4097; Telephone number 404-679-4501) to award (name specific degree levels).**

In University publications, the institution describes its relationship with the Commission on Colleges of the Southern Association of Colleges and Schools in accordance with the requirements.

***The committee finds that Morehead State University is in compliance.***

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**No statement may be made about possible future accreditation status with the Commission on Colleges.**

**The logo or seal of the Southern Association of Colleges and Schools must not be used by the institution.**

A thorough review of University publications showed that no statements about future accreditation status with the Commission on Colleges have been made. Also, the review disclosed no use of the logo or seal of the Southern Association of Colleges and Schools in University publications.

***The committee finds that Morehead State University is in compliance.***

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## SECTION II. INSTITUTIONAL PURPOSE

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## II. INSTITUTIONAL PURPOSE

### Morehead State University Mission Statement

*(Current version of the University's Mission Statement, accepted by the Council on December 15, 1993, and adopted by the University's Board of Regents on March 7, 1994)*

Morehead State University shall serve as a comprehensive, regionally focused University providing high-quality instruction at the undergraduate and master's degree levels.

**Geographic Region.** Its programs shall serve primarily the citizens of northeastern and eastern Kentucky.

**Institutional Admissions Standards.** Morehead State University shall admit students to the institution under selective admission standards which exceed the minimum guidelines established by the Council on Postsecondary Education, with only limited exceptions. Institutional guidelines will be consistent with the system-wide policy for admitting unprepared students, including the removal of academic deficiencies within a specified timeframe. Through this approach, the University seeks to provide both broad access and high-quality programs.

**Degree Levels.** The University shall offer selected baccalaureate degree programs and selected associate degree programs to meet the educational, economic, and cultural needs of the region. Subject to demonstrated need, selected master's degree programs as well as specialist programs in education shall be offered.

**Strategic Directions/Program Priorities.** Recognizing the uniqueness of its service region, the University shall stress teacher-preparation programs. Based on constituent needs and on the academic strengths of Morehead State University, academic priorities in addition to programs in the traditional collegiate and liberal studies areas shall include business, nursing and allied health sciences, and fine arts. These strategic priorities translate into a core of liberal arts baccalaureate degree programs, in addition to degree program priorities at the associate [A], baccalaureate [B], master's [M], and education specialist [S] levels that may include the following - [relevant categories from the Classification of Instruction Programs by level are included in brackets] - education [B, M, S - 13]; communications [M - 09]; English and literature [B, M - 23]; biological

sciences [M - 26]; psychology [M - 42]; social sciences [B, M - 45]; business [A, B, M, - 52]; nursing and allied health sciences [A, B, M – 51] fine arts [B, M – 50].

**Enhancement of Instruction.** Morehead State University recognizes teaching and meeting the academic needs of its students as its paramount responsibilities.

**Service and Research Functions.** The University shall create centers to facilitate applied research, organized public service, and continuing education directly related to the needs of business, industry, and the local schools in the primary service region.

**Collaborative Ventures.** Emphasis shall be placed on developing and delivering cooperative programming with other higher education institutions and area school systems as well as partnerships with business and industry. The University shall develop and employ technological resources to communicate with other institutions in the fulfillment of its mission. Student advising, articulation agreements, curriculum development, and electronic technology will be employed to facilitate transfer of credits from other institutions toward degree completion.

**Efficiency and Effectiveness.** Morehead State University shall promote cost effectiveness in academic programming and institutional management. Strategic planning resulting in the elimination of duplicative or unproductive programs is essential while the development of carefully selected new programs compatible with this mission is appropriate. Measures of quality and performance shall be the foundation of the University's accountability system which promotes continuous improvement of programs and services.

### **Overview**

The primary legal and philosophical statement of institutional purpose for Morehead State University is its official mission statement. The Kentucky Council on Postsecondary Education (formerly the Council on Higher Education), the Commonwealth's coordinating and supervisory body for state-supported institutions, develops and approves each public institution's mission statement.

The current mission statement was approved by the council on December 15, 1993, and ratified by the University's Board of Regents on March 7, 1994. This document replaced an earlier mission statement, approved by the council and the University in 1977 (Appendix A). Pursuant to the Kentucky Postsecondary Education Improvement Act of 1997, the council will again review,

revise, and approve the mission statements of the state's universities and the Kentucky Community and Technical College System (SD 477).

Secondary documents, which have been or are used to amplify and support Morehead State University's mission statements include: (1) the 1979 Statement of Purpose (Appendix B); (2) the 1990 Statement of Ideals (Appendix C); (3) the 1995 Vision Statement (Appendix D); and (4) the council's *2020 Vision: An Agenda for Kentucky's System of Postsecondary Education* (Appendix E, SD 456).

### **History of Statements of Institutional Purpose**

The University's first formalized statement of purpose and predecessor to the 1977 mission statement dates back to 1971 when the faculty, the President, and the Board of Regents approved a statement of purpose during the 1971 SACS self-study (Appendix F).

In 1977, the council developed a mission statement for the University, and the Board of Regents approved it the same year (Appendix A). In 1993, the council directed the effort to achieve institutional uniqueness and format consistency for mission statements for the eight public, four-year institutions. That effort resulted in Morehead State University's current mission statement which appears at the beginning of this section.

### **History of Supporting Documents**

Following the establishment of the first official mission statement in 1977, and in the course of the 1978-1980 SACS self-study, the faculty, administration, and staff extensively reviewed and modified the 1971 Statement of Purpose. The Board of Regents approved the revised statement of purpose (Appendix B) on January 24, 1979.

Other supporting documents have evolved from the strategic planning process. In 1989, the Office of Institutional Planning, Research, and Effectiveness began an inclusive process of implementing planning goals and strategies which were consistent with and required by the mission statement. Extensive campus-wide involvement by all constituencies resulted in a document referred to as the 1990 Statement of Ideals (Appendix C). The Board of Regents approved this statement of ideals on February 23, 1990. The 1990 Statement of Ideals supplanted the 1979 Statement of Purpose.

On May 17, 1991, the Board of Regents approved the *Strategic Directions for 1992-96* (SD 452), the University's official strategic plan. This publication included the 1977 Mission Statement and the 1990 Statement of Ideals. At the fall 1995 opening convocation, the President announced the Vision Statement (Appendix D) which was prepared by the administration and the University Planning Committee.

Campus-wide efforts to develop the University's next strategic planning document began in 1994-95 and culminated with the *University Plan 1996-2000* (SD 87). This document contained the vision statement and the mission statement but did not include the statement of ideals. The current self-study has disclosed some ambiguity regarding the relationship between the vision statement and the statement of ideals. In March 1999, the President affirmed the 1990 Statement of Ideals as a companion to the 1995 Vision Statement for what the University should be and strive to become (SD 454).

**An institution must have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role.**

**This statement must describe the institution and its characteristics and address the components of the institution and its operations.**

Morehead State University's current mission statement and supporting documents clearly describe the institution and define its purpose. Morehead State University serves as a comprehensive, regionally focused university providing high-quality instruction at the undergraduate and master's degree levels. In addition, the mission statement accurately defines the University's specific educational role as meeting the needs of teacher education in its primary service region and developing programs to enhance the economic growth in its primary service region.

The mission statement clearly identifies the institution's characteristics through a detailed description of the types of academic programs and other services to be offered to meet the educational, economic, and cultural needs of the region. It should be noted, however, that the SACS Substantive Change Committee made the following recommendation and suggestion to the President on January 7, 1999:

The [Substantive Change] Committee recommends that the University update and revise its official mission statement to include appropriate references to the University's significant and growing commitment to serve the educational needs of working professionals and adult students through distance education.

The [Substantive Change] Committee suggests that greater emphasis be given in the institution's mission statement to serving the professional needs of the region beyond teacher education, especially in business fields and the health and human service professions.

As delegated by the General Assembly of the Commonwealth of Kentucky, the Kentucky Council on Postsecondary Education shall again review, revise, and approve the mission statements of the state's public postsecondary institutions (SD 477). In March 1999, the President requested that the council modify the language of Morehead State University's current mission statement to reflect the Substantive Change Committee's recommendation and suggestion (SD 453).

***The committee finds that Morehead State University is in compliance with the statement regarding a clearly defined purpose or mission statement.***

***The committee finds that Morehead State University is not in compliance with the statement regarding the description of the institution and its characteristics and addressing the components of the institution and its operations.***

**Recommendation:** The committee recommends that the University continue to petition the Kentucky Council on Postsecondary Education to revise its mission statement to include: (1) appropriate references to the University's significant and growing commitment to serve the educational needs of working professionals and adult students through distance education, and (2) greater emphasis on serving the professional needs of the region beyond teacher education, especially in business fields and the health and human service professions.

**Suggestion:** The leadership of the institution should communicate a clear alignment of the mission statement, statement of ideals, the vision statement, and the relationship of these documents to the strategic planning process.

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**The official posture and practice of the institution must be consistent with its purpose statement.**

**Appropriate publications must accurately cite the current statement of purpose.**

The University's policies, procedures, and practices are consistent with the institution's mission statement, statement of ideals, and vision statement. The posture and practice of an institution may be indicated in part by its strategic planning activities. Several documents related to the mission statement have evolved as functions of the strategic planning process including the 1979 Statement of Purpose, the 1990 Statement of Ideals, and the 1995 Vision Statement.

The University's current mission statement is accurately cited in a number of publications, including the *Eagle Student Handbook* (SD 282), the undergraduate catalog (SD 257), the graduate catalog (SD 256), the *MSU Handbook for Administrators, Faculty, Professional and Support Staff* (SD 433), the *MSU University Plan 1996-2000* (SD 87), the *MSU Profile* (SD 132), and the *MSU Operating Budget* (SD 37).

***The committee finds that Morehead State University is in compliance.***

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**The formulation of a statement of purpose represents a major educational decision. It should be developed through the efforts of the institution's faculty, administration and governing board. It must be approved by the governing board.**

**An institution must study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.**

Development of both the 1977 Mission Statement and the current 1994 Mission Statement involved all campus constituencies, although the final modifications of the documents have been under the supervision and control of the Kentucky Council on Postsecondary Education. In 1994, the mission statement was revised by the University within the model and guidelines established by the council. In addition, students, faculty and staff were extensively involved in the development of the 1990 Statement of Ideals.

The 1994 revision of the mission statement was accepted by the council on December 15, 1993, and approved by the Board of Regents on March 7, 1994. As previously mentioned, the mission statement will again be reviewed by the council and the institution with the objective of addressing the goals included in the council's *2020 Vision: An Agenda for Kentucky's System of Postsecondary Education* (Appendix E, SD 456).

***The committee finds that Morehead State University is in compliance.***

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**The statement of purpose serves as the foundation for all institutional operations, programs and activities. Consequently, the institution must demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfill its stated purpose.**

The University's planning and evaluation process, educational programs, educational support services, financial and physical resources, and administrative processes are adequate to fulfill the institution's stated mission. The adequacy of the University's processes, programs, services, and resources is reflected in the numerous improvements and achievements since the last comprehensive self-study.

The institution's strategic planning process was initiated in 1989 and is currently guided by the Office of Institutional Planning, Research, and Effectiveness. Campus-wide input into the planning process is organized through the University Planning Committee. From the beginning, the University's mission statement has been the foundation for planning. Following is a sample of the institution's achievements that reflect the overall effective and efficient use of sufficient resources (SD 456).

### **Operational Initiatives**

- To reinforce the message that academics is the first priority of Morehead State University, in September 1992, the title of the academic vice president was changed to executive vice president for academic affairs and dean of the faculty.

- In 1992, the Board of Regents organized into three functional committees to make individual members more aware of governance issues at the institution.
- Aided by a grant from the National Science Foundation, the College of Science and Technology received approval in October 1992 to construct the state's first and only radio telescope.
- In 1993, the University's relationships with two-year colleges in eastern Kentucky moved to a significantly higher level with the development of a computerized degree audit system. Funded in part with a grant from the Knight Foundation, the system enables students at two-year institutions to have their credits quickly evaluated against MSU requirements, thereby simplifying the process of transferring to the University.
- Citing the need to more accurately match institutional resources with the challenges of the 1990's, the President created a task force to study MSU's organizational structure. In August 1993, the restructuring of MSU's academic division was completed as two newly renamed colleges—the Caudill College of Humanities and the College of Science and Technology—joined the College of Business and the College of Education and Behavioral Sciences.
- In 1993, the institution's undergraduate admissions standards were increased from an admissions index of 380 to 400 with a minimum 14 ACT composite score.
- In January 1994, the University converted its traditional employee medical insurance plan to a self-insured plan.
- In March 1994, the President was authorized by the Board of Regents to negotiate with the other member schools in the Ohio Valley Conference for the institution to play need-based-aid (rather than scholarship) football outside the league while remaining in the OVC for other sports.
- Effective with the fall 1996 semester, all new students were required to take MSU 101, a one-hour course that focuses on a positive adaptation to the rigors of academic life. Since MSU 101 became a requirement for first-year students, the institution is second among all

the state universities in the retention of students and in the percentage of students who graduate.

- In 1996, the institution entered into two cooperative ventures with the University of Kentucky: the Physician Assistant Extension Program and the Nurse Practitioner Program.
- For the fiscal year ending June 30, 1998, the institution's computer-assisted instruction in developmental math classes resulted in the state's highest pass rate in college-level math courses for students completing developmental math instruction.
- On the technology front, the University has established itself as having the optimum student-computer ratio of all universities in the Commonwealth, and the University ranks second among universities in a seven-state region.
- During 1998, Morehead State University's College of Business attained full accreditation by the Association of Collegiate Business Schools and Programs through June 2002. Fewer than thirty percent of all universities and colleges nationwide have business programs with professional accreditation.
- In 1998, the University's Center for Economic Education received reaffirmation of its certification from the National Council on Economic Education.

### **Capital and Technology Infrastructure**

- In September 1993, the governor announced a grant of \$542,000 to assist in the renovation of the former Union Grocery building as the new home of the Kentucky Folk Art Center.
- Also in 1993, the Board of Regents approved a five-year, \$3 million plan to replace more than 1,000 microcomputers in use by students, faculty, and staff members and established a permanent funding strategy for staying abreast of technological changes.
- After five years of designing, planning and construction, the new and renovated sections of Lappin Hall were completed for the opening of the fall 1996 semester.
- *The Campus Master Plan* was revised during the 1997/98 fiscal year to allow for orderly growth of the University.

- A new wellness center for students, faculty and staff was completed in 1996. An expansion of the center (Phase II) was completed in 1999.
- During the 1998 legislative session, the University received the largest increase in biennial appropriations in the institution's history including \$28.8 million for new capital projects. These capital projects include:
  - \$14 million for the renovation of Breckinridge Hall;
  - \$6 million for a new facility for the Licking Valley Extended Campus Center;
  - \$6 million for a new facility at the Big Sandy Extended Campus Center (a joint project with the Kentucky Technical and Community College System);
  - \$1.4 million for deferred maintenance projects; and
  - \$900,000 for the Wellness Center Phase II.

***The committee finds that Morehead State University is in compliance.***

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## **Appendix A: 1977 Mission Statement**

(Developed for the University by the Commonwealth of Kentucky's Council on Higher Education in 1977.)

Morehead State University shall serve as a residential, regional university providing a broad range of educational programs to the people of northern and eastern Kentucky. Recognizing the needs of its region, the University should offer programs at the associate and baccalaureate degree levels which emphasize the traditional collegiate and liberal studies. Carefully selected two-year technical programs should be offered as well.

Subject to demonstrated need, selected master's degree programs as well as the specialist programs in education should be offered. A retrenchment or elimination of duplicative or nonproductive programs is desirable, while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs of teacher education in its primary service region and should continue to develop programs to enhance the economic growth in Appalachia. The University should provide applied research, service, and continuing education programs directly related to the needs of the primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions.

## **Appendix B: 1979 Statement of Purpose**

(Revision of the 1971 Statement of Purpose after review by faculty and administrators in the fall of 1978. Approved by the Board of Regents on January 24, 1979.)

Purpose 1. The University should be a community of students, teachers, administrators, and staff where all pursue intellectual, creative, and technical development.

Purpose 2. The University should foster an environment in which knowledge may be discovered, integrated, and disseminated for concerns of social significance and for the excitement of research or free inquiry.

Purpose 3. The University should provide opportunity for students to recognize their potentialities and to acquire the discipline necessary for self-realization.

Purpose 4. The University should be a place where the interaction of students and teachers committed to excellence creates an atmosphere in which both will be stimulated to accept the challenges of the universe.

Purpose 5. The University should promote the development of those qualities of leadership necessary to meet the diverse needs of the state, nation, and world.

Purpose 6. The University should develop programs to fulfill its specific mission of serving the economic, educational, social, and cultural needs of northern and eastern Kentucky.

Purpose 7. The University should respond to the demands of the present by utilizing the achievements and values of the past and by exploring the possibilities of the future.

### **Appendix C: 1990 Statement of Ideals**

The University shall:

- Be a community of students, faculty, administrators and staff where all pursue intellectual, creative, ethical, and technical development;
- Foster an environment in which knowledge may be discovered, integrated, and disseminated for concerns of social significance or for the excitement of research or free inquiry;
- Be a place where students, faculty, and staff are committed to excellence and integrity;
- Build upon the achievements and values of the past to respond to the demands of the present and challenges of the future;
- Promote the development of those qualities of leadership necessary to meet the diverse and changing needs of the state, nation, and world;  
and
- Continually evaluate, develop, and improve programs to fulfill its specific mission of serving the economic, educational, social, and cultural needs of northern and eastern Kentucky.

### **Appendix D: 1995 Vision Statement**

How does a University plan strategically? It creates a vision of what it wants to be and then plans how to achieve that vision. At MSU, our new vision statement contains six commitments, which we will strive to keep as the new century looms before us:

- To make sure our academic programs and support services are of the highest quality and clearly focused on the needs of our students and the regional community;
- To make sure our personnel are highly qualified, enthusiastic, and involved professionals dedicated to student success;
- To make sure our students are aware of their shared responsibilities in pursuing a successful academic career and satisfying educational experience;
- To make sure our organizational structure and processes are effectively aligned to produce the highest quality experience for the students throughout their academic careers.
- To make sure that we effectively plan for the future through a dynamic strategic planning process where resources are solidly linked to specific action plans; and
- To make sure that internal decisions are consistent with state-wide objectives as articulated through the Council on Postsecondary Education.

**Appendix E: Kentucky Council on Postsecondary Education****2020 Vision: An Agenda for Kentucky's System of Postsecondary Education**

We ask you to envision a Kentucky in the year 2020 recognized throughout the nation and across the world as having:

- Educated citizens who want advanced knowledge and skills and know how to acquire them; and who are good parents, good citizens, and economically self-sufficient workers;
- Globally competitive businesses and industries respected for their highly knowledgeable employees and the technological sophistication of their products and services;
- Vibrant communities offering a standard of living unsurpassed by those in other states and nations;
- Scholars and practitioners who are among the best in the world, dedicated to creating new ideas, technologies, and knowledge; and
- An integrated system of elementary and secondary schools and providers of postsecondary education, committed to meeting the needs of students and the Commonwealth, and acclaimed for excellence, innovation, collaboration, and responsiveness.

## **Appendix F: 1971 Statement of Purpose**

(Internal implementation of the mission statement and purpose statement (164.300) written in Volume I of the MSU self-study as part of the 1978-80 SACS review.)

Purpose 1. We believe that the University must structure a community of students, teachers, and administrators in which all elements function for the sake of scholarship and in which no one element serves only itself.

Purpose 2. We believe that the University must develop an environment in which knowledge may be discovered and integrated for civic, regional, national, and international concerns of social significance—or even for no reason at all except the excitement of free inquiry.

Purpose 3. We believe that the University must provide opportunity for the individual student to recognize his potentialities and to acquire self-discipline necessary for their realization.

Purpose 4. We believe that the interaction of students committed to meaningful learning with a faculty committed to excellence of teaching must promote an atmosphere in which the student will be challenged to encounter the values, ideas, and tangible aspects of the universe.

Purpose 5. We believe that the University has a special obligation to serve the people of Eastern Kentucky and a general obligation to serve all the citizens of the Commonwealth.

Purpose 6. We believe that to achieve its purposes, the University must respond flexibly to the needs of the present without spurning the achievements and values of the past or overlooking the promises of the future.

## SECTION III. INSTITUTIONAL EFFECTIVENESS

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### III. INSTITUTIONAL EFFECTIVENESS

#### Overview of Institutional Planning from 1990-1998

The 1990 SACS self-study report noted that Morehead State University was in the early stages of developing an effective strategic planning process. This overview is a brief history of the planning process at the institution. For a complete history of this process, see “History of Strategic Planning at Morehead State University” (SD 370).

The planning process at MSU began in 1989, reflecting what was then the University’s mission statement. In 1994, the University revised its mission statement under guidelines established by the Kentucky Council on Higher Education. The new statement identifies the University as a comprehensive, regionally focused institution offering associate, baccalaureate, and master’s degree programs to meet the educational, economic, and cultural needs of the region of northeastern and eastern Kentucky.

In 1992, a newly created University Planning Council, consisting of faculty, staff, and students, began a four-year endeavor to develop the University’s strategic plan, which identified seven strategic directions and 210 specific strategic initiatives. The administration adopted the following *Strategic Directions for 1992-96*:

1. To strengthen the University’s academic programs by supporting a strong liberal studies foundation;
2. To improve assessment and accountability strategies in all University units;
3. To improve student recruiting, admissions, advising, placement, and graduation standards;
4. To enhance the quality of teaching and the effective use of human resources in the classroom;
5. To enhance the effective use of human resources in support services;
6. To contribute to the improvement of the educational level of Kentucky citizens;
7. To improve the quality of residential life and the educational environment.

In 1993, the University eliminated the position of director of planning, who had reported directly to the president. This change marked a shift in emphasis from a top-down model of planning to a bottom-up model with a greater

emphasis on planning at the unit level. In accordance with this change, during the 1993-94 year, the President appointed an *ad hoc* committee to conduct a budgetary review of University programs and offices. This committee helped to ease the transition for the University Planning Council to the University Planning Committee, a standing committee. The University Planning Committee used the results of this review in developing the 1996-2000 strategic plan. At that time, the position of University accountability and performance funding officer was created, within the Office of Institutional Planning, Research, and Effectiveness, to assist with University planning and assessment processes.

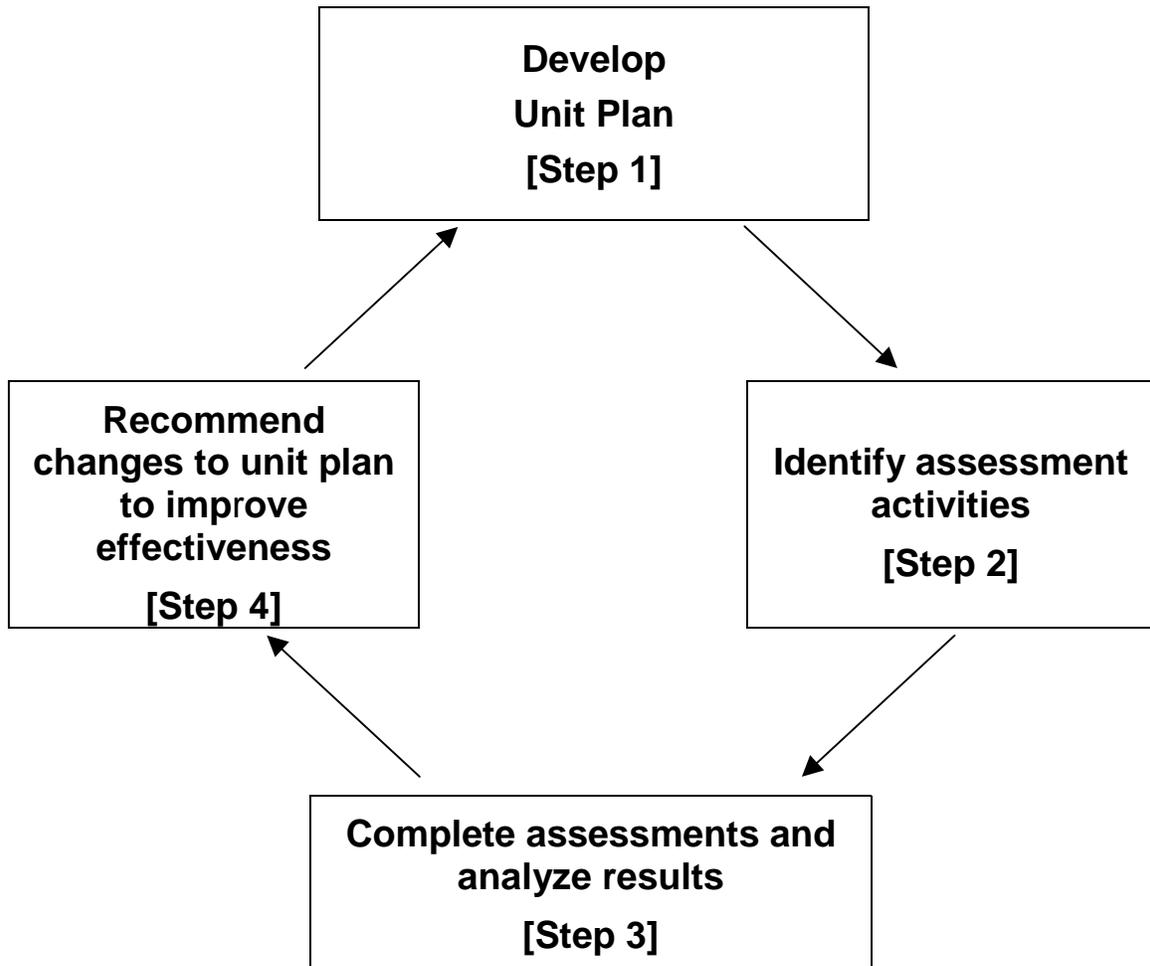
Beginning in late 1994, the University Planning Committee began to develop a new strategic plan. One of the major goals of the new planning process was to increase participation and the sharing of information between University groups. In 1995, the University conducted an extensive review to determine the status of the 210 initiatives identified in the 1992-96 strategic plan. The Kentucky Council on Higher Education adopted the new *Strategic Plan for Kentucky Higher Education 1996-2000*, which attempts to coordinate institutional and state plans and highlight system-wide and state-level priorities. In August of 1995, the President approved the 1996-2000 strategic plan, which included four broad strategic goals (SD 87).

Also in 1995-96, the position of *University accountability and performance funding officer* was changed to *University planning and assessment officer*. This position was moved directly under the executive vice president for academic affairs in July 1998 with a revised title of *assistant to the executive vice president for academic affairs and university planning and assessment officer*. A copy of this job description is available for review (SD 372).

### **Current Status of Planning and Evaluation Processes**

The review of institutional effectiveness at Morehead State University established baseline criteria for assessing effective planning and evaluation processes within the institution. The baseline criteria included the continuous four-step process of the planning and assessment cycle shown in Figure 3.1.

**Figure 3.1 Planning and Assessment Cycle**



**Figure 3.2 Unit Planning/Assessment Questionnaire Used in Self-Study**

*SACS Self-Study Institutional Effectiveness Committee  
Unit Planning/Assessment Questionnaire*

Unit: \_\_\_\_\_

Person Completing the Questionnaire

Name: \_\_\_\_\_

Title: \_\_\_\_\_

*If a 1997-98 Unit Plan was not developed for your department/office, please circle*

*NO PLAN and skip to question number 6.*

1. *Did your department/office submit your 1997-98 Unit Plan to your immediate supervisor?*

YES                      NO

2. *Did your 1997-98 Unit Plan include the following:*

<i>Purpose or Mission Statement?</i>	YES	NO
<i>Goals and Objectives?</i>	YES	NO
<i>Measurable Assessment Criteria?</i>	YES	NO

3. *Who among the following groups provided input in constructing your 1997-98 Unit Plan and/or voted on final approval of your 1997-98 Unit Plan?*

<b>GROUP</b>	<b>PROVIDED INPUT</b>	<b>VOTED/APPROVED PLAN</b>
<i>Faculty</i>		
<i>Staff</i>		
<i>Administrators</i>		
<i>Students</i>		
<i>Alumni</i>		
<i>Others (specify):</i>		

4. *Briefly describe any feedback you received from your immediate supervisor on your 1997-98 Unit Plan.*

5. Indicate if the following factors contributed to or prohibited the implementation of the objectives defined in your 1997-98 Unit Plan:

<b>Factor</b>	<b>Contributed</b>	<b>Prohibited</b>	<b>No Effect</b>
Availability of Funds			
Change in Unit Priorities			
Change in University Priorities			
Willingness of Unit Personnel to Accept Additional Workload			
Other:			
Other:			

6. Could you provide documentation (if requested) on assessments that have occurred within your unit during the 1997-98 fiscal year? If yes, please attach a brief overview of assessments completed.

YES NO

7. Is there evidence that the assessments were used to implement change? If yes, please provide a brief overview of how assessments affected change.

YES NO

Overview:

8. Is your unit accredited by an organization other than SACS? If yes, please specify the accrediting organization(s).

YES NO

List of accrediting organizations:

9. Rate the following factors/processes in relation to how they affected change in your unit during the 1997-98 fiscal year.

1 = No Effect      2 = Minimal Effect      3 = Moderate Effect      4 = Significant Effect

Strategic Planning Process / Unit Plan	1	2	3	4
Departmental accreditation process	1	2	3	4
External Grants Received	1	2	3	4
Reprioritization of existing resources	1	2	3	4
Other: _____	1	2	3	4
Other: _____	1	2	3	4

A questionnaire (Figure 3.2) sent to each unit head collected data for measurement of this four step continual planning process within the institution. While assessing evidence of the established baseline planning and evaluation criteria, the self-study process identified various formal and informal assessment processes used throughout the University to measure how well it fulfills its stated purpose, including both internal and external assessment processes within the educational program units and administrative and educational support services units.

The University has made many changes to its internal, formal planning and assessment processes since the 1990 SACS self-study. Those planning and assessment processes continue to evolve and improve throughout the year of record for the 2000 self-study report. All budgetary unit heads completed required mid-year status reports of unit strategic initiatives, facilitating an annual comprehensive assessment report on the 1998-99 unit plans and resulting changes (SD 134). The report is the first requirement for unit heads to formally document the fourth step of the baseline criteria for planning and assessment: "Recommend changes to unit plan to improve unit objectives."

### **3.1 PLANNING AND EVALUATION: EDUCATIONAL PROGRAMS**

**Educational activities of an institution include teaching, research and public service. Planning and evaluation for these activities must be systematic, broad-based, interrelated and appropriate to the institution.**

#### **Internal Planning Process**

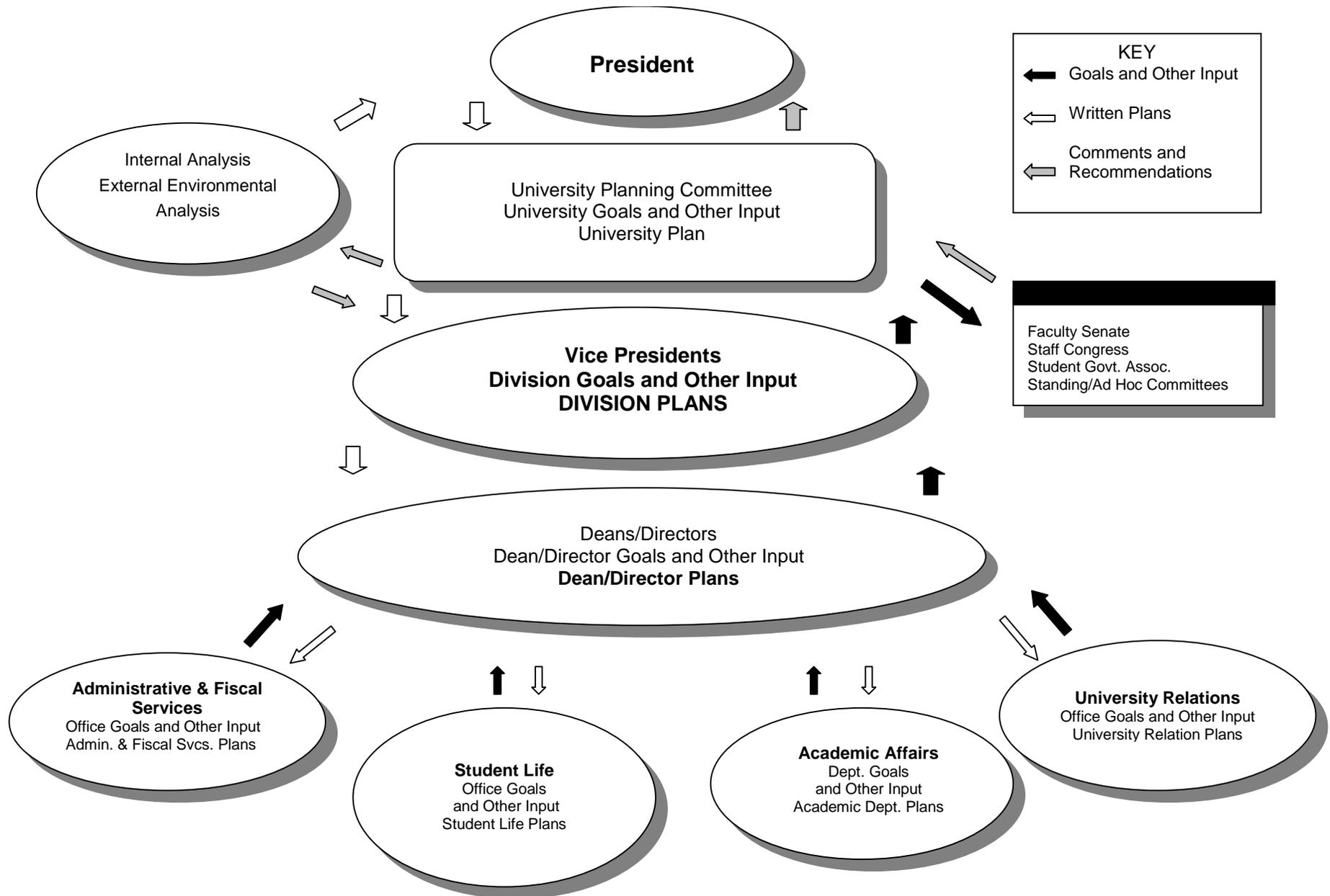
The internal unit planning process, detailed previously in this report, establishes a systematic foundation for ongoing internal assessment of educational programs, administrative units, and educational support units. Moreover, external accreditation processes, external program reviews, analysis of student achievement on state licensing examinations, and job placement rates also assess educational programs. Both internal and external evaluation processes are detailed throughout this report.

Currently, the University Planning Committee is a standing committee recommendatory to the president through the executive vice president for academic affairs and the dean of faculty (SD 372). The assistant to the executive vice president for academic affairs and university planning and assessment officer and the Office of Institutional Planning, Research, and Effectiveness coordinate the planning processes.

The University Planning Committee is supported by the Office of Institutional Planning, Research, and Effectiveness, whose primary responsibilities are to provide management, coordination, and administrative support for the University's planning and assessment processes and to provide timely institutional research data and information to the Board of Regents, president, vice presidents, and other internal and external constituencies. The unit plan and the 1998-99 goals of the Office of Planning, Research, and Effectiveness are available for review (SD 134).

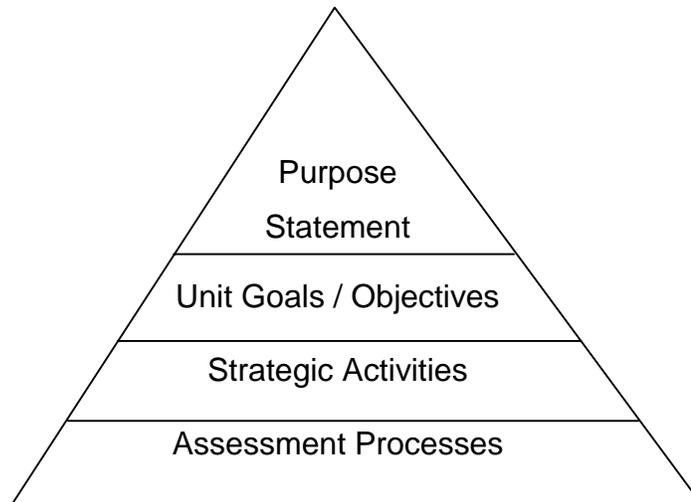
The process for developing, evaluating and submitting unit plans to the university planning and assessment officer and the University Planning Committee is illustrated in Figure 3.1.1. A five-year plan (1996-2001) allows yearly updates and revisions. The planning and assessment process is broad-based and interrelated. The University Planning Committee, undergraduate and graduate curriculum committees, Faculty Senate, and Staff Congress ensure that the policies, procedures, and proposals affecting students, faculty, and staff comply with the University's mission statement and goals.

**Figure 3.1.1 Morehead State University Continuous Planning Cycle**



The individual unit plans represent the heart of the University planning process. Figure 3.1.2, derived from a memorandum from the executive vice president for academic affairs office dated October 22, 1997 (SD 134), visually depicts the relationship of the various elements of a unit plan.

**Figure 3.1.2 Unit Plan Elements**



In addition to the five basic elements of a unit plan, a sixth element within the overall planning process includes using assessment processes results to implement change. Table 3.1.1, also derived from a memorandum from the Office of the Executive Vice President of Academic Affairs dated October 22, 1997 (SD 134), describes the various elements.

**Table 3.1.1 Elements of a Unit Plan**

Purpose Statement	The primary focus of the department or office succinctly answers the question, "What business are we in?" The purpose statement should relate directly to the University's mission statement of desired future achievements. The purpose statement should focus on plans for the future and should answer the question, "Where do we want to go?"
Goals	The unit goals should interrelate with the University, division, and college goals.
Objectives	Measurable objectives, usually quantitative and definitive targets for desired achievements that support the accomplishments of the unit goals, should be embedded and answer the question, "How do we successfully achieve goals for the future?"
Strategic Activities	Units should identify specific initiatives/actions to accomplish unit objectives. These activities should be a practical link between the planning and budgeting process. Revisions may be filed as an annual attachment to the unit plan.
Assessment	The data collection process for measuring the degree to which the unit strategic activities and objectives have been accomplished. Data collection must address all unit objectives and results and answer the question, "How far have we gone in accomplishing where we want to be?"
Use of Assessment Results	All plans must describe the process in which the assessment results are used to make appropriate changes to programs or services. This element answers the question, "How have assessment results effected or initiated change?"

Since the previous SACS report, Morehead State University has made substantial progress in developing an effective planning model with greater focus on participation at the unit level. Individual units are actively and regularly engaged in the planning process.

***The committee finds that Morehead State University is in compliance.***

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**The institution must define its expected educational results and describe its methods for analyzing the results.**

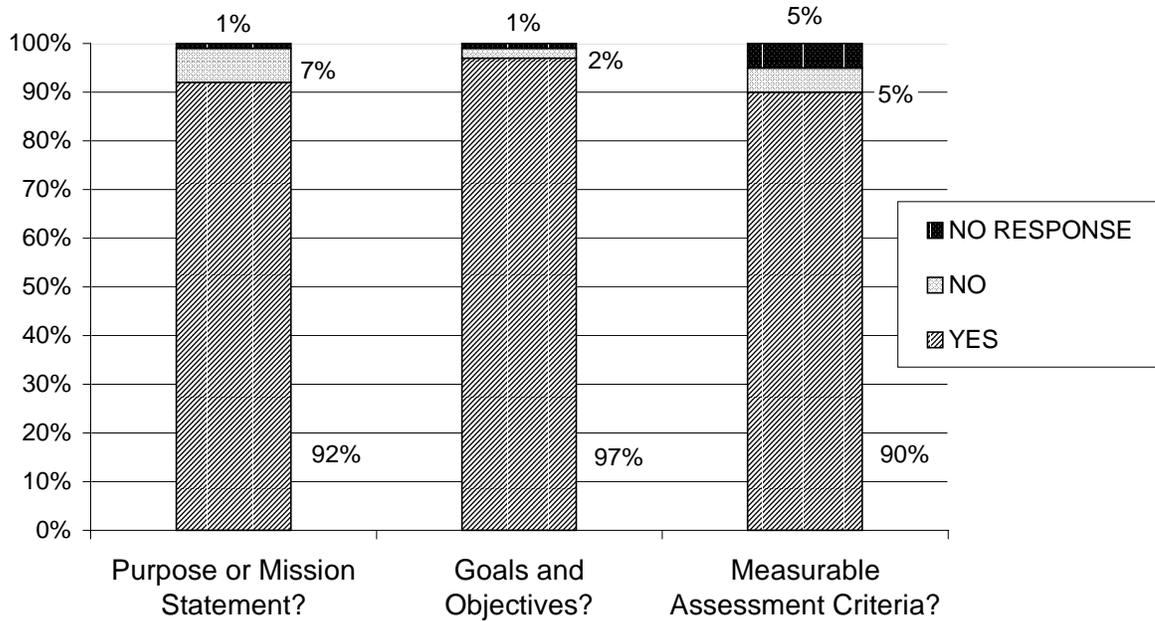
**The institution must:**

- 1. establish a clearly defined purpose appropriate to collegiate education**
- 2. formulate educational goals consistent with the institution's purpose**
- 3. develop and implement procedures to evaluate the extent to which these educational goals are being achieved**
- 4. use the results of these evaluations to improve educational programs, services and operations.**

**The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service. This evaluation must encompass educational goals at all academic levels and research and service functions of the institution.**

The internal planning process provides the framework for each unit to address the specific criteria defined above. The data in Figure 3.1.3 was collected from the educational program units regarding the existence of three key elements within their unit plan: mission statement, goals and objectives, and assessment criteria.

**Figure 3.1.3 Institutional Effectiveness  
Unit Planning/Assessment Questionnaire Results**



Within educational programs, 92% of the units reported having a current purpose or mission statement, 97% of which were supported by defined goals and objectives, and 90% of the units reported having measurable assessment criteria defined within their unit plan.

The University's educational programs are organized within the Division of Academic Affairs under four colleges, including the College of Education and Behavioral Science, College of Business, College of Science and Technology, and the Caudill College of Humanities. Educational programs are grouped within each college's departments where the internal unit planning process is performed annually.

**College of Education and Behavioral Sciences**

**Table 3.1.2 Education and Behavioral Sciences Unit Plan Inventory**

Department	Must			
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used
Elementary, Reading and Special Education	Yes	Yes	Yes	Yes
Leadership and Secondary Education	Yes	Yes	Yes	<b>No</b>
Health, Physical Education and Recreation	Yes	Yes	Yes	Yes
Psychology	Yes	Yes	Yes	Yes
Sociology, Social Work and Criminology	Yes	Yes	Yes	Yes

As shown in Table 3.1.2, all departments within the College of Educational and Behavioral Sciences have purpose statements with clearly defined goals and evaluation processes (SD 134). Most have documented examples of change implemented as a result of assessment. Documentation of change occurs in the “Annual Unit Planning and Assessment Report, College of Education and Behavioral Sciences” (SD 134) as well as the “Institutional Effectiveness Unit Planning/Assessment Questionnaire Results” (SD 445).

**Department of Elementary, Reading and Special Education**

The Department of Elementary, Reading and Special Education’s unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains two main goals that support the unit mission: (1) improve academic programs and (2) recruit and maintain high quality students. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Monitoring exit packages of students;
- Analyzing the recruitment and hiring documentation for the Teacher-in-Residence Program;
- Analyzing the number, type, and significance of partnerships developed and maintained within the service region; and
- Monitoring alumni involved in the department and those assisting in the region.

An example of documented change implemented by the department includes a curriculum change based on analysis of state portfolio results.

### **Department of Leadership and Secondary Education**

The Department of Leadership and Secondary Education unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three main goals that support the unit mission: (1) develop excellence in student achievement, (2) provide excellence in academic programming, and (3) nurture excellence in faculty and staff. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit. Examples include:

- Monitoring course syllabi and faculty reports on technology usage;
- Analyzing off-campus classes requested and offered; and
- Analyzing professional development through FEP portfolios.

### **Department of Health, Physical Education and Recreation**

The Department of Health, Physical Education and Recreation unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three main goals that support the unit mission: (1) continue to improve academic programs, (2) recruit and retain high-quality students, and (3) better coordinate the delivery of services between the University swimming pool, the University wellness center, and the intramural and campus recreation program. The unit plan defines specific objectives for each goal with defined assessments for measuring overall effectiveness by the unit.

In addition to the departmental unit plan for health, physical education and recreation, each service unit within the department has complete unit plans including a mission statement with goals, objectives and assessment criteria defined. The wellness center, intramurals and recreation, and the swimming pool

have unit plans (SD 134). Examples of various assessments and measurement criteria defined within the units include:

- An orientation to the wellness center for seventy-five percent of MSU 101 classes;
- Analysis of data collection on the amount/type of facility and program usage; and
- Monthly meetings of departmental directors to share various needs and communication.

Documented changes implemented by the department include:

- Beginning in the fall of 1999, evaluation of portfolios will be completed by the Health Promotion Faculty Portfolio Committee, an *ad hoc* committee of the HPER Health Education Committee;
- When documents demonstrate that intern experiences have not fulfilled program expectations, new placements will be established; and
- Health promotions faculty will develop pre-practicum exit oral questions and rubric.

### **Department of Psychology**

The Department of Psychology unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. Nine goals support the unit mission. The department's assessment measures include:

- Analysis of PACAT scores, a nationally normed outcome test for psychology students;
- Analysis of written candidacy examinations and final oral examinations for graduate-level students; and
- Examination of pass-failure rates for students who sit for the certification examination.

Examples of documented changes implemented by the department include:

- Revision of the undergraduate curriculum to increase prerequisite course requirements and to consider the development of a departmental statistics course;
- Development of a survey which can be used systematically to collect data about post-graduation employment or admission to graduate programs in psychology and related fields; and

- Revisions of the oral comprehensive examination format. The examination and the performance of the students will continue to be monitored.

### **Department of Sociology, Social Work and Criminology**

The Department of Sociology, Social Work and Criminology unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains four main goals that support the unit mission: (1) excellence in student achievement in and outside the classroom, (2) excellence in academic program and in student support services, (3) excellence in the cooperative delivery of educational services, and (4) excellence in the delivery of applied research and service. The unit plan also defines specific objectives and assessments for measuring overall effectiveness by the unit, including:

- Conducting surveys of graduates;
- Periodic accreditation review by the Council on Social Work Education (CSWE);
- Analysis of the student capstone semester; and
- Analysis of pre- and post-examinations.

Examples of documented changes implemented by the department include:

- Curriculum changes;
- Assistance in creating the Kentucky Child Welfare Project; and
- Results described in the Council on Social Work Education site visit report.

**College of Business**

**Table 3.1.3 Business Unit Plan Inventory**

<b>Department</b>	<b>Must</b>			
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used
Office of the Dean	Yes	Yes	Yes	<b>No</b>
Accounting and Economics	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
MBA Program	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
Management and Marketing	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
Information Systems	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>

As shown in Table 3.1.3, unit plans were not developed at the departmental level within the College of Business. However, the college completed an intensive strategic planning activity which resulted in the development of the AACSB Accreditation Plan (SD 134). This plan serves as the unit plan for the entire College of Business and contains a mission statement with supporting goals and objectives. Assessment measures are documented as well as “strengths” and “areas for improvements” relating to student services, faculty composition and development, and instructional resources and responsibilities.

### College of Science and Technology

**Table 3.1.4 Science and Technology Unit Plan Inventory**

Department	Must			
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used
Agricultural Sciences	Yes	Yes	Yes	Yes
Industrial Education and Technology	Yes	Yes	Yes	Yes
Mathematical Sciences	Yes	Yes	Yes	<b>No</b>
Nursing and Allied Health Sciences	Yes	Yes	Yes	Yes
Human Sciences	Yes	Yes	Yes	N/A
Physical Sciences	Yes	Yes	Yes	<b>No</b>
Biological and Environmental Sciences	Yes	Yes	Yes	Yes

All seven departments shown in Table 3.1.4 and the Water Testing Laboratory in the College of Science and Technology have documented purpose statements with clearly defined goals and evaluation processes (SD 134). Assessment results and examples of change based on assessment were found within the Institutional Effectiveness Annual Report as well as the Institutional Effectiveness Unit Planning/Assessment Questionnaire Results (SD 445).

#### **Department of Agricultural Sciences**

The Department of Agricultural Sciences unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains four main goals that support the unit mission: (1) recruit, advise, and retain students; (2) evaluate academic programs; (3) strengthen program through equipment, technology, and facility improvements; and (4) foster professional development, public service, and economic development. The unit plan defines

specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Monitoring the retention rate by the various programs;
- Soliciting student, graduate, alumni, and industry evaluation of the programs with recruitment, advising, and retention as the focus;
- Documenting and assessing yearly the number of professional development, public service, and economic development activities conducted in the department; and
- Evaluating through surveys the effectiveness of participation in:
  - Professional development activities
  - Public service activities
  - Economic development activities.

Examples of documented changes implemented by the department include:

- Satisfaction of criteria and continued monitoring;
- Even though the exact criterion was not met, a large percentage were rated excellent. (The department will continue to monitor and evaluate by other means.); and
- Additional review of material relevant to the exit exam will be performed.

### **Department of Industrial Education and Technology**

The Department of Industrial Education and Technology unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three primary goals that support the unit mission: (1) excellence in student achievement in and outside the classroom, (2) excellence in academic programs, and (3) excellence in the delivery of educational and economic development services. The unit plan defines specific objectives and strategies for each goal and assessments for measuring overall effectiveness, including:

- Evaluation of individual faculty professional development plans (PDP's) of IET faculty and tracking of faculty professional activities (i.e., applying for grant funding, publishing, presenting at conferences);
- Assessment of cooperative education through student and employer questionnaires that address student competency and success;

- Analysis of exit examinations for graduating students and surveys of graduates and employers;
- Comparison of IET student enrollment to memberships in each of the professional student organizations;
- Tracking and reporting the number of cooperative agreements in which the IET department is participating; and
- Monitoring retention in IET programs each semester.

Examples of documented changes implemented by the department include:

- Employment of recommendations by NCATE team;
- Satisfaction of criteria and continuation of monitoring and revising technical courses as necessary; and
- Revision of questions for relevance based on an item analysis.

### **Department of Mathematics**

The Department of Mathematics unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains the following six goals that support the unit mission:

- Create an undergraduate mathematics program known throughout the state for its excellence in curriculum, majors, non-majors and graduates;
- Recruit and retain faculty that are active in service and professional development and known for excellence in classroom teaching;
- Provide quality service to majors in an attempt to retain them in the mathematics program;
- Create a mathematics department that is known throughout the state for its excellence in curriculum and service to students who are non-majors;
- Create a partnership with local school districts in the MSU service area to improve mathematics education at elementary, middle school, high school and collegiate levels; and
- Create a partnership with community colleges in the MSU service region so that program elements critical to success in upper division mathematics courses at MSU can be provided in their courses.

The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Survey student interns working in the computing sciences about their preparation for the position they hold;
- Track and analyze the distribution of students by class standing in the general education mathematics courses;
- Solicit letters of support and testimony from principals and/or teachers who are active in the aforementioned partnership;
- Assess a sample of activities explored by teachers and list of participants from problem-solving seminars; and
- For a period of five years, compare the success rates of transfer students to determine if they are better prepared upon arrival at MSU.

### **Department of Nursing and Allied Health Sciences**

The Department of Nursing and Allied Health Sciences unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains four main goals that support the unit mission: (1) promote quality baccalaureate and/or associate degree nursing and allied health science programs; (2) recruit, advise, and retain students; (3) collaborate with internal and external groups to enhance education and professional practice; and (4) promote faculty/staff development. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Survey the NAHS Program Advisor committees;
- Annually review programs by appropriate state and national review boards;
- Track and analyze applicant pools for NAHS programs;
- Evaluate graduates and employer satisfaction with the NAHS programs through surveys of alumni and employers;
- Evaluate professional development plans for each faculty member during the annual faculty evaluation process; and
- Assess the opportunities available for specialized preparation and certification for faculty and staff.

Examples of documented changes implemented by the department include:

- Continued review and revision of critical thinking exercises throughout the program curriculum for the inclusion of previously acquired knowledge from

the areas of human functioning, nursing process, client needs, and clinical areas;

- Satisfaction of criteria with continued monitoring; and
- Review of course offerings to target identified weak areas for improvement.

### **Department of Human Sciences**

The Department of Human Sciences, as an academic unit, was eliminated at the end of the 1998-99 academic year with academic programs and faculty moved to the College of Education and Behavioral Sciences and the Department of Agricultural Sciences. The department's unit plan used prior to that change (SD 134) included a purpose statement, goals, and measurable assessment criteria. The plan contained three primary goals that supported the unit mission: (1) strengthen academic programs; (2) recruit, advise and retain students; and, (3) assess program to ensure quality improvement. The unit plan defined specific objectives for each goal and assessments for measuring overall effectiveness by the unit including:

- Evaluate individual professional development plans for all faculty;
- Track the number of students attending and presenting at professional meetings;
- Survey commuter and evening students to determine satisfaction with the scheduling of human sciences classes;
- Assess the input of our advisory board for human sciences;
- Evaluate the value of an annual human sciences newsletter by reader survey;
- Evaluate cooperative study, practicums, and internships for assurance of competencies met through the experiences;
- Evaluate exit exam results to determine whether outcome goals (competencies) have been met; and
- Analyze the pass rate of students in national certification exams.

### **Department of Physical Sciences**

The Department of Physical Sciences unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains four main goals that support the unit mission: (1) enhance quality and diversity of program; (2) enhance student opportunities; (3) provide more service to area schools; and (4) advise and increase professional development

opportunities for faculty and staff. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Accreditation of the chemistry degree program by the American Chemical Society;
- Increased number of courses offered by distance learning, especially in science education, and increased number of courses received by distance learning in engineering and physics;
- Sponsorship and at least partial support for more students to attend state and national meetings for paper presentations;
- Development of liaison lists of secondary teachers of chemistry, earth science, and physical science, and establishment of ongoing communication with these teachers; and,
- Increased grant writing, paper presentation, and publication by faculty and staff.

### **Department of Biological and Environmental Sciences**

The Department of Biological and Environmental Sciences unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three basic goals that support the unit mission: (1) curriculum development, (2) curriculum enhancement, and (3) course and program accessibility in relation to recruitment and retention. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Review enrollment patterns to identify proper sequencing of courses and program offerings;
- Survey current students and alumni experiences to determine overall program effectiveness and identify overall strengths and weaknesses;
- Assess student development through exit exams, analysis of capstone courses, coordination of student activity groups, and faculty involvement in orientation, recruitment and independent student research activities;
- Secure and analyze data and input from regional technical industries, medical centers, and governmental bodies as to future training needs; and,
- Determine feasibility of laboratory courses for off campus, evening and weekend offerings.

Documented changes implemented by the department are exemplified below:

- Presentation of graduate courses at a level appropriate for student success on the oral examinations with continued monitoring;
- Improvement of the evaluation of thesis and research activity work by requiring students to submit the research/field notebook along with the thesis or research activity report, continually monitored; and
- Continued opportunities for students to give oral presentations in graduate courses, departmental seminars and journal clubs.

### Caudill College of Humanities

**Table 3.1.5 Humanities Unit Plan Inventory**

Department	Must			
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used
Art	Yes	Yes	Yes	<b>No</b>
English, Foreign Languages and Philosophy	Yes	Yes	Yes	<b>No</b>
Geography, Government and History	Yes	Yes	<b>No</b>	<b>No</b>
Music	Yes	Yes	Yes	<b>No</b>
Communications	Yes	Yes	Yes	<b>No</b>

As shown in Table 3.1.5, each of the five academic departments in the Caudill College of Humanities has a documented purpose statement with clearly defined goals and evaluation processes (SD 134). Assessment results and examples of change based on assessment were found for several departments within the Institutional Effectiveness Annual Report as well as the Institutional Effectiveness Unit Planning/Assessment Questionnaire Results (SD 445).

### **Department of Art**

The Department of Art unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three basic goals that support the unit mission: (1) strengthen the academic programs; (2) recruit, advise, and retain students; and (3) assess the program to ensure quality improvement. The plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Annually track the number of faculty engaged in creative productions, exhibitions, publications, presentations, workshops, grant applications, and specialized training;
- Evaluate individual professional development plans for all faculty;
- Survey commuter and evening students to determine satisfaction with the scheduling of art classes;
- Track enrollment and graduation rates;
- Analyze satisfaction survey of graduates and their employers to determine effectiveness of education/training;
- Evaluate outcomes of apprenticeships and internships to assure that competencies are achieved through these experiences;
- Assess physical plant and classroom/lab facilities to ensure adequate instructional support; and,
- Evaluate results of senior capstone course.

### **Department of English, Foreign Languages, and Philosophy**

The Department of English, Foreign Languages and Philosophy unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three basic goals that support the unit mission: (1) strengthen the academic programs; (2) recruit, advise, and retain students; and (3) support the curriculum. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness of the unit, including:

- Continually revise the Faculty Evaluation Plan to create maximum incentives for the improvement of instruction through professional training;
- Develop two-year course rotation plans for graduate and undergraduate programs and updating these plans every semester, ensuring that all advisers have a copy; and

- Conduct a survey of alumni to assess their perceptions of their experiences in the department.

### **Department of Geography, Government and History**

The Department of Geography, Government and History unit plan (SD 134) includes a purpose statement, goals, and strategic initiatives. The plan contains the following eight goals that support the unit mission:

- Enhance instructional, advising, and social services for students;
- Enhance the physical learning environment for faculty and students;
- Maintain total enrollments;
- Enhance technological opportunities for students;
- Students emerging with enhanced marketable skills;
- Increase service to the region;
- Improve conditions for scholarly activity; and
- Increase participation rates of students in scholarly pursuit.

The unit plan defines specific objectives and expectations for students within the various programs offered by the department. The plan, however, fails to document measurable assessment criteria for evaluating program success toward meeting the stated goals.

### **Department of Music**

The Department of Music unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains three basic goals that support the unit mission: (1) strengthen academic programs; (2) recruit, advise, and retain students; and (3) assess programs to ensure quality improvement. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Conduct a survey of graduates to compare training with actual demands of professional preparation;
- Evaluate student public performances;
- Evaluate the five-year graduate survey rating the quality of importance to the curriculum for all courses offered; and,
- Assess MSU graduate scores on the ETS Major Field Test.

## **Department of Communications**

The Department of Communications unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The plan contains four basic goals that support the unit mission: (1) strengthen academic programs; (2) recruit, advise, and retain students; (3) raise programs' recognition within the region; and (4) plan for needs of the twenty-first century. The unit plan defines specific objectives for each goal and assessments for measuring overall effectiveness by the unit, including:

- Analyze student evaluations, adviser evaluations, and evaluations within the capstone course;
- Curriculum reviews from advisory councils;
- Results of assessment material in capstones as well as exit surveys from capstones;
- Survey graduates;
- Increase the number of freshman designating programs as their major;
- Increase retention in department's general education classes;
- Evaluation by teachers of workshops/visits;
- Increase external funds received, and
- Analyze resource needs assessment results.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should further clarify the roles of each entity at the University level with some responsibility for planning (Planning Committee; Office of Institutional Research, Effectiveness, and Planning; and the assistant to the executive vice president and university planning officer). In addition, all supervisors should be made accountable for providing timely and useful feedback to the units they supervise.**

**Suggestion: While many educational programs document the use of assessment results, the University should ensure that all educational programs document the use of such results to improve programs, services, and operations.**

**Suggestion: While evidence exists that the institution defines its expected educational results and describes methods for analyzing the results throughout the institution as defined in the criteria, the following**

**improvements are suggested to establish consistency in content and details across all educational program units:**

- **Revise the unit plans for the Department of Psychology and the Department of Music to be more consistent in format and detail with those of other academic department unit plans;**
- **Develop detailed unit plans at the academic department level within the College of Business; and**
- **Revise the existing unit plan within the Department of Geography, Government, and History to document measurable assessment criteria for evaluation of goals and objectives.**

**Suggestion: The University should take steps to ensure that information concerning the unit plan is disseminated to each individual within a unit.**

**Suggestion: The University should continue the annual unit planning and assessment report with regard to the continuous assessment model and make data available to all units.**

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**The institution must evaluate its success with respect to student achievement in relation to purpose, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.**

**The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement.**

External accreditation affirms the success of educational process and procedures. The total University is evaluated by the Commission on Colleges: Southern Association of Colleges and Schools. Academic units within the various colleges of the University are evaluated by outside accrediting processes (SD 257:l) such as:

- American Veterinary Medical Association;
- Association of Collegiate Business Schools and Programs;
- Commission on Collegiate Nursing;
- Council on Social Work Education – Baccalaureate Level;
- Joint Review Committee on Education in Radiologic Technology;

- National Association of Industrial Technology;
- National Association of Schools of Music;
- National Council for the Accreditation of Teacher Education;
- National League for Nursing;
- American Bar Association approval of Paralegal Studies Program;
- American Dietetic Association approval of Didactic Program in Dietetics; and,
- American Dietetic Association approval of Approved Professional Practice Program in Dietetics (AP-4).

Morehead State University performs academic program reviews as a part of the Kentucky Council on Postsecondary Education statewide evaluation process. At the time of this report, all but four programs have been evaluated in this process. The evaluation of three of the remaining four programs will be completed during the fall 1999 semester, including the Department of Communications, the Department of Music, and the Department of Physical Sciences. In July 1999, academic programs within the Department of Human Sciences were merged with educational departments in the College of Education and Behavioral Sciences and the Department of Agricultural Sciences. The Human Sciences program review has been postponed at this time. Table 3.1.6 depicts the current schedule for program review.

**Table 3.1.6 Academic Program Review, Time Table**

<b>1997-1998</b>	<b>1998-1999</b>
<b>College of Business</b>	<b>College of Education and Behavioral Sciences</b>
Department of Accounting, Economics and Finance	Department of Psychology
Department of Information Systems	Department of Sociology, Social Work, and Criminology
Department of Management and Marketing	<b>Caudill College of Humanities</b>
<b>College of Education and Behavior Sciences</b>	Department of Art
Department of Elementary, Reading, and Special Education	Department of Communications
Department of Health, Physical Education, and Recreation	Department of English, Foreign Languages, and Philosophy
Department of Leadership and Secondary Education	Department of Geography, Government, and History
	Department of Music
	<b>College of Science and Technology</b>
	Department of Agricultural Sciences
	Department of Biological and Environmental Sciences
	Department of Human Sciences
	Department of Industrial Education and Technology
	Department of Mathematical Sciences
	Department of Nursing and Allied Sciences
	Department of Physical Sciences

The University has established a combination of internal and external planning and evaluation processes for the educational activities of the institution which are systematic, broad-based, interrelated, and appropriate to the institution. Format and timelines are clearly delineated and reported.

### **Expected Educational Results**

Numerous surveys and annual measurement reports enhance institutional effectiveness. As part of the overall planning process, the majority of programs are evaluated according to the following qualitative and quantitative assessments: identified learning expectations, enrollment data, degrees conferred, credit hour production, retention statistics, and cost effectiveness.

In the process of defining expected educational results and analyzing information, each of the units responds to goals and objectives in quantitative measures as appropriate. For example, the program review report (Table 3.1.7) compiled by the Office of Institutional Planning, Research and Effectiveness, includes pertinent annual quantified information (i.e., cost, number of faculty, number of students, and number of graduates).

**Table 3.1.7 Program/Department Data Sheet**

<b>Program Name:</b>					
<b>CIP Code:</b>					
<b>Department Name:</b>					
<b>Program Data</b>	<b>F 93/ FY 94</b>	<b>F 94/ FY 95</b>	<b>F 95/ FY 96</b>	<b>F 96/ FY 97</b>	<b>F97/ FY 98</b>
<b># Majors enrolled</b>					
<b># Minors enrolled</b>					
<b># Graduate students enrolled</b>					
<b>Total Degrees conferred</b>					
<b>Average class size</b> n= # of classes [range for all classes] (n= # of classes < 10)					
<b>Department Data</b>					
<b>Full-time faculty taught in Department</b>					
<b># tenured &amp; special status</b>					
<b># tenure-track</b>					
<b>Part-time faculty</b>					
<b>Total full &amp; part-time faculty</b>					
<b># Department faculty taught graduate courses</b>					
<b>Department credit hours generated (F/S Total)</b>					
<b>Fall =</b>					
<b>Spring =</b>					
<b>FY Personnel Wages</b>					
<b>FY Fringe Benefits</b>					
<b>FY Operating Expenses</b>					
<b>FY Capital Outlay</b>					
<b>Total Budget</b>					
<b>Cost per credit hour Fall &amp; Spring TOTAL</b>					
<b>Total UG Degrees conferred</b>					
<b>Average Department UG class size</b> N= # of classes [range for all classes] (n= # of classes < 10)					
<b>Average full-time faculty teaching load</b>					

Programs are evaluated at multiple levels with program implementation based on assessment results. One department discovered from a survey of recent graduates that students wanted to increase their knowledge and skill level in classroom discipline and classroom management. In response to this concern, a four-week course prior to student teaching was changed to a full semester course. A follow-up study will be conducted with future graduates to assess the level of knowledge and skill in managing students in the classroom (NCATE documents) to determine whether the increased course length was effective.

Morehead State University recognizes teaching and meeting the academic needs of students as its paramount responsibilities. The University engages in applied research, organizes public service, and fosters continuing education directly related to the needs of business, industry, and local schools. The University develops and delivers cooperative programming with other institutions, responds to distance learning via compressed video and Internet courses, and collaborates with area school systems. The University has developed and employed technological resources to communicate with other institutions in the fulfillment of its mission. Strategic planning has resulted in maintaining and developing only programs that are essential and appropriate to the mission and goals. Measures of quality and performance are the foundation of the University's accountability system, which promotes continuous improvement of programs and services.

The quality of student learning is measured by the annual program assessments that each academic unit conducts. Academic program reviews, student portfolios, scores on professional examinations, alumni survey results, success rates for licensing examinations, evaluations by professional accrediting agencies, senior recitals and general education capstone courses are evaluative components that aid the University in monitoring student proficiencies.

Faculty are assessed through a performance-based merit system. Each department develops a Faculty Evaluation Plan (FEP) by which faculty are evaluated in three areas: teaching, scholarship and service. The FEP delineates the guidelines for teaching, service, and research and provides a focus for faculty in developing the quality of student learning.

One element of teaching evaluation supported and promoted by the University is the Instructional Development and Effective Assessment (IDEA). This is a student evaluation of faculty which each tenured faculty member conducts in at least one class per semester and each tenure-track faculty member conducts in two classes per semester according to an established procedure.

The unit plans detailed previously in this report are extensions of the University mission statement and generally quantify specific goals and objectives to define expected outcomes. The institution has developed and implemented procedures to evaluate the extent to which the goals are achieved according to established timelines. Unit plans must be evaluated annually with written responses regarding achievement of goals (SD 134). Additional evaluations occur through test results, capstone courses, and external agency reviews.

The following list identifies specific methods of evaluating educational goals:

- Grade Reporting – Each semester, student grades are entered electronically by faculty at mid-term and the end of semester. Mid-term grades inform students of course progress. At the end of the semester, students receive from the registrar's office grades and/or notices of probation warnings. Grade distribution lists, identified by class and department, indicate ranges of grades but are not widely distributed throughout the University.
- Transcript/Checksheet – At any time during a student's educational experience, faculty advisors can determine electronically student academic progress toward degree completion, indicated by completed courses. Faculty have an opportunity, prior to graduation, to verify the list of graduates.
- Curriculum/Program Reviews – These are conducted using various methods, such as the department's advisory groups, accreditation associations and societies, state agencies, and department studies. All curriculum revisions progress through the department, college, and University levels for approval.
- Course Syllabi – All courses have course syllabi which typically list components such as course objectives, assessment methods, laboratory/clinical/field assignments, written assignments, tests, texts, resources needed, and bibliographies.

- Accreditation – Many of the academic programs at Morehead State University have gained and/or maintained program accreditation since the last SACS self-study in 1988-1990. The external review agencies provide another means of enhancing the various evaluation methods.

Educational, administrative, and educational support units within the University conduct assessments to improve effectiveness. Table 3.1.8 provides an overview of some of the methods of assessment in each academic department.

**Table 3.1.8 Unit Assessment Methods by Academic Department**

<b>Unit</b>	<b>Assessment Methods</b>
<b>Caudill College of Humanities</b>	
Department of Art	Apprenticeships, number of students exhibiting art work, gallery usage, surveys, capstone course, exhibitions, grades
Department of Communication	Student experiences, grades, capstone course, survey of graduates, advisor evaluations
Department of English, Foreign Languages, & Philosophy	Grades, writing assessments, capstone course, surveys, portfolios, exit exams
Department of Geography, Government, & History	Grades, performance objectives, capstone course, major field achievement tests, portfolios, internships
Department of Music	Performance recitals, video, professional experiences, grades, surveys, exit interviews
<b>College of Business</b>	
Department of Accounting, Economics, & Finance	Grades, capstone course, BBA outcome assessment, surveys, exit questionnaire, written and oral assignments
Department of Information Systems	Grades, capstone course, BBA outcome assessment, exit examinations, surveys
Department of Management & Marketing	Grades, capstone course, BBA outcome assessment, exit examinations, portfolios
<b>College of Education &amp; Behavioral Sciences</b>	
Department of Elementary, Reading & Special Education	On-demand tasks, grades, writing samples, capstone course, observation, field experiences, portfolios, praxis scores
Department of Health, Physical Education, & Recreation	Grades, capstone course, observation, activities, field experiences, portfolios, certification examination
Department of Leadership & Secondary Education	Grades, capstone course, observation, field experiences, portfolios, employment data
Department of Psychology	Exit exams, grades, labs, field experiences, capstone course
Department of Sociology, Social Work & Criminology	Surveys, grades, capstone course, pre and post exams
<b>College of Science &amp; Technology</b>	
Department of Agricultural Sciences	Monitoring, surveys, grades, capstone course, field experiences, exit exams
Department of Biological & Environmental Sciences	Co-op experiences, surveys, grades, exit exams capstone course, employer/graduate feedback
Department of Human Sciences	Surveys, co-ops, practicums, internships, grades, capstone course, exit exams, employer surveys
Department of Industrial Education & Technology	Co-ops, exit exams, surveys, capstone course, portfolios, surveys of graduates and employers
Department of Mathematical Science	Capstone course, senior exit exams, grades, survey, portfolios, exit interviews
Department of Nursing & Allied Health Sciences	Employer satisfaction, clinicals, grades, capstone course, licensure exams
Department of Physical Sciences	Capstone course, grades, labs, exit exams, surveys of graduates and employers

### **Academic Levels, Research, and Service**

Successful completion of academic programs leads to associate, baccalaureate, master's, specialist, and joint doctorate degrees. All degree programs are assessed according to competencies published in the undergraduate and graduate catalogs. Other documentation can be found in the academic program reviews and the guidelines stipulated by professional accrediting agencies. The University's Annual Unit Planning and Assessment Report focuses on the interrelationship between the University's and the units' goals and objectives. Assessment data are collected and maintained by several units on campus including but not limited to Academic Support and Extended Campus Programs; Office of Research, Grants, and Contracts; Institutional Planning, Research, and Effectiveness; Testing Center; and International Studies.

### **Course Completion, Licensing Examinations, and Placement Rates**

The University evaluates student achievement in a variety of ways. As a regional, public institution that focuses its resources on baccalaureate programs, the measurement of student outcomes in persistence and graduation rates are most appropriate indicators. The University and the Kentucky Council on Postsecondary Education track each year's entering freshman cohort for six years to measure persistence and graduation rates. Persistence rates reflect the percentage of full-time, degree-seeking freshmen students who either graduated, transferred to another public Kentucky institution, or were still enrolled at the University at the end of the six-year tracking period (SD 289). The length of the tracking period is consistent with the requirements under the federal Student Right-to-Know Act.

Table 3.1.9 reports the persistence and graduation rates for the University and the other Kentucky public universities by examining the cohorts of the five most recently completed tracking periods.

**Table 3.1.9 Six-Year Graduation and Persistence Rates for University Students**

	<b>1988 Cohort</b>		<b>1989 Cohort</b>		<b>1990 Cohort</b>		<b>1991 Cohort</b>		<b>1992 Cohort</b>	
	<b>Graduation %</b>	<b>Persistence %</b>								
EKU	31.9	60.3	30.4	58.6	26.1	55.5	26.6	52.1	26.8	54.0
KSU	19.6	46.8	32.3	50.2	31.8	54.4	33.9	51.6	17.7	43.1
MOSU	39.2	61.8	37.5	63.3	38.1	61.6	40.8	65.8	40.1	63.2
MUSU	41.5	63.6	43.2	66.4	41.7	68.8	38.7	62.0	38.5	61.0
NKU	28.4	47.8	25.4	42.9	27.0	46.2	24.0	44.6	30.1	52.1
WKU	38.9	62.3	39.8	63.2	39.1	61.4	38.8	60.7	39.1	58.7
UK	49.4	77.5	48.1	73.9	49.4	75.3	48.4	75.5	50.8	76.0
UL	29.0	67.2	29.9	66.7	26.1	62.3	28.3	62.4	29.9	61.7

Student success is also measured by the pass rates of the University's graduates on various licensing examinations. The largest number of baccalaureate graduates that take state mandated licensure examinations are the teacher education graduates. Their pass rates are tracked each year, and program changes are implemented based on the analysis of those test results. Other degree candidates/graduates that take state licensure examinations are in the following programs:

- Associate Degree in Nursing
- Bachelor of Science in Nursing
- Radiologic Technology
- Veterinary Technology

All programs track pass rates and make program and curriculum changes based on those outcomes. Job placement rates are generally tracked within the various programs and departments through alumni organizations, reunions, and surveys. The job placement rates are systematically tracked in the two-year technical degree programs, and those rates are consistently at ninety percent and above.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should develop a system to provide faculty access to information about grade distributions, identified by class and department, while maintaining the confidentiality of students and faculty.**

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### **3.2 PLANNING AND EVALUATION: ADMINISTRATIVE AND EDUCATIONAL SUPPORT SERVICES**

**In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services.**

**For each administrative and educational support service unit, the institution must:**

- 1. establish a clearly defined purpose which supports the institution's purpose and goals**
- 2. formulate goals which support the purpose of each unit**
- 3. develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit**
- 4. use the results of the evaluations to improve administrative and educational support services**

**Each unit, in its planning and evaluation processes, should consider internal and external factors and develop evaluation methods that will yield information useful to the planning processes of that unit.**

#### **Organization and Administration**

Morehead State University's organizational structure includes five major divisions: president, academic affairs, administration and fiscal services, student life, and university relations (SD 102). Each division includes various administrative and educational support service units. The internal planning and assessment processes, described previously in this report, appear to be the primary source of measuring effectiveness within the administrative and educational support units of the University. However, many units report consideration of external factors that are essential in their assessment processes. The goals for these units, as they relate to the mission of the University, were developed within the University planning process, under the auspices of each division vice president or the president. This report includes individual overview and status of planning and evaluation processes conducted by each unit with summary conclusions at the division level.

#### **Division of Academic Affairs**

The Division of Academic Affairs unit plan includes a purpose statement supported by goals and objectives with assessment criteria defined for each (SD 134). Four primary goals identified in the plan include: (1) [achieve] excellence

in all academic programs; (2) attain optimal enrollment for the University; (3) improve planning and assessment within academic affairs; and (4) [achieve] optimal use of resources in academic affairs.

The administrative and educational support service units in academic affairs include the Office of Retention; the Camden-Carroll Library; the Office of the Registrar; the Office of Research, Grants and Contracts; the Office of Institutional Planning, Research, and Effectiveness; and the University Testing Center.

**Table 3.2.1 Academic Affairs Unit Plan Inventory**

Unit	Must				Should
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used	Internal/external factors considered in evaluation
Office of Retention	No	No	No	No	No
Camden-Carroll Library	Yes	Yes	Yes	Yes	Yes
Office of the Registrar	Yes	Yes	Yes	Yes	Yes
Office of Research, Grants, and Contracts	Yes	Yes	Yes	Yes	Yes
Office of Institutional Planning, Research, and Effectiveness	Yes	Yes	Yes	No	Yes
University Testing Center	Yes	Yes	Yes	Yes	Yes

As shown in Table 3.2.1, five of the six units within the Division of Academic Affairs have unit plans which include purpose statements with clearly defined goals and evaluation processes (SD 134). The Office of Retention is a new unit and does not yet have a purpose statement on file. All functional units in academic affairs do a good job of planning and evaluation. One area of concern, however, is that most of the unit directors reported that they received little feedback on unit plans from their supervisors.

### **Office of Retention**

Because there is no unit plan for the Office of Retention on file in the planning office, there is no documented purpose statement, goals, or measurable assessment criteria. In the late fall of 1998, the Office of Enrollment Management was divided into two separate units: the Office of Admissions, which is now under student life, and the Office of Retention, which remains under academic affairs.

### **Camden-Carroll Library**

The Camden-Carroll Library unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. Examples of specific goals include the recruiting of library personnel with strong credentials, the development of cooperative arrangements with other libraries, and the development of private support for the library. The plan lists fourteen specific evaluation measures, including patron satisfaction surveys, feedback from suggestion boxes, phone surveys, and responses from departmental library liaisons. One specific example of change resulting from these evaluations is a change in library hours, which resulted directly from feedback on user surveys. According to the director of MSU libraries, library staff and administrators provided input on the unit plan and approved its final form. The University Library Committee also approved the plan.

### **Office of the Registrar**

The Office of the Registrar unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The unit plan has three main goals: (1) excellence in student achievement, (2) excellence in student support services, and (3) excellence in the delivery of educational and economic development services. The registrar supports excellence in student achievement through in-service training of advisors and online advisor utility programs. Excellence in student support services is measured by monitoring the number of Veterans Administration benefits processed; securing feedback from deans, department heads, and faculty; and analyzing usage of the online degree audit system. Excellence in the delivery of educational and economic development services is evaluated through articulation agreements with community colleges within the MSU service region and the creation of new agreements in the area of

baccalaureate major specialty areas. In addition, the number of block transfer certifications, both incoming and outgoing, are tracked.

As the result of assessment, changes have occurred. Advisors now have access to student information online, the degree audit templates have been revised, and, following conferences with faculty and students, the general education block transfer program has also been revised. Furthermore, faculty requests resulted in online grade input. The registrar reported that faculty, staff, administrators, and students all had input in the creation of the unit plan and evaluation measures.

### **Office of Research, Grants, and Contracts**

The Office of Research, Grants, and Contracts unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. This unit has two main goals: (1) to assist faculty in identifying and pursuing external funding opportunities and (2) to increase the competitiveness of faculty and staff in obtaining external funding. The unit plan also lists specific objectives under each major goal. For each major goal, the unit plan lists multiple evaluation measures, generally in the form of comparing yearly data concerning the number of proposals submitted and funded and the indirect cost dollars earned by grants.

The director of research, grants, and contracts reports that the office uses the following instruments to evaluate its goals: training evaluation forms, comparisons of contract and proposal activity, grants cash-match annual reports, and Faculty Senate surveys. An analysis of the comparison of contract and proposal activity resulted in the adjustment of the unit plan to reflect increases in the percentage of external dollars requested and funded. Unit staff provided input in the development of the unit plan and approved it, but this unit received no feedback on its plan from administrators in academic affairs.

### **Office of Institutional Planning, Research, and Effectiveness**

The Office of Institutional Planning, Research, and Effectiveness unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The four main goals of the unit are (1) to improve the University's planning policies; (2) to provide accurate institutional data and analysis; (3) to improve the University's institutional effectiveness through assessment processes; and (4) to inform faculty and staff about planning, institutional

research, and effectiveness. The plan also contains multiple evaluation measures, including an annual review of the University plan; surveys of faculty, staff, and administrators; and an annual report on the University's evaluation efforts. However, there is no documentation of the use of evaluation results on file. Unit staff provided input in forming the unit plan, but the office received no feedback from administrators in academic affairs.

### **University Testing Center**

The University Testing Center unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The center's two main goals are (1) to coordinate and provide testing services and (2) to assist with the overall assessment effort of the University. The unit plan lists objectives under each main goal. Examples of tests administered include the ACT, PRAXIS Series for Teachers, GRE, CLEP, proficiency exams, LSAT, and GED. The Testing Center coordinates the administration of the ACT COMP for graduating seniors and the IDEA survey for faculty evaluation. Evaluation of all testing services consists of surveying service recipients and determining whether tests and questionnaires were administered (SD 136, SD 424).

As the result of assessment, some changes have occurred. Two classrooms in Ginger Hall have new furniture, and part of the Testing Center was renovated to prepare for computer-based testing and to improve paper-based testing conditions. Other changes include revision of the computer competency examination, new tests under the PRAXIS Series, and a newly revised IDEA system. Selection of a test to replace ACT COMP and computer-based testing are under consideration. According to the testing coordinator, administrator feedback was received and the plan was approved.

### **Division of Administration and Fiscal Services**

The purpose of the Division of Administration and Fiscal Services is to provide a full range of services that support the University's mission of excellence in instruction, research, and public service through effective use of human and fiscal resources. The division has established clearly defined goals and objectives which are delineated in its unit plan (SD 134). The twelve major goals of the division include:

- Ensure that programs are structured to enable students to successfully and conveniently enroll, reside, and acquire needed goods and services;

- Comply with external and internal controls, maintain the institution's fiscal integrity, and provide accountability to the taxpayer;
- Develop operating guidelines and procedures that enable faculty and administrators to meet their respective responsibilities and comply with internal and external policies and regulations;
- Develop institutional allocation and reallocation plans consistent with the University's Strategic Plan;
- Develop the use of existing and new technology to enable faculty, staff and administrators to successfully provide quality classroom instruction and student and administrative support functions;
- Maintain a safe, high quality work environment;
- Develop the campus in accordance with the Campus Master Plan and Six-Year Capital Plan;
- Provide staff and faculty professional development and technology training programs that enhance job knowledge and skills and integrate technology into the workplace;
- Develop compensation and benefit plans that enable the University to recruit, retain, and motivate quality faculty and staff;
- Educate and empower staff to serve the campus community in the most prompt, efficient, and effective manner;
- Aggressively recruit and promote protected class individuals to advance diversity in the workplace and provide role models for students and junior staff; and
- Provide oversight and coordination for the management and support of the Kentucky Folk Art Center.

Units within the division include the Office of Budgets and Management Information, Office of Internal Audits, Office of Human Resources, Office of Information Technology, Office of Physical Plant, Office of Fiscal Services, and the Kentucky Folk Art Center.

**Table 3.2.2 Administration and Fiscal Services Unit Plan Inventory**

Unit	Must				Should
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used	Internal/external factors considered in evaluation
Office of Budgets and Management Information	Yes	Yes	Yes	Yes	Yes
Office of Internal Audits	Yes	Yes	Yes	Yes	Yes
Office of Human Resources	Yes	Yes	Yes	Yes	Yes
Office of Information Technology	Yes	Yes	Yes	Yes	Yes
Office of Physical Plant	Yes	Yes	Yes	Yes	Yes
Office of Fiscal Services	Yes	Yes	Yes	Yes	Yes
Kentucky Folk Art Center	Yes	Yes	Yes	Yes	Yes

As shown in Table 3.2.2, all units in the Division of Administration and Fiscal Services have plans with a clearly defined purpose statement, goals, objectives, and measurable assessment criteria (SD 134). All units provide evidence of evaluation (SD 134) and change implemented as a result of the assessment results.

**Office of Budgets and Management Information**

The Office of Budgets and Management Information unit plan includes a purpose statement, goals, objectives, and measurable assessment criteria (SD 134). Two main goals of the office are (1) to develop operating guidelines and procedures to comply with external regulations and internal policies and (2) to develop the use of existing and new technology to promote quality classroom instruction and student and administrative support services. The unit employs multiple evaluation measures to implement goals and objectives including

evaluation of budget development, evaluation of work papers and correspondence for clarity and timeliness, evaluation of reports provided to the president and vice presidents throughout the budget development process, and a survey of vice presidents and unit administrators on the value of the budget reports.

As a result of evaluations, the budget development process was greatly enhanced during 1998 through the expanded use of technology, financial information was downloaded from the University's mainframe computer to a microcomputer, and complex spreadsheets were linked to record and summarize the 1998-99 unrestricted opening budget (SD 37). The scheduling order of the various processes associated with the annual budget development cycle was also changed to accommodate the availability of critical information more effectively.

### **Office of Internal Audits**

The Office of Internal Audits unit plan (SD 134) includes a purpose statement, goals, objectives, and measurable assessment criteria. A major goal of the office is to maintain the institution's fiscal integrity through independent audits of University functions. Measurable assessment criteria are delineated in the unit plan. Evaluation results are documented in the 1998 Assessment Report which include changes in the supervisor feedback schedule during the course of a review and changes in the tracking system for audit personnel resources.

### **Office of Human Resources**

The Office of Human Resources unit plan (SD 134) includes a purpose statement, goals, objectives, and measurable assessment criteria. The three major goals of the office are (1) to provide professional development and technology training, (2) to develop compensation and benefit plans, and (3) to recruit and promote diversity in the University community. The Office of Human Resources used a survey to measure the effectiveness of its goals, suggesting that evaluation has effected change in the unit. For example, recommendations to upgrade and enhance the compensation and classification system were implemented during 1998. Other changes include position reclassifications, changes in job classification factor weightings, salary increases for lateral transfers, and merit pay for non-exempt staff.

As of July 1, 1998, the Office of Human Resources is no longer responsible for Affirmative Action, Equal Opportunity Employment, and compliance with the Americans with Disability Act. The Affirmative Action Officer has assumed these duties and reports directly to the University president.

### **Office of Information Technology**

The Office of Information Technology unit plan (SD 134) includes planning for the office's six functional support units: academic support, administrative support, telecommunications, technical services, video systems and student telecommunication services (SD 102). The unit plan includes a purpose statement, goals, objectives, and measurable assessment criteria. Three major goals of the office are (1) to ensure that programs are structured to provide students with quality goods and services, (2) to support existing and to develop new technology and training programs, and (3) to provide integration of technology in the workplace.

The unit used three main evaluation methods--student lab surveys, student telecommunication user surveys, and technology training--to effect changes in the unit, including adjustment of lab hours and workshop schedules to accommodate users and the hiring and training of student workers to provide additional support for personal computer users (SD 134). Another significant change is the expansion of the microcomputer acquisition program to provide a short-term lease option and revision of the standard replacement schedule from a five-year to a four-year cycle. In addition, the student telecommunications system was expanded to provide voice, data, and video support to University students.

Beginning in 1999, the Office of Information Technology expanded its planning process by establishing comprehensive unit plans that include a mission statement, goals and objectives, and measurable assessment criteria for each of the six budgetary units within the office.

### **Office of Physical Plant**

The Office of Physical Plant unit plan includes a purpose statement, goals, objectives, and measurable assessment criteria for the primary unit and each budgetary unit (SD 134). The budgetary units include: operations and maintenance, building maintenance, general services, grounds, administration,

building services, engineering, recycling and energy, utilities, transportation, golf course, properties, and environmental health and safety (SD 102). Three of the major goals for the unit are (1) to improve support to departmental programs as necessary to meet the facility needs of University programs; (2) to provide a safe, clean interior and exterior environment; and (3) to provide quality service.

Multiple evaluation methods used by the unit include reports (management, campus safety inspections, governmental agency inspections, campus incidents, motor pool, heating and water plant, worker compensation, training program); records (audits, deferred maintenance); and questionnaires (building supervisor service, and facility supervisor service) (SD 134). An example of an evaluation used to implement change is a Physical Plant survey distributed in 1998 to University personnel that resulted in continuous improvement of the zone maintenance program (SD 134).

### **Office of Fiscal Services**

The Office of Fiscal Services unit plan (SD 134) includes a purpose statement, goals, objectives, and measurable assessment criteria. Budgetary units in fiscal services include accounting and budgetary control, support services, payroll, access card services, University Store, food services, and concessions and vending (SD 102). The major goal of the Office of Fiscal Services is to provide support services that will fulfill the financial, business, and procurement needs of the University community. Evaluation of fiscal services is accomplished through surveys for service satisfaction. In addition, operating results are used to evaluate budgetary units that can be quantified (i.e., financial statements, etc.). Evidence that changes were implemented as a result of evaluations include refining of the registration/fee payment process for students (SD 134).

Beginning in 1999, the Office of Fiscal Services expanded its unit planning process by establishing complete unit plans including a mission statement, goals, objectives, and measurable assessment criteria for each of the seven budgetary units within the office.

### **The Kentucky Folk Art Center**

The Kentucky Folk Art Center unit plan (SD 134) includes a purpose statement, goals, objectives, and measurable assessment criteria. Major goals

are (1) to complete the renovation, relocation, and implementation of Folk Art Center operations at the new facility; (2) to provide educational opportunities, benefits, and programs to the public; and (3) to develop the Kentucky Folk Art Center into a major regional cultural center (SD 134). Examples of evaluation measures used by the Kentucky Folk Art Center include timelines and statistical summaries and internal and external evaluations from scholars, critics, teachers, participants, and the media. Evidence that evaluations were used to implement change include the successful completion of the building and an increase in memberships (SD 134).

### **Division of Student Life**

The purpose of the Division of Student Life is to support and enhance the advancement of learning through programs and services designed to create and maintain a living and learning environment that is safe and enhances the intellectual, emotional, physical, spiritual, cultural, ethical, and social development of all students. The division has established clearly defined goals and objectives that are delineated in the division's unit plan (SD 134).

The Division of Student Life includes the following units: Office of the Dean of Students, Office of Student Activities, Office of Student Development, Office of Admissions and Financial Aid, Office of Intercollegiate Athletics, Office of Student Housing, Office of Public Safety, and Office of Multicultural Student Services (SD 102). As shown in Table 3.2.3, all eight units in the Division of Student Life have plans with a clearly defined purpose statement and goals (SD 134).

**Table 3.2.3 Student Life Unit Plan Inventory**

Unit	Must				Should
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation Procedures developed and implemented for goals	Evaluation results used	Internal/external factors considered in evaluation
Office of the Dean of Students	Yes	Yes	No	No	No
Office of Student Activities	Yes	Yes	Yes	No	Yes
Office of Student Development	Yes	Yes	Yes	Yes	Yes
Office of Admissions and Financial Aid	Yes	Yes	Yes	Yes	Yes
Office of Intercollegiate Athletics	Yes	Yes	Yes	Yes	Yes
Office of Student Housing	Yes	Yes	Yes	Yes	Yes
Office of Public Safety	Yes	Yes	Yes	Yes	Yes
Office of Multicultural Student Services	Yes	Yes	Yes	No	No

### Office of the Dean of Students

The Office of the Dean of Students unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The goals for the Office of the Dean of Students are (1) reviewing and improving the University's policies regarding alcohol education, (2) ensuring appropriate disciplinary response to actions in violation of University policies, (3) reviewing and revising the *Eagle Student Handbook* to ensure that all policies and procedures are current and appropriate, and (4) coordinating programming within residence halls. There is

no information concerning input, approval, evaluation measures, or data collection by the Office of the Dean of Students on file.

### **Office of Student Activities**

The Office of Student Activities unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. Goals include contributing to student satisfaction and retention through programming activities/events for students and providing adequate recreational facilities for students. The office utilizes five evaluation instruments (SD 134), including (1) random surveys of individual activities, (2) constituency day surveys by the Student Government Association (SGA), (3) attendance reports of individual activities, (4) National Association for Campus Activities (NACA) reports on campus activities, and (5) a record of the Association of College Unions - International (ACU-I) recreation tournament participation. The director of student activities, members of the SGA, and the Student Activities Council review the evaluations and use them to schedule future events. However, there is no documentation on file regarding the use of evaluation results. According to the director of student activities, staff, administrators, and students provided input on the unit plan. The director of student activities did not provide information on the approval of the unit plan or whether he received supervisory feedback.

### **Office of Student Development**

The Office of Student Development unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The three goals include (1) providing students with tools to identify their health, behavioral, and lifestyle risk levels in a non-threatening atmosphere through interactive teaching and self-evaluation in student health and student wellness; (2) upgrading student services offered through the counseling and health center; and (3) increasing resources available for new student orientation programs. In a report by the director of student development (SD 134), the following evaluation measures were identified: (1) usage of the Caudill Health Clinic and the University Counseling Center, (2) attendance at health prevention and promotion programming, (3) new student orientation programming, (4) alcohol and other drug education programs, and (5) the CORE survey. Review of the evaluations led to instituting a hepatitis B immunization education and vaccination program; increasing the health clinic

hours of operation; and, guided by the CORE survey, returning to a program of discipline-directed AOD (alcohol and other drug) education sessions. The director of student development did not provide information regarding input and approval of the unit plan or whether she received supervisor feedback.

### **Offices of Admissions and Financial Aid**

The Offices of Admissions and Financial Aid unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The five goals include: (1) providing access to higher education, (2) improving delivery of financial aid, (3) improving knowledge and efficiency of the financial aid staff, (4) recruiting students to meet the University's enrollment goals, and (5) improving communication with prospective students. The assistant vice president for admissions, financial aid, and housing reported (SD 134) that (1) interviews of staff and students led to the reorganization of the Office of Financial Aid into two main areas, counseling and processing; (2) the Office of Financial Aid received a clean audit for the year 1997-98; (3) staff meetings and improved access to information and technology have led to better informed and more efficient personnel; and (4) to reach potential students, recruitment letters have been revised and updated. In addition, the assistant vice president of admissions, financial aid, and housing reported that staff provided input and approval of the unit plan. No information was provided regarding supervisor feedback.

### **Office of Intercollegiate Athletics**

The Office of Intercollegiate Athletics unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. Goals include a commitment to equity, a commitment to program quality, and responsiveness to the needs of the student athlete. The unit plan was developed with input and approval from staff, administrators, and students and received supervisor feedback. Evidence that evaluation effected change in this unit includes:

1. **Equity in Athletics Disclosure Act 1995, 1996, and 1997** (SD 339). This report compiles and compares data of men's and women's programs on participation rates, recruiting expenses, scholarship awards, number of head and assistant coaches and their salaries, facilities, supply and travel budgets, competition schedules, revenue, staff support and operating expenses. As a result of this report, women's soccer was added as a varsity sport.

2. **Student-Athlete Advisory Committee (SAAC).** The Student-Athlete Advisory Committee consists of one student-athlete from every sport. The committee meets twice a semester to discuss student-athlete issues. The SAAC reviews athletic department policies and serves on search committees for athletic department personnel. Change resulting from the work of this committee includes allowing student athletes to stay in their rooms during University breaks.
3. **MSU Athletic *Ad Hoc* Long Range Planning Committee.** This University-wide committee reviewed all athletic programs to determine the best use of reallocated football scholarship dollars. The minutes document all facets of the programs and data studied to develop the Strategic Plan for Intercollegiate Athletics 1996-2001. As a result of the work of this committee, the University changed to non-scholarship football.
4. **Kentucky High School Athletic Association Participation and Sport Sponsorship Report (SD 339).** This report is compiled every three years and lists the sports sponsored and the number of participants by school. Data were reviewed to determine the popularity of sports and possible sports sponsorship at the institution. This report also contributed to the addition of women's soccer as a varsity sport.

### **Office of Student Housing**

The Office of Student Housing unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. Goals include providing increased safety and security in all residence halls and reviewing housing policies and procedures to ensure they are student-oriented. The director of student housing reported (SD 134) that (1) residence hall councils meet weekly with residence hall staff to discuss student concerns, (2) the Residence Hall Association (RHA) surveys residents to determine programming interest, and (3) RHA executive members and advisors emphasize conducting appropriate programming to meet the needs of residential students. The unit used evaluation results to improve living conditions, to provide appropriate programming to fit student needs, and to install alarms and secure non-exit doors of nine residence halls. The director reported that the unit plan was developed with staff input and was approved by faculty, staff, administrators, and students. Supervisor feedback was received at staff meetings.

**Office of Public Safety**

The Office of Public Safety unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The goals include: (1) establishing a career ladder for police officers and dispatchers, (2) replacing the communications and recording equipment, (3) upgrading the police telecommunicator LINK/NCIC computer system, and (4) establishing a minority officer recruitment program linked to the University Affirmative Action Program and academic programs. Based on a report filed by the director of public safety (SD 134), the following evaluations and changes were made:

1. Hazardous duty retirement benefits were recommended by the Planning Committee and funded beginning with the 1999-2000 fiscal year.
2. A new LINK/NCIC computer system was funded.
3. In addition, the Kentucky State Police conducted their biannual audit, resulting in high praise for the operation of the Office of Public Safety.

**Office of Multicultural Student Services**

The Office of Multicultural Student Services unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. The office's seven goals are to (1) establish policies and programs that contribute to a safe campus; (2) emphasize educational programs and services that encourage healthy living; (3) provide programs and services at times and places responsive to evening, commuter, and off-campus students; (4) expand in number and variety diversity workshops and activities for faculty, staff, and students; (5) support opportunities to promote appreciation of racial, ethnic, gender and other differences among people; (6) increase the opportunities for student development in and beyond the classroom; and (7) develop an enhanced communication process to prospective and admitted multicultural students dealing with orientation, early intervention of at-risk students, financial aid, and housing and program offerings. Since the office was established July 1, 1998, evaluation procedures have not yet been conducted.

**Division of University Relations**

During the fall of 1998, the Division of University Advancement was reorganized as the Division of University Relations in response to the administration's desire to focus more heavily on both fund raising and marketing.

The purpose of the newly organized division is to provide a planned and coordinated effort to gain and maintain public understanding and support through effective programs of institutional marketing, external and internal communications, governmental and legislative relations, and community and regional relations. This purpose is supportive of the University's mission to disseminate information about services. Due to reorganization of the division, the Division of University Advancement's five goals will not be evaluated after June 30, 1999.

**Table 3.2.4 University Relations Unit Plan Inventory**

Unit	Must				Should
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation Procedures developed and implemented for goals	Evaluation results used	Internal/external factors considered in evaluation
Office of the Vice President	Yes	Yes	Yes	No	No
Office of Marketing Support	Yes	Yes	Yes	No	No
Office of University Communications	Yes	Yes	Yes	No	No
WMKY Radio	Yes	Yes	Yes	No	No

As shown in Table 3.2.4, the units now part of the Division of University Relations include:

1. The Office of the Vice President for University Relations, which is responsible for legislative and governmental relations at the federal, state, and local levels and for coordination of institutional marketing;
2. The Office of Marketing Support, whose purpose is to support institutional marketing through the creation and production of printed and electronic materials;
3. The Office of University Communications which supervises print and electronic media and the design and content of the institutional web site; and

4. WMKY Radio, which had been moved to the Department of Communications from the former Division of University Advancement, has been returned to the division to support the increased emphasis on marketing throughout the University's service region.

Changes to the division were conceived with input from external and internal entities. External input consisted of various consultants hired to assist the initiation of a major fund raising campaign. Internal factors included retirements that opened the way to restructure the unit to better facilitate University-identified goals. Each office within the Division of University Relations has a unit plan which includes a purpose statement, goals, and measurable assessment criteria. However, evaluation results have not yet been documented.

### Division of the President

As shown in Table 3.2.5, two offices report directly to the president.

**Table 3.2.5 Division of the President Unit Plan Inventory**

Unit	Must				Should
	Establish a clearly defined purpose	Maintain goals which support the purpose	Evaluation procedures developed and implemented for goals	Evaluation results used	Internal/external factors considered in evaluation
Office of Development and Alumni Relations	Yes	Yes	Yes	<b>No</b>	<b>No</b>
Office of Affirmative Action and ADA	Yes	Yes	Yes	Yes	Yes

### Office of Development and Alumni Relations

With a major emphasis on fund raising, the units of alumni relations and development, formerly part of the Division of University Advancement, were transferred to report directly to the president through his or her special assistant. Each functional unit within the Office of Development and Alumni Relations has a

unit plan (SD 134) which includes a purpose statement, goals, and measurable assessment criteria; however, evaluation results have not yet been documented.

### **Office of Affirmative Action/ADA**

The Office of Affirmative Action/ADA unit plan (SD 134) includes a purpose statement, goals, and measurable assessment criteria. Goals include: (1) aggressively recruiting and promoting protected class individuals to advance diversity in the workplace; (2) aggressively recruiting, retaining, and motivating faculty and staff; and (3) maintaining a supportive environment for faculty, staff and students that will allow for discussion and debate of diverse topics. The plan identified a total of twelve evaluation measures that varied from the collection and analysis of related data and service statistics to conducting exit interviews with employees and students.

Recent changes, implemented as a result of assessment data, include the hiring of three African-American faculty, the purchase of specialized computer equipment to provide Internet access for vision-impaired students, and an increase in diversity and frequency of staff development workshop offerings related to the Affirmative Action goals.

***The committee finds that Morehead State University is not in compliance throughout each administrative and educational support unit. While evidence exists within the majority of the administrative and educational support units that effective planning and evaluation processes are in place, some do not document all four of the critical planning steps.***

**Recommendation:** The University must develop comprehensive unit plans to include a purpose statement, goals, objectives, and measurable assessment criteria and must document the use of evaluation results through annual assessment reports for the following administrative educational support units:

- **Office of Institutional Planning, Research, and Effectiveness**
- **Office of Retention**
- **Office of the Dean of Students**
- **Office of Multicultural Student Services**
- **Office of Student Activities**
- **Office of the Vice President for University Relations**
- **Office of Marketing Support**

- **Office of University Communications**
- **WMKY Radio**
- **Office of Development and Alumni Relations**

**Suggestion:** The University should develop procedures to ensure that proper feedback is provided to all units on unit plans.

**Strength:** The committee finds the detailed and comprehensive unit plans in place throughout the Division of Administration and Fiscal Services and the Division of Student Life are to be commended. The divisions serve as examples for:

1. providing evaluation documentation that effected changes in their programs; and
  2. directly relating changes to support the division's objectives by responding to the needs of a diverse student population and to the University's mission as it relates to the enhancement of instruction outside the classroom.
-

### **3.3 INSTITUTIONAL RESEARCH**

**Institutional research must be an integral part of the institution's planning and evaluation process.**

**It must be effective in collecting and analyzing data and disseminating results.**

**An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.**

**Institutions must assign administrative responsibilities for conducting research, allocate adequate resources, and allow access to relevant information.**

**The institutional research process may be centralized or decentralized but should include the following activities: ongoing timely data collection, analysis and dissemination; use of external studies and reports; design and implementation of internal studies related to students, personnel, facilities, equipment, programs, services and fiscal resources; development of data bases suitable for longitudinal studies and statistical analyses; and related activities in support of planning, evaluation and management.**

#### **Introduction**

This section of the report describes the continuing institutional research activities and capabilities of the University. Emphasis is placed on research products that are disseminated university-wide and to all levels. Five basic activities describe institutional research: (1) collecting data about the internal state and performance of the institution; (2) collecting data about the environment of the institution; (3) analyzing and interpreting the collected data; (4) transforming the data analyses and data interpretations into information that supports institutional planning, policy making, and decision making; and (5) obtaining assessments of research products from consumers that will enhance the quality and usefulness of future reports.

Institutional research at the University is centralized in the Office of Institutional Planning, Research, and Effectiveness (OIPRE). However, other data reporting centers within the University and their functions will be discussed as well. Usually, these other centers report routinely collected data in raw form or in simple summaries without substantial interpretation. OIPRE is the central

clearinghouse and repository for most but not all data used to create institutional research reports.

To determine the effectiveness of institutional research, the following sources of information were examined and evaluated: (1) interviews (for example, with the OIPRE director and staff and the current and previous executive vice president for academic affairs); (2) regular and *ad hoc* institutional research reports; (3) surveys conducted by the SACS Steering Committee (including questions that pertain to the use and perceived importance of a sample of sixteen regularly issued and five *ad hoc* research reports); and (4) other information obtained from various data reporting offices.

## **Overview of Institutional Research at Morehead State University**

### **Historical Background**

A centralized institutional research office or function has existed at the University since 1969. Various administrative units have supervised the institutional research function: the vice president for research and development (1969-1977), the president (1977-1985), the director of budgets and information systems (1985-1988), and the vice president for academic affairs (1988-1990). In 1990, the reporting line for the Office of Institutional Research and Evaluation was moved to the president's office. In 1994, responsibility for the unit was assigned to the associate vice president for academic affairs, and the unit was renamed the Office of Institutional Planning, Research and Effectiveness (OIPRE). In 1997, OIPRE began reporting directly to the executive vice president for academic affairs and continues to do so. Since the function of the OIPRE cuts across administrative and academic lines, the OIPRE is an independent support office that compiles data in useful form, serving the needs of on- and off-campus units.

### **Current Organization and Functions within OIPRE**

The Office of Institutional Planning, Research, and Effectiveness is staffed with a director, research assistant, and administrative secretary. The director is responsible for (1) providing primary research and analysis support for the University's strategic planning process and institutional effectiveness model, (2) supervising the initiation and completion of institutional research functions and

activities, and (3) providing data interpretations and projected implications for decision making at a variety of levels. The director reports to the executive vice president for academic affairs (EVPAA). The director also works closely with the University planning and assessment officer for the operational management of the University's planning process and interacts with the president, vice presidents, deans, department chairs, faculty, staff, alumni, external agencies including the Kentucky Council on Postsecondary Education, and other University constituencies.

More specific responsibilities of the OIPRE director include: (1) monitoring official semester enrollment (student headcount, course enrollments, courses taught) and degrees conferred; (2) preparation and maintenance of annual IPEDS faculty and staff data files; (3) preparing, directing, or coordinating annual federally mandated IPEDS (Integrated Postsecondary Education Data System) reports such as institutional characteristics, enrollment, finance, library, salaries, and fringe benefits of full-time instructional faculty, staff, degree completions, graduation rates, NCAA Supplement to the Graduation Rates Survey, SACS Institutional Profile, *Nutshell*, and other selected surveys/reports; (4) supervising and directing the publication of University planning documents; (5) directing and coordinating the annual *University Profile* and other regular reports; (6) supervising the preparation of the University Affirmative Action Plan (Volume II); (7) *ad hoc* data reporting and interpretation on demand; (8) serving as the University's comprehensive-data-base representative to the Council on Postsecondary Education; (9) responding to high priority, short notice requests for information and analysis for the president and vice presidents and state, regional, and federal agencies; (10) completing regular evaluations of all OIPRE functions; and (11) performing other duties as assigned by the EVPAA (SD 460).

The research assistant is responsible for preparing Volume II of the annual Affirmative Action plan, maintaining or assisting in the maintenance of related data bases and assisting with the generation of selected analyses and reports. The research assistant reports to the OIPRE director and interacts with personnel from information technology, human resources, academic affairs, budgets and management information, and other University staff.

More specific responsibilities of the OIPRE research assistant include: (1) maintaining the EEO personnel file data base on the mainframe; (2) assisting with verification of fiscal year EEO personnel items by coordinating data flow between academic affairs, budgets and management information, human

resources, and OIPRE; (3) preparing the annual Workforce Analysis, Availability Analysis, Job Category, Utilization and Adverse Impact Analysis for Volume II of the Affirmative Action Plan; (4) coordinating the annual review of each analysis with the Affirmative Action officer and the OIPRE director; (5) writing or modifying SAS programs for mainframe analysis of institutional data to generate standard office reports; and (6) performing other duties assigned by the OIPRE director.

Both the director and the research assistant write and modify SAS programs for mainframe analysis of institutional data and maintain current databases of enrollment, degrees, and faculty/staff employment information for reporting purposes.

Reporting to the OIPRE director, the administrative secretary assists in preparing research reports and office correspondence, supervises workstudy students assigned to the office, and facilitates daily activities of the OIPRE staff. Other duties also include maintaining the website home page for OIPRE, which includes updating the *University Profile* and current semester *Nutshell* on the web, maintaining the institutional data displayed in common data set format, maintaining selected historical trends tables, designing site appearance, and adding appropriate links to other University web sites. The OIPRE administrative secretary also serves as secretary for the University Planning Committee.

### **Analysis of OIPRE Research Reporting Activities**

OIPRE has two primary institutional research reporting activities. For the fall and spring semesters of each academic year, the office publishes a statistical summary sheet, entitled "Morehead State University...In a Nutshell." At the close of each academic year, the office publishes the *Profile* (SD 132), the University's main institutional research reference document. The OIPRE is occupied throughout the year responding to requests for information from various consumer groups. Using the office's work log, it is possible to gain an understanding of this important activity. The OIPRE work log documents the frequency of requests for institutional data, the origin of each request, and the response time.

Figure 3.3.1 displays the frequency of requests that were received by the OIPRE from January 1997 through September 1998. The monthly average was 9.1 requests with a standard deviation of 6.7. The extremely high number of requests in July 1998 occurred because of SACS self-study subcommittees requesting documents and information.

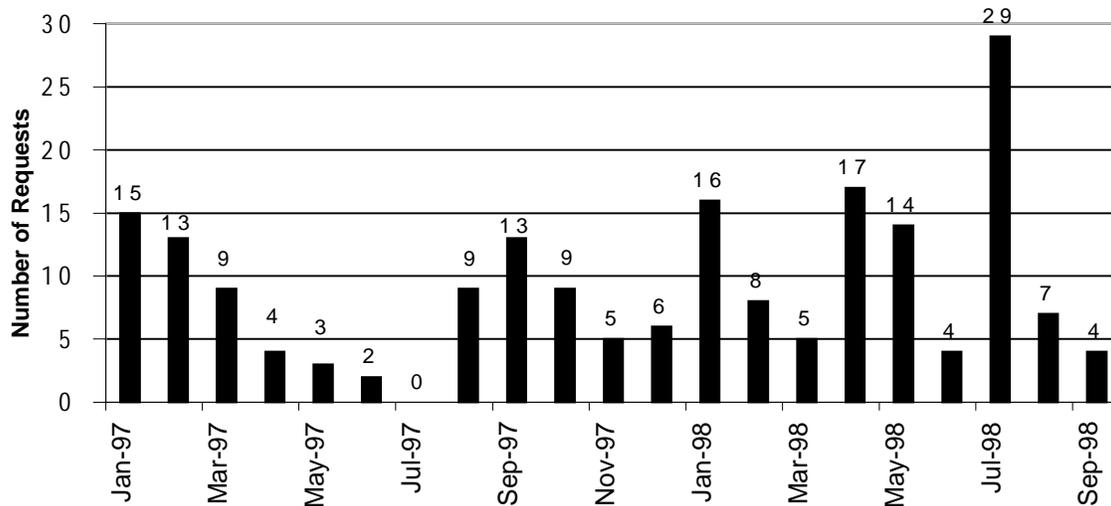
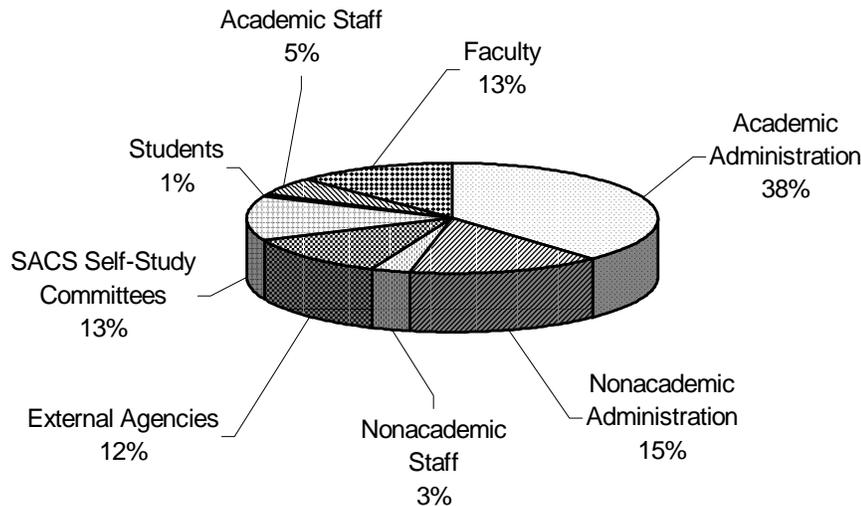
**Figure 3.3.1 OIPRE: Frequency of Institutional Data Requests**

Figure 3.3.2 shows the origin of requests for institutional research information. Eighty-eight percent of the requests came from persons and offices within the University, and twelve percent of the requests were issued from external agencies, such as the NCAA and College Board. Requests from within the University were broadly categorized by three types: academic, nonacademic, and SACS self-study committees. The latter category is appropriate because it would not normally be a type of request originator. Three times as many requests for information were issued from academic as from nonacademic sources. Finally, within the academic sources, administration is the most common origin of requests, followed by faculty, staff, and students. Academic administrators request information twice as often as faculty, staff, and students combined. On the nonacademic side, direct requests from administrators occur five times more frequently than staff requests.

**Figure 3.3.2 Institution Research Request Origin  
[January 1997-September 1998]**



The OIPRE work log also contains information about the response time for requests. Due to missing or ambiguous data, an analysis was performed on 179 of the 192 requests logged from January 1997 through September 1998. Response time was calculated in working days (i.e., eliminating weekends). A response made on the same day as the request or on the following day was counted as one day. The results of this analysis are as follows:

The average number of working days for a response was 7.5, with the response time ranging from one working day to ninety working days (one case only). Twenty-five percent of the requests received responses the same or the following day. Fifty percent of the requests received response within two working days or less, and eighty percent of the responses required ten or fewer working days. Although it is impossible to draw a precise conclusion from the brief data in the work log, it appears that requests which took an uncharacteristically long response time were either large projects and/or projects with a long lead time.

### **Evaluation of OIPRE Functions and Products**

The sections that follow discuss each of the formal and informal avenues for the evaluation of OIPRE.

### **Formal Evaluation Procedures**

The OIPRE director is evaluated annually through an administrator evaluation form distributed by the Office of Human Resources. Evaluation results are forwarded by human resources to the EVPAA. The campus personnel who have been involved in the evaluation have varied over the years. At one time, faculty were included in the evaluation process, but the OIPRE director's functions were not widely understood by faculty. Eventually, the evaluation process was targeted on a smaller group of personnel who normally receive the annual *Profile* (department chairs, unit heads, and higher level administrators). A *Profile* survey is sent out each year to all *Profile* users to obtain an evaluation of this report. Over the past years, data included in the *Profile* have been expanded, deleted, and modified in direct response to the survey results.

According to the OIPRE director, the office's lack of visibility across campus is a problem for having information evaluated. To address this problem, surveys of administrators, faculty, and professional staff will be carried out in the 1998-99 academic year. The objective will be to learn the perceptions of these groups regarding what the office does and what it could do better. Expanded access to the *Profile* has been accomplished by publishing it on the University's web page.

### **Informal Feedback**

As mentioned above, informal feedback is also important for the OIPRE to improve its effectiveness. Following is a case study of informal feedback related to data contained in the 1996 *Profile*.

The chair of the Art Department noticed that in the 1996 *Profile* section on average class size by department, the average graduate class size in the art department was only two students. He realized that this figure did not take into account the fact that upper division undergraduate and graduate art classes are pyramided together. Thinking that a viewer might misconstrue art faculty teaching loads and actual class sizes, the chair shared his concern with the OIPRE director. The director agreed that the way in which the data had been presented misrepresented enrollment levels in art courses. She acted by not including specific average graduate class size data in the 1997 *Profile*. Information about the number of graduate classes and graduate class

enrollments is still provided, however. This modification eliminated the highlighting of average graduate class size and reduced the potential inaccurate interpretation of enrollment data related to the Art Department.

### **Peer Review**

During the fall of 1999, the OIPRE participated in a peer review exercise conducted by the director of institutional research at Northern Kentucky University. The peer review included a site visit, review of documents provided in advance of the visit, review of material available on OIPRE's web pages, and interviews with the OIPRE director and campus administrators. Observations, documented in the peer review report, support the suggestions and strengths identified in this report (SD 473).

### **Other Centers of Institutional Data Collection and Dissemination**

Although the Office of Institutional Planning, Research, and Effectiveness has primary responsibility for conducting institutional research at MSU, other offices collect and disseminate institutional data and work closely with the OIPRE for support of data collection and analysis. This section provides an overview of the more prominent of these offices. It should be understood, however, that any unit within the University that produces an assessment report and unit plan creates information that is potential grist for institutional research. In addition, standing and *ad hoc* committees produce reports, minutes, and correspondence.

The Office of Budgets and Management Information provides relevant management information to administrators and external constituents. The budget office prepares an annual institutional financial summary. In addition, the office researches various issues at the request of the president and vice presidents. The budget office has prepared analyses of the following issues: staffing levels, enrollment, tuition revenue, and projected costs or benefits of reorganization. Working closely with the president's *ad hoc* committee on faculty compensation and the OIPRE, the budget office has provided a broad analysis of data with respect to faculty salaries within the institution and at comparable institutions.

The Office of the Registrar maintains a comprehensive current database of students that includes such items as name, class and academic program enrollments; student grades; majors and minors; student advisors; degrees awarded; and housing utilization. These data are reported to the Council on

Postsecondary Education and retrieved electronically by the OIPRE for development of the annual *Profile*, the semiannual “In a Nutshell,” and other reports. On request, the registrar also provides current data to the president, vice presidents, deans, department chairs, faculty and others.

The Office of Physical Plant maintains a current facilities report that includes facility statistics, construction projects, and repair and replacement needs. It processes reports on maintenance work orders, facility equipment inventory, vehicle usage, and real property inventory. Inspection reports on the University’s power plant, water plant, facility elevators, and general facility safety are kept on file along with facility blueprints and construction records in the Office of Physical Plant. The Office of Physical Plant also maintains the comprehensive database of building and room usage for the Council on Postsecondary Education. This council data is also used in developing many of the annual OIPRE reports.

#### **Description and Analysis of Selected Institutional Research Reports**

To summarize the institutional research process at MSU, a sample of twenty-one research report documents were studied. These documents were categorized as “regular research reports” and “*ad hoc* reports.” Table 3.3.1 provides summary information for the sixteen regular research reports, while Table 3.3.2 provides similar information for the five *ad hoc* research reports in the sample.

**Table 3.3.1 Regular Research Reports**

<b>Title of Report</b>	<b>Source</b>	<b>Date</b>	<b>Distribution</b>	<b>Summary of Contents</b>
Memo on Graduation Rates	University Planning & Assessment Officer (extracted from CPE report)	September (each year)	President and vice presidents	Graduation and persistence rates compared with those of other state institutions of postsecondary education in Kentucky.
MSU Accountability Report	CPE	September (each year)	President, vice presidents, Board of Regents, deans, chairs and directors	15 measurements of performances of state universities, community and technical colleges. Graduation and persistent rates.
MSU University Plan	University Planning Committee	Last approved 1996 Done every five years	Board of Regents, president, vice presidents, deans, chairs, directors – budget unit heads	The identification of MSU purpose statement, goals and objectives.
Unit Plan	Each budgetary unit. A part of University assessment plan	Annually reviewed, updated and rewritten in the Fall semester	Upline to chairs, department heads and vice presidents	The purpose statement, goals and objectives of the unit as well as the assessment process used to measure progress toward objectives that support goals, etc., of the University.
Student Opinion Survey	Part of accountability report	September (each year)	President, vice presidents, Board of Regents, deans, chairs and directors	Five question survey mandated by the state that broadly measures student satisfaction with their educational experience.
University Assessment Plan	University Planning Committee	Annually reviewed, updated and rewritten in the fall semester	Vice presidents, deans, chairs and directors	Purpose, goals, and objectives of the University as well as the assessment process used to measure progress towards university objectives, purpose, and goals.
Excellence Trust Fund Report	Institute for Regional Analysis and Public Policy	2000	Board of Regents, president, vice presidents, deans, and selected directors	Annual report on progress of program of distinction and other information yet to be determined by CPE.
Annual Report to the President on Strategic Activities	University Planning Committee	January (each year)	President and vice presidents	Prioritization of strategic activities submitted by the five divisions of the University.
ACT Assessment COMP	Coordinated by Testing Center	Comparison given throughout year. Report finalized in June (each year)	Executive vice president of academic affairs, deans, chairs, Faculty Senate, associate and assistant vice presidents	Shows results of MSU student scores on ACT COMP in comparison with other benchmark institutions.

Title of Report	Source	Date	Distribution	Summary of Contents
MSU Affirmative Action Plan	OIPRE	July (each year)	Board of Regents, president, vice presidents, deans, directors, department chairs, library	The narrative covers the equal opportunity and Affirmative Action plan of MSU. Identifies problem areas and complies with Federal Executive Order 11246.
Faculty Senate "Faculty Satisfaction Survey"	Faculty Senate	Each Spring	Faculty Senate and faculty	A survey of faculty satisfaction regarding the president, vice presidents, quality of academics and faculty salaries.
Mid-year Report on Institutional Planning, Research and Effectiveness	Individual units	Annually in Nov/Dec	Upline supervisor and planning office	Not yet mandated. Mid-year look at seeing if on target to meet goals and objectives.
MSU Profile	OIPRE	Annually	Vice presidents, deans, Faculty Senate, select directors	Enrollment and degrees awarded by program, salary comparisons with benchmark institutions and financial data.
MSU Nutshell	OIPRE	Each fall and spring semester	Vice presidents, deans, Faculty Senate, select directors	Summary of enrollments and degrees awarded during most recent semester
Alumni Survey	Alumni Relations	Spring – every four years	Vice presidents, deans and select offices. Published in a directory that was sold to alumni.	Survey alumni for job classifications, job changes, children, degrees from other institutions, e-mail addresses, and average household income, etc.
ACT Academic Advising Survey	Associate Dean for Academic Support Services and Extended Campus Centers	Every 3 years	Vice presidents, deans and department chairs	Contains analysis of survey results, historical analysis and trends in satisfaction of the advising system. Comparison of departments, graduate and undergraduate, extended campuses and distance learning, and includes recommendations.

**Table 3.3.2 Ad Hoc Research Reports**

Title of Report	Source	Date	Distribution	Summary of Contents
1995-96 Full-Time Faculty Report comparing MSU faculty with HERI National Norms	Facilitated by OIPRE, compiled and published by HERI at UCLA	February 1998	Executive vice president and associate vice president for academic affairs	Overview and comparison of MSU faculty to national norms in areas such as academic ranking, degrees earned, attitudes, political ideals, job satisfaction, etc.
Job Title Comparison Report	OIPRE	December 1997	Affirmative Action officer, human resources	Job title comparison among state postsecondary education institutions by EEO categories.
Mercer Report	William M. Mercer, Inc., facilitated by the Office of Human Resources	May 1998	Library, vice president for administration and fiscal services, human resources	Recommendation and analysis of current job classifications plan, compensation plan, and staff performance management system.
Employment and population information for the MSU service region	OIPRE	March 1996	Affirmative Action officer, human resources director, library	Tabulation of age, sex, race and occupational census information for people in MSU service region. Information compiled from 1990 Census of Population and Housing and 1990 Equal Employment File.
NCAA Self Study	Athletics Certification Steering Committee	December 1998	Full report to president and vice presidents. Summaries to Board of Regents, deans, directors, chairs, NCAA and OVC.	Institutional report on compliance with NCAA operating principles.

In order to determine how these research reports are distributed, whether they are used in decision making, and what importance is attributed to them, a data collection table was attached to the SACS Administrator Survey (SD 478). The data collected from the table were statistically tabulated as shown in Table 3.3.3.

Thirty-three of the thirty-eight administrators who completed the SACS Administrator Survey questionnaire also filled out the data collection table. The second column in Table 3.3.3 shows the response rate for questions about respondents' knowledge and use of each document. Respondents were less willing to rate each document's importance. Twelve of the documents were rated for importance by fewer than twenty-five administrators, while only two documents were rated by thirty or more administrators. This apparent reluctance to rate the documents by importance is due to the high number of respondents who were not familiar with some documents.

**Table 3.3.3 Response of Administrators on Use and Importance of Research Report Documents**

Document	N	Don't Know About (percent)	Received/ Reviewed (percent)	Used in Decision Making (percent)	N	Mean Importance Score (0=none to 4=very)
MSU Strategic Plan ( R )	32	3.1%	37.5%	59.4%	30	2.87
Unit Plans ( R )	31	12.9%	32.3%	54.8%	29	2.90
Previous Strategic Plan and associated documents ( R )	33	6.1%	39.4%	54.5%	32	2.47
MSU Profile ( R )	32	3.1%	56.3%	40.6%	29	2.79
Annual Report to the President on Strategic Activities ( R )	32	3.1%	56.3%	40.6%	29	2.41
MSU Accountability Reports / Consolidated Accountability Report (R)	31	38.7%	25.8%	35.5%	24	2.21
Student Opinion Survey ( R )	31	48.4%	22.6%	29.0%	23	2.22
MSU Nutshell ( R )	31	6.5%	67.7%	25.8%	29	2.34
Memo on graduation rates ( R )	31	16.1%	58.1%	25.8%	26	2.23
MSU Affirmative Action Plan ( R )	33	24.2%	51.5%	24.2%	29	2.72
University Assessment Plan ( R )	31	45.2%	32.3%	22.6%	24	2.08
Alumni Survey ( R )	32	50.0%	31.3%	18.8%	22	2.27
Advising Survey ( R )	32	78.1%	3.1%	18.8%	18	1.61
ACT Assessment Comp ( R )	30	63.3%	20.0%	16.7%	20	1.30
Salary reports comparing MSU faculty with benchmarks and/or national norms (A)	32	46.9%	37.5%	15.6%	21	2.43
Distance Learning Survey ( R )	32	71.9%	12.5%	15.6%	17	1.65
Employment and population information for MSU service region ( A )	32	62.5%	25.0%	12.5%	17	2.29
Faculty Senate "Faculty Satisfaction Survey" ( R )	32	56.3%	28.1%	12.5%	24	1.58
Mercer Report ( A )	32	50.0%	40.6%	9.4%	25	1.48
NCAA Self Study Report ( A )	30	63.3%	33.3%	3.3%	23	1.00
Job Title Comparison Report ( A )	32	68.8%	31.3%	0.0%	21	1.43

(SD 478)

**Note: (R) = Regular Report, (A) = Ad hoc report. Row percentages sum to 100 percent.**

The documents shown in Table 3.3.3 have been ordered first by their “used in decision making” percentages and second by their mean importance scores. It appears from the table that regular research reports are more familiar to administrators and more likely to be received and reviewed, used in decision making, and perceived as more important than *ad hoc* research reports.

A report’s likelihood to be “used in decision making” also seems to be associated with its mean importance score. The noteworthy exceptions to these generalizations are “salary reports comparing MSU faculty with benchmarks and/or national norms” and “employment and population information for MSU service region.” These two *ad hoc* reports are often less familiar and less applied to decision making by administrators, yet their importance is rated high. This might indicate that reports such as these should be more widely distributed. The documents rated highest in importance are the MSU Strategic Plan and the unit plans, followed closely by the annual *Profile*.

Several documents are noteworthy for their low use and rated importance by administrators, such as the Advising Survey, the ACT Assessment Comp, and the Faculty Satisfaction Survey. Here the results may have been influenced by the fact that the sample of administrators who returned the data collection table included those in nonacademic as well as academic positions. The *ad hoc* Mercer Report—which focuses on staff classifications, performance assessment, and salaries—is also little used and rated near the bottom in importance. A possible reason for this result is that this document has less utility and importance for academic than for nonacademic administrators.

### **Conclusion**

The self-study findings indicate that the Office of Institutional Planning, Research, and Effectiveness works closely with the University planning officer, the University Planning Committee, the president and vice presidents, unit administrators, faculty, and staff to provide accurate and useful research information for purposes of planning, evaluation, and decision making.

Through regular reports, especially the *Profile* and “In a Nutshell” as well as by responding to *ad hoc* requests for information, the OIPRE effectively collects, analyzes, and disseminates a substantial amount of institutional information. Other centers of data collection routinely carry out similar, if less comprehensive functions which aid in the decision-making processes of the University.

Study results indicate formal surveys and informal feedback are routinely used to improve the quality and usefulness of the information. In addition, the University regularly evaluates the job performance of its employees who are engaged in producing institutional research. This multiple approach to evaluation has led to improvements in how institutional research is conducted as well as in the quality and timeliness of research products.

The resources of the OIPRE both in personnel and facilities appear adequate. The results of institutional research are widely available through annual *Profile* and semi-annual "In a Nutshell" reports. Other institutional research reports are kept at the OIPRE where they are available to consumers. Study results conclude that all phases of a quality institutional research process are taking place.

***The committee finds that Morehead State University is in compliance.***

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## SECTION IV. EDUCATIONAL PROGRAM

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## **IV. EDUCATIONAL PROGRAM**

### **4.1 GENERAL REQUIREMENTS OF THE EDUCATIONAL PROGRAM**

**All aspects of the educational program must be clearly related to the purpose of the institution.**

Morehead State University offers seventy-two undergraduate, ten pre-professional, and twenty-four graduate degree programs. In addition, the University offers non-degree continuing education programs through the Office of Continuing Education. The University's mission statement (SD 261) clearly defines how the educational programs are directly related to the purpose of the institution. The mission statement explicitly states:

#### **Degree Levels**

The University shall offer selected baccalaureate degree programs and selected associate degree programs to meet the educational, economic, and cultural needs of the region. Subject to demonstrated need, selected master's degree programs as well as specialist programs in education shall be offered.

#### **Strategic Directions / Program Priorities**

Recognizing the uniqueness of its service region, the University shall stress teacher-education preparation programs. Based on consistent needs and on the academic strengths of Morehead State University, academic priorities in addition to programs in the traditional collegiate and liberal studies areas shall include business, nursing and allied health sciences, and fine arts. These strategic priorities translate into a core of liberal arts baccalaureate degree programs, in addition to degree program priorities at the associate [A], baccalaureate [B], master's [M], and education specialist [S] levels that may include the following:-- [relevant categories from the Classification of Instruction Programs by level are included in brackets]—education [B, M, S – 13]; communications [M – 09]; English and literature [B, M – 23]; biological sciences [M – 26]; psychology [M – 42]; social sciences [B, M – 45]; business [A, B, - 52]; nursing and allied health sciences [A, B, M – 51]; fine arts [B, M – 50].

**Service and Research Functions**

The University shall create centers to facilitate applied research, organized public service, and continuing education directly related to the needs of business, industry, and the local schools in the primary service region.

The academic program reviews (SD 90) and academic unit plans (SD 134) clearly define how each degree program is related to the University's mission.

***The committee finds that Morehead State University is in compliance.***

---

**The University must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.**

Morehead State University has a very competent faculty (see section 4.8), more than adequate library/learning resources (see section 5.1), appropriate computer resources (see section 5.3), instructional materials/equipment (see section 5.2), and excellent physical facilities (see section 6.4).

***The committee finds that Morehead State University is in compliance.***

---

**The student enrollment and financial resources of an institution must be sufficient to support an effective educational program.**

A total of 8,263 students enrolled at the University in the fall of 1998, an increase from 8,208 students in fall 1997 (SD 132). The number of first-time freshman students was 1,372 in fall 1998, an increase from 1,225 in fall 1997. Table 4.1 presents the undergraduate, graduate, and total enrollments for the last five years.

**Table 4.1 Undergraduate, Graduate, and Total Enrollments  
Fall 1994 to Fall 1998**

<b>Year</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
1994	7,049	1,648	8,697
1995	6,869	1,594	8,454
1996	6,823	1,521	8,344
1997	6,683	1,525	8,208
1998	6,701	1,562	8,263

The enrollment and financial resources (see section 6.3) of Morehead State University are sufficient to support an effective educational program.

***The committee finds that Morehead State University is in compliance.***

---

**In addition, the institution must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.**

Morehead State University has a history of providing quality programs and courses at locations in the service region which include three extended campus centers. The University has also delivered courses through correspondence programs and telecourses. In recent years, the University has initiated degree programs and courses via compressed video and the Internet (see section 4.5). These programs are equivalent to the traditional on-campus programs (see sections 4.2, 4.3, 4.5, and 4.8).

***The committee finds that Morehead State University is in compliance.***

---

## 4.2 UNDERGRADUATE PROGRAM

### 4.2.1 Undergraduate Admission

**General admission policies must be established by the governing board on recommendation of the administration.**

**The board is responsible for deciding the size and character of the student body.**

The primary population from which the University solicits and receives applications for admission is defined in the MSU mission statement as northeastern Kentucky. MSU also invites applications from all qualified citizens of Kentucky, the U.S., and foreign countries. The bylaws of the Board of Regents list among the “general powers and duties conferred upon the Board of Regents” the “promotion of the mission and goals of the University” (SD 364:3). Both the Board of Regents and the Kentucky Council on Postsecondary Education approved Morehead State University’s mission statement. The mission statement (SD 261) includes the following statement regarding “Institutional Admission Standards”:

Morehead State University shall admit students to the institution under selective admission standards that exceed the minimum guidelines established by the Council on Postsecondary Education, with only limited exceptions. Institutional guidelines shall be consistent with the system-wide policy for admitting underprepared students, including the removal of academic deficiencies within a specified timeframe. Through this approach, the University seeks to provide both broad access and high-quality programs. (SD 257:7)

The institution has a broad view of its role in providing education and service to the region. Historically, the college attendance rate within the University’s service region has been very low compared to the rest of the nation. Recognizing the economic, cultural, and educational needs of the population and demographic make-up of eastern Kentucky, the University makes an effort to identify potential students from non-traditional segments of the population and acquaint them with the resources of the University and the economic and personal advantages of higher education.

***The committee finds that Morehead State University is in compliance.***

---

**Implementation of specific admissions policies, however, is the responsibility of the administration and faculty of the institution.**

**The unit responsible for administering the policies must be clearly identified.**

The Office of Admissions administers University admission policies. Personnel in the admissions office, working with the Academic Policies Committee of the Faculty Senate, have developed the University's admission procedures. The admissions office publishes the University's admission procedures and policies and communicates and interprets them to all academic units.

The Office of Admissions requires documentation that applicants have met all admissions requirements. The admissions office maintains a file on each applicant for admission and transfers that file to the registrar's office upon the student's enrollment. Information required in the student file includes ACT scores (SAT or CPP scores may be substituted), CLEP scores, letters of reference, high school transcripts, GED scores, pre-college curriculum forms, official college transcripts for transfer students, and any other available documentation of the student's interests and capabilities.

***The committee finds that Morehead State University is in compliance.***

---

**In those institutions in which various subdivisions maintain separate admission requirements, there must be institution-wide coordination of all admission policies and procedures.**

The admissions office is responsible for formally admitting students to the University and for interpreting admission policies and coordinating policies and procedures across the University. Personnel from the Office of Admissions maintain a close working relationship with program representatives in those departments and programs with special admission requirements above and

beyond University admission requirements. Admission requirements to specific academic programs vary. Academic programs may set higher minimum high school or college grade-point average, higher minimum ACT scores, or successful completion of specified course work. Separate admission requirements for individual programs must be approved at the department level and by the college- and university-level undergraduate curriculum committees.

All admission policies and requirements are published in the undergraduate catalog. The catalog outlines application procedures and describes the various categories of admission status. The University routinely distributes the catalog to high school counselors in Kentucky and to many school districts in bordering states, and the catalog is available on request to any prospective students. The *MSU Viewbook*, a publication which the Office of Admissions uses in its recruiting efforts, also describes admission policies and procedures. In addition, the application for admission describes the online application procedure through the MSU Office of Admissions web page; the Office of Admissions processes the electronic application and requests the information needed to determine the student's admission status (i.e., transcript, test scores).

In all its recruiting activities, the University follows the policies and ethical guidelines of both the National Association of College Admission Counselors (NACAC) and the American Association of College Registrars and Admission Officers (AACRAO). The Office of Admissions maintains a staff of admission counselors whose primary function is to travel, primarily within the University's service region, to meet with prospective students. Admission counselors develop and maintain contact with high school counselors and administrators. Admission counselors and other University representatives, including faculty members from various academic programs, participate in special events such as college days, college nights, career days, and on-campus open houses at area high schools and community colleges.

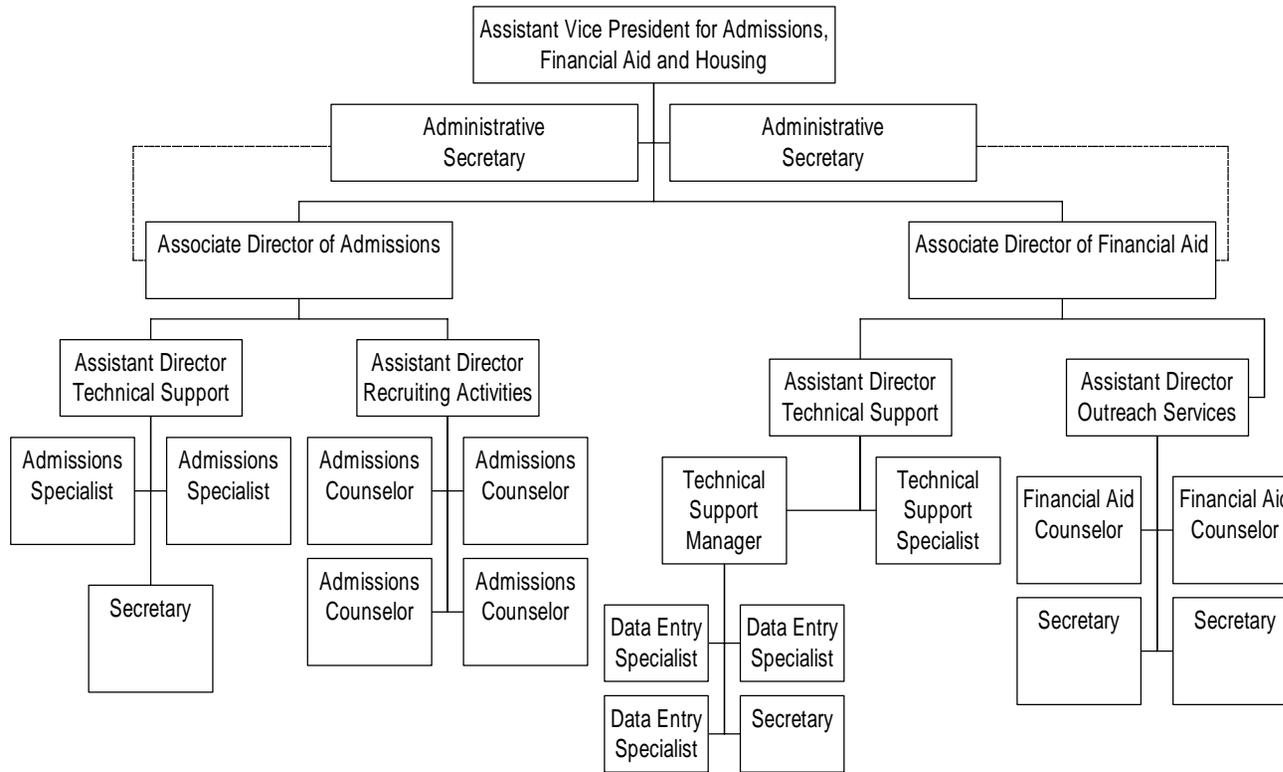
The Office of Admissions in recent years has experienced a high employee turnover rate and several shifts in organization. The demands of the day-to-day operation of the Office of Admissions could impact the staff's commitment to recruitment. The recent reorganization appears to aim for stronger coordination between the units of admissions and financial aid (see Figure 4.2.1 Organizational Chart).

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should continue to monitor closely the operation of the Offices of Admissions and Financial Aid in the coming months to ensure that the current organizational structure proves effective.**

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**Figure 4.2.1 Admissions and Financial Aid Organizational Chart**



**Admission policies must be consistent with the educational purposes of the institution.**

All admission policies relate directly to the mission and purpose statements of the University. The University has developed these policies within the framework of the Kentucky Council on Postsecondary Education guidelines for promoting postsecondary education within the state. Because the Commonwealth of Kentucky has traditionally made access to regional universities a right of all citizens, the University makes every effort to provide a policy of relatively open enrollment. The University offers a number of alternative admission categories such as provisional, conditional, special student (not working toward a degree), audit, etc.

***The committee finds that Morehead State University is in compliance.***

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**They [admission policies] must include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution.**

For unconditional admission to MSU as an entering freshman, a student must be a graduate of an accredited high school (or have a GED) and have completed the pre-college curriculum requirements established by the Kentucky Council on Postsecondary Education. In addition, the student must provide official ACT, SAT, or CPP-II results and have a minimum score of 400 on the admission index. In the case of applicants who do not automatically qualify for unconditional admission, admission decisions may also be based upon letters of reference and additional documentation of the student's interests and capabilities.

The admission index is a numerical score determined as follows:

1. The student's high school GPA (on a 4.0 scale) is computed and multiplied by 100;
2. The student's composite score on the ACT examination is multiplied by ten;
3. The sum of these two numbers represents the student's admission index score.

***The committee finds that Morehead State University is in compliance.***

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**An institution admitting students with deficiencies in their preparation for collegiate study must offer appropriate developmental or remedial support to assist these students.**

A student who does not gain unconditional admission but has an admission index of at least 350 and an ACT composite score of at least fourteen may qualify for admission as a “provisional” student. Provisional students must take specified developmental classes. Personnel in the Academic Services Center serve as academic advisors for provisional students. The provisional student meets regularly with an assigned advisor who assists in course selection and counsels the student in the best use of the facilities of the Academic Services Center (tutoring, study skills training, etc.). Students admitted provisionally must show potential and demonstrate academic progress to achieve transfer to unconditional status.

Students with an admission index of 400 or above who do not meet the Kentucky pre-college curriculum requirements may be admitted “conditionally” but must take specified courses to remove deficiencies.

***The committee finds that Morehead State University is in compliance.***

---

**Each institution must regularly evaluate its admission policies.**

**It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution.**

The assistant vice president for admissions, financial aid, and housing and admission staff members evaluate admission policies, activities, and materials through an ongoing internal review process. The Academic Policies Committee of the Faculty Senate has the charge to “make studies, advise the Faculty Senate, and recommend action on matters concerning academic standards and instructional competency,” including admission policies, standards, and projections. Currently a number of other committees review and implement

various admission policies, activities, and materials (e.g., residency and provisional policies are handled by different committees).

The 1988-1990 SACS self-study report recommended that the Faculty Senate “be asked to study the need for a committee on admission” (SD 462:66). The Faculty Senate did complete such a study and recommended the establishment of such a committee. The senate asked the administration to establish a University standing committee on undergraduate admission in 1988 and again in 1989. In the MSU Response to the 1988-1990 SACS Self-Study Report, the administration rejected their proposal, indicating “that the Undergraduate Curriculum Committee would be temporarily reviewing admission standards for the University, and a new committee would not be formed at this time” (SD 463:4). The Faculty Senate was to resubmit the proposal if they still felt a need existed after the University completed a review of standing University committees then in existence. In 1992-1993, the Faculty Senate examined the University standing committee structure and recommended a reduction of the total number of committees by combining some responsibilities of two or more committees. This system was implemented by the administration and is in place currently. Nearly thirty University standing committees were reduced to approximately twenty. During this examination, the Faculty Senate did not recommend establishing a committee on admission but, rather, recommended having these responsibilities managed by other existing committees, namely the Academic Standards and Appeals Committee, the Teacher Education Committee, and the Undergraduate Curriculum Committee.

***The committee finds that Morehead State University is in compliance.***

---

**To be admitted to degree programs, applicants must show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution.**

To be admitted unconditionally to a program leading to the baccalaureate degree, a prospective student must submit to the admissions office a final high school transcript following graduation and a pre-college curriculum form completed by the high school counselor verifying that the student has completed a high school program which meets the pre-college curriculum requirements

established by the Kentucky Council on Postsecondary Education. The University accepts a GED *in lieu* of a high school diploma, and the Office of Admissions extrapolates a GPA from the student's scores on the GED exam. Applicants holding a GED need not meet the pre-college curriculum requirements.

Applicants for admission to associate degree programs must also submit a final high school transcript (or its equivalent) but need not meet the pre-college curriculum requirements. Admission is also possible for certain high school students who wish to take college courses before high school graduation. Such admission requires a letter of recommendation from the high school counselor as well as other admission materials.

***The committee finds that Morehead State University is in compliance.***

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**Each institution must assess and justify the appropriateness of experiences offered in lieu of a high school diploma.**

Very few applicants for admission do not have either a high school diploma or the GED equivalency certificate. Most of these fall into one of two categories: (1) students presently in high school who wish to take a college course, or (2) special students who wish to take a course primarily for its content as opposed to using the credit toward a degree. In such cases, the admissions office assesses student qualifications in accordance with student goals and the potential for success as indicated by other measures, often in consultation with faculty from the program or courses involved. If the admissions staff decide that the student is eligible to enroll in the course, they can grant admission status other than unconditional. High school students and special (i.e., non-degree seeking) students permitted to enroll may later petition to use a course toward a degree program; at that point the policies related to unconditional admission apply.

***The committee finds that Morehead State University is in compliance.***

---

**Procedures established for implementation of institutional admission policies must be followed in the admission of all students.**

**The institution must provide evidence that it selects students whose interests and capabilities are consistent with the admission policies.**

Since the last SACS review of 1988-1990, the University has increased the requirements for unconditional admission: from an admission index of 360 in 1990-1991, to an admission index of 380 in 1991-1992, and finally to an admission index of 400 in 1992 (SD 257). The University adheres to its published admission policies and applies criteria for unconditional admission consistently and fairly. The University's mission, the region it serves, and the Kentucky Council of Postsecondary Education's guidelines regarding exceptions to requirements for unconditional admission justify a liberal admission policy.

Motivated students who qualify for unconditional admission have a good chance of achieving academic success at the University. Obviously, by admitting students provisionally or conditionally, the University is at the outset identifying these students as "at risk," and this population predictably does not on average achieve academic success at the same rate as students qualifying for unconditional admission.

Per the revised admission policies, students with deficiencies who would once have been admitted unconditionally are now alerted to these deficiencies and targeted for special help. However, there appears to be a large number of students who are admitted as either conditional or provisional, increasing the University's investment in remediation. Although the University collects considerable data on retention and graduation rates, it does not separate out the success rate (as measured by GPA, credits accumulated, graduation, etc.) of students admitted provisionally or conditionally, or of various subcategories (e.g., students with pre-college curriculum deficiencies, students scoring below 17 on the ACT, students in two-year versus four-year programs, students seeking university studies degrees) within that group.

In the fall of 1998, the admissions office received 3,765 applications for undergraduate admission. Of these, 2,700 were freshmen, 652 were transfer students, and the remainder a variety of special-admission categories. In the fall of 1998, 1,981 new undergraduate students enrolled at the University. Of these 1,504, or 75.9% were unconditionally admitted students. According to records from the Office of the Registrar, of the 1,981 new undergraduate students, 139,

or 7%, were provisionally admitted students, and 395, or 20%, were conditionally admitted (i.e., PCC deficient) students (SD 355). There is some overlap between these two populations: 57 students admitted provisionally in the fall of 1998 were also PCC deficient. Thus, the total number of new undergraduate students enrolling in the fall of 1998 who did not qualify for unconditional admission was 477, or 24.1% of the total population of new undergraduate students.

The Kentucky Council on Postsecondary Education (CPE) authorizes a five percent exception pool of conditionally admitted students per year, and it defines the formula to obtain this figure very precisely (SD 435). The base figure is the average total population of baccalaureate-seeking students, not the total enrollment at an institution: "The base figure shall be the average number of students reported as enrolled with baccalaureate-degree status" (SD 436). The base figure is determined by taking the average of the four years preceding the year in question. Morehead State University, like all regional institutions in Kentucky, does not admit students conditionally into baccalaureate degree programs. These students are admitted into associate degree programs only and must take remedial classes in specific areas to improve any deficiencies. Once the students have remediated their deficiencies, they are allowed to move into a discipline of their choice for which they qualify.

Overall, retention rates at MSU for the freshman to sophomore year compare favorably with national rates for institutions with the same admission selectivity. The greatest attrition predictably occurs between the freshman and sophomore years. According to the *MSU Profile*, "The University's most recent 5-year graduation rate (3 years for Associate, 5 years for Bachelor) was 28% (6-year rate, 35%), comparable to ACT's most recent norm for 'Open' selectivity public institutions" (SD 132:66).

Statistics for retention from the 1997-1998 show that:

- For every one hundred freshman entering MSU, sixty will return and forty will leave by the end of the freshman year (see Table 4.2.1).
- Of the sixty who return, thirteen will leave by the end of the second year.
- Of those remaining forty-seven who return for the third year, thirty-nine will return in the fourth year and eight will leave.
- By the end of the fourth year, thirty-five of the original one hundred students graduate or re-enroll and four will leave (SD 132:64).

Graduation rates which were significantly lower than those at comparable institutions would point to a distinctive problem; as it is, the low rates nationwide point to problems MSU shares with other institutions. It is difficult to know the significance of these indicators; however, high retention and graduation rates are ostensibly desirable, but retention and graduation rates must be viewed in light of other student performance assessment measures.

**Table 4.2.1 Enrollment Decline from Freshman to Sophomore Years, Prospective Classes of 1997, 1998, 1999 and 2000 (Fall 1993 to Fall 1997)**

<b>Prospective Class of</b>	<b>Total Enrollment As Freshman</b>	<b>Total Enrollment as Sophomores</b>	<b>Difference</b>	<b>Percent Drop</b>
1997*	2378	1487	891	37.5%
1998	2129	1343	786	36.9%
1999	1995	1299	696	34.9%
2000	2144	1312	832	38.8%

\*For example, class of 1997 figures compare the number of students entering as freshmen in fall 1993 and the number of students enrolling as sophomores in fall 1994 (SD 132).

Although a comparison of this sort does not take into account students who remain freshmen for two successive years or transfer students who belong to one year's group but are not included in the group being compared to it, the difference between the freshman class size and the sophomore class size at MSU suggests the possibility of a problem in either admission standards, remediation and retention efforts, or in both. Through its policy of relatively open enrollment, the University purports to give at-risk students a chance. The University should study in greater detail whether these students succeed in courses and degree completion. Although the University tracks the retention and graduation rates and the performance on average for provisional students (SD 382), a close look at the different variables involved might allow the University to identify better predictors of provisional students' success.

***The committee finds that Morehead State University is in compliance.***

**Suggestion:** In addition to tracking the overall retention performance and graduation rates for provisional students, the University should examine the preparation and performance of subgroups of provisionally

**and conditionally admitted students (e.g., ranged by ACT scores and subscores, by sequencing of courses, by performance in core courses); the University should use this information to determine whether the requirements for exceptions to regular admission and for continued enrollment should be revised.**

---

**An institution must clearly define and publish its policy on the admission of transfer students.**

**The policy must include the following: the requirement for official transcripts of credits earned from all institutions of higher education previously attended; qualitative and quantitative criteria determining the acceptability of transfer work; criteria regarding the award of advanced standing, whether by credit earned at another institution, by advanced placement examinations, or through experiential learning; and conditions governing admission in good standing, admission on probation, and provisional admission.**

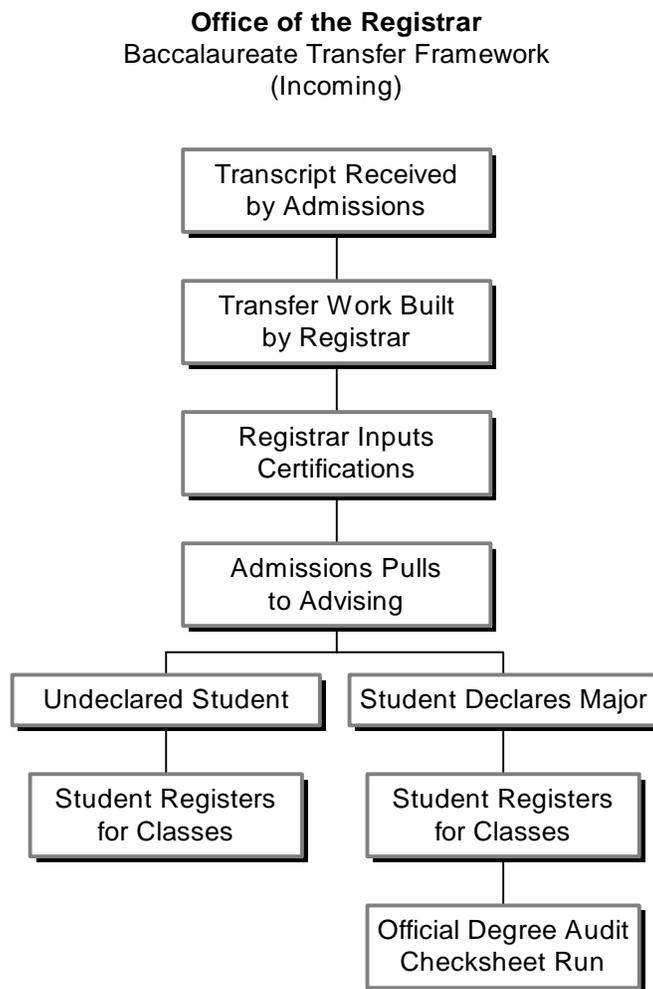
The undergraduate catalog outlines the procedures for application as a transfer student. Transfer students must submit, along with the standard admission application, official transcripts from all colleges or universities previously attended and a transfer recommendation form from all other institutions previously attended. The registrar's office, often in consultation with academic deans or academic department heads, evaluates transfer work from other institutions.

Because the majority of transfer students come from a relatively small number of institutions in Kentucky and contiguous states, the University has made a significant effort to work with these institutions to streamline the transfer process through online transfer guides which are on the World Wide Web and training seminars by representatives from the registrar's office. Since the last SACS review, Kentucky has adopted a state-wide baccalaureate transfer framework (see Figure 4.2.2) which guarantees acceptance of specific courses and blocks of courses. Under this statewide agreement, an associate degree from a Kentucky state college or university will guarantee acceptance of the transferred general education work as satisfying MSU's general education requirements.

***The committee finds that Morehead State University is in compliance.***

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**Figure 4.2.2 Baccalaureate Transfer Framework**



**Institutions which award credit based on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning must meet the following conditions governing the award of such credit.**

**The amount of credit awarded is clearly stated and is in accord with commonly accepted good practice in higher education.**

**Credit is awarded only in areas offered within the current curriculum of the institution, and is appropriately related to the student's educational programs.**

**Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution, or according to procedures and standards approved by qualified faculty. The institution demonstrates that assessment procedures verify that the credit awarded is appropriate.**

MSU makes academic credit available through the Advanced Placement Program, the College Level Examination Program, and departmental examinations. The Testing Center coordinates all credit-by-examination programs. The Testing Center administers the exams and communicates the results to the head of the appropriate academic program. It is the appropriate academic department, however, that determines the scores required on an examination to earn course credit and that recommends the type of credit to be awarded. A brochure published by the Testing Center describes all regulations related to credit-by-examination programs.

***The committee finds that Morehead State University is in compliance.***

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**In awarding credit for prior experiential learning, the institution must (1) award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program; (2) award credit only to matriculated students, identify such credit on the student's transcript as credit for prior experiential learning and, upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded; (3) ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program; (4) adopt, describe in appropriate institutional publications,**

**implement and regularly review policies and procedures for awarding credit for experiential learning; and (5) clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.**

MSU is a Serviceman's Opportunity College via a cooperative agreement between MSU and the Department of Defense. Government regulations and, more specifically, University policy UAR 115.01 govern the granting of academic credit for training obtained through the armed forces. The registrar's office, in consultation with the appropriate academic department, evaluates experiential learning submitted for credit. The University grants credit for non-traditional work such as military training or experience only after receiving officially accepted documentation under guidelines established by the American Association of Collegiate Registrars and Admission Officers (AACRAO). The University depends upon outside accrediting and transcript evaluation services approved by AACRAO to evaluate claims for unique credit or credit from foreign institutions. If an outside agency recommends the granting of unique or unusual credit, further evaluation within the appropriate academic department will determine its acceptability within a given program. In such cases, the registrar's office works with academic program personnel to determine the amount and type of credit to be granted. Validating experiential learning is the shared responsibility of the Office of the Registrar and the appropriate academic department.

***The committee finds that Morehead State University is in compliance.***

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**The institution must inform transfer students of the amount of credit which will transfer, preferably prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled.**

The Office of Admissions forwards all college transcripts of transfer students to the Office of the Associate Vice President for Academic Affairs and Dean of Graduate and Undergraduate Programs. The registrar evaluates the work for block transfer certification and relays that information to the admissions office, which then communicates with the student. Electronic programming allows the registrar's office to complete the evaluation of transfer work for students coming to MSU from other Kentucky colleges or universities who submit

all required material before their first registration at MSU. The admissions office may thus notify the applicant of the decisions prior to registration. Although the University's intent is to evaluate transfer work prior to a student's enrollment, currently--due to the volume of transfer work--the registrar's office evaluates only transcripts of students who have registered. In addition, the electronic transfer evaluation does not address transfer work from out-of-state institutions, and the Office of the Registrar does not attempt to evaluate such work until the student has registered. Although the University does inform students of the amount of credit which will transfer by the end of the first academic term at MSU, at present transfer work, whether from in-state or out-of-state institutions, does not move smoothly through the evaluation process.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should continually review the process of evaluating transfer credit from other institutions and seek improvements.**

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**Coursework transferred or accepted for credit toward an undergraduate degree must represent collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs.**

Morehead State University uses regional accreditation as a measure of acceptable and equivalent collegiate coursework for undergraduate students wishing to transfer credit. For those students who wish to transfer courses from institutions which are not regionally accredited, the responsibility for evaluating academic work lies with the dean of the college in which the student intends to major (i.e., the Caudill College of Humanities, College of Business, College of Science and Technology, or College of Education and Behavioral Sciences). A transfer student must successfully complete twelve hours of Morehead State University course work with a grade of C or higher before the University will evaluate any work from a non-accredited college or school.

The University grants "block credit" only to students transferring in from other Kentucky state colleges and universities and then primarily for courses satisfying general education requirements. Students who have satisfied all general education requirements at another Kentucky state college or university

and who hold the associate degree come to MSU as “fully general-education certified” by their previous institution. MSU automatically accepts the transferred general education courses *in lieu* of MSU’s general education requirements. Students transferring in from other Kentucky state colleges and universities who have not met all requirements for the associate degree at their previous institution may come in as “core-component certified.” This means that the student has completed the thirty-three-hour core component agreed upon by all major state institutions: nine semester hours in communications; six hours in humanities; three hours in mathematics; six hours in natural science; and nine hours in behavioral science. Similarly, students who have satisfied all general education requirements in one defined area of the thirty-three-hour core component (i.e., humanities/fine arts; natural sciences/mathematics; or social/behavioral sciences) at another Kentucky state college or university are automatically deemed to have met all MSU general education requirements for that one area, even when the previous institution requires fewer hours in that area than MSU does. If a student has only partially completed general education requirements in an area at the previous institution, then the registrar’s office evaluates the student’s record on a course-by-course basis.

Up to twelve hours of credit toward the major will be granted through the transfer of courses in the major from other Kentucky state colleges and universities when these are not exact equivalents of any courses in the major offered at MSU. In such a case, the University reduces the major requirements by twelve hours. Academic departments determine which specific requirements the transferred courses will satisfy.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The institution should ensure that all descriptions of four-year programs in the undergraduate catalog list the appropriate senior capstone as a program requirement.**

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**There must be clearly defined policies regarding the academic dismissal, suspension and readmission of students.**

**Readmission of students dismissed or suspended for academic reasons must be consistent with the academic policies of the institution.**

The *1998-2000 MSU Undergraduate Catalog* describes the minimum academic standards which each student must maintain to be eligible for continued enrollment. These standards require the student to maintain a given cumulative grade-point average which increases as the student progresses through the undergraduate program.

### **Scholastic Standards**

Students are eligible to register if they meet the following minimum cumulative scholastic levels:

1. A 1.6 cumulative grade-point average if 16 or fewer semester hours have been attempted.
2. A 1.7 cumulative grade-point average if 17-30 semester hours have been attempted.
3. A 1.8 cumulative grade-point average if 31-45 semester hours have been attempted.
4. A 1.9 cumulative grade-point average if 46-60 semester hours have been attempted.
5. A 2.0 cumulative grade-point average if 61 or more semester hours have been attempted (SD 257:26).

Students failing to meet these scholastic standards are placed on academic probation. The Office of the Dean of Graduate and Undergraduate Programs notifies the student in writing and monitors the academic record of all students on academic warning status. A student on academic warning status must make measurable academic progress. Failure to demonstrate academic progress may result in the student's suspension from the University.

The 1988-1990 SACS report recommended that new policies be developed providing more specific statements of the criteria for both measurable scholastic progress and suspension. Although the cumulative grade points that define satisfactory academic progress remain unchanged, the criteria for academic dismissal (beginning with the *1992-1994 MSU Undergraduate Catalog*) are now stated clearly. The language shifted from, "Students on scholastic warning who fail to make academic progress may be suspended from the University" in 1988 (SD 257:18), to "Continued enrollment while on probation is permitted for no more than two consecutive semesters" in the *1995-1997 MSU Undergraduate Catalog* (SD 257:18), to "A student will be dismissed from the University following a probationary semester in which the student either fails to meet the cumulative grade-point average or fails to earn a 2.0 GPA for the term"

in the *1998-2000 MSU Undergraduate Catalog* (SD 257:26). A policy change instituted in 1996 reduces the “two consecutive semesters” of continued probation to only one semester, but the new policy published in the 1997-1998 and 1998-2000 undergraduate catalog also states that “A student on academic probation is allowed continued enrollment on a semester-by-semester probationary status as long as a 2.0 grade-point average is maintained each term” (SD 257:18, 26).

A student suspended for failure to make academic progress may (1) accept the suspension or (2) appeal the suspension and request continued enrollment. The student who decides to appeal may do so by petitioning the University Academic Standards and Appeals Committee, a standing University committee made up of faculty, students, and one dean, which hears all suspension appeals. This committee meets as needed before the opening of each academic session. Based on the evidence presented at the hearing, the committee may support suspension or recommend readmission. Recommendation for readmission usually involves stipulations or recommendations about the course of action the student is to follow while under academic warning and the level of progress necessary.

If the suspended student does not appear at the hearing or if the University Academic Standards and Appeals Committee upholds the suspension, the student may apply for readmission after the lapse of one semester (excluding summer school). At the point when the suspension begins, the University Academic Standards and Appeals Committee places a “hold” on the registration of the student; the hold blocks any attempt to register for classes until the student is readmitted.

**Table 4.2.2 Number of Students on Academic Probation and  
Number Notified of Dismissal  
Fall 1993-Spring 1998**

	<b>Students on Probation</b>	<b>Students Dismissed</b>
Fall 1993	915	115
Spring 1994	788	95
Fall 1994	894	112
Spring 1995	730	82
Fall 1995	763	109
Spring 1996	717	74
Fall 1996	861	84
Spring 1997	754	85
Fall 1997	821	79
Spring 1998	759	*273

(SD 22)

\*The increased figure for spring 1998 reflects the policy change instituted in 1996.

**Table 4.2.3 Students Dismissed in Fall 1997 and Spring 1998 and Reinstated Upon Appeal**

	<b>Dismissed</b>	<b>Appealed</b>	<b>Appeals Granted</b>
Fall 1997	79	35	24
Spring 1998	273	58	39
Summer 1998	---*	33	20
1997-1998 Totals	352	126	83

Percentage of Dismissed Students Who Appealed	35.8%
Percentage of Dismissed Students Readmitted	23.6%
Percentage of Appeals Granted	65.9%

\*Students are dismissed from the University for unsatisfactory academic progress only at the end of the fall and spring semesters, not at the conclusion of summer terms. Students may appeal for reinstatement at any time, and the University Academic Standards and Appeals Committee meets as needed (SD 22).

**Table 4.2.4 Students on Probation at End of Fall 1998 Semester by Total Hours Attempted and Cumulative GPA**

	<b>Seniors 90+ Hours</b>	<b>Juniors 60-89 Hours</b>
Number of students with cumulative GPA's between 1.81 and 1.90	11	16
Number of students with cumulative GPA's between 1.71 and 1.80	8	13
Number of students with cumulative GPA's between 1.61 and 1.70	2	9
Number of students with cumulative GPA of 1.60 and below	19	46
TOTAL	40	84

(SD 358)

The University has made measurable progress in defining standards for academic probation and dismissal.

***The committee finds that Morehead State University is in compliance.***

**Suggestion:** The University should require that students on academic probation re-take failed courses and concentrate on completing all general education requirements before being permitted to enroll in more advanced courses.

#### **4.2.2 Undergraduate Completion Requirements**

**In each degree program, there must be an appropriate sequence of courses leading to the degree.**

**An institution must publish the requirements for each degree it awards.**

**The requirements must be appropriate to the degree offered and must specify the total credits, the number and distribution of general education credits, the number of credits to be earned in the major or area of concentration, the number of electives, standards for satisfactory progress, and other degree requirements.**

The *MSU 1998-2000 Undergraduate Catalog* lists all general education requirements for the bachelor's degree, including the bachelor of university studies degree (SD 257:19-21) and the associate degree, including the associate of university studies degree (SD 257:21-22). The undergraduate catalog also describes all current degree programs including the number of credit hours required in each area, major, and minor. The program descriptions in the catalog identify specific courses satisfying program requirements, including recommended or required general education courses. The following list of academic programs offered by the University appears on pages one through three of the *MSU 1998-2000 Undergraduate Catalog*.

### Undergraduate Programs Offered by MSU

Subject	Degree	Program	Teacher Certification Program	Catalog Page Number
Accounting	BBA	Option		33
Agricultural Education	BS	Area	Yes	96
Agricultural Science With following options:	BS	Area, Major, Minor		96
Agribusiness		Option		
Agriculture Economics		Option		
Agronomy		Option		
Animal Science		Option		
General Agriculture		Option		
Golf Course Management		Option		
Horticulture		Option		
Agricultural Technology With following options:	AAS	Two-Year		99
Agribusiness		Option		
Agricultural Production		Option		
Equine Technology		Option		
Ornamental Horticulture		Option		
Art	AB	Area, Major	Yes	74
Athletic Training		Minor		60
Biological Science Teaching	BS	Area	Yes	
Biology	BS	Major, Minor		104
Business (General)	AAB	Two-Year		
Business Information Systems With following options:	BBA, AAB	Two-Year		40
Administrative Support Management		Option		
Legal Support		Option		
Medical Support		Option		
Business and Marketing Education	BBA	Option	Yes	36
Chemistry	BS	Area, Minor, Major		140
Child Development		Minor		

### Undergraduate Programs Offered by MSU

Subject	Degree	Program	Teacher Certification Program	Catalog Page Number
Coaching		Minor		
Communications	AB	Area		75
With following emphasis:				
Electronic Media Production and Management		Emphasis		
Electronic Media News		Emphasis		
Journalism		Emphasis		
Advertising-Public Relations		Emphasis		
Computer Information Systems	BBA, AAB	Option, Minor		37
Criminology (also see Sociology)	AB	Emphasis, Minor		
Creative Writing		Minor		
Economics	BBA	Option		34
Elementary Education – P-5	AB	Area	Yes	53
Elementary Education – 5-9	AB	Area	Yes	54
English	AB	Area, Major	Yes	80
		Minor		
Environmental Science	BS	Area, Minor		105
Family and Consumer Sciences (Vocational education)	BS	Area	Yes	
Fashion Merchandising		Minor		121
Finance	BBA	Option		34
French	AB	Major	Yes	83
Geography	AB	Major, Minor		86
Geology	BS	Area, Major, Minor		
Government	AB	Major, Minor		86
Health	AB	Major	Yes	60
		Minor		
Historical Preservation		Minor		87
History	AB	Major, Minor		115
Human Sciences				
With following options:	AAS	Two-Year		
Child Development		Option		
Fashion Merchandising		Option		
Food Service Management		Option		
Historical preservation		Option		
Human Sciences				
With following options:	BS	Area		117
Child Development		Option		
Dietetics		Option		
Hotel, Restaurant, and Institutional Management		Option		
Retail Merchandising and Design		Option		
Horsemanship		Minor		101
Industrial Technology				
With following options:	AAS	Two-Year		122
Construction/Mining Technology		Option		
Electrical/electronics Technology		Option		
Graphic Communications Technology		Option		
Manufacturing/Robotics Technology		Option		
Industrial Technology				
With following options:	BS	Area, Major		124
Construction/Mining Technology		Option		
Electricity/Electronics Technology		Option		
Graphic Communications Technology		Option		

### Undergraduate Programs Offered by MSU

Subject	Degree	Program	Teacher Certification Program	Catalog Page Number
Manufacturing/Robotics Technology		Option		
Industrial Education	BS	Option	Yes	
Orientation/Exploration				
Industrial Education Preparation Level	BS	Option	Yes	127
Interdisciplinary Early Childhood Development	BS	Major	Yes	116
Interdisciplinary Women's Studies		Minor		26
Integrated Science		Minor		141
Linguistics		Minor		81
Literature		Minor		82
Management	BBA	Option		42
		Two-Year		
Marketing	BBA	Option		43
		Two-Year		
Mathematics	BS	Major	Yes	128
		Minor		
Mathematics (Statistics		Minor		129
Mathematics and Computing	BS	Area		129
Medical Technology	BS	Area		106
Military Science		Minor		67
Music	AB	Major, Minor		93
	BM	Area		92
		Certificate		94
Music Education	BMED	Area	Yes	92
Nursing	AAS	Two-year		130
Nursing	BSN	Area, Four-Year		132
Paralegal Studies	AB	Major		88
Philosophy	AB	Major, Minor		
Physical Education	AB	Major	Yes	62
Physical Education, Exercise Science	BS	Option		
Physical Science Teaching	BS	Area	Yes	
Physics	BS	Major, Minor		142
Pre-Chiropractic		Transfer		109
Pre-Dentistry		Transfer		109
Pre-Engineering		Transfer (Dual Degree)		142
Pre-Forestry		Transfer		101
Pre-Law		Transfer		89
Pre-Medicine		Transfer		110
Pre-Optometry		Transfer		143
Pre-Pharmacy		Transfer		110
Pre-Physician Assistant		Transfer		
Pre-Physical Therapy		Transfer		110
Pre-Veterinary Medicine		Transfer		102
Psychology	AB	Area, Major, Minor		68
Radiologic Technology	AAS	Two-Year		136
Real Estate	AAB	Two-Year		45
	BBA	Option, Minor		44
Recreation	AB	Major, Minor		65
Secondary Science Teaching	BS	Area	Yes	111/143
Social Science	AB	Area	Yes	89
Social Work	BSW	Area		70
Sociology	AB	Major, Minor		71

### Undergraduate Programs Offered by MSU

Subject	Degree	Program	Teacher Certification Program	Catalog Page Number
Sociology (Criminology)	AB	Major		72
Spanish	AB	Major	Yes	84
		Minor		
Special Education	AB	Major	Yes	55
Special Education (Learning and Behavior Disorders)	AB	Area	Yes	55
(Moderate and Severe Disability)	AB	Area	Yes	57
Speech	AB	Major	Yes	77
		Minor		
Theatre	AB	Major	Yes	78
		Minor		
University Studies	BUS, AA			
Veterinary Technology	AAS	Two-year		102
Women's Studies		Minor		

This list of academic programs of study on the first three pages of the *MSU 1998-2000 Undergraduate Catalog* is not complete and accurate (SD 257). The list does not include the print media production minor in the Department of Communications (though the full description of this program does appear later in the catalog). Nor does the list distinguish between the health education major and the health promotions major (though, again, full descriptions of these programs appear later in the catalog). The list includes the business information systems degree option but fails to note the BBA degree along with the AAB degree.

The University has recently instituted many changes in both general education requirements and individual academic programs, and it appears that most departments have carefully updated the program descriptions appearing in their separate sections of the catalog. Departments have apparently not always checked for other places (including the list above) in the catalog that may contain out-of-date information, suggesting a need for more careful proofreading of the undergraduate catalog.

Although most full program descriptions are accurate, one exception to the thoroughness of program descriptions in the *MSU 1998-2000 Undergraduate Catalog* is the program description for the Department of Leadership and Secondary Education, which does not provide guidelines concerning required or recommended general education courses for secondary education students. An example is PSY 154, which counts toward an area studies in social and behavioral sciences for any student but is a requirement for admission to the

Teacher Education Program (SD 257:62). A comparison of the detailed descriptions under the Department of Elementary, Reading, and Special Education on pages 55-62 shows that the Department of Leadership and Secondary Education appropriately refers students seeking secondary certification to the “content area department,” but the descriptions students will find under the content area department will not normally include information related to requirements outside the major.

The list of degree programs in the catalog does not include the bachelor of university studies degree or the associate of university studies degree, but it is not clear whether these degree “programs” (at least as they stand now) fit the definition of either majors or areas of concentration. The undergraduate catalog defines “Area (area of concentration)” as “field of specialization requiring not less than 48 semester hours of credit which can be completed in place of a major-minor combination”; “Major” as “a principal field of specialized study in which a student plans to obtain a degree. A major requires no fewer than 30 semester hours of designated course work and must be accompanied by a minor or second major”; and “Minor” as “a secondary field of study of no fewer than 21 semester hours of designated course work” (SD 257:17). Only a course of study with a clear rationale behind course selection and sequencing could meet any of the above definitions.

The 1988-1990 SACS report suggested that the University Undergraduate Curriculum Committee begin a study of the degree programs in university studies: “If such programs are being used as a means of providing opportunity for flexible, unstructured educational programming, they have validity. However, if it appears that they are being used more for expediency than education, they should be restructured or eliminated” (SD 462:85). In the 1997-1998 academic year, the University developed an assessment plan for the university studies degree programs (SD 134). The university studies assessment plan identified four desirable “outcomes”:

Outcome 1: Graduates will secure employment or further their education by continuing in postsecondary education.

Outcome 2: Alumni will, in retrospect, believe that their academic experiences adequately prepared them for their career.

Outcome 3: Graduates will believe they are well prepared for further education.

Outcome 4: Graduates will attain a satisfactory performance level on the ACT College Outcome Measures Program (COMP).

The results appear favorable, given the assessment criteria. The assessment results include data such as employment rates and performance on the senior exit exam or ACT COMP (SD 134:1). The total number of university studies degrees granted is only a small percentage of the total number of undergraduate degrees granted--5.9% over the last five years.

Transfer students who wish to pursue a four-year degree program but do not yet meet the admission requirements for the desired program are occasionally classified as university studies students as they seek to raise their GPA, erase pre-college curriculum deficiencies, or satisfy admission requirements to a particular program. Some of these students are not in actuality wanting to pursue a university studies degree; rather, that designation is apparently being used temporarily at times.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation:** The Office of the Registrar must periodically review the undergraduate catalog to ensure that all information is up-to-date and accurate and that departments have made all edits necessitated by program revisions and the new general education requirements.

**Suggestion:** The University should revise the catalog description of the bachelor of university studies and the associate of university studies degree requirements to include a statement about the purpose of such degrees; the University should ensure that each program is consistent with its purpose.

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**Undergraduate degree programs must contain a basic core of general education courses.**

In accordance with a recommendation in the 1988-1990 SACS self-study that "The University . . . review the general education program" (SD 462:82), the University has completely revised the core curriculum. The University conducted a comprehensive study of its general education program from 1993 to 1997. During this time, student assessment via the ACT COMP and faculty opinion data via surveys were collected and analyzed by an *ad hoc* faculty committee on general education. Faculty representatives from across campus examined the existing framework at MSU and other benchmark institutions. The study resulted

in a revised framework approved by the faculty during the 1996-1997 academic year. This revised framework was initiated with the incoming freshmen class of 1997-1998 and is currently in place. The framework contains a basic core of general education courses and all degree-seeking students must complete the basic core.

***The committee finds that Morehead State University is in compliance.***

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**A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs are required for degree completion.**

**The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.**

Pursuant to the *MSU 1998-2000 Undergraduate Catalog*, students earning an associate degree must complete a minimum of twenty-one semester hours of general education requirements (up from fifteen hours), and students earning a bachelor's degree must complete a minimum of forty-eight semester hours of general education requirements (up from forty-two hours).

The required core includes the following specific requirements that all degree-seeking students must meet:

**Writing (six hours):**

ENG 100 Writing I;

ENG 200 Writing II [paired with a 200-level area studies course]

**Oral Communication (three hours):**

SPCH 108 Fundamentals of Speech Communication

**Math Reasoning (three hours):**

MATH 123 Introduction to Statistics;

MATH 131 Mathematical Reasoning and Problem Solving;

MATH 135 Mathematics for Technical Students;

MATH 141 Trigonometry;

MATH 152 College Algebra;

MATH 174 Precalculus; or

MATH 175 Analytic Geometry and Calculus I

**Computer Competence (three hours):**

AGR 261 Information Acquisition & Analysis;  
ART 109 Introduction to the Computer in the Visual Arts;  
CIS 101 Computers for Learning;  
CMAP 166 Desktop Publishing and Publication Techniques I;  
EDUC 222 Computing Tools for Educators; or  
MUSE 215 Microcomputers and Music

**TOTAL: Fifteen Hours**

In addition, students seeking an associate degree must complete six more hours of general education: a general-education approved course in the humanities and a general-education approved course in the social and behavioral sciences. Thus, all students earning an associate degree have at least one course in the humanities (a designation which includes fine arts courses at MSU), one course in the social/behavioral sciences, and at least one course in mathematics.

Students seeking a bachelor's degree must complete thirty-three more hours of general education, including the following thirty hours of area studies courses:

**Humanities/Fine Arts:** Nine hours selected from general-education approved courses in the humanities. *[No two courses may have the same course prefix.]*

**Natural Sciences/Mathematics:** Nine hours selected from general-education approved courses in the natural and mathematical sciences. *[No two courses may have the same course prefix.]*

**Social/Behavioral Sciences:** Nine hours selected from general-education approved courses in the social and behavioral sciences. *[No two courses may have the same course prefix.]*

**Practical Living:** Three hours selected from the following:

AGR 202 Agricultural Plants and Humanity;  
FIN 264 Personal Finance;  
GOVT 226 Law for the Layperson;  
HLTH 151 Wellness: Theory in Action;  
HS 101 Nutrition and Well Being;

IET 120 Technology Systems;  
MNGT 160 Business and Society;  
NAHS 302 Health Maintenance Throughout the Lifespan; or  
NAHS 303 Women's Health Care

**Integrative Component:** Three-hour required senior-level course in the student's major field of study.

**TOTAL: Forty-eight hours of general education courses**

The 1988-1990 SACS self-study recommended that "An academic policy...be developed which guarantees that all students will have some minimum number of electives outside their areas of specialization" (SD 462:86). The University Undergraduate Curriculum Committee and the Academic Council addressed this issue and planned (after determining the number of credit hours required typically in the different areas of concentration, majors, and minors at the University) to require that all programs allow for a minimum number of free electives. No such requirement was put in place. However, the flexibility of the new general education area studies requirements coupled with the stipulation that no two courses used to satisfy requirements in an area have the same prefix ensures that all students "have some minimum number of electives outside their areas of specialization."

***The committee finds that Morehead State University is in compliance.***

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**The institution must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.**

Competencies of degree program graduates are difficult to accurately measure. However, Morehead State University strives to demonstrate graduate competencies by requiring that all students successfully complete a basic core of general education courses. Additionally, the institution has attempted to measure graduating senior competencies by administering an exit exam, the ACT Composite (COMP), to graduating seniors. Since the ACT COMP has been phased out by Educational Testing Service (ETS), the Academic Profile will now be used for graduates as the exit exam. Morehead State University administered the ACT COMP exam for the last graduating class at the end of the 1999 spring

semester and will begin administering the ETS Academic Profile to graduating seniors at the end of the 1999 fall semester.

As previously described in an earlier section on the basic core of general education, Morehead State University significantly revised its general education framework as a result of a study conducted from 1993 to 1997. This new framework, initiated for the 1997-1998 freshman class, contains a required core of reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

Morehead State University requires all students to successfully complete courses in reading and writing (ENG 100 and 200), oral communication (SPCH 108), fundamental mathematical skills (MATH 123, 131, 135, 141, 152, 174, or 175), and basic use of computers (AGR 261, ART 109, CIS 101, CMAP 166, EDUC 222, or MUSE 215). The required general education courses in English, speech, mathematics, and the use of computers are designed to develop student competencies.

Through the 1999 spring semester, the University used the ACT COMP exam to measure the success of general education. This test rates students in the following areas: functioning in social institutions, using science, using the arts, communication, solving problems, and clarifying values. Graduating seniors' scores on this exam have held steady over the past ten years, showing neither a measurable decline nor measurable improvement (see Table 4.2.5).

**Table 4.2.5 ACT Composite Exam Results**

Year	1995-1996	1996-1997	1997-1998	1998-1999
Number of seniors tested	1,170	963	914	914
Enhanced ACT score	19.8	20.5	20.5	20.8
Composite exam total score	179.2	181.2	179.8	179.2
Percentile ranking of total score *	44	48	45	44
Range of percentile ranking for subtests	44 to 51	45 to 57	42 to 53	41 to 51
MSU longitudinal gain **	11.3	10.1	9.0	7.2
Comparative longitudinal gain ***	10.4	10.4	10.4	10.4
* Percentile ranking of total score compared to norms for 15,519 seniors at 41 institutions with mean ACT/E below 21.4				
** "Value added" to composite total score from freshman to senior year				
*** Longitudinal gain for 10,516 seniors at 83 institutions				

The ACT COMP objective test places students' scores in relation to their entering ACT scores. ACT bases reference group norms on schools that have

students with similar high school preparation. MSU is one of forty-one institutions with an *enhanced* ACT mean below 21.4. The mean ACT composite score for students in MSU's reference group was 20.5. In this reference group, 13% scored below 17, 58% scored between 17 and 22, 17% between 23 and 25, and 12% scored 26 or above (SD 274).

The 1988-1990 SACS self-study states that "The University has made a commitment to use of the ACT COMP Exam, which will be used to study the effectiveness of the general education program" (SD 462:92). The University has followed through on this commitment with most of the graduating seniors taking the ACT COMP. Since the ACT COMP has been discontinued by ETS, MSU will begin to use an Academic Profile exam at the end of the 1999 fall semester. The proposal to incorporate this exit exam into senior capstone courses as a requirement will enhance the University's ability to measure competencies of seniors. While significant progress has been made in the area of measuring competencies, reliance upon a single assessment instrument (i.e. ACT COMP/Academic Profile) to measure the success of general education at the University is problematic.

The 1988-1990 SACS self study also indicated that the University has "made a commitment to continue" using the ACT COMP test to measure "the writing ability of students following completion of the English component of the general education requirements" (SD 462:92). In this instance, the University has not followed through, though a likely explanation may be found in the tremendous changes made to the writing component of the general education requirements. Students no longer take both required writing courses during the freshman year. In fact, only students in the two-year nursing program are allowed to take the second writing course during the second semester of the freshman year. All other students will take ENG 200 (the second writing course which is paired with an area studies course) in their sophomore or junior year.

Recently the institution has been making a concerted effort to take assessment seriously, particularly general education assessment. The executive vice president for academic affairs has appointed assessment coordinators, given them release time, brought in a credible consultant, and sponsored workshops. As the result of committee work both last year and this year, there is a general education assessment plan that is designed to help faculty implement actual education assessment and use of assessment results.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should proceed with implementing its assessment plan to determine the success of general education.**

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**An institution must clearly define what is meant by a major or an area of concentration and must state the number of credits required for each.**

The 1998-2000 MSU Undergraduate Catalog defines area, major, and minor and indicates the minimum number of semester hours required for each: forty-eight hours for the area; thirty hours for the major; and twenty-one hours for the minor (SD 257:17).

***The committee finds that Morehead State University is in compliance.***

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**An adequate number of hours with appropriate prerequisites must be required in courses above the elementary level.**

Of the 128-semester-hour minimum required for the bachelor's degree and the bachelor of university studies degree, at least forty-three semester hours "must be courses numbered 300 or above" (SD 257:19, 21). The associate degree requires a minimum of sixty-four semester hours, but there is no required minimum number of semester hours above the elementary level. Some associate degree programs require completion of specified 300-level courses. In baccalaureate programs, certainly the University requires an adequate number of hours in courses above the elementary level. Few programs define a clear sequencing of courses leading to the degree; however, most students are required by their academic advisors to follow the numbering (e.g., 100, 200, 300, 400) and prerequisite system used by the University. In most cases, the advisor works with the individual student to determine the appropriate sequencing of courses.

***The committee finds that Morehead State University is in compliance.***

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**For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, must be earned through instruction by the institution awarding the degree.**

The *MSU 1998-2000 Undergraduate Catalog* states that students earning a bachelor's degree must "complete at least 32 semester hours at Morehead State University with the last 16 hours preceding graduation earned from MSU." Students earning an associate degree must "complete at least 16 semester hours at Morehead State University, including one semester preceding graduation." The undergraduate catalog states that "correspondence courses do not satisfy this requirement" (SD 257:21).

***The committee finds that Morehead State University is in compliance.***

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**All courses, other than those identified by the institution as development/remedial, offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs.**

All courses offered for credit by Morehead State University, other than those identified as developmental or remedial, are requirements or electives applicable to one or more degree programs. The University requires one particular course that is not specifically listed in degree programs in the catalog. MSU 101 – Discovering University Life is a one-credit hour course required of all freshmen and students who transfer to MSU with fewer than 30 credit hours. The course description in the *1998-2000 MSU Undergraduate Catalog* states that "This course is designed to support new students in making the academic, personal, and social adjustments needed for a successful University experience" (SD 257:190). This course is *not* a general education requirement, nor do specific *programs* described in the catalog list MSU 101 as a program requirement. However, the undergraduate catalog lists it as a *degree* requirement for all bachelor's and associate degrees, but not all transfer students must take MSU 101.

***The committee finds that Morehead State University is in compliance.***

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### **4.2.3 Undergraduate Curriculum**

**Curricula must be directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded; to the ability and preparation of the students admitted; and to the financial and instructional resources of the institution.**

**The institution must have a clearly defined process by which the curriculum is established, reviewed and evaluated.**

**This process must recognize the various roles of the faculty, the administration and the governing board.**

The University has a clearly defined process by which the curriculum is established. This process involves the faculty, the administration, and the governing board in the creation and revision of courses and academic programs and guarantees the soundness and appropriateness of the curriculum.

Proposals on curricular matters (i.e., new programs or courses, changes to existing programs or courses) originate at the academic program or department level. A routing form accompanies any proposal to create a new course or program or to change an existing course or program. Although the routing form requires the signature of the chair of the departmental curriculum committee, not all departments have formal, defined internal procedures for the handling of curricular matters. Most departments have a departmental committee or a committee-at-large made up of faculty to develop, review, and approve departmental curriculum proposals. Once approved by departmental faculty, the proposal must be approved by the department chairperson. A curriculum proposal bearing the department chair's signature follows a set course. It goes to the college dean, the college curriculum committee, and then to the dean of graduate and undergraduate programs for distribution to the University Undergraduate Curriculum Committee. If the proposal involves the Teacher Education Program, it goes from the college dean to the University Teacher Education Council for approval before going to the dean of graduate and undergraduate programs. If the University Undergraduate Curriculum Committee

approves the proposal, the proposal goes to the executive vice president for academic affairs for approval and to the Faculty Senate for their information. Finally, it goes to the president for approval. New program proposals must also go to the Board of Regents and the Kentucky Council on Postsecondary Education for approval.

These various levels of approval ensure that courses and programs will possess academic integrity and that the institution uses its resources well. The required justification addresses the duplication of other offerings at MSU or elsewhere in the state; assesses the occupational demand for graduates of any new program; and includes projections of enrollment, cost, and funding. With the emphasis upon reform of higher education in Kentucky, the monitoring by the Kentucky Council on Postsecondary Education of state institutions' offering and proposed expansions (in terms of programs as well as delivery via extended campus sites or distance learning) has increased.

The University has made a major effort since the last SACS review to institute wide-ranging assessment of its programs and faculty. In the process of undergoing programmatic reviews mandated by an outside accrediting body, a number of departments have been thoroughly reviewed and have evaluated their curricula within the past five years. The 1988-1990 SACS self-study pointed to "a cycle of program reviews . . . mandated by the Kentucky Council on Higher Education" between 1982 and 1986 (SD 462:80). The SACS report noted that "Originally, the plan called for the cycle to be repeated" and that the University therefore had refrained from "develop[ing] a systematic internal review process for undergraduate programs" (SD 462:80). As promised, the University did begin a systematic review of academic programs in the early 1990's. However, the cycle was again interrupted as the University waited in expectation of promised new guidelines from the state. In conjunction with the SACS, NCATE (teacher education), and NAIT (industrial technology) reviews, many academic programs have now completed full program reviews. Many of the reviews conducted during the SACS year of record (the 1998-1999 academic year) were overdue. A clearly defined process that ensures such program assessment across the board is now in place. Also, the University has a clearly defined schedule of program review in place that will ensure the regular review and evaluation of its curriculum.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should continue a comprehensive, regular review of all academic programs.**

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**For each major in a degree program, the institution must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.**

**At least one full-time faculty member with appropriate credentials, as defined in Section 4.8.2, must have primary teaching assignment in the major.**

Some, but not all, academic departments make use of program coordinators to oversee the different undergraduate degree programs within the department. Other departments leave this responsibility to the department chair. In the case of departments housing multiple disciplines but lacking program coordinators, at least one full-time faculty member who has primary teaching responsibility in the major does hold appropriate credentials, usually a terminal degree in the field (SD 434).

***The committee finds that Morehead State University is in compliance.***

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**The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, division, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.**

The Board of Regents approves all new degree programs as well as the creation and realignment of departments, divisions, and schools or colleges within the University. The bylaws for the Board of Regents includes among the board's "general powers and duties," the "authorization of the creation or discontinuance of degrees upon approval of the Council on Postsecondary Education" and the "determination of the number of divisions, departments, bureaus, offices, and agencies needed for the successful conduct of the University" (SD 364:4). The Board of Regents to some extent oversees the University's ventures into distance learning, but the board is not given to micro-management. The Board of Regents exercises control over these areas

through its role in the “approval of the annual budget” (SD 364:4), though the very nature of distance learning makes tracking its true costs difficult due to multiple budget lines referencing “technology” and “instruction.” The creation of the Commonwealth Virtual University will inevitably lead to a closer monitoring at the state level of distance learning programs at all state colleges and universities.

***The committee finds that Morehead State University is in compliance.***

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**The administration and faculty must be responsible for the development of academic programs recommended to the governing board.**

**They are also responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.**

Proposals for new academic programs and for changes to existing academic programs originate in the academic department and involve faculty from the college in which the program belongs, faculty from other colleges within the University, academic deans, the executive vice president for academic affairs, and the president in the approval process. Academic departments, and hence the faculty, retain primary control of degree programs and must authorize any exceptions to or substitutions for specific program requirements, and these must also be approved by the appropriate department chairperson and academic dean (SD 288). General education and basic degree requirements, as well as specific program requirements, are enforced by the Office of the Registrar, working in cooperation with academic departments and the offices of academic deans.

***The committee finds that Morehead State University is in compliance.***

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**Curricula intended to provide basic preparation for students who will subsequently transfer to another institution must be designed to consider the institutions to which these students transfer.**

The academic departments offering pre-professional programs plan their curricula with awareness of the requirements of institutions to which their

students may transfer. The descriptions of the pre-professional programs in the *1998-2000 MSU Undergraduate Catalog* (e.g., the pre-engineering program and the pre-optometry program) alert students to possible special requirements in preparatory course work that various professional schools may require (SD 257:140-141). For example, the catalog lists the course work recommended by the Palmer College of Chiropractic and warns students that “other schools of chiropractic may have specific requirements” and refers them to “catalogs from individual schools” and the “Pre-Chiropractic Advisor” (SD 257:110).

***The committee finds that Morehead State University is in compliance.***

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**“Inverted,” “two plus two” and similar programs must include an adequate amount of advanced coursework in the subject field.**

The general education and basic academic program requirements are the same for students in “two plus two” and similar programs as they are for four-year students. Students in the “Three-Two Program,” however, receive a bachelor’s degree from MSU without being required to earn “the last 16 hours preceding graduation” from this institution, which the *1998-2000 MSU Undergraduate Catalog* lists as a degree requirement (SD 257:19). While this is a listed requirement in the MSU catalog, such arrangements are common and accepted in collaborating institutions.

***The committee finds that Morehead State University is in compliance.***

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**Institutions which enter into programmatic partnerships with secondary schools which result in the award of college credit, such as technical and dual enrollment programs, must ensure that the credit awarded is at the collegiate level and is in compliance with the *Criteria* and with Section IV in particular.**

Students enrolled in dual enrollment programs simultaneously receive college credit through MSU and high school credit from their high school for a course taught by an MSU faculty member. The policies of the individual high school determine whether the grade assigned by the MSU faculty member for the

college credit granted through MSU will also be the grade assigned for the secondary credit awarded by the high school for the dual-credit course. The high school may choose to apply a different standard and assign a different grade. The University policy is that a dual-credit course is a college-level course and that the instructor should employ the same standards in the course whether taught on campus or offered for dual credit (SD 455). The University policy also requires that high school students enrolling in MSU courses for dual credit have a certain level ACT score to help ensure the integrity of dual-credit courses. The Kentucky Council on Postsecondary Education periodically audits records related to such course offerings. MSU is due for such a visit and should expect one.

***The committee finds that Morehead State University is in compliance.***

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**Partnerships must be evaluated regularly by the participating institution of higher education.**

**The participating institution must assume full responsibility for the academic quality and integrity of partnerships as measured by the *Criteria*.**

The SACS administrator survey and the SACS faculty survey both posed the following questions to respondents: (1) "Contractual and consortial relationships are regularly evaluated" (Survey Questions AD 130 and FAC 129); and (2) "The standards for regular instructional programs are applied to instruction delivered through contractual and consortial relationships" (AD 131 and FAC 130). Although 69.5% of faculty and 44.7% of administrators responded "no opinion" to the first question, 21.8% of faculty and 45.8% of administrators either agreed or strongly agreed. Over 72% of faculty responded "no opinion" to the second question, but of the remainder (27.5% of those responding), only 24.1% disagreed or strongly disagreed, and 75.9% agreed or agreed strongly. Although, most administrators (60.5%) responded "no opinion" to the second question, very few disagreed (5.3%) and none disagreed strongly. A substantial number of administrators (34.2%) either agreed or agreed strongly with the statement. It would appear that most administrators in academic affairs are aware of and involved in the regular evaluation of partnerships and that faculty are involved but not in large numbers (SD 307).

***The committee finds that Morehead State University is in compliance.***

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#### **4.2.4 Undergraduate Instruction**

**Instructional techniques and policies must be in accord with the purpose of the institution and be appropriate to the specific goals of an individual course.**

All proposals for general education courses must identify general education goals served by the course and identify these as either essential or important. In addition, all general education course proposals must relate these goals to specific learner outcomes and teaching strategies. All course proposals for courses satisfying program requirements must relate course objectives to program competencies.

All course proposals/revisions are peer reviewed by faculty at the department, course and university levels. Additionally, instructional techniques and policies of all course work at the institution are peer reviewed and evaluated by faculty at the university level in academic program reviews. These program reviews are conducted every five years with the last cycle completed in the fall of 1999.

***The committee finds that Morehead State University is in compliance.***

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**Instruction must be evaluated regularly and the results used to ensure quality instruction.**

With the implementation of annual PBSI (performance-based salary increases) reviews and the systematic use of the IDEA instructional student survey, the University is evaluating instruction “regularly,” but the extent to which the results are “used to ensure quality instruction” is debatable.

Faculty tenure and promotion portfolios generally include IDEA survey results along with various supplementary student evaluation surveys, sample teaching materials, teaching observations, and other evidence of effective teaching. Tenure and promotion portfolios must now also include annual reviews under the department Faculty Evaluation Plan (FEP). Tenure standards and

faculty evaluation plans emphasize teaching. The University has recently instituted summer teaching fellowships to encourage innovative teaching and continued development among faculty. Each year the Professional Development Committee selects an outstanding instructor to receive the University's distinguished teacher award. The University stresses the importance of teaching in all reviews of faculty performance and rewards those rated high in teaching. Certainly the very existence of periodic reviews that emphasize teaching encourages faculty to periodically examine all elements of their teaching. To this extent the University can be said to use the results of its evaluation of instruction "to ensure quality instruction."

The University is also working towards initiating post-tenure review, which aims to identify faculty who are deficient in teaching (or in professional achievement or service) and assist them in addressing those weaknesses. The draft plan for post-tenure review thus goes beyond a simple measure of performance to use results, in the case of faculty rated very low, to improve performance.

With promotion to associate professor now tied to tenure, promotion and tenure reviews in most instances provide checks at only two points in a faculty member's career. Post-tenure review is designed to identify and assist or remove only very poor instructors. It is thus the yearly evaluation of instruction that is critical. A more effective yearly evaluation system than the University currently employs would not merely "rate" faculty, and either reward or punish them through performance-based salary increases, but would provide faculty with useful feedback and require them to make demonstrable use of the results in charting a plan of continued growth and development in all areas, but most especially in teaching.

MSU's heavy reliance upon IDEA scores in evaluating instruction is problematic. In the fall of 1988, the administration began directing faculty to administer the IDEA survey in at least two classes per semester. Currently, tenure-track faculty administer the IDEA survey in two classes per semester, and tenured faculty administer the IDEA survey in one class per semester. Initially the administration did not require faculty to submit IDEA survey results in tenure and promotion portfolios, but their inclusion in portfolios—though apparently never the University's "official" policy—is now generally expected by tenure and promotion committees. Faculty are given the impression that the University requires the use of the IDEA survey. In addition, under PBSI, department faculty

evaluation plans take IDEA survey results into account, though the Faculty Senate has recently adopted a resolution that IDEA scores should count for no more than fifty percent of an individual faculty member's teaching evaluation. Departments differ in how they use IDEA scores in the evaluation of faculty.

Not only is IDEA roundly perceived as a student satisfaction survey, but MSU does not provide funding for faculty to administer the survey in all courses. Since most faculty teach a twenty-four-hour credit load per year (four courses per semester) and use IDEA in only one or two courses per semester, evaluation by this survey is a hit-or-miss proposition. The administration has, in the past few years, asked several different committees to examine the options and offer recommendations to address the concerns of faculty about continued use of the IDEA survey. The issue requires further examination and a resolution.

Faculty Evaluation Plan's vary widely from department to department without clear evidence that they effectively evaluate teaching. The one constant measure is the IDEA survey. Consequently, evaluation of teaching on this campus still rests too greatly upon the IDEA survey.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation: Academic departments must employ multiple methods to evaluate the effectiveness of teaching, ensure the consistency of these methods among faculty, and use the evaluation results to ensure high quality instruction.**

**Recommendation: Academic departments, through their FEP process, must examine and more thoroughly clarify the requirements for use of methods to evaluate teaching. Furthermore, academic departments must examine and specify the weight such methods shall carry in the evaluation of teaching.**

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**Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.**

The University requires faculty members to include a course description and specific course requirements (including the number and kind of graded assignments and their relative weight in computation of the course grade) in

course syllabi, and departments are required to collect and keep syllabi on file. Departments seem to be diligently collecting these syllabi. Faculty are required to distribute a copy of the course syllabus to each student during the first week of class. While this requirement is carefully communicated to the faculty by department chairs (normally at the opening meetings of the semester), there is no specific process to verify the results. Also, most academic departments do not examine syllabi regularly to make sure required elements are included, nor is anyone verifying that the course content conforms to the official course description on file in the undergraduate dean's office.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should establish a process of confirmation whereby academic department coordinators and chairs regularly review syllabi for appropriate content and determine if faculty are providing students with copies of course syllabi within the first week of class.**

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**Methods of instruction must be appropriate to the goals of each course and the capabilities of the students.**

The evaluation of individual instructors' teaching may depend too heavily on the IDEA survey, but the IDEA survey stresses the link between goals specific to the course and its instructor and the methods of instruction. In addition, all general education course proposals specifically relate course goals to methods of instruction.

In its efforts to encourage faculty to experiment with methods to improve instruction, the University has wisely refrained from mandating or endorsing particular methods or teaching philosophies and has recognized that academic freedom, at least to some extent, embraces methodology as well as course content. By offering inducements to faculty to experiment with innovative teaching methods, and particularly with the use of technology in the classroom, MSU is working to create a climate of diversified growth and experimentation that is in keeping with the longstanding ideal of intellectual freedom which is part of what defines "the university."

***The committee finds that Morehead State University is in compliance.***

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**Experimentation with methods to improve instruction must be adequately supported and critically evaluated.**

Recently, MSU has done a great deal to support and critically evaluate methods to improve instruction. One important step has been to create summer teaching fellowships. These awards, which are patterned upon research fellowships, not only recognize the current trend in higher education which asks teachers to “research” and “devise” alternate teaching strategies, but also rewards efforts for this pedagogical inquiry. The investment of money and resources in the training of faculty to use technology and the continued support for workshops from the Center for Critical Thinking (a center developed to facilitate better teaching) also demonstrate MSU’s commitment to teaching innovation.

Although not technically experimental or innovated, the University’s renewed commitment to the relationship between secondary and postsecondary education has helped to foster a climate which makes rethinking of pedagogical concerns a top priority. In the 1998-1999 academic year, a series entitled “Teaching the Teachers For the 21<sup>st</sup> Century” has been utilized to generate campus-wide discussion of these concerns. Faculty members in individual departments have also been encouraged to set up meetings with high school teachers in order to facilitate continuity in instruction. Again, this may not be “experimentation” as such, but it is a clear indication of MSU’s commitment to rethinking education and re-assessing the methods and means of instruction.

The more obvious forms of experimentation with methods to improve instruction (summer teaching fellowships, technological training, teaching workshops) are reinforced through individual departments’ faculty evaluation plans (under performance-based salary increases) and promotion and tenure standards which reward “innovative instructional techniques” (SD 113:8). FEPs are different from department to department and are developed by the faculty within each department according to the distinct nature of each discipline, though all reward teaching innovation.

***The committee finds that Morehead State University is in compliance.***

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**An institution must use a variety of means to evaluate student performance.**

Because of its diverse nature, higher education teaching tends to use a variety of means to evaluate student performance. For example, reading and writing classes depend heavily on writing pieces or portfolios. Math and technology courses use problem-based and essay evaluation. Most faculty use short answer exams in lower level courses with increasing complexity of exam types with the increasing complexity of the discipline level. The faculty evaluation plans (FEPs) require examination of student evaluation methods used by faculty.

In its support of teaching experimentation, the University has emphasized that students learn in different ways and has encouraged instructors to experiment with methods of instruction that address different learning styles. In its overall assessment of the performance of students, the University has made the mastery of general education competencies and the mastery of specific program competencies important goals. The University has begun the long process of identifying various meaningful measures of student performance and systematically collecting evaluative data and must continue to develop a strong foundation in terms of the interpretation and use of the available data to evaluate student performance and improve programs.

***The committee finds that Morehead State University is in compliance.***

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**The evaluation must reflect concern for quality and properly discern levels of student performance.**

The 1988-1990 SACS self-study recommended that “The University ... conduct studies to determine if the evaluation of students reflects concern for quality and properly discerns levels of student performance” (SD 462:97). The University appears to have taken steps in this direction, but problems still exist.

The University now regularly routes grade distribution reports to each department at the completion of every semester. The University monitors the average grade point average for each department and each college within the University. This information is reported to deans and academic department chairs.

**Table 4.2.6 Average GPA for Undergraduate Courses by College, Fall 1997**

<b>College</b>	<b>Grade Point Average</b>
Business	2.685
Education and Behavioral Sciences	2.826
Humanities	2.884
Science and Technology	2.482
University-Wide	2.748

(SD 365)

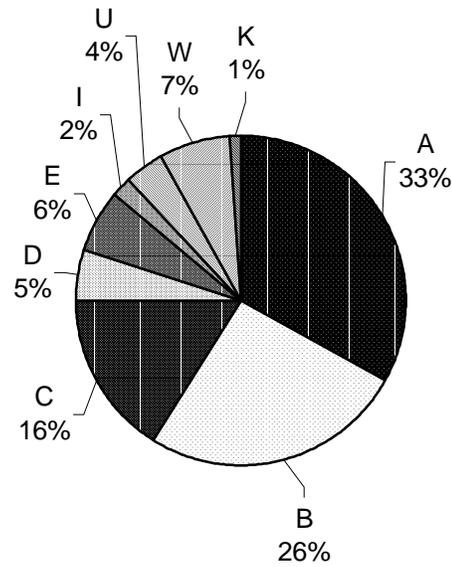
A casual observer might conclude that average GPA's below 3.00 are evidence that MSU does not have a problem with grade inflation. The fact that grades of *E*, *U*, and *I* are calculated into the grade distribution report as if they were all *E* makes it harder to see that a very high number of *A*'s and *B*'s are given and a surprising low number of *C*'s. The average grade given at an institution (or within one division at that institution) can tell one very little. One must instead look at the *range* and *distribution* of grades. The average MSU GPA is under 3.00, but one-third of all grades assigned on this campus are *A*'s and one-fourth *B*'s; *C*'s, *D*'s, and *E*'s, taken together, make up only 27.42% of all grades assigned. The table and figures below indicate that grade inflation may be a serious problem throughout the University, particularly given the average entering ACT score of MSU students.

**Table 4.2.7 Grade Distribution for Undergraduate Courses  
University-Wide and by College, Spring 1998**

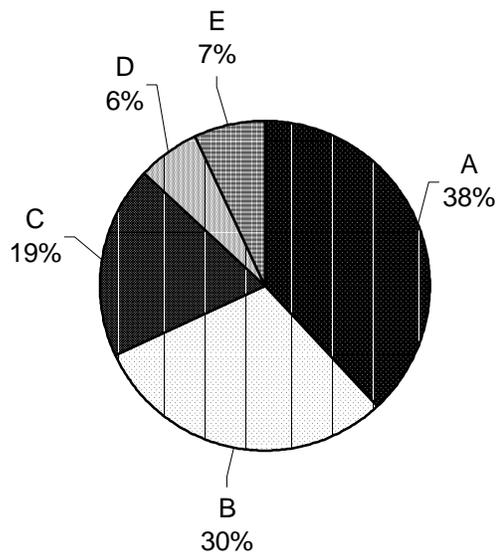
	<b>MSU</b>	<b>% of MSU</b>	<b>BUS</b>	<b>% of BUS</b>	<b>EDUC</b>	<b>% of EDUC</b>	<b>SCI/T</b>	<b>% of SCI/T</b>	<b>HUM</b>	<b>% of HUM</b>
A's	9,597	33.1%	1,419	33.3%	2,724	37.7%	2,077	27.0%	3,447	34.2%
B's	7,480	25.8%	1,143	26.8%	1,962	27.1%	1,964	26.4%	2,411	23.9%
C's	4,728	16.3%	702	16.5%	1,061	14.7%	1,472	19.8%	1,493	14.8%
D's	1,594	5.5%	244	5.7%	280	3.9%	546	7.4%	524	5.2%
E's	1,638	5.6%	216	5.0%	237	3.3%	548	7.4%	637	6.3%
I's	463	1.6%	42	1.0%	204	2.8%	78	1.0%	139	1.4%
U's	1,032	3.5%	107	2.5%	276	3.8%	234	3.1%	415	4.1%
W's	2,173	7.5%	392	9.2%	432	6.0%	577	7.8%	772	7.6%
K's	316	1.1%	0	0.0%	56	0.7%	5	0.1%	255	2.5%
Totals	29,021	100%	4,265	100%	7,232	100%	7,431	100%	10,093	100%

The average GPA's must also be viewed in light of the high percentage of the student population on academic probation (821, or 12.28% of the undergraduate population, in the fall of 1997). Given the University's relatively open admission standards and mission, it is (as the last SACS report noted) perhaps to be expected that we have many students on academic probation. Certainly this fact could be seen as one sign that our academic programs do have standards.

**Figure 4.2.3 Relative Percentage of Grades Assigned in Undergraduate Courses, Spring 1998**



**Figure 4.2.4 Relative Percentage of A-E Grades Assigned in Undergraduate Courses, Spring 1998**



The SACS surveys administered to students, faculty, and administrators in the fall of 1998 reveal that students perceive grade inflation as less of a problem than do faculty or administrators. The mean response for students was 2.38 on a Likert scale of 1 to 4, and most students responding (44.1%) marked “No opinion” in response to the statement “Grade inflation is a problem at MSU.” The mean response to the same item for faculty was 2.93: 10% of faculty responding disagreed strongly, 20% disagreed, 26% agreed, and 34% agreed strongly that grade inflation is a problem at the University (SD 307). The mean was 2.75 for all administrators, and most of the administrators outside of academic affairs marked “No opinion” in response to this item. Administrators within academic affairs, however, are, as a group, more inclined even than faculty to see a problem with grade inflation. Of the fourteen administrators within academic affairs responding to the survey, only two had no opinion, four disagreed, four agreed, and four agreed strongly that “Grade inflation is a problem at MSU”; the mean response for administrators within academic affairs to this item was 3.00 (SD 356).

The SACS surveys administered to students, faculty, and administrators also reveal that students are more likely to think that academic standards in off-campus courses are the same as those in on-campus courses (3.26 mean response) than are administrators (3.14 for all administrators; 3.08 for administrators within academic affairs) or faculty (2.48). The results reveal that faculty as a group are concerned that standards in off-campus courses may be lower than those of on-campus courses (SD 307, SD 356).

The exact nature and extent of this potential grade inflation problem at MSU cannot be known until the University completes a comparative study, separating out grades in graduate and undergraduate courses, in upper-division and lower-division courses, in general education courses and non-general education courses, from college to college, and department to department.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation: The University must conduct studies to determine whether the evaluation of students reflects concern for academic quality and properly measures levels of student performance; furthermore, the University must involve the Faculty Senate in this process and report full findings to the faculty in all academic departments.**

**Recommendation:** The grade distribution reports sent to academic departments must provide data in a more usable form that provides some protection for the privacy of individual instructors in order to make free discussion at the department level more possible; the administration must include separate data for off-campus and on-campus courses in the grade distribution reports given to department chairs; and department chairs must make this information available to their faculty.

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**An institution must publish its grading policies, and its grading practices must be consistent with policy.**

The *1998-2000 MSU Undergraduate Catalog* lists the letter grades used at the University and explains their significance (SD 257:25). The catalog notes that certain grades (e.g., *IP* for “In progress”) are allowable only in certain courses. Other “grades” listed are administrative designators, not grades faculty may assign (e.g., *K* for credit and *N* for failure in a pass-fail course; *WY* for withdrawal from a class a student is auditing).

The explanation for the grade of *U*, or “Unofficial withdrawal” may be somewhat inadequate. Although instructors adhere to the grading policies, informal questioning reveals that some faculty may not be appropriately assigning the *U* grade to students who do not officially withdraw but simply stop attending a class. The registrar’s office informs faculty each semester that “Students whose names appear on the grade processor but who have not attended class should be assigned a grade of *U* (SD 366). It is possible for faculty to interpret the phrase “not attended” to refer only to students who either have never attended or stopped attending early in the semester, well before the deadline for withdrawal. These faculty members may assign grades of *E* to students who stopped attending at a later point in the semester. Other faculty assume that they should assign a *U* to all students who stopped attending at any point in the semester, even the last week or two of classes. Taken in the context of all grades assigned at the University, the possible confusion over the proper use of the grade *U* is not a significant problem. However, faculty assigned 1,032 *U*’s at the end of the spring 1998 semester.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The Office of the Registrar should clearly communicate the grade of *U* and clarify its proper use. The application of the grade should be examined by the Faculty Senate.**

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**The institution must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.**

The 1988-1990 SACS self-study recommended that “A policy...be developed which requires each program to make available the competencies which students are expected to acquire” (SD 462:77). The undergraduate catalog now lists competencies for each academic program. The 1988-1990 SACS self-study further suggested that “each program develop an appropriate system for evaluating its success in helping students acquire (program) competencies” (SD 462:77). Some programs have identified data useful for purposes of assessment, regularly collect this information, and use the data in assessment reports required by the administration. Many departments are in the process of implementing useful and consistent assessment measures.

During the 1999 spring semester, summer terms, and fall semester, all academic departments identified assessment methods using the five-column model suggested by SACS. Two nationally recognized consultants came to campus to assist the college deans, department chairs, and faculty to identify meaningful objectives and appropriate assessment methods for their academic programs. The process of using the five-column model has completed its first cycle in 1999; however, assessment methods have been identified and used during the past decade.

The 1988-1990 SACS self-study noted that “Beginning in 1988-1989, the University has made available the ETS Major Field Exam to students majoring in music, English, mathematics, and biology. In the spring semester, psychology was added to this list, and other programs are expected to begin participation soon” (SD 462:92). In the last three years, the academic departments of EFLP, GGH, Music, and Physical Sciences have asked graduating students to take the Major Field Achievement Test (SD 357).

In addition to the use of the ACT COMP as an exit exam for seniors in all programs, the following standardized assessments have been used: the MFAT for seniors in a few programs, the NTE for seniors seeking teacher certification, and the ACT CAAP to measure students' writing ability after completion of the required general education writing courses. Academic departments have made an effort to obtain graduates' test scores on the GRE, MCAT, LSAT, and other admissions tests for graduate or professional schools. Typically those seeking entrance into graduate programs will be among the strongest graduates, so scores on graduate entrance exams are limited in what information they can provide about the average performance of students in the program. Some departments and programs track students' performance on certifying exams (e.g., the CPA exam, nursing licensing exams). Pre-professional programs whose students transfer to other institutions as juniors (e.g., pre-veterinary medicine) may also track their students' success rate in these programs. Informal networking also allows departments to gain some information about the employment of graduates. Surveys administered to alumni provide additional information. In general, professional and pre-professional programs seem to do a better job of tracking student performance by their placement in professional schools and performance on board certifying exams.

The usefulness of academic department unit plans and program reviews depends not only upon assessment measures that tell departments whether they have met specifically identified goals, but also upon accurate assessment of the current state of their academic programs. The unit plans suggest that very few academic departments have completed the kind of thorough self-study that should be their starting point in targeting areas for improvement and identifying reliable measures to track their progress over a period of years. The current self-study has resulted in the University requiring full academic program reviews during the 1998-1999 academic year, an excellent inclusive beginning.

In general, departments place a great reliance upon surveys to measure student or alumni satisfaction. Such surveys are only one legitimate tool to obtain information by which to gauge a program's success. One notable exception occurs in the Department of Mathematical Sciences, which lists as an objective, "Increase the percentage of math's teaching majors passing the Praxis exam on the first attempt" (SD 134). Although some of the follow-up assessment reports coming out of recent academic program reviews are stronger academic departments in general need to be more aware of the various dimensions to

assessment of faculty performance, student performance, and academic programs.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation:** All academic departments and programs must identify specific, reliable measures (in addition to the Academic Profile required of all seniors) and institute a process whereby this information will be collected regularly, reported to the appropriate dean, and shared with faculty within the department or program. Furthermore, the department or program must demonstrate its use of the information to improve instruction.

**Suggestion:** Academic departments should, in their unit plans and program reviews, distinguish more clearly between the academic quality of programs and various other services and features that can contribute to the quality of academic programs but that may not be indicative of academic excellence.

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**Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.**

**The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.**

Courses are typically taught within a seventeen-week semester, a nine-week course (half semester), or a four-week summer course. The courses not offered within these time lines are considered concentrated or abbreviated. For these courses to be offered, they must lend themselves to concentrated periods of instruction. Such courses are limited by the University Undergraduate Curriculum Committee to a minimum time of one week of instruction for each credit hour.

No formal evaluation procedure is in place to ensure that these courses are designed to ensure that the student has the opportunity to prepare, reflect upon and analyze the subject matter. Likewise, there is no evaluation procedure

to ensure that the knowledge and competencies acquired in these courses is equivalent to those acquired in more traditional formats.

***The committee finds that Morehead State University is in compliance.***

**Suggestion:** The University should develop a process whereby concentrated or abbreviated courses are evaluated (1) prior to offering them to ensure that students will have sufficient opportunity to prepare for, reflect upon and analyze the subject matter, and (2) after the course is offered to ensure that students have acquired knowledge and skills equal in level to those acquired in courses with a more traditional format.

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**Therefore, an institution of higher education must provide for its students a learning environment in which scholarly and creative achievement is encouraged.**

Many opportunities exist on MSU's campus that encourage scholarly and creative achievement on the part of students. Drama productions involve theatre majors as well as non-majors, public performances are required of music majors, and art majors are required to exhibit their work. Forums such as *Inscape*, a student publication that juries and showcases student writing and black-and-white art, and a fine arts showcase highlight student talent. Journalism students are required to serve internships on the school newspaper, *The Trailblazer*. The Honors Program provides an academically enriched program for select students with an ACT score of 26 or above and a strong high school academic record who elect this program. Each year, the University honors outstanding students in all academic programs at award banquets.

The surest way an institution can provide an aesthetically rich and intellectually stimulating environment to its students is in the classroom and through a faculty committed to their respective disciplines. The University's increased emphasis upon scholarly and creative achievement recognizes that faculty who value such endeavors will encourage scholarly and creative achievement by students.

In the past ten years, due to many faculty retirements, the University has sought through national job searches to fill faculty positions with highly qualified individuals holding the highest degree in their field of specialization, usually the doctorate. In 1987, 151 (52.0%) of MSU's 290 faculty held a doctorate, 130

(44.9%) held a master's or specialist degree, and 9 (3.1%) held a bachelor's degree (SD 132). In 1997, 203 (64.0%) of MSU's 317 full-time faculty held a doctorate, 110 (34.7%) held a master's or specialist degree, and four (1.3%) held a bachelor's degree (SD 132). As the University has increased hiring standards for faculty, it has also increased its expectations of faculty in terms of professional achievement. Tenure and promotion standards in terms of scholarly and creative achievement are higher than they were ten years ago. The University's hiring practices and evaluation of faculty ensure that MSU's faculty remain active in their fields of specialization.

To create and sustain an environment in which scholarly and creative achievement is encouraged on the part of students requires adequate support of faculty in the full range of their duties. The University is actively seeking to create such an environment.

***The committee finds that Morehead State University is in compliance.***

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**In all such cases, learning experiences for which credit is awarded must be under the ultimate control and supervision of the educational institution.**

Learning experiences for which credit is awarded are controlled and supervised by the University. Before a course, including clinicals and other affiliations with outside agencies, can be offered, it must pass through an approval process. The course is then taught by a faculty member who is hired by the University, hence subject to University rules and regulations. Chairs and program coordinators are also responsible for overseeing the instruction of these courses. As a result, it can be claimed that the courses MSU offers are under the ultimate control and supervision of the institution.

***The committee finds that Morehead State University is in compliance.***

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**The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.**

In the course of reviews by discipline-specific accrediting organizations, some academic programs have necessarily demonstrated an “effective relationship” between their curriculum and “current practices in the field of specialization” (SD 257:i). It is reasonable to suppose that faculty who are active in their fields will, in curricular decisions and course design, reflect “current practices in the field of specialization,” and thus that most programs’ curricula provide their majors with an awareness and understanding of current practices in the discipline. The indirect evidence is there, but demonstrating that such an “effective relationship” exists across the board is very difficult; however, the University documents such a connection for all academic programs in program reviews and accreditations.

***The committee finds that Morehead State University is in compliance.***

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**An institution must demonstrate that program length, clock hours or credit hours, and tuition and fee charges are appropriate for the degrees and credentials it offers.**

Many academic programs must meet certification standards set by professional associations for their distinct disciplines. At MSU, the “clock hours” required for credit hours awarded are established by state public universities and are consistent with nationwide policies in public universities. For all academic programs, the “program length, clock hours of credit hours, and tuition and fee charges” are in line with those at comparable institutions offering similar degree programs.

***The committee finds that Morehead State University is in compliance.***

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#### **4.2.5 Academic Advising of Undergraduate Students**

**Each institution must conduct a systematic, effective program of undergraduate academic advising.**

That MSU conducts a systematic, effective program of undergraduate academic advising is supported by the results of the ACT Survey of Academic

Advising administered to undergraduate students (among others) in 1989, 1994, and 1997 (SD 92). Of the 1,284 undergraduates surveyed in 1997 (approximately 20% of the undergraduate population of 6,683), 79.6% rated the advising system as having met their needs adequately or better. Of this group, more than half deemed their advising needs to have been met more than adequately or exceptionally well.

**Table 4.2.8 1997 ACT Survey of Academic Advising Results**

<b>Responses From Undergraduate Students Both ON and OFF Campus to the Question, "How well does the advising system meet your needs?"</b>			
	<b>ON</b>	<b>OFF</b>	<b>ALL</b>
Exceptionally well	18.9%	20.5%	18.2%
More than adequately	22.4%	16.7%	21.8%
Adequately	40.8%	29.5%	39.6%
Less than adequately	13.5%	18.2%	14.0%
Very poorly	4.6%	6.1%	4.8%
No response	0.7%	9.1%	1.6%
On-Campus		1,152	
Off-Campus		132	
Total Students Surveyed		1,284	

(SD 92)

Advisor training is available at the University through general advising workshops presented by trained, knowledgeable staff and is supported by an extensive guide, the *Deskbook for Undergraduate Advising*. (The *Deskbook* would be even more useful and more easily kept up-to-date if available online.) In the fall of 1997, all new tenure-track faculty were personally invited to attend an advising workshop geared to their needs. Academic departments often conduct more specific workshops geared to their particular program requirements and their students' needs and interests. A telephone survey indicated that there is not a consistently high level of attention given to advisor training within departments. Some departments provide formal training but offer such workshops rarely; other departments merely introduce advising as a topic at regular department meetings but do so regularly (SD 367). Ideally, the University

would require all new tenure-track faculty to attend a University advising workshop, and academic departments would provide ongoing advisor training.

The recommendations included as part of *the ACT Survey of Academic Advising 1997: Executive Summary* have been or are in the process of being implemented; the effectiveness of these implementations will be evaluated as part of the analysis of the ACT survey, which will be used again in 2000. The survey is currently scheduled for use every three years.

### **ACT Survey of 1997 Academic Advising**

#### **Executive Summary Recommendations**

- The advising system for off-campus undergraduate students should be examined to increase the satisfaction of the students. Alternate advising delivery systems should be explored for these students.
- The advising system for students taking courses via distance learning should be explored. Alternate advising delivery systems should be explored for these students.
- The role and responsibility of the advisor and the student should be clarified and disseminated to both the advisor and student. Students who receive assistance report a very high level of satisfaction, but students in general appear not to know what to expect from their advisors and advisors appear to be unclear about their roles. This information can be disseminated to advisors through training, newsletters, and department meetings. Students can receive this information in MSU 101, meetings with their advisor, and at orientation (SD 92).

New freshmen attending one of several SOAR (Summer Orientation and Registration) sessions see academic advisors and complete a trial schedule. If a new freshman has decided upon a major, the advisor is usually a representative of the major department. Transfer students also often register at SOAR sessions. The admissions office refers new freshmen and transfer students registering at times other than during the SOAR sessions directly to the department of their major for advising.

New students who have not decided upon a major, non-degree students, and students who have chosen or have been placed into a two-year or a four-

year university studies program are advised by professional staff in the Office of Academic Support and Extended Campus Programs. Support center staff encourage undecided students (and university studies students, where appropriate) to explore areas of potential interest. Advisors encourage students to enroll in EDGC 105: Career Planning (a two-hour elective class), to use Discover (a computer career-information program that includes an interest inventory that a student may print out and save), and to participate in other career exploration activities.

Early during their first semester at MSU, students with a declared major are, as a general rule, assigned to a permanent advisor in the appropriate department. When possible, students are assigned to advisors who share the same or similar interests within a discipline (e.g., astronomy, creative writing, special education) to encourage an advisor's recognition of the advisee's needs and goals and to provide a model for advisees.

***The committee finds that Morehead State University is in compliance.***

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**An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.**

It is difficult to determine the number of advisees that constitutes a reasonable load for a faculty or staff member. Many faculty members and some staff members have an unreasonable load (forty or more advisees in the case of faculty; three hundred or more in the case of individuals whose primary job responsibility is advising). Of the 329 advisors on record at MSU, most have a reasonable or light advisee load. However, thirty faculty or staff members have more than forty advisees. Of these thirty, twenty-two have an advisee load of between forty-one and eighty students. Two faculty or staff have between eighty-one and one hundred advisees, and another three have between one hundred and two hundred advisees (SD 359). Three staff members in the Center for Academic Advising have 325, 339, and 379 advisees respectively (SD 359).

***The committee finds that Morehead State University is not in compliance.***

**Recommendation: Academic departments and offices in which faculty/staff are assigned advisees must distribute the number of advisees**

**as reasonably as possible among individuals identified as qualified advisors in the program.**

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**An effective orientation program must be made available to all full- and part-time undergraduate students.**

An orientation program is available to new undergraduate students in the form of SOAR (Summer Orientation and Registration) and through MSU 101: Discovering University Life, which is required during the first semester of a new freshman student's enrollment or of a transfer student's enrollment if the transfer student has accumulated fewer than thirty semester hours of college credit. In addition, three days of orientation for new students are incorporated into the regular registration period in the fall semesters.

***The committee finds that Morehead State University is in compliance.***

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**Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.**

The University administers the ACT Survey of Academic Advising to a sampling of students across campus and in selected off-campus courses every three years. Many departments across campus have begun surveying their majors during each registration period, though most have only recently instituted this practice. The admissions office surveys participants in SOAR (summer orientation and registration) at the end of the orientation session, but it does not survey new students at the end of the fall orientation period in August, nor does it survey students enrolled in MSU 101: Discovering University Life.

**Table 4.2.9 SOAR (Summer Orientation and Registration) Survey Results  
Summer 1998**

Student Rating of Advising on a Scale of 1 to 5 (with 5 signifying the best and 1 the poorest)						
	1	2	3	4	5	Item Not Marked
Number	3	1	9	26	53	3
Percentage	3	1	9.5	27.4	55.8	3

(SD 368)

*The committee finds that Morehead State University is in compliance.*

## Conclusion

### Strengths

The University has completed an extensive revision of general education requirements and, in doing so, has thoroughly reexamined the place of every course that counts toward a general education requirement. Departments have revised or entirely redesigned 100- and 200-level course descriptions to meet the guidelines for general education courses. General education course proposals must identify six approved general education goals (three of which are essential to the course and three of which are important to the course) and must link these to learner outcomes, assessment measures, and teaching strategies. The University Undergraduate Curriculum Committee has held departments to a high standard.

MSU has made the increase of retention and graduation rates a major goal. The establishment of the Office of Retention, SOAR, fall orientation for new students, and MSU 101: Discovering University Life are all part of the University's continuing effort to help students adjust to college life and increase their chances of success. The University has increased standards for unconditional admission and devotes greater attention to the placement and orientation of freshmen.

The University more often engages in nationwide faculty searches, has increased hiring standards for faculty, and requires a terminal degree or its equivalent. MSU has also instituted performance-based salary increases for faculty.

The institution has made substantial gains in its efforts to identify and collect meaningful data by which to evaluate its academic programs, looking particularly at faculty performance and student performance. The IDEA survey to aid in assessing instruction has increased scrutiny of faculty performance in teaching. The University has made a good faith effort to increase assessment of all activities related to the quality of its undergraduate programs.

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## **4.3 GRADUATE PROGRAM**

### **4.3.1 Initiation, Operation and Expansion of Graduate Programs**

**The administration and faculty must be responsible for the development of new academic programs recommended to the governing board.**

**An undergraduate institution planning to initiate its first graduate program, a graduate institution planning to initiate a program at a degree level higher than that already approved, or a graduate institution planning to initiate a program at the same level but substantially different from those already approved must inform the Executive Director of the Commission on Colleges in advance of the admission of students.**

**The institution also must document that any necessary approval from state or other agencies has been secured.**

**Institutions must maintain strong educational programs at the master's and/or baccalaureate levels before attempting doctoral programs, or must justify their departure from the requirement.**

**Free-standing graduate and professional schools are exempted from this requirement.**

**However, they must demonstrate not only the strength of their individual programs, but also that students admitted have met undergraduate requirements specified for the program.**

Graduate study at the University began in 1941 when the first graduate program, a Master of Arts in Education, was implemented. Graduate work was confined to the Master of Arts in Education until 1966 when the Master of Arts and Master of Science degrees were initiated. The Education Specialist degree was instituted in 1973. Table 4.3.1 (following page) shows the list of programs, the degrees offered, and their implementation dates. Since the last self study was completed in 1990, one new graduate program has been implemented: the Master of Arts in School Administration in 1999, and one program, Business Education, was suspended in 1990. The University does not offer doctoral programs, nor does it plan to initiate such programs. The University does participate in a joint doctoral program in Education with the University of Kentucky; however the University of Kentucky awards the degree. The University

does not have any free-standing graduate or professional schools. Deletions, suspensions, or substantive changes of graduate programs are subject to the approval of the administration, the Board of Regents, and the Kentucky Council on Postsecondary Education. Such changes are duly reported to the SACS Commission on Colleges.

**Table 4.3.1 Graduate Programs**

<b>Program</b>	<b>Degree</b>	<b>Implementation Date</b>	<b>Dept./College</b>
Adult & Higher Education	Master of Arts	1966	Leadership & Secondary Education/ EBS
Art Art Education Studio Art	Master of Arts	1971	Art/CCH
Biology	Master of Science	1966	Biological & Environmental Sciences/S&T
Business Administration	Master of Business Administration	1971	Accounting & Economics, Information Sciences, Management & Marketing/BUS
Business Education	Master of Business Ed.	1966 (suspended 1990)	
Communications Advertising/ Public Relations Electronic Media Journalism Speech Theatre	Master of Arts	1971	Communications/ CCH
Education Elementary Special Education/ Exceptional Children	Master of Arts	1941	Elementary, Reading & Special Education/EBS
Education Guidance Secondary	Master of Arts	1941	Leadership & Secondary Education/EBS
English	Master of Arts	1966	English, Foreign Languages & Philosophy, CCH

<b>Program</b>	<b>Degree</b>	<b>Implementation Date</b>	<b>Dept./College</b>
Health, Physical Education and Recreation	Master of Arts	1966 (suspended 1988; reinstated 1989)	Health, Physical Education & Recreation/EBS
History	Master of Arts	1966 (suspended 1987)	
Mathematics	Master of Science	1970 (suspended 1981)	
Music Music Education Music Performance	Master of Music	1966	Music/CCH
Psychology Clinical Counseling General	Master of Arts	1968	Psychology/EBS
Sociology General Criminology Gerontology	Master of Arts	1971	Sociology, Social Work & Criminology/EBS
Vocational Education	Master of Science	1971	Agricultural Sciences, Human Sciences, & Industrial Education & Technology/S & T
Specialist in Education	Education Specialist	1973	Elementary, Reading & Special Education; Leadership & Secondary Education/EBS
School Administration	Master of Arts	1999	Elementary, Reading & Special Education/EBS

***The committee finds that Morehead State University is in compliance.***

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### **Support of Graduate Programs**

**A graduate program must have curricula and resources substantially beyond those provided for an undergraduate program.**

As indicated in the 1998-2000 graduate catalog, each of the University's graduate programs is supported by a substantial curriculum of courses not offered at the undergraduate level (SD 256). Other resources utilized to support graduate programs include available qualified faculty and graduate student

support. One of the ways the University provides specific funding of graduate programs is through a reduction in a faculty member's teaching load by one third credit hour for every one credit hour of graduate instruction. Although the University provides a number of services to support graduate study, there is no differentiation between the graduate and undergraduate budget in each academic department. Stipends paid to graduate students have risen in the last ten years; however, they are still among the lowest when compared to benchmark institutions in the region (Table 4.3.2). The University also supports graduate students by waiving out-of-state tuition rates and providing on-campus housing for graduate assistants.

**Table 4.3.2**  
**Graduate Assistantship Stipends at Benchmark Master's-Degree-Granting Institutions, 1998-1999**

<b>Institution</b>	<b>Nine-Month Stipend (full time)</b>	<b>Type of Appointment</b>
Appalachian State	\$6,000 - \$8,000	Teaching, research, laboratory, & administrative assistants
Eastern Illinois	\$4,770 + full tuition waiver	Graduate assistant
	\$6,300 + full tuition waiver	Teaching assistant
Eastern Kentucky	\$5,500 (avg.) + out-of-state tuition waiver	Graduate assistant
East Tennessee State	\$5,000 + full tuition waiver	Teaching, research, & administrative assistants
Marshall	\$3,000 + full tuition waiver	Graduate assistant
Middle Tennessee State	\$4,550 - \$5,950 + full tuition waiver	Teaching, research, & graduate assistants
<b>Morehead State</b>	<b>\$5000 + out-of-state tuition waiver + free housing</b>	<b>Graduate assistant</b>
Murray State	\$4,000 + out-of-state tuition waiver	Graduate assistant
Northern Kentucky	\$3,200 + out-of-state tuition waiver	Graduate assistant
Tennessee Tech	\$5,000 + fees	Teaching assistants & associates, research & support assistants
Western Kentucky	\$4,000 + out-of-state tuition waiver	Teaching & research assistants

***The committee finds that Morehead State University is in compliance.***

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**Research, scholarly activity and/or advanced professional training must be included in graduate studies and supported by adequate resources.**

All graduate programs have as a completion requirement a research scholarly activity or an advanced professional training component (Table 4.3.3 and SD 256). Some financial support for these activities can be provided in the form of funds available to faculty through the University's Research and Creative Productions Committee. These funds have been utilized to support graduate student participation in research projects and other scholarly activities.

**Table 4.3.3 Graduate Program Completion Requirements**

<b>Program</b>	<b>Minimum Degree Credits</b>	<b>Minimum GPA</b>	<b>Exit Exam</b>	<b>Required Scholarly Activity/Advanced Professional Training?</b>
Adult & Higher Education	30	3.0	Comprehensive oral exam	Yes (program design)
Art	30	3.0	Oral exam	Yes (creative production)
Biology	30	3.0	Written & oral exam	Yes (thesis)
Business Administration	36	3.0	Completion of a final comprehensive case study	Completion of a final comprehensive case study
Communications	33-36	3.0	Comprehensive written exam	Yes (thesis or creative production)
Education Elementary	33	3.0	Comprehensive written exam	Yes (program design)
Special Education	31	3.0	Comprehensive written exam	Yes (program design)
Reading Specialist	36	3.0	Comprehensive written exam	Yes (program design)
School Administration				

<b>Program</b>	<b>Minimum Degree Credits</b>	<b>Minimum GPA</b>	<b>Exit Exam</b>	<b>Required Scholarly Activity/Advanced Professional Training?</b>
Education				
Guidance	36	3.0	Comprehensive written exam	Yes (program design)
Secondary	33	3.0	Comprehensive written exam	Yes (program design)
Education - Non-degree				
5 <sup>th</sup> year for Elementary	33	3.0	Comprehensive written exam	Yes (program design)
Rank 1 - Elementary	60	3.0	Comprehensive written exam	Yes (program design)
5 <sup>th</sup> year for Secondary	36	3.0	Comprehensive written exam	Yes (program design)
Rank 1 – Secondary	60	3.0	Comprehensive written exam	Yes (program design)
Rank 1 – Guidance	60	3.0	Comprehensive oral exam	Yes (program design)
English	33	3.0	Comprehensive written exam	Yes (annotated bibliographies, essays and optional thesis)
Health, Physical Education and Recreation	30	3.0	Comprehensive written exam	Yes (thesis)
Music	30	3.0	Comprehensive written & oral exams	Yes (thesis, graduate recital)
Psychology				
Clinical	60	3.0	Comprehensive oral exam	Yes (internship)
Counseling	60	3.0	Comprehensive oral exam	Yes (internship)
General	30	3.0	Comprehensive oral exam	Yes (thesis)
Sociology				
General	30-36	3.0	Thesis or comprehensive written exam	Yes (thesis)
Criminology	36	3.0	Comprehensive written exam	Yes (practicum)
Gerontology	36	3.0	Comprehensive written exam	Yes (practicum)
Vocational Education	30	3.0	Comprehensive written and oral exam	Yes (thesis)
Specialist in Education	30	3.0	Comprehensive written and oral exam	Yes (applied project)

***The committee finds that Morehead State University is in compliance.***

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### **Support Through Faculty, Library, Administration, and Computers**

**An institution must provide a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization.**

All courses taken for graduate credit are taught by faculty who hold full, associate or temporary membership on the graduate faculty. To become a member of the graduate faculty, a faculty member is nominated by his or her chair. That faculty member's credentials are then reviewed by departmental, college, and University graduate committees. Criteria for full membership on the graduate faculty include an earned terminal degree, competency in teaching and directing graduate student scholarly activities, evidence of recent research or other scholarly activities, and associate membership on the graduate faculty for at least one year at the University. The University Graduate Committee reviews the credentials of each full member every five years. Associate membership criteria include either an earned terminal degree or an exceptionally high level of scholarly productivity, competency and experience in the absence of a terminal degree, potential for graduate teaching and for direction of graduate student scholarly activities, and evidence of recent scholarly activities. Associate memberships are granted for one-year appointments. Faculty can be granted temporary membership on the graduate faculty following a recommendation by the faculty's department chair and approval from the college dean and the dean of graduate programs. Qualifications for temporary membership include an earned master's degree and evidence of recent scholarly activity. Temporary membership is limited to one semester (SD 107: PAc 6). A more complete report on the competencies and productivity of graduate faculty appears in Section 4.8.

Data from the SACS survey results (SD 307) show that the graduate faculty expressed a wide range of opinion regarding the adequacy of library resources in support of graduate courses; approximately half the faculty expressed satisfaction with the available resources while half indicated that resources are not adequate for their teaching needs. The negative faculty

response indicated may be due to a lack of awareness of the library resources available to faculty. The library does provide a number of services for graduate student support, including the Learning Technology Lab, where students can create computer-based multimedia presentations, an online catalog, databases and electronic bibliographic networks covering a range of academic disciplines, interlibrary loan and document delivery services, locked study carrel rentals, and a thesis binding service. For a more thorough review of library holdings and usage for both undergraduate and graduate programs, see Section 5.1 (Library).

Information technology resources have increased dramatically since the 1990 self study. The University has invested considerable resources developing a high speed computer network with connection to the Internet; equipping faculty and student labs with new computers, printers, scanners, and multimedia equipment; and providing training opportunities to utilize the technology. Additional information concerning the adequacy of computer and instructional support can be found in Sections 5.2 (Instructional Support) and 5.3 (Information Technology Resources and Systems) of this study.

The University graduate program has a traditional administrative structure. The president has general responsibility for the direction of all graduate programs, subject to approval by the Board of Regents, and is the final authority in matters of policy and administration. The dean of graduate and undergraduate programs is the chief administrator of the graduate program and reports to the executive vice president for academic affairs and dean of faculty. Three office staff members report to the dean: (1) the coordinator of graduate programs, (2) the graduate admissions officer, and (3) the graduate programs assistant.

Program coordinators administer the graduate programs within the academic departments and colleges. They are responsible for (1) representing the academic department, college, and the dean of graduate and undergraduate programs in all matters pertaining to advising graduate students taking major work in a specific academic area; (2) maintaining students' academic records; (3) informing current and prospective students about graduate work; and (4) administering exit or special examinations.

The University Graduate Committee supports the administrative structure in the activities listed below. The committee is chaired by the dean of graduate and undergraduate programs, and is composed of two faculty members and one graduate student from each of the four colleges and a representative from the library and the registrar's office. The specific duties and responsibilities of the

committee are to (1) examine and evaluate the graduate curriculum of the University for possible improvement; (2) recommend revisions and to initiate suggestions for study or actions by the graduate faculty of the colleges and/or departments; (3) pursue the development of experimental and innovative graduate curricular programs; (4) make recommendations on proposals for new graduate curricular programs and changes in graduate offerings which have been approved by the appropriate college graduate committee and dean; (5) coordinate and promote the activities of the college graduate committees; (6) recommend policies, standards, and regulations pertaining to graduate programs; (7) receive and review nominations and make the final decision of appointments to the graduate faculty; (8) hear grievance appeals regarding grades and academic matters within the graduate programs, render a decision on each appeal, and notify the student and executive vice president for academic affairs and dean of faculty through the Office of the Dean of Graduate and Undergraduate Programs; (9) review the admissions standards for University graduate programs; and (10) monitor off-campus undergraduate and graduate courses, programs, facilities, library and support services to ensure compliance with University and accreditation standards (University Standing Committees, SD 107). Each college also has a graduate committee, composed of a graduate faculty member from each department within the college. The college graduate committees review graduate curriculum matters and graduate faculty nominations. Finally, each department offering a graduate program has a departmental graduate committee whose function is to evaluate graduate faculty applications, new/revised graduate course proposals and programs, and other matters relating to the graduate program.

***The committee finds that Morehead State University is in compliance.***

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#### 4.3.2 Graduate Admission

##### Application, Transcripts and Documents

**Admission procedures must include the requirement that an applicant submit, as part of the formal application process, official undergraduate transcripts of credit earned from all institutions of higher education previously attended; and other appropriate documents, such as official**

**reports on nationally recognized aptitude tests and evaluations by professionals in the field as to the readiness of an applicant for graduate work.**

**An institution must establish qualitative and quantitative requirements which result in the admission of students whose educational preparation indicates the potential for a high level of performance.**

Admission criteria for all graduate programs are published in the graduate catalog (SD 256) and summarized in Table 4.3.4. General requirements for admission to graduate study include submission of a formal application accompanied by official copies of undergraduate transcripts and aptitude test scores. Additionally, certain programs require letters of recommendation from professionals in the applicant's field of interest, a portfolio of creative work, and/or interviews with the applicants.

The University has established a number of criteria which ensure that students admitted into the graduate program are adequately prepared for graduate work and will conduct their work at a high level of performance. These criteria include a baccalaureate degree from an accredited institution of higher education, a minimum grade point average of 2.5 (on a 4.0 scale) on all undergraduate work, and a minimum score on the Graduate Record Examination of 900. Admission to the MBA program requires a minimum Graduate Management Admissions Test score of 400.

**Table 4.3.4 Graduate Admission Requirements for Master's and Specialist Programs**

Program	U/G GPA overall	Major	Undergraduate Program Requirements	National Exams and/or Professional Credentials	Additional Entry Requirement
Adult & Higher Education	2.5	2.5		GRE 1050 or above	TOEFL 500 or above
Art	2.5		3.0 Art Major	GRE 1000 or above	TOEFL 500 or above; acceptable portfolio
Biology	2.5	3.0 in all upper division Biology courses	Major/Minor	GRE 1200 or above	TOEFL 525 or above; Admission committee
Communication	2.5		Undergraduate degree in communication or a closely related field or a minor in communication	GRE (900 minimum) * undergraduate GPA = 3,300 or above	TOEFL 500 or above
Education	2.75		minimum of 9 semester hours of undergraduate credit in professional education	GRE 1200 or above	TOEFL 500 or above; must meet requirements for teaching certification before admission
English	2.5	Min. Avg. of 3.0 on all U/G English courses above freshman level which must include 12 credits of upper division English and American literature courses	Major/minor	GRE 1200 or above	TOEFL 500 or above
Health, P.E. & Recreation	2.5		Major/minor	GRE 1000 or above	TOEFL 500 or above
Music	2.5	3.0	Bachelor of Music or equivalent	GRE 1200 or above	TOEFL 500 or above
Psychology	2.5	3.0 preferred	18 hours in psychology; 3 hours in statistics	GRE 1500 preferred; 1200 required	Interview by faculty; 3 letters of recommendation; TOEFL 500 or above
Sociology	2.5	3.0 in all sociology courses above freshman level	18 undergraduate hours in sociology or related field	GRE 1000 or above	TOEFL 500 or above

<b>Program</b>	<b>U/G GPA overall</b>	<b>Major</b>	<b>Undergraduate Program Requirements</b>	<b>National Exams and/or Professional Credentials</b>	<b>Additional Entry Requirement</b>
Vocational Education	2.5	3.0	Degree required	GRE 900 or above	TOEFL 500 or above
Specialist in Education	2.5			GRE 1200 or above, except 1300 or above for Guidance and Counseling	Master's Degree; one year experience; GPA of 3.5 on graduate work completed; interview; re- commendation

Certain specific graduate programs within the University require higher minimum GRE scores for admission. There has been a trend over the last nine years to raise minimum GRE scores to 1200 for admission to specific graduate programs. Additionally, specific graduate programs have requirements for specific undergraduate degrees, coursework, and grade point averages (see Table 4.3.4 above). These requirements ensure that prospective graduate students are adequately prepared to perform well in specific graduate programs. Table 4.3.5 compares the number of student applications and the number accepted for the fall semester from 1993-1998. Data from this table show that 72.6% of the applicants were admitted, demonstrating that the admission process is selective for those students meeting the established criteria for successful completion of the graduate program.

**Table 4.3.5 Number of Student Applications and Number of Students Accepted, 1993-1998**

Program	1993		1994		1995		1996		1997		1998	
	Applied	Accepted	App.	Acc.	App.	Acc.	App.	Acc.	App.	Acc.	App.	Acc.
Adult & Higher Education	51	50	33	54*	37	32	27	26	5	33*	25	39*
Art	8	7	13	18*	12	7	32	12	3	15	14	8
Biology	25	19	18	10	18	13	16	9	20	12	20	14
Business Admin.	146	50	144	65	103	68	240	88	310	186	136	132
Communications	49	35	35	11	34	29	32	19	6	20	15	12
Education	341	268	297	320*	317	235	355	213	363	274	313	307
English	27	21	17	18	15	11	15	15	14	12	14	12
Health, P.E. and Recreation	19	15	30	27	36	27	30	22	29	32	21	27
Music	9	8	8	7	12	9	8	5	14	7	5	3
Psychology	73	45	88	23	105	43	26	38	86	22	59	29
Sociology	34	27	35	49*	34	21	58	21	57	41	28	23
Vocational Education	15	18	18	19	20	16	20	11	24	9	25	25
Specialist in Education	22	3	20	8	10	7	7	2	36	4	8	4
Unclassified	116	102	146*	99	134	90	126	81	121*	75	102*	94
<b>TOTALS</b>	<b>935</b>	<b>668</b>	<b>902</b>	<b>728</b>	<b>887</b>	<b>608</b>	<b>992</b>	<b>562</b>	<b>1088</b>	<b>742</b>	<b>785</b>	<b>729</b>

\*In some cases, students applied as unclassified, but declared an academic program prior to being accepted.

***The committee finds that Morehead State University is in compliance.***

**In cases where the baccalaureate degree is not required, the institution must demonstrate that the student has adequate educational preparation to complete the graduate program.**

Certain qualified seniors enrolled in the University may be conditionally admitted to graduate study. These students, however, are limited to twelve

hours of graduate credit course work and must fulfill University requirements for admission into the graduate program (including completion of the baccalaureate degree) before continuing their graduate work.

***The committee finds that Morehead State University is in compliance.***

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**When possible, an interview with the applicant should also be arranged.**

In some programs, such as psychology, interviews of certain prospective graduate students are conducted, either by phone or in person, as a part of the admission process. This is not a campus-wide practice, however, due primarily to the cost for prospective students traveling to the University for an interview.

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### **Faculty Responsibility and Admission Criteria**

**Admission criteria for all graduate programs must be published. An institution must publish both the general criteria for admission and any special admission criteria for individual programs. [An institution] must regularly evaluate its admission policies.**

**Admission criteria for each graduate program must be established with representation by the faculty responsible for instruction in that program.**

General admission criteria, as well as specific admission criteria for each graduate program, are published in the graduate catalog (SD 256). A summary of admission criteria for each graduate program is presented in Table 4.3.4. Every five years, the University Graduate Committee conducts academic reviews of all graduate programs offered at the institution. This committee completed the last round of these reviews during the 1999 fall semester. Included in these program reviews are admission policies for each graduate program. Departmental graduate faculty initially evaluate the admission policies for their individual program(s), and these policies are regularly evaluated through the program reviews by the University Graduate Committee. Over the last ten years, many graduate programs have increased their admission standards (mainly by increasing minimum GRE scores) implying evaluation of admission policies at the departmental level. Admission criteria for each program are recommended by

the faculty responsible for instruction in that program and are approved by college and university graduate committees.

***The committee finds that Morehead State University is in compliance.***

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### **Admission Criteria and Level of Graduate Work**

**Coursework transferred or accepted for credit toward a graduate degree must represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs. Graduate credit must not be awarded for portfolio-based experiential learning which occurs prior to the matriculation into a graduate program and which has not been under the supervision of the institution.**

**Policies must clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in that status.**

The graduate catalog (SD 256) contains a general policy that clearly defines a separate admission status for those students who do not meet the standards judged necessary for a satisfactory level of academic performance. Students who meet the general requirements for admission to graduate study but fail to satisfy one or more special requirements for admission to a particular degree program are admitted conditionally. Students who are conditionally admitted are limited to earning twelve hours of graduate credit. Conditional admission is a temporary classification and must be changed as soon as the specified conditions are satisfied.

A student may transfer up to nine hours of course work for graduate credit from other institutions. Before a transferred course is accepted for graduate credit, the student's graduate advisor will compare the student's transcript and the course description for a University graduate course. The advisor will then complete and sign a course substitution form that is also signed by the department chair and the college dean. The coordinator of graduate programs in the Office of Graduate Programs reviews the petition before making a recommendation to the registrar. Course work in which a student did not earn a *B* or better or course work that is more than ten years old is not accepted for graduate credit. Graduate credit is not given for portfolio-based experiential

learning (from this or any other institution) which occurred prior to matriculation into the graduate program.

***The committee finds that Morehead State University is in compliance.***

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### 4.3.3 Graduate Completion Requirements

#### Development of Requirements for Academic Programs

**General completion requirements for graduate degrees offered by an institution must be determined by the faculty or an appropriate body representing the faculty. Policies governing these requirements must include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimum acceptable grade-point average, standards for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass.**

The administration and faculty are responsible for developing academic programs and completion of requirements to be recommended to the Board of Regents. The University Graduate Committee is responsible for establishing, reviewing, and recommending revisions to the general graduate degree completion requirements (see Section 4.3.1 and 4.3.2 for University Graduate Committee responsibilities). General completion requirements are listed below:

1. A student must attain a minimum average of *B* on all work for the degree; no credit is awarded for a mark below *C*.
2. A student is eligible for candidacy for a master's degree when at least nine, but no more than fifteen, credit hours are completed with a minimum GPA of 3.0 (on a 4.0 scale) and a recommendation initiated by the student and signed by the advisor and department chair is received in the Office of Graduate Programs.
3. A student has ten years in which to complete the program or suitable courses to replace those more than ten years old.
4. A student must complete a minimum of eighteen credit hours of graduate work in residence. Residence credit is given for courses taken at all off-campus locations where graduate courses are offered and for courses

offered in the distance learning format. Not more than nine hours of approved transfer work will be accepted for the master's degree.

5. Programs may include a thesis or non-thesis option. Programs require a minimum of thirty semester hours, which may include six hours of thesis. Additional requirements may include internships, professional practicums, exhibits, recitals, and certain qualifying and exit examinations.

***The committee finds that Morehead State University is in compliance.***

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**These requirements, along with any others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered.**

**If individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.**

**All courses offered by an institution for credit must be acceptable as requirements or electives applicable to at least one of its own degree or certificate programs or must be clearly identified on transcripts as not applicable to any of the institution's own degree or certificate programs.**

The basic requirements for all programs, as well as specific requirements for each graduate program, are published in the graduate catalog (SD 256). Individual academic departments set specific completion requirements for their graduate programs. Table 4.3.3 (previously presented) summarizes the specific completion requirements for each graduate program. All courses listed in the graduate catalog are acceptable as either requirements and/or electives for a specific graduate, fifth year, or Rank I program. All new courses proposed must meet this standard as a condition for acceptance as a graduate course ("Guidelines for Proposing Courses and Programs," SD 288:3).

***The committee finds that Morehead State University is in compliance.***

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### 4.3.4 Graduate Curriculum

#### **Difference Between the Undergraduate and Graduate Programs**

**An institution offering graduate work must be able to demonstrate that it maintains a substantial difference between undergraduate and graduate instruction.**

**Combined instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.**

**The curricular offerings must be clearly and accurately described in published materials.**

The institution maintains a substantial difference between undergraduate and graduate instruction. This difference is determined primarily by program requirements and curricular offerings, which are evaluated by departmental and university-level graduate committees as part of regular program review. Graduate programs are designed to build upon and deepen the knowledge and intellectual acumen acquired at the undergraduate level. In all master's programs, students must take at least half of their course work at the 600-level where enrollment is restricted to graduate students. In some programs, all courses are 600-level.

Several departments offer 500-level courses, which give combined instruction to undergraduate juniors and seniors and graduate students. In these courses, graduate students are expected to conduct additional work and to perform at a more advanced level than undergraduate students. The syllabi for 500-level courses (SD 20) are reviewed by the University Graduate Committee and by department chairs and graduate program coordinators to ensure (1) that each specifies the additional requirements and expectations of graduate students and (2) that these additional requirements and expectations are of sufficient complexity and rigor to maintain the distinction between graduate and undergraduate instruction. All graduate curricular offerings are published in the graduate catalog (SD 256).

***The committee finds that Morehead State University is in compliance.***

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**There should be an institution-wide process to coordinate programmatic and curricular changes.**

Revisions in graduate programs and graduate courses require review and approval by academic departments, colleges and the University Graduate Committee. Changes in programs and curricular offerings are therefore an institution-wide process.

### **Complexity of Graduate Programs**

**Graduate study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills.**

Graduate curricula are designed to expand the knowledge and intellectual maturity of students and to assure that those receiving graduate degrees have had adequate practice in the analysis and synthesis of knowledge and skills. Methods vary according to the nature of the academic discipline. In the traditional humanities (e.g., art, music, and English), where program content may stretch over centuries of time and a myriad of cultures, emphasis is often on adding breadth as well as depth of knowledge gained during the undergraduate experience. In professional education, the emphasis is frequently on increasing knowledge, both theoretical and practical, that may be put to immediate use in teaching, counseling or administration. In such areas as business administration, psychology, sociology, or biology, graduate students must continually update knowledge and skills by being familiar with the current journal literature and by designing, conducting, and evaluating the results of basic or applied research projects (see individual program requirements in the graduate catalog, SD 256 and Table 4.3.3). All programs require successful completion of an oral and/or written exit exam as an instrument to assess whether a student has deepened and broadened his or her knowledge of the academic discipline and is able to effectively analyze and synthesize old and new knowledge and skills.

***The committee finds that Morehead State University is in compliance.***

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**A doctoral degree program...should provide the opportunity for a mentoring apprentice relationship between faculty and students as well as adequate time for in-depth faculty evaluation of students.**

The University does not offer any doctoral degree programs.

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### **Depth of Education**

**The graduate curriculum must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.**

**The institution must demonstrate that an effective relationship exists between curricular content and current practices in the field of specialization.**

Such emphases as these also contribute to the depth of education required to prepare graduates for success in their chosen professions or fields of scholarship. The institution's success in providing such graduate education is suggested by a variety of indicators. Again, particular fields of study not only influence curricula but help determine appropriate methods of evaluating them.

In programs where performance is of primary importance (e.g., music, art, and certain options in communications), the record of successful performance by graduates indicates the appropriateness of both curriculum and instruction. In graduate programs in education (including the Master of Science in Vocational Education), those who are planning to teach or are already active in teaching receive additional instruction in their fields, and may complete non-degree graduate programs: Fifth Year (from thirty-two to thirty-six hours beyond the baccalaureate degree) and Rank I (a minimum of sixty hours beyond the baccalaureate degree). The Master of Business Administration program measures its success in part by the number of its graduates placed in middle management positions. Some students in various other master's programs (e.g., biology, English, and psychology) report success in entering and completing doctoral or professional school programs. Information such as this is collected from graduates, program coordinators, and faculty and is used in the planning and evaluation process.

The "Guidelines for Proposing Graduate Courses and Programs" (SD 288) dictate that graduate courses utilize and are supported by recent publications such as textbooks and other monographs and journals of the discipline. A section of the course proposal includes a bibliography of library resources. This requirement ensures that curricular content reflects the current knowledge and practices of a given scholastic discipline.

***The committee finds that Morehead State University is in compliance.***

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### **Understanding of Research**

**A program leading to a master's or to a specialist degree must be the equivalent of at least one year of full-time graduate study.**

Full-time students in many programs may complete their requirements in two semesters, but most take at least three. Programs in biology, psychology, and sociology almost always take two years to complete. Part-time students will, of course, take longer.

**The committee finds that Morehead State University is in compliance.**

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**A master's or a specialist degree must provide the following: an understanding of research and the manner in which research is conducted; an understanding of the subject matter, literature, theory and methodology of the discipline; an association with resident faculty sufficient to permit their individual evaluation of the candidate's capabilities; and demonstrated means of certifying the knowledge and skills the candidate has acquired.**

**An institution must integrate research with instruction.**

The degree to which master's programs emphasize research varies, but all teach the basic elements of research, theory and methodology within their academic disciplines. In most, proficiency in these areas is specified in the program competencies. Exit examinations are the most commonly employed instrument utilized to assess graduate student acquisition of the knowledge and skills of a given academic discipline. This emphasis on research is greatest in the pure and clinical sciences where students must complete an original research

project as part of their degree completion requirement. Other programs such as English also have required courses in bibliography and methodology. Graduate programs in education offer research methods courses as a required component of the master's degree. The importance of staying current with the professional literature is stressed in all programs, especially those that prepare students for teaching, research or clinical practice (SD 256).

Resident students are closely associated with faculty throughout their graduate study. During their graduate studies, resident students work with faculty in classrooms, laboratories, studios, and offices. Because the graduate programs are small to moderate in size, resident students have easy access to their instructors. Data from a 1997 Graduate Degree Alumni Survey show that 88% of respondents were either satisfied or very satisfied with opportunities to interact with faculty (SD 148).

The integration of research in graduate instruction is demonstrated by the use of and emphasis upon the current literature, instruction of research methodologies, and student engagement in a research-oriented project as a requirement for graduate program completion.

***The committee finds that Morehead State University is in compliance.***

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**A non-research-oriented professional master's degree requires an understanding of the accepted professional practices in the field.**

Although graduate programs in education and business do not necessarily require research projects as a completion requirement, these programs do include instruction in research methods and current practices within their field (SD 256).

***The committee finds that Morehead State University is in compliance.***

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#### **Establishing, Implementing and Evaluating the Curriculum**

**The institution must have a clearly defined process by which the curriculum is established, reviewed and evaluated.**

**The governing board must be responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.**

**The faculty and administration are responsible for implementing and monitoring the general curriculum policy and the academic programs approved by the board.**

**The institution must conduct frequent systematic evaluations of graduate curricula offerings and program requirements.**

**There must be appropriate and regular means for determining candidacy and the fulfillment of degree requirements.**

The faculty within departments offering graduate programs are responsible for establishing graduate programs and courses, as indicated in the "Guidelines for Proposing Courses and Programs" (SD 288). New and revised courses, as well as new and revised graduate programs, are reviewed at the departmental, college, and university levels prior to implementation.

New programs are subject to approval by the Board of Regents and the Kentucky Council on Postsecondary Education. It is the responsibility of the CPE to approve the number and types of degrees offered by an institution, as well as the number and nature of academic departments, colleges through which the curriculum is administered, and the extent to which the institution should offer distance learning.

Regular evaluation of curricular offerings and program requirements is demanded in all programs and is conducted on several levels. First, individual departments review programs, seeking input from faculty, alumni, and students currently enrolled. In a few cases, the entire faculty of a department will act as a review committee; in others, the department chair appoints an *ad hoc* committee of faculty to conduct a review.

Within the institution, programs are reviewed on a rotating basis by the University Graduate Committee. Although a five-year plan for reviewing all graduate programs was implemented in 1987 and conducted as scheduled through 1993, no graduate programs were reviewed from 1994 through 1997. Beginning in 1998, all graduate programs were scheduled for review, a process that concluded in 1999. In addition, some programs are regularly reviewed by national accrediting bodies such as the National Council for the Accreditation of

Teacher Education (NCATE), the National Association of Schools and Music (NASM), the Association of College Business Schools and Programs, and the American Association of Collegiate Schools of Business.

Graduate students must meet general criteria for admission to candidacy for the master's degree (summarized in section 4.3.2). Certain specific graduate programs have additional criteria for admission to candidacy, such as successful completion of specific courses and/or candidacy examinations and maintenance of a minimum GPA. The graduate office must receive documentation of the completion of candidacy requirements before a student is declared a candidate for a master's degree. Similarly, the graduate office must receive formal documentation of the completion of program requirements before a student is awarded the master's or specialist degree. General and specific candidacy requirements, as well as general and specific program completion requirements, are published in the graduate catalog (SD 256).

***The committee finds that Morehead State University is in compliance.***

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#### **Relation to Purpose of Institution**

**Curricula must be directly related and appropriate to the purpose and goals of the institution and the degree program and to the financial and instructional resources of the institution.**

The graduate curriculum is clearly related to both the mission assigned to the University by the Kentucky Council on Postsecondary Education and to the purposes derived from that mission. Part of the assigned mission is to "stress teacher education preparation-programs...[and to] create centers to facilitate applied research, organized public service, and continuing education directly related to the needs of business, industry, and the local schools" to serve "primarily the citizens of northeastern and eastern Kentucky" (SD 261). All the graduate programs listed in Table 4.3.1 contribute directly or indirectly to improving education, business, and the professions of northeastern Kentucky, and graduate curricula reflect regional interests whenever appropriate and consonant with the overall aims of graduate education. The financial and instructional resources of the University adequately support the graduate programs (see section 4.3.1).

***The committee finds that Morehead State University is in compliance.***

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**The institution must demonstrate that program length, credit hours, and tuition and fees are appropriate for its master's and specialist degrees and any other credential it offers.**

Many academic graduate programs must meet certification standards set by professional associations for their distinct disciplines. At MSU, the "clock hours" required for credit hours awarded are established by state public universities and are consistent with nation-wide policies in public universities. For all academic programs, the "program length, credit hours, and tuition and fees" are in line with those at comparable institutions offering similar degree programs. MSU's tuition and fees are within state averages.

***The committee finds that Morehead State University is in compliance.***

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#### 4.3.5 Graduate Instruction

##### Scholarly Interaction and Accessibility

**The institution must provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the *Criteria*. For this reason, graduate faculty members should be productive, creative scholars readily accessible to their students.**

Graduate instruction is provided by faculty who have been approved by the University Graduate Committee for full, associate, or temporary membership under provisions of policy (SD 107:PAC-6; see also section 4.3.1). Members of the graduate faculty teach graduate-level courses, serve as graduate advisors, chair and/or serve on thesis and examination committees, and direct theses or applied projects. Associate members teach courses open to both graduate and undergraduate students or, in the absence of a full graduate faculty member and with the approval of the graduate dean, courses open only to graduate students. They also serve as graduate student advisors and members of graduate committees.

Full members of the graduate faculty are expected to exhibit scholarly productivity; associate members are expected to show scholarly growth. Both full and associate members are to demonstrate professional involvement. These expectations are monitored annually through the performance-based salary increase (PBSI) review process conducted by department committees, department chairs, and/or college deans. The University Graduate Committee evaluates scholarly growth, productivity and professional activity at least once every five years as part of the graduate program review.

To a considerable degree, the institution does provide a scholarly environment that supports and encourages the interaction of graduate faculty with their students.

***The committee finds that Morehead State University is in compliance.***

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### **Achieving Objectives**

**Students must be informed of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.**

**Methods of instruction must be appropriate for students at the specified level of graduate study.**

**Instructional methods and delivery systems must provide students with the opportunity to achieve the stated objectives of a course or program.**

Course syllabi are prepared by individual faculty members to ensure that course/program objectives are compatible with the needs of the students as well as the broader objectives of the University and of graduate education in general. The course syllabi contain information regarding course prerequisites, course content, course objectives, and the methods of evaluating student performance in meeting those objectives. Depending on the practice of the individual departments, course syllabi may be reviewed and approved by the chair, graduate program coordinator, faculty committee, and/or the programmatic faculty at large.

Instructional methods used in graduate programs include case studies, discovery techniques, laboratory-based experimental activities, critical evaluation of the current literature, expository instruction, information processing

approaches, and goals/needs analysis. Delivery systems include traditional classroom and laboratory instruction, independent study, mentoring, compressed video and Internet delivery, and practitioner/apprentice association. These instructional methods and delivery systems not only assist students to achieve course and program objectives but also help fulfill the mission of the University. In particular, directed study or research and the association of practitioners and apprentices permit the University to meet its educational goals and mission of providing applied research and service to its service region.

***The committee finds that Morehead State University is in compliance.***

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**Experimentation with methods to improve instruction must be adequately supported and critically evaluated.**

Because graduate course content must reflect not only the historical evolution of a given academic discipline but more importantly the current and future thinking of that field of study, delivery and instruction of the course should reflect emerging trends. Therefore, experimentation with instructional methods is expected. Support for such activities is provided by the departmental budget for professional development and acquisition of materials and technology. The academic deans, the executive vice president for academic affairs, and the grants office can provide additional funding. Compressed video technology and use of the Internet has been, and continues to be, utilized increasingly to deliver graduate courses. The University has invested considerable resources in the acquisition and implementation of distance learning technology to support this form of course delivery and instruction.

Assessment of the effectiveness of experimental approaches to course instruction is conducted by way of student evaluations and the PBSI process. Development and implementation of assessment procedures is an active component of the University's distance learning program.

***The committee finds that Morehead State University is in compliance.***

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### **Evaluation of Student Performance**

**The institution must use a variety of means to evaluate student performance.**

**This evaluation must reflect concern for quality and properly discern levels of student performance.**

**An institution must publish its grading policies, and its grading practices must be consistent with policy.**

Graduate courses and programs utilize a variety of methods to evaluate student performance. At the graduate course level, these methods include but are not limited to examinations, evaluations of oral presentations, writing assignments and class projects. The faculty evaluates the work conducted by the graduate student on the following scale: *A* - superior work; *B* - average work; *C* - below average work, but counts as graduate credit; *D* - no credit allowed; and *E* - no credit allowed. This grading scale allows the faculty to delineate various levels of performance among the graduate students. At the program level, students are evaluated by oral and/or written exit exams and by the quality of scholarly work such as creative productions and theses. The University's grading policy is published in the graduate catalog (SD 256).

***The committee finds that Morehead State University is in compliance.***

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### **Concentrated Courses**

**Courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter.**

**The institution must demonstrate that students completing these programs or courses have acquired equivalent levels of knowledge and competencies to those acquired in traditional formats.**

Courses are typically taught within a seventeen-week semester, a nine-week course (half semester), or a four-week summer course. The courses not offered within these time lines are considered concentrated or abbreviated. For these courses to be offered, they must lend themselves to concentrated periods of instruction. Such courses are limited by the University Graduate Committee to

a minimum time of one week of instruction for each credit hour. Departments offering such courses are required to notify the University Graduate Committee of each course being offered.

No formal evaluation procedure is in place to ensure that these courses are designed to ensure that the student has the opportunity to prepare, reflect upon and analyze the subject matter. Likewise, there is no evaluation procedure to ensure that the knowledge and competencies acquired in these courses is equivalent to those acquired in more traditional formats.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should develop a process whereby concentrated or abbreviated courses are evaluated (1) prior to their offering to ensure that students will have sufficient opportunity to prepare for, reflect upon, and analyze the subject matter; and (2) after the course is offered to ensure that students have acquired knowledge and skills equal in level to those acquired in courses of a more traditional format.**

The *Criteria* statement regarding the assignment of students to advisors is addressed in Section 4.3.6 Graduate Advising.

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### Evaluation of Graduate Instruction

**There must be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation.**

The University requires student evaluation of instruction each semester with the IDEA form. The current practice is for tenured faculty to select no more than two courses per year for evaluation with the IDEA form and for probationary faculty to select no more than two courses per semester for evaluation with the IDEA form. However, because classes enrolling fewer than ten students are excluded, a number of graduate classes are not surveyed. Departmental faculty evaluation plans (FEPs) may call for the use of other student evaluation instruments, as well as classroom visitations and evaluation of course material by the department chair and/or peer evaluation as other means of evaluating classroom instruction. These methods vary from department to department and

are not consistently used at the graduate level. Thus, evaluation of graduate instruction is sporadic, and its effectiveness limited.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation: Academic Affairs must adopt an evaluation system for graduate instruction that provides for a multidimensional evaluation of classroom instruction and procedures for relating outcomes to program evaluation and the purposes of the University.**

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#### **4.3.6 Academic Advising of Graduate Students**

##### **Assignment of Graduate Advisors**

**There must be provision for assigning students to their advisors or directors, appointing their graduate committees, and monitoring their academic progress.**

**An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.**

**A qualified advisor should be assigned early in the student's program and should recognize the individuality of students and their particular needs and goals.**

Graduate faculty advisors are selected by the department chairs or graduate program coordinators to assist graduate students with their programs. These assignments are normally made at the time that students apply for admission to the graduate program. Advisors assess a student's academic interests, abilities, and goals and assist students in planning their programs, scheduling classes, and selecting thesis or examination committees when appropriate. Advisors and graduate program coordinators monitor student progress toward meeting program completion requirements. Department chairs ensure that faculty are not overburdened with graduate advisees.

***The committee finds that Morehead State University is in compliance.***

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**Advisors should be proficient in using data to help determine students' major fields of interest, should have access to each advisee's records, and should have appropriate training or background and experience to carry out their responsibilities effectively.**

Academic advisors have online access to their student advisees' academic records as well as other data which are utilized to determine a student's major field of interest and academic abilities and to develop an appropriate program of graduate study. Graduate advisors are members of the graduate faculty, and, as such, are qualified to conduct their advising responsibilities effectively and in the best interest of the student.

***The committee finds that Morehead State University is in compliance.***

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**An effective orientation program must be made available to all full- and part-time graduate students. Orientation and advisement programs must be evaluated regularly and used to enhance effective assistance to students.**

In the fall of 1999, an orientation program for incoming graduate students was instituted at the University.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should monitor the effectiveness of the newly instituted orientation program for all incoming graduate students.**

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### **Evaluation of Graduate Advising**

**Each institution must conduct a systematic, effective program of graduate academic advising.**

The University conducts an ACT advising survey every three years with the last survey completed in 1997. Additionally, individual departments administer department or college-based academic advising surveys. The items surveyed by each department are not consistent. A university-wide survey would provide data to make comparisons across academic departments.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: A university-wide assessment of academic advising for graduate students should be developed and implemented.**

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#### 4.4 PUBLICATIONS

**The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice.**

Morehead State University produces a variety of official publications through its Office of Marketing Support. These publications include the undergraduate and graduate catalogs; the course schedule and business guide; the *Eagle Student Handbook*; brochures for academic departments, colleges, and special programs; and posters, magazines, flyers, and advertisements. This office provides editing, design, layout, and photographic services for units across the campus.

The office also oversees a quality control process intended to ensure that information about the University is presented in an accurate, consistent, and visually appealing manner. This quality control process contains the following steps: (1) publications are drafted at the unit level where representatives of those units evaluate them for accuracy of content; (2) the marketing support staff provides initial review and editing of drafted publications; (3) the director of the Office of Marketing Support provides hardcopy editing of such drafts; (4) publications are returned to their authors for proofing of content and form; and (5) publications are returned to the Office of Marketing Support for final correction and review. In the case of external marketing pieces, the vice president for university relations conducts a final review before the publication is produced.

Responsibility for the accuracy and consistency of official University publications is based on a collaboration between personnel in the units which submit materials for publication and the staff of the Office of Marketing Support. Primary responsibility for ensuring accuracy of content rests with the unit in which the publication originates. Primary responsibility for freedom from copy errors, correct use of the University logo and graphic symbols, adherence to design principles, and quality of photographs rests with the staff of the Office of Marketing Support.

In addition to publications, the University provides information through its World Wide Web site. Included on this site is information about undergraduate and graduate admissions; financial aid; housing; academic programs; freshman transfer; calendars; a link to the library; faculty and staff directory; estimated

costs; and student services. A staff member in the Division of University Relations manages this site.

***The committee finds that Morehead State University is in compliance.***

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**An institution must make available to students and the public accurate, current catalogs or other official publications containing the following information: entrance requirements and procedures; admissions criteria and policies, including the admission of transfer students; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and other items relative to attending the institution or withdrawing from it.**

Table 4.4 indicates the publications through which the information listed above is communicated to students and the general public.

**Table 4.4 Information Available in Official University Publications**

Type of Information	Under-graduate Catalog	Graduate Catalog	Course Schedules	Eagle Student Handbook	Web Site
Entrance Requirements and Procedures	Yes	Yes			Yes
Admissions Criteria/Policies	Yes	Yes			Yes
Transfer Information	Yes	Yes			
Rules of Conduct				Yes	
Academic Calendar			Yes	Yes	Yes
Degree Completion Requirements	Yes	Yes			
Full-Time Faculty and Degrees Held	Yes	Yes			Yes
Costs and Financial Obligations		Yes (tuition)			Yes
Refund Policies	Yes	Yes (on campus)	Yes	Yes	Yes
Withdrawal Policies	Yes			Yes	Yes
Other Items - Attending or Withdrawing	Yes	Yes	Yes		
Directory Information				Yes	Yes
Students' Rights in Access to Records	Yes (limited)	Yes (detailed)		Yes (detailed)	
Time Limit for Completing Work		Yes			

As Table 4.4 indicates, all of the required types of information are made available to students and the public in one or another of the University's official publications. However, there are some inconsistencies in the presentation of that information. For instance, costs and financial obligations and the time limit for completing work are addressed in the graduate catalog but not in the undergraduate catalog. Conversely, the withdrawal policy is printed in the undergraduate but not in the graduate catalog. More detailed information concerning students' rights to access records is presented in the graduate catalog. Lastly, the academic calendar is in neither catalog.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should present similar information in both the printed and electronic versions of the undergraduate and graduate catalogs concerning costs and financial obligations, the withdrawal policy, students' rights to access records, and the academic calendar.**

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#### 4.5 DISTANCE LEARNING PROGRAMS

**An institution must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's stated purpose.**

Note: The term, *distance learning*, as used in this report, is consistent with the SACS definition of distance learning programs and incorporates three components: the Office of Distance Learning (as delivered through electronically based instruction), off-campus classroom programs (as offered at extended campus centers and regional sites), and correspondence courses.

Morehead State University's Plan 1996-2000 calls upon the University to "make available and utilize effectively current instructional methodology and technology" to "ascertain and achieve the effectiveness of academic programs." Likewise, the University's plan also calls for "cooperative and collaborative agreements" to "enhance and complement instruction, research, and service through the development of cooperative agreements with appropriate external constituencies" (SD 57, SD 127).

The Kentucky Council on Postsecondary Education's (CPE) Strategic Plan for Kentucky 1996-2000 highlights the need to "improve [educational] attainment through access" and "increased use of technology." The plan also calls upon institutions to "improve collaborative efforts, develop an educated workforce, and develop technological advancement" (SD 363).

Morehead State University's long-range plans and the CPE's recommendations to improve access and use of technology are woven into the goals and objectives for its distance education programs, off-campus classroom programs (extended campus centers and regional sites), and correspondence courses. The following sections illustrate the extent to which the distance learning programs have formulated clear and explicit goals that are consistent with the institution's stated mission.

**Office of Distance Learning.** Prior to 1995, distance education at Morehead State University was delivered at the extended campus centers and regional sites in Ashland, Jackson, Maysville, Mt. Sterling, Pikeville, Prestonsburg, West Liberty, and Whitesburg. Faculty drove to these locations to deliver instruction. With the establishment of the Kentucky Telelinking Network

(KTLN) in 1995, the method of delivering courses took on a new perspective: satellite, compressed video, and, more recently, the Internet.

The KTLN began with agreements with Lees College, Letcher County Schools, Magoffin County Schools, Mason County Schools, Pike County Schools, the University of Kentucky, and community colleges in the former UK Community College System (Ashland Community College, Hazard Community College, Maysville Community College, Southeast Community College, and Prestonsburg Community College). In the fall semester of 1995, MSU offered the first compressed video class; the first Internet course was offered in 1996. Since then, the number of courses offered continues to increase. With the advent of instruction via the Internet, student enrollments also continue to increase. Table 4.5.1, Distance Learning Classes and Enrollments, 1995-1998, illustrates the growth.

**Table 4.5.1 Distance Learning Classes and Enrollments, 1995-1998**

Semester and Year	Compressed Video Classes	Compressed Video Enrollment	Internet Classes	Internet Enrollment
Fall 1995	3	119*		
Spring 1996	11	286	1	28
Fall 1996	11	546	2	58
Spring 1997	26	582	3	100
Fall 1997	24	583	5	102
Spring 1998	23	536	5	168
Fall 1998	17	549	9	309

\*Two courses were delivered via satellite.

As part of Morehead State University's planning process, the Office of Distance Learning developed a unit plan, which includes its mission, goals, and objectives. This unit plan was developed with input from the Distance Education Advisory Committee, a group of faculty from each of the four colleges that advises the executive vice president for academic affairs on distance education issues.

The mission of the Office of Distance Learning is to provide education programs of high quality in its service region to students, faculty, staff, and the public by:

- Providing leadership, guidance, training, and support of faculty, facilitators, students, administration, and other personnel within a collaborative, nurturing environment;
- Performing Kentucky Television Learning Network (KTLN) videoconferencing troubleshooting services;
- Scheduling and maintaining equipment;
- Conducting evaluations and creating informational reports and presentations;
- Initiating and supporting collaboration between businesses, high schools and the University;
- Striving to be the beacon for information related to new and emerging distance education technologies and methodologies (SD 56).

To accomplish its mission, the following goals were developed by the Office of Distance Learning:

- Goal 1: Promote excellence in achievement inside and outside the distance education classroom.
- Goal 2: Promote excellence in distance education programming and student support services.
- Goal 3: Develop excellence in the cooperative delivery of distance education programming.

Overall responsibility for the distance education effort at MSU is placed in the Office of the Executive Vice President for Academic Affairs, assisted by the Office of Academic Support and Extended Campus Programs, the joint subcommittees of the undergraduate and graduate committees, the Distance Education Advisory Committee, the staff of the Office of Distance Learning, the Deans Council, the Teaching-Learning-Technology Roundtable, and the Technology Resource Committee. One tangible output has been the development of Distance Learning Policies (SD 56). To ensure high quality instruction, the new policies stipulate that a course must be approved at least one semester before the course is first offered and that faculty teaching distance education courses must demonstrate proficiency in distance education pedagogy or have completed required training before the course can be offered.

At the present time, five programs offer or will offer courses via interactive compressed video or Internet in the next three to five years. These undergraduate (baccalaureate-level courses) and graduate programs include the Bachelor of Arts in Education, Master of Arts in Education, Bachelor of Science in Nursing (RN-B.S.-Nursing Track), and the Bachelor of Business Administration. The Master of Business Administration program is offered entirely through distance education technologies—either compressed video, Internet, or a combination of these media. Additionally, selected general education courses also are offered via electronic media.

Figure 4.5.1 (map) indicates the locations in which traditional instruction and distance education classes are offered. In addition, a new site in Hindman, Kentucky, came online in 1999. Currently, five on-campus classrooms are equipped for distance education instructional delivery with three additional on-campus sites planned (SD 57).

**Figure 4.5.1**





Morehead State University also has used its distance education technologies to engage in cooperative offerings of courses with other SACS-accredited institutions in Kentucky. Copies of the agreements for the cooperative courses are available in SD 56; official copies are on file in the Office of the Executive Vice-President for Academic Affairs.

The two most recent developments in the delivery of instruction via distance education are the Southern Regional Electronic Campus (sponsored by the Southern Regional Education Board) and the creation of the Kentucky Commonwealth Virtual University (SD 56).

During the spring and fall 1998 semesters, Morehead State University participated in the Southern Regional Electronic Campus (SREC) through the Kentucky Council on Postsecondary Education. The SREC is a program of the Southern Regional Education Board that gives students easier access to quality programs and courses. All of the SREC courses from Morehead State University were delivered via the Internet or World Wide Web. The SREC courses were approved through the University's normal distance education approval process and were developed in accordance with the Common Standards and Principles of Good Practice required by SREC. The courses were also reviewed by the Kentucky Council on Postsecondary Education before being forwarded to the SREC (SD 56).

A recent special session of the Kentucky legislature resulted in a mandate for continued innovative uses of technology to respond to the needs of Kentucky's citizens. MSU personnel have been very involved in the development of the Kentucky Commonwealth Virtual University (KCVU). By participating in the development of the KCVU, the University's distance learning program supports the goal of greater access for students through the technological delivery of postsecondary programs (SD 56).

**Off-Campus Classroom Programs (Extended Campus Centers and Regional Sites).** The mission of the Academic Support and Extended Campus Programs is to provide academic support services and programs via numerous delivery systems to the citizens of the service region for the accomplishment of student and participant academic, career, personal, and social goals (SD 13). The anticipated result of these services and academic programs is the development of productive citizens who give back to their respective communities. To meet the mission of the Academic Support and Extended Campus Programs, the following goals were developed:

- To increase the retention and graduation of students by providing comprehensive academic support and career services for all University students.
- To provide access to postsecondary education for persons in the service region by providing academic programs and support services via distance education, extended campus centers, and off-campus course offerings.
- To increase the high school graduation and postsecondary enrollment and graduation of low income, first generation college-attending, and disabled persons in the service region through the provision of educational support programs from the sixth grade through adulthood.

**Extended Campus Centers.** The three extended campus centers are (1) the Ashland Area Extended Campus Center (AAECC) at Ashland, (2) the Big Sandy Extended Campus Center (BSECC) at Prestonsburg, and (3) the MSU-Licking Valley Extended Campus Center (LVECC) at West Liberty. AAECC serves Boyd, Carter, Greenup, and Lawrence counties. BSECC serves Floyd, Johnson, part of Magoffin, Martin, and Pike Counties. LVECC serves part of Magoffin, Elliott, Menifee, Morgan, and Wolfe Counties.

Each extended campus center has its own individual purpose/mission statement designed to serve the unique needs of its own service region and clientele. As part of the University's strategic planning efforts, each extended campus center develops a unit plan, with objectives and assessment strategies to evaluate the center's effectiveness in meeting stated goals, objectives, and mission/purpose statements. In addition, each extended campus center has a local citizen advisory board, which provides guidance, input, and direction (SD 12, SD 29, SD 213).

**Regional Sites.** In addition to these extended campus centers, MSU also offers courses in Maysville, Whitesburg, Pikeville, Flemingsburg, Mt. Sterling, Owingsville, and Jackson. The goal of establishing regional centers at various locations throughout the twenty-two county designated service area for MSU is to provide optimally efficient and effective educational service to all citizens of northern and eastern Kentucky. With qualified faculty, support services, facilities, and equipment, these centers better serve concentrated groups of students who don't have to travel great distances to attend baccalaureate- or graduate-level courses at individual sites. Table 4.5.2, Off-Campus Classroom Programs, Classes and Enrollments, 1995-1998, illustrates the extensive use of these centers.

**Table 4.5.2 Off-Campus Classroom Programs**

<b>Classes and Enrollments 1995-1998</b>				
<b>Semester and Year</b>	<b>Classes GR</b>	<b>Classes UG</b>	<b>Enrollment GR</b>	<b>Enrollment UG</b>
Fall 1995	66	86	1229	1254
Spring 1996	53	76	966	1319
Fall 1996	46	79	817	1482
Spring 1997	49	69	858	1328
Fall 1997	51	91	847	1543
Spring 1998	57	92	944	1483
Fall 1998	56	107	819	1563

**Correspondence Study Program.** The mission of the Correspondence Study Program at MSU is to meet the academic needs of the citizens from the MSU geographic region by continuing to offer programs of study via varying methods of instruction. Correspondence study offers undergraduate courses to persons unable to attend traditional on- or off-campus classes or to any student enrolled at MSU. Others may register as special status students if they hold a high school diploma or a General Education Development (GED) certificate.

The unit's objective is to increase the number of correspondence courses by twenty percent during the 1998-1999 academic year. Strategic activities include the following:

- Initiate a committee of faculty currently responsible for correspondence courses for the purpose of developing a faculty manual that will outline faculty responsibility to the correspondence course;
- Generate guidelines for developing new courses and revising existing courses;
- Review and recommend changes in compensation to faculty responsible for correspondence courses; and
- Review each correspondence course according to number of students enrolled, number of students completing individual courses, efficiency of faculty response to lessons submitted, and updating each course (SD 278).

***The committee finds that Morehead State University is in compliance.***

**Strength.** MSU has recognized and worked to reach its constituency in the northeastern and eastern region of Kentucky through delivery of instruction

via distance learning technologies and in course offerings at the Extended Campus Centers and Regional Sites and through Correspondence Study Programs. This truly shows a commitment to the MSU service region. In addition, delivery of instruction via distance learning technologies has begun to blur the separation between on-campus and off-campus courses and students.

**Suggestion: The University should clarify its definition of distance learning in order to differentiate between teaching at extension sites and teaching students who are in different locations from faculty.**

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**Further, an institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable criteria.**

The overall goal of the distance learning programs at Morehead State University is to provide access to postsecondary education for persons in its service region by offering academic programs, courses, and support services via distance education, off-campus classroom programs (extended campus centers and regional sites), and correspondence study courses. The degree to which each of these programs has demonstrated that it is achieving its goals is discussed in the following sections.

**Office of Distance Learning.** To promote excellence in achievement inside and outside of the distance learning classroom, the Office of Distance Learning has offered training for the faculty and staff who teach, facilitate, and/or assist in the distance learning classroom. An overview of the activities provided is shown below:

### **Training**

- Since 1995, the Office of Distance Learning has required training for new distance education faculty that has focused on the implementation of telecommunication technology into course content, on communicating with students at a distance, and on negotiating technology in course delivery. On-going training sessions are provided weekly to reinforce initial training and to provide advanced skills for experienced faculty. More recently, training sessions in utilizing CourseInfo, a course management software, have been implemented (SD 56).

- Approximately half of the faculty also are using CourseInfo in the traditional classroom environment to download student assignments, provide students access to the course schedule, syllabus, and additional course resources (SD 57).
- Regular meetings with site facilitators, faculty, and distance education staff held every week identify problem areas and provide viable solutions.

### **Monitoring**

- To promote excellence in distance education programming and student support services, the Office of Distance Learning has monitored its effectiveness in a number of ways:
  1. The Distance Learning Subcommittee of the undergraduate and graduate curriculum committees reviews, approves, and denies proposals for distance education course delivery.
  2. Results of faculty and student surveys each semester are used to make improvements in the distance education program. Faculty and student survey instruments are contained in SD 56 and SD 57.
  3. Results from the student and faculty surveys have been used to improve the turnaround time for returning student work by faculty and to teach students to use Netscape 4.05 and Internet Explorer 4.01, and how to access the MSU Office of Distance Learning web site. The Office of Distance Learning also is available to students who need assistance.

### **Results**

- The University has formed a Teaching-Learning-Technology Roundtable, consisting of faculty, administrators, staff, and students that will meet regularly to discuss how to improve teaching and learning with information technology.
- Results from four years of assessing student satisfaction with the distance education environment (1995-1998) reveal that eighty-three percent of the students said they would take another distance education course, and seventy-nine percent said they would recommend the distance education environment to their peers. Seventy-eight percent of the students reported they took a distance education course because it was a degree requirement, and sixty-nine percent stated they believed the distance education environment was a good way to learn. Convenience also was

listed as a most important reason for taking the course via distance education (SD 56).

- Questions about library services were expanded in the student survey to assess students' levels of satisfaction with extended campus library services (SD 58).
- Assessment results from faculty during the four-year period have revealed that they became comfortable with teaching a distance education class within a short period of time (one week to three weeks) and that they believed the distance education environment was conducive to learning. The faculty were very satisfied with the on-site support they received. They reported that they found the distance education class more demanding on them than the traditional class. One hundred percent of the faculty wanted to teach a distance education class again (SD 56).
- Because the faculty in the College of Business have delivered a number of courses via the Internet, a study conducted by the college found that students in the MBA program believed that Internet courses were a good way to learn and made higher education more convenient and accessible (seventy-three percent). This study also indicates that Internet courses require an amount of studying comparable to that of traditional classes, but only eighteen percent of the students felt that assignments were not graded as quickly as they might have been; and approximately thirty-six percent of the students felt that the lessons could have been better organized (SD 56).
- The SACS survey of administrators, students, and faculty during the fall 1998 semester continues to show strong support for distance education programs with a mean response of 3.54, 3.14, and 3.24 respectively (strongly disagree = 1, 2, 3, 4 = strongly agree) (SD 300).

**Off-Campus Classroom Programs (Extended Campus Centers and Regional Sites).** Each extended campus center develops unit plans (SD 13) which establish goals and objectives, strategic initiatives, and assessment procedures annually. Annual Planning and Assessment Reports (SD 13) indicate the assessment results and evaluate the effectiveness of the results. Additionally, these reports indicate any changes planned as a result of the evaluations.

An examination of the unit plans and other planning documents reveal the following accomplishments (SD 12, SD 29, SD 213):

- Each extended campus has established a modern computer lab with Internet connections for student use. The computer lab hours have been expanded to include evening and weekend hours at several of the centers.
- Each extended campus center works with local school districts, community colleges, agencies, and other civic groups to expand educational access to the region. In Ashland, “two plus two” articulation agreements have been signed with area community colleges. In West Liberty and Prestonsburg, the extended campus centers have worked with the local prisons to provide training and educational programs. All three extended campus centers have worked to provide principal/superintendent training and course work.
- All the extended campus centers are developing plans for new buildings. Funds were allocated at the last session of the Kentucky General Assembly for LVECC and BSECC. There is a critical need for space for the extended campus centers, given their enrollment increases.
- The staffs at the extended campus centers have examined each support service in order to provide access for off-campus students to on-campus services. Business, registration, and admissions functions can be accessed online for off-campus students. Staff at the extended campus centers can input an admissions application, register the students, receive payment, print a promissory note or receipt, and perform other functions.
- Improvement of advising has been a focus for the extended campuses. Each center provides students with academic checksheets on a regular basis in order to facilitate their program planning. Each center director acts as a University studies/provisional student adviser. In addition, regular access to on-campus advisers is offered to every student using compressed video and on-site visits. Each center has expanded the number of hours spent in advising, and advisors are evaluated with written form.
- Each extended campus center has orientation programs for both students and adjunct faculty (SD 423).
- All extended campus centers offer financial aid counseling from resident Commonwealth Educational Opportunity counselors and through on-site visits by main campus financial aid counselors.

- The full-time and adjunct faculty members at the extended campus centers are regularly evaluated through the computerized IDEA form (Individual Development and Educational Assessment). In the most recent fall 1998 evaluations, 656 students evaluated fifty-six classes. In comparing the evaluations of the extended campus centers students with the IDEA national database, students at the extended campus centers rated the excellence of the teacher at 4.4 on a five-point scale, higher than the national average of 4.1. Extended campus centers students also rated the excellence of courses at 4.1, higher than the national database rating of 3.9 (SD 424).

**Correspondence Study Program.** Data demonstrate that enrollments and course offerings are declining in the University's correspondence study program. It appears that online instruction may be causing diminished need for correspondence study offerings. Faculty evaluations are not currently distributed to all students in correspondence study courses. Administration of these forms would enable more careful monitoring of the effectiveness of correspondence study courses.

***The committee finds that Morehead State University is not in compliance.***

**Strength:** The Office of Distance Learning has created workable goals, objectives, and strategies for delivering instruction via distance education technologies. Faculty, staff, and administrators across the campus have provided input for the plan at every opportunity. In addition, from the very outset in 1995, the Office of Distance Learning has maintained and carried out effective self-reporting assessments of students' satisfaction and achievement and faculty satisfaction in the distance learning environment. In addition, the Office of Distance Learning is to be commended for creating ways to solve identified areas of concerns from the evaluations.

**Strength:** Training for faculty in distance learning pedagogies, software, and hardware has been and continues to be a top priority for the Office of Distance Learning.

**Strength:** The extended campus centers have established goals, objectives, and strategies to serve the educational needs of the region. On a regular basis, the extended campus centers incorporate the input of their citizen advisory boards into their planning. They have creatively used technology to accomplish their goals. Students rate the excellence of teachers and courses

above national norms. They should be commended for their efforts to expand and enhance access to education for place-bound and non-traditional students.

**Recommendation: The University must ensure that the Correspondence Study Program Office institutes a continuous evaluation plan. Faculty evaluation forms should be sent to students enrolled in correspondence courses after the courses are completed. These data will provide benchmarks for continuous improvement.**

**Suggestion: The University should differentiate and publish the distinctions among distance learning responsibilities and tasks of the Distance Education Advisory Committee, the Teaching-Learning-Technology Roundtable, the Distance Learning Subcommittee, the graduate and undergraduate curriculum committees, the Academic Computing Committee, and the Instructional Technology Committee.**

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## **4.6 CONTINUING EDUCATION, OUTREACH AND SERVICE PROGRAMS**

**Continuing education and outreach and service programs must be clearly related to the purpose of the institution.**

Public service to the region is central to the mission of the University. As highlighted in the University mission statement, a range of continuing education, outreach, and service programs is clearly a critical adjunct to the primary role of providing access to higher education for the people of our service region:

The University shall create centers to facilitate applied research, organized public service, and continuing education directly related to the needs of business, industry, and the local schools in the primary service region. Emphasis shall be placed on developing and delivering cooperative programming with other higher education institutions and area school systems as well as partnerships with business and industry. The University shall develop and employ technological resources to communicate with other institutions in the fulfillment of its mission. (SD 261)

It is in this arena of activity that the traditional dichotomy of "town and gown" should be broken down. The University, as a corporate entity, lives up to the responsibilities of citizenship by contributing to the life of the community through its staff and faculty. Through a range of efforts, the professional and academic expertise of University faculty, staff, or students contribute to the Commonwealth as they directly address or respond to practical problems, issues, interests or concerns. The form and content of this contribution is as diverse as the University itself. The range of service activities of the University can fall into the following categories: continuing education; lifelong learning opportunities; library, educational facilities, and cultural resources; direct services; action-oriented teaching; action-oriented research; research dissemination and consulting; and leadership. The following formally recognized initiatives provide a major focus as Morehead State University's reach beyond the campus.

- Adult Basic Education provides literacy and remedial education to adults in Morgan County. It has served 3,453 people during the last ten years, including 466 who have earned their GED. During 1997-1998, 227 adults were served and nineteen received their GED (SD 7).

- The Adult Learning Center provides literacy, remedial education, and GED preparation to adults in Rowan County (SD 8).
- The Carl D. Perkins Rehabilitation Center contracts with the University to provide psychological and counseling services to its program of vocational evaluation and training for people with physical and /or mental disabilities (SD 45).
- The Clearinghouse for School Services acts as a conduit for linking the University with local school districts.
- The Office of Continuing Education acts as the central clearinghouse for all continuing education. In 1997-1998, it coordinated the delivery of 232 offerings, generating 149 CEUs, through 1,490 contact hours to a total of 2,336 participants (SD 51, SD 52).
- Conference Services provided access to University facilities for ninety-seven community groups during the 1997-1998 academic year (SD 50).
- The Correctional Research and Training Center focuses on the applied research and training needs of correctional and prevention/diversion organizations. It strives to build strong working relationships with client organizations (SD 54).
- The Eastern Kentucky Health Sciences Information Center provides continuing education and information access to health care providers throughout eastern Kentucky. During the 1997-1998 year, it filled 674 interlibrary loan requests, responded to 154 reference requests, conducted 908 online searches, conducted forty-one site visits to participating organizations, and provided thirty-nine days of training for a total of 123 personnel (SD 59).
- The Educational Opportunity Center assists low-income and first-generation college-attending adults to pursue, continue, resume, or complete postsecondary education (SD 60).
- Head Start provides early childhood and preschool education to eligible children in the Morehead and Rowan County area (SD 95).
- The Job Training Center provides occupational counseling and skills training to a variety of persons who experience difficulty entering or re-entering the work force. During the current fiscal year, it is contracted to provide services to 124 people under JTPA, Welfare to Work, and assistance to older workers programs (SD 164).

- The Kentucky Folk Art Center is an emerging leader in cataloging and promoting the unique cultural life of rural Kentucky (SD 165).
- The KET-GED on TV provides an opportunity for high school completion to people who did not succeed through the traditional route. The student support office at MSU develops and maintains the support system for each enrollee. Annually, this program enrolls between 900 and 1,200 adults in GED and basic skills classes. Additionally, between 3,000 and 4,000 people who are not eligible to enroll are referred to local adult education programs. The center also responds to approximately 4,000 other calls for information and advice each year (SD 166).
- MOAR (Morehead Occupational and Academic Retreat) strives to increase the high school completion rate of at-risk middle school students. The program serves thirty students who are entering the ninth grade during a six-week summer program. During its nine years, 227 of 240 participants have successfully completed the program (SD 214).
- MSUCorps (AmeriCorps) links higher education with community service by involving AmeriCorps volunteers working with school and community organizations in eastern Kentucky each year. During the first three quarters of the 1997 and 1998 academic years, forty-seven students delivered 70,704 hours of service (SD 215).
- Rowan County Mentoring provides connection with an interested adult for at-risk students. During 1998, the program resulted in 385 children receiving 2,566 hours of engagement with a mentor (SD 254).
- The RSVP (Retired and Senior Volunteer Program) Action-Academic Services Center links senior volunteers with local nonprofit organizations. During the 1997 calendar year, almost 200 volunteers provided 27,000 hours of service to the community (SD 255).
- School to Work is a coordinated community effort to assure a systematic linkage between school (P-12) and local employers. During 1997, this project involved sixty employers with 3,900 high school students and 1,800 twelfth-graders in intensive School to Work activities (SD 262).
- The Small Business Development Center seeks to nurture entrepreneurship and economic development through consultation, networking, and resource development. During the 1998-1999 year, the center served 390 clients and provided seventy workshops (SD 264).

- Talent Search seeks to identify and provide ongoing support to 1,000 students in grades six through twelve, whose families do not have a history of postsecondary education, with the goal of enhancing their movement into higher education (SD 272).
- The Training Resource Center provides continuing education opportunities related to children and families to strengthen child welfare, family preservation, and juvenile services. During 1997-1998, the center provided eighty-five training opportunities (SD 276).
- Upward Bound assists program participants from eastern Kentucky to develop the skill and motivation needed to complete secondary education and enter and succeed in postsecondary education. The summer and academic year components of the program serve 105 eligible participants each year (SD 279).
- The Water Testing Laboratory acts as a regional water quality testing facility, which also conducts research in the area of environmental quality and health related issues. Annually, the laboratory analyzes 2,800-3,000 samples from thirty to forty Kentucky counties and also participates in the annual assessment of water treatment plants across the state to determine the effectiveness of their treatment process (SD 285).
- WMKY provides a National Public Radio outlet to most of eastern Kentucky (SD 134).

While this diverse array of activities clearly contributes to fulfillment of the University's mission, the committee found it to be very difficult to access a comprehensive listing of all such activities. The reporting of information was highly varied in format and presentation, and there seemed to be no effort at coordinating University service and outreach efforts.

Over and above the efforts outlined above are the significant contributions made by individual faculty and staff to the quality of life in our communities. As is highlighted in the University's PAc on promotion, service by a member of the University community is not limited to internally focused service to the institution. Indeed, a great impact of the University outreach results from individual faculty and staff contributions of their skills and expertise. While these efforts are harder to quantify than the activities of clearinghouses and centers, they are no less a critical component in the mission and life of the University (SD 88).

***The committee finds that Morehead State University is in compliance.***

**Strength:** University mission and policy statements clearly communicate a strong commitment to outreach and community service by the University and by the efforts of individuals.

**Strength:** The University has a diverse array of service and outreach programs working in close partnership with a variety of public and private entities across the region.

**Strength:** Faculty community service activities are clearly recognized in the faculty evaluation process.

**Suggestion:** **The activities and missions of the various centers, institutes, and clearinghouses should be systematically summarized and disseminated both on and off campus on a regular basis.**

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**All continuing education programs, both credit and non-credit, must be evaluated regularly.**

The policy and procedures of the Continuing Education Office require that all continuing education activities contain a formal process of evaluation (SD 51, SD 52, SD 53). However, the Continuing Education Office has been in a continual state of flux, having been reorganized three times in the last several years. A comprehensive plan initiated in 1993 for development of the Continuing Education unit has not yet been implemented (SD 362). The policy on evaluation has not been formally integrated into University regulations for all continuing education activities. Additionally, there are numerous separate service and training efforts that conduct some form of continuing education, and it is not clear that all of these efforts conduct systematic evaluation of all training activities.

***The committee finds that Morehead State University is in compliance.***

**Strength:** The recently reorganized Continuing Education Office has clearly established a set of procedures to guide the evaluation of all training efforts that it coordinates. However, the procedures need to be implemented and enforced.

**Suggestion: The central role and mission of the Office of Continuing Education should be clearly communicated to the campus community and the University should more clearly define the scope of the Office of Continuing Education.**

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**All continuing education and outreach and service programs offered for credit must comply with the requirements of the *Criteria*, and with Section IV in particular. For non-credit continuing education programs, the institution should follow national guidelines for the recording of Continuing Education Units. (See Commission on Colleges' document on C.E.U.: *Guidelines and Criteria*.)**

According to its mission statement, the Office of Continuing Education is responsible only for non-credit-bearing training activities (SD 51). The appropriate academic departments develop any for-credit activities. This assures that all of the relevant criteria are addressed since these activities must meet the standards outlined for any regularly offered course, field experience, or workshop. It should be noted that staff in the Office of Continuing Education have worked directly with University faculty to implement these for-credit offerings.

The draft policies and procedures for continuing education follow national guidelines for the certifying and recording of Continuing Education Units (CEUs) according to *The Continuing Education Unit: Guidelines, 5th Edition, 1994* (SD 51, SD 53). However, this effort is recent. There is no assurance that CEUs have been systematically recorded in the past and that activities not coordinated with the Office of Continuing Education have CEUs systematically documented and recorded.

***The committee finds that Morehead State University is in compliance.***

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**For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.**

Most of the formally recognized outreach activities of the University receive some form of outside funding and so produce a formal annual report that

documents the effective use of resources. Most of these annual reports provide a wealth of evaluation information to gauge the effectiveness of the programs. In the arena of service to the community, each department has clearly articulated criteria in the annual Faculty Evaluation Plan for evaluating the quality of service by individuals (SD 79). Further, the annual Performance Based Salary Increment portfolio submitted by all faculty members provides a vehicle for assessing the quantity and quality of services provided by faculty members (SD 79, SD 80).

***The committee finds that Morehead State University is in compliance.***

**Strength:** The diverse array of outreach and service efforts is a valuable asset to the University, its students, and the region.

**Strength:** Most of the service and outreach efforts of the University are highly accountable and collect comprehensive evaluation data.

**Suggestion:** All formally established University service and outreach programs should be subject to formal periodic review similar in nature to the Academic Program Review required of educational programs. This review should assess the degree to which each program is addressing a critical need and is meeting the criteria outlined above.

**Suggestion:** The activities of centers, institutes, clearinghouses, and other service and outreach activities should be systematically integrated into the University's strategic planning efforts.

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**An institution planning to initiate, through continuing education or outreach programs, a degree program must inform the Executive Director of the Commission on Colleges in advance of program implementation. (See Commission document "General Substantive Change Policy for Accredited Institutions.")**

Morehead State University has not and does not at the present time plan to implement a degree program through continuing education or outreach. The developments in the area of distance education perhaps came closest to the issue raised by this criterion. The University followed all procedures related to the distance education substantive change in 1998-1999.

***The committee finds that Morehead State University is in compliance.***

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**An institution must not award academic credit for work taken on a non-credit basis without appropriate documentation that the non-credit coursework is equivalent to a designated credit experience.**

**In such cases, the institution must document that the credit awarded for non-credit coursework represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies equivalent to those of students in the institution's own degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level.**

**All credit-bearing continuing education courses and activities must comply with the requirements of the *Criteria*.**

Morehead State University does not award academic credit for work completed on a non-credit basis (SD 51). Continuing education efforts at the University currently are not for credit. In order to assure compliance with SACS criteria, academic units coordinate innovative and non-traditional modes of delivery for credit courses (SD 51, SD 53).

***The committee finds that Morehead State University is in compliance.***

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## 4.7 STUDENT RECORDS

**The institution must have adequate student records for both credit and non-credit courses.**

**The institution must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet.**

The Office of the Registrar is responsible for maintaining all educational records regarding credit courses. The Office of Continuing Education maintains records pertaining to non-credit or continuing education classes.

Information concerning credit courses is added to a student's record at the end of each semester. Instructors electronically enter the grades for each student in their classes. The grades are stored on a transcript for each student. The official transcript contains all courses completed at the University by semester with the grades earned and cumulative and semester grade point averages. The transcript lists all degrees completed and dates of graduation. The student's name, address, date of birth, and social security number appear on the transcript. Any transfer work from another accredited postsecondary institution is also included. The transcript is signed by the registrar and stamped with the University's official seal. It is printed on special paper with the University seal in the background to ensure security.

Since 1981, all transcripts have been stored electronically on the University's mainframe computer system with backups stored in fireproof containers in another building on campus. To ensure the security of educational records, the Office of Information Technology runs a backup every night after all work has been completed. The backup is stored in a fireproof vault in a separate building from the registrar's office. The older transcripts prior to 1981 are stored in the registrar's office in a fireproof vault. These transcripts are also optically scanned and stored on disks.

Access to transcripts for credit courses is strictly guarded. Only four individuals in the Office of the Registrar can make any changes to the transcripts. Each morning the registrar receives a printout from Information Technology with a list of any changes made to the transcript file and who made those changes. The college deans and executive vice president have viewing rights to transcripts, but they can access them only by use of a personal password that changes every thirty days.

The Office of the Registrar also maintains other student records such as transcripts from other postsecondary institutions, class schedules, drop/add forms, change of program forms, official student checksheets that are part of the degree audit system, and applications for graduation. Paper copies are optically scanned and stored on disks in a fireproof vault.

Information concerning non-credit and continuing education is electronically stored on the University's mainframe computer system. A continuing education transcript is kept on each person who has earned non-credit or continuing education credit. The continuing education transcript contains the person's name, social security number, and address with a list of the continuing education units earned, classes, workshops, or training completed, instructors, and dates. The records are backed up nightly, monthly, and annually. The tapes are stored in fireproof containers in another building on campus.

Only individuals in the Office of Continuing Education can enter information on these transcripts. The transcripts are accessible only with a password that changes monthly. Paper copies are stored in a locked file cabinet in the Office of Continuing Education.

***The committee finds that Morehead State University is in compliance.***

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**The institution must have policies concerning what constitutes the permanent record of each student, as well as policies concerning retention and disposal of records.**

The University follows the definition of educational records as defined in the policies of the American Association of College Registrars and Admissions Officers (SD 228). The permanent record of each student is the official transcript.

The registrar follows the approved Document Retention and Disposition Policy as approved on April 30, 1993 (SD 230). This policy outlines types of documents that must be retained and the length of time they are to be retained before disposal. In addition to the student's transcripts, which are a permanent record, the Office of the Registrar permanently retains electronic records of ACT, SAT, CLEP, GRE, GMAT or other test scores, high school transcripts, GED certificate, change of grade forms, and name change authorization. This information is optically scanned. Other information such as drop/add forms are

disposed of after one year, registration forms after two years, and program checksheets after five years from graduation or the last date of enrollment.

The Office of Continuing Education retains rosters for seven years. The permanent record is maintained electronically on the University's mainframe computer.

***The committee finds that Morehead State University is in compliance.***

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**It [the institution] must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and the institution.**

In accordance with the Family Education and Privacy Act (FERPA) and University policy, non-directory information from a student's official permanent record may not be released without a student's written consent except to persons engaged in the proper performance of University duties (SD 257:26). Directory information is defined, in accordance with FERPA, as the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. If students do not wish this directory information released, they can request in writing the desire to not release such information (SD 282:25).

The University has established policies concerning a student's right to inspect, review and challenge all educational records, files, and data directly related to the student. The student must complete a form in the Office of the Registrar requesting to review or challenge these records. Any evidence regarding inaccurate information is given to the appropriate office for review and correction if necessary.

Students can request an official transcript only by appearing in person in the Office of the Registrar and completing a written request or mailing a written request with appropriate identifying information. Telephone requests or requests made by another person will not be honored. The Office of Continuing Education adheres to the same policy concerning the release of a non-credit or continuing education transcript.

Information release policies concerning the rights of individual privacy, confidentiality, and the best interests of the student and institution are published in the undergraduate and graduate catalogs and the *Eagle Student Handbook*.

***The committee finds that Morehead State University is In compliance.***

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### Conclusion

Morehead State University has established policies and procedures to maintain and secure both credit and non-credit student records. The University has policies concerning what constitutes the permanent record of each student as well as policies concerning retention and disposal of records. The University has established and published information-release policies that respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and the institution.

## 4.8 FACULTY

**An institution must provide evidence that it has employed faculty members qualified to accomplish its purpose.**

Credentials for all current faculty, full-time and part-time, are maintained in files in the Office of the Executive Vice President for Academic Affairs and Dean of Faculty. This system of record keeping is updated by academic departments on a semester basis and reflects an accurate record of all current faculty credentials. These credentials are also organized in the *Roster of Instructional Staff* for the purpose of this SACS accreditation self-study.

***The committee finds that Morehead State University is in compliance.***

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### 4.8.1 Selection of Faculty

**An institution must show that it has an orderly process for recruiting and appointing its faculty.**

**Recruitment and appointment procedures must be described in the faculty handbook or other published documents.**

**If an institution employs a faculty member whose highest earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the institution must show evidence that the faculty member has appropriate academic preparation.**

The process for selection of faculty at Morehead State University is described in the personnel policies manual (SD 107), the *Affirmative Action Plan*, Volume II, 1997-1998 (SD 9), and the faculty handbook (SD 64). These documents show that the University has a process for recruiting and appointing its faculty, although one discrepancy in printed policy is evident.

The published material states that the University follows a program of broad, comprehensive open recruitment for full-time faculty. All positions are recruited and processed through the Office of Human Resources, which posts each opening internally and publishes the advertisements. Faculty positions are advertised in at least one national publication, such as *The Chronicle of Higher Education*. Within professional disciplines, vacancies may be advertised in

professional journals or newsletters and other print media targeting protected classes. Recruitment occurs when feasible at professional meetings.

The local office of the Kentucky Department for Employment Services is provided with notices for all position vacancies at Morehead State University. Additionally, notices are forwarded to the NAACP and Urban League in Lexington, Kentucky. Notices for faculty positions are forwarded to placement offices at predominantly and traditionally black educational institutions and to organizations and associations representing women. The Office of Human Resources and the Affirmative Action officer may also identify and place advertisements in newspapers that have a high minority readership pool. All job announcements state that Morehead State University is an Equal Opportunity/Affirmative Action employer.

The Affirmative Action officer reviews the pool of applicants for each search to determine whether the pool has a reasonable representation of minorities and females prior to the release of applications to the search committee or hiring supervisor. The Affirmative Action officer must approve the short list of candidates derived by a search committee or hiring supervisor prior to candidates being invited to campus for personal interviews.

Applicants are interviewed by the search committee, department chair, college dean, and the executive vice president for academic affairs. Following interviews, the search committee submits evaluations and/or recommendations to the department chair or unit administrator. The next step is defined one way in the *Affirmative Action Plan* and another way in the *Handbook for Supervisors and Search Committees*. The *Affirmative Action Plan* (SD 9) states that "as hiring supervisor, [the department chair or unit head] selects a candidate and initiates a PAR (Personnel Action Request) online for approval by the Affirmative Action Officer, appropriate administrators and offices." The handbook (SD 64) states that [the supervisor] is "to recommend the top candidates to the appropriate vice president and to complete" the PAR.

All selection decisions are to be based solely upon the individual's qualifications for the position. When candidates are determined to be substantially equally well qualified for a position, the search committee, hiring supervisor, and administrators will consider the Equal Opportunity/Affirmative Action Plan hiring goals of the University in making a final determination.

Upon recommendation of employment, the applications are returned to the Office of Human Resources along with justifications for any women and/or

minorities not selected. A personnel action request (PAR) must be initiated online by the hiring supervisor and approval obtained by the Affirmative Action officer and appropriate administrative offices prior to an offer of employment.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: Discrepancies between the *Handbook for Supervisors and Search Committees* and the *Affirmative Action Plan* should be addressed.**

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**It is expected that the institution will employ faculty members whose highest earned degree presented as the credential qualifying the faculty member to teach at the institution is from a regionally accredited institution.**

The University satisfies this criterion by carefully observing the policy stated in the personnel policy manual, PAC-1 (SD 107:1).

***The committee finds that Morehead State University is in compliance.***

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**Institutions are encouraged to recruit and select faculty whose highest degrees are earned from a broad representation of institutions.**

Although University hiring policies do not specifically address this issue, department search committees are generally concerned with academic and intellectual diversity.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should formulate and publish faculty recruitment and appointment guidelines to ensure that faculty are hired from a broad range of institutions.**

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**Institutions must ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.**

There is no University-wide written statement in the selection process guidelines requiring a determination of language proficiency. However, review of many recent past faculty advertisements contain statements of oral and written communication proficiency. Additionally, the interview process conducted by the college deans, department chairs, and faculty includes the consideration of oral and written communication skills.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should formulate and publish a policy to ensure that each faculty member employed is proficient in oral and written communication in the language in which assigned courses will be taught.**

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## **4.8.2 Academic and Professional Preparation**

### **4.8.2.1 Associate and 4.8.2.2 Baccalaureate**

**Both full-time and part-time faculty must meet the following criteria for academic and professional preparation. 4.8.2.1 Associate and 4.8.2.2 Baccalaureate (Refer to 1998 Criteria for Accreditation for full text of this criteria statement).**

**Part-time and full-time faculty in both associate and baccalaureate degree programs must have completed at least eighteen graduate semester hours in the teaching discipline and hold at least a master's degree or the minimum of a master's degree with a major in the teaching discipline.**

Table 4.8.1 summarizes the number of full-time faculty and their qualifications for the 1999 fall semester. This table was generated from all current faculty credentials maintained by the Office of the Executive Vice President for Academic Affairs. While some of the faculty shown in this table have "outstanding professional experience and demonstrated contributions to the teaching discipline," all faculty meet the requirements of the SACS criteria. Part-time faculty credentials are discussed in the next section of this report , 4.8.3.

**Table 4.8.1 Full-Time Faculty Qualifications, Fall 1999**

<b>Department</b>	<b>Full-time Faculty w/ Terminal Degree in Discipline</b>	<b>Qualified Full-time Faculty w/ Masters or 18 hrs.</b>	<b>Full-time Faculty w/ Exceptional Experience Qualifications</b>
<b>College of Business</b>			
Accounting and Economics	12	7	0
Computer Information Systems	8	6	1
Management	7	6	0
<b>College of Education and Behavioral Sciences</b>			
Elementary, Reading and Special Education	24	8	0
Health, Physical Education and Recreation	12	4	0
Leadership and Secondary Education	15	2	0
Psychology	12	1	0
Sociology, Social Work and Criminology	17	5	0
<b>Caudill College of Humanities</b>			
Art	9	2	0
Communications	15	8	0
English, Foreign Languages and Philosophy	25	13	0
Geography, Government and History	20	2	0
Music	14	10	0
<b>College of Science and Technology</b>			
Agriculture	8	2	0
Biology and Environmental Science	16	1	0
Human Sciences	3	3	0
Industrial Education and Technology	8	3	1
Mathematics	12	9	0
Nursing and Allied Health Sciences	4	15	0
Physical Sciences	19	2	0
<b>Total (all colleges)</b>	<b>260</b>	<b>109</b>	<b>2</b>

This table indicates that the institution meets the requirement that at least twenty-five percent of the discipline course hours in each undergraduate major be taught by faculty members holding the terminal degree.

As required by the accrediting body, the institution does keep on file for all full-time and part-time faculty documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications, and other qualifications. However, despite significant progress since the 1988-1990 SACS self-study, weaknesses remain in the process in which the institution maintains accurate and up-to-date records. In practice, mechanisms at the department, college, and University level often overlap and are unevenly implemented, causing confusion in analyzing records and duplication of effort in their production. Faculty are frequently asked to deliver information in one form to the department, another to the college, and yet another to offices such as the Office of Research and Creative Productions or the Office of the Executive Vice President for Academic Affairs.

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**The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.**

While MSU's catalog lists two interdisciplinary programs, Interdisciplinary Early Childhood Development and Interdisciplinary Women's Studies, all but one of the courses offered under these programs are cross-listed with departmental courses. These programs are interdisciplinary because they blend disciplines via selection of classes rather than by blending disciplines within classes. Faculty who teach these courses are qualified to teach subjects within their department and so are qualified to teach them as part of an interdisciplinary program. The single course not cross-listed in a department is Women's Studies 273. This course is taught by four faculty, all of whose research interests have a gender focus (except for the English faculty member whose writing focuses on women's issues). Their scholarly interest in gender issues qualifies them to teach a women's studies interdisciplinary course.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should develop, implement, and enforce a systematic procedure for maintaining records of credentials of all full-time and part-time faculty relating to professional and work experience, technical and performance competency, records of publications, conference presentations, awards, certifications, and other qualifications.**

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#### **4.8.2.3 Graduate**

**Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship.**

**Institutions offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs.**

**Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.**

**All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered.**

**Faculty members responsible for the direction of doctoral research must be experienced in directing independent study.**

**Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline.**

**It is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in those disciplines.**

**All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.**

**In either case, when an institution presents evidence of competence or academic credentials other than the doctorate in the discipline for its graduate faculty, it must justify the employment of such faculty.**

**The institution must document and justify the academic and professional preparation of faculty members teaching in [interdisciplinary] courses or programs.**

**It is the responsibility of the institution to keep on file, for all full-time and part-time faculty members teaching graduate courses, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications.**

**However, for each graduate degree program, an institution must employ at least four qualified full-time faculty members whose responsibilities include teaching in the program.**

The institution seeks to demonstrate a high level of faculty competence in teaching and scholarship. Its publications (SD 107: PAc-1 and PAc-6) specify that requirements for membership on the graduate faculty include an earned terminal degree. Membership on the graduate faculty is reviewed every five years, and membership continuation has the same requirements as appointment to it. The institution does not grant doctoral degrees in any field.

Review of the graduate faculty membership listing full, associate, and temporary members (not including emeritus members) as of December 1998 indicates that, given the percentage of faculty with terminal degrees, there are more graduate faculty without terminal degrees than seems warranted. This should be addressed in the five-year program reviews. The departments with full or associate graduate faculty who do not have a terminal degree are Accounting and Economics (2), English (1), and HPER (1). The Departments of Marketing (1) and Communications (1) each have a temporary graduate faculty without a terminal degree.

**Table 4.8.2. Graduate Faculty Membership (Full-time and Part-time)**

College	Full Membership		Associate Membership		Temporary Membership	
	with Terminal Degree	without Terminal Degree	with Terminal Degree	without Terminal Degree	with Terminal Degree	without Terminal Degree
Business	15	2	5	0	0	1
Humanities	37	1	6	0	2	3
Education and Behavioral Sci.	42	1	2	0	6	4
Science and Technology	24	0	4	0	0	0

At least fifty-four percent of faculty in departments that offer a master's degree either by itself or in cooperation with another department hold a terminal degree. All of these departments employ at least four full-time faculty with terminal degrees. While some departments utilize faculty without terminal degrees to teach graduate-level classes, these faculty have documented exceptional expertise.

***The committee finds that Morehead State University is in compliance.***

#### 4.8.2.4 Distance Learning Programs/Activities

**Institutions offering courses for credit through distance learning activities and programs must meet all criteria related to faculty.**

Morehead State University uses the same criteria for hiring faculty for distance learning activities that it uses in the selection of regular and part-time faculty. It also provides students with structured access to and interaction with full-time faculty members. The University offers correspondence courses in a limited number of subjects. The extension campuses offer traditional classroom settings for a limited number of courses. In 1995, the University made a major commitment of resources to distance learning and began offering interactive video and Internet courses.

With help from a federal Star Schools grant to cover capital costs, MSU has equipped over twenty classrooms in the region with interactive video equipment. About one third of these are on campus, and the rest are at

extended campuses, high schools and other locations throughout the region. Each of these sites is fully interactive and can serve as send or receive sites for classes. Faculty who offer courses over interactive video undergo intensive training, and the number of qualified faculty has increased as facilities have increased. The number of courses offered at off-campus sites in a traditional classroom setting is shown in Table 4.8.3.

**Table 4.8.3 Distance Learning**

Semester	Inter-active Video Courses	Internet Courses	Extended Campus On-Site Classes	Total DL Sections	% DL Courses Taught by Part-time Faculty	% Sections Taught by Part-time Faculty
Fall '92			128	128	29	29
Spring '93			146	146	40	40
Fall '93			163	163	28	28
Spring '94			158	158	32	32
Fall '94			159	159	31	31
Spring '95			153	153	41	41
Fall '95	1		162	165	37	36
Spring '96	11	1	164	181	33	32
Fall '96	19	2	120	196	38	27
Spring '97	26	3	118	212	41	28
Fall '97	24	5	143	227	41	31
Spring '98	23	5	154	244	52	39

Although the majority of distance learning courses, including almost all Internet and interactive video courses, are covered by full-time MSU faculty, the institution does rely on part-time faculty to implement its distance learning program, especially for extended campus courses. The number of distance learning courses taught by part-time faculty typically ranges from thirty to forty percent. Since 1992, there has been no clear trend indicating change in this pattern. The percentage of part-time faculty employed by MSU seems appropriate. All hold master's degrees with appropriate coursework. In addition, many have practical experience that enhances their teaching. The current roster of part-time faculty indicates that approximately fifteen percent have doctoral degrees, and others are qualified with other appropriate degrees.

As part of Morehead State University's planning process, the Office of Distance Learning developed unit plans which were refined with input from the

Distance Education Advisory Committee, an *ad hoc* committee of faculty from each of the four colleges.

Policies governing distance learning were based on recommendations from the joint subcommittee of the University Undergraduate Curriculum Committee and the University Graduate Committee, the Distance Education Advisory Committee, staff of the Office of Distance Learning, the Presidential Budgetary Task Force, and the Deans Council.

Distance learning policies related to faculty teaching via distance education technology reinforce teaching load and the importance of training as follows:

- Effective fall 1998, distance education faculty began carrying a standard teaching load.
- The course must be approved as a distance-education course the semester prior to teaching the course. Faculty teaching distance-learning courses must demonstrate proficiency in distance-education pedagogy or complete required training before the course can be taught.
- All faculty teaching distance learning courses must hold the same academic credentials as those teaching on-campus classes (SD 57).

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should ensure appropriate and reasonable faculty work loads while allowing for the growth of the distance learning program and changes in distance education workload policies.**

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**Institutions offering distance learning programs must provide students with structured access to and interaction with full-time faculty members.**

### **Distance Education**

Distance learning substantive change documents indicate many ways (e-mail, web, voice mail, and fax) that offer students access to faculty. Moreover, faculty have been trained to use the technology that facilitates access (SD 56, SD 57).

The subcommittee on Distance Learning-Continuing Education collected data from student surveys for the purpose of this report. Comparison between on-campus students and students who took most of their courses off-campus

indicated that off-campus students rated the quality of academic advising lower than on-campus students did (2.97 vs. 3.06 mean score on a scale of 1 to 4). Off-campus students also rated availability of faculty outside the classroom slightly lower than on-campus students did (3.33 vs. 3.24 mean). There was virtually no difference in their evaluation of the knowledge of their academic advisors regarding program requirements (3.23 vs. 3.22). The most enlightening aspects of this survey (SD 300) found off-campus students somewhat satisfied with overall academic advising for extended campus students (mean=2.78), library support for off-campus classes (mean=2.89), and access to the library for students at off-campus locations (mean=2.61).

### **Extended Campus Centers**

Extended campus centers, unit plans for AAEECC, BSECC, and LVECC indicate that improvements have been made with additions to facilities that allow faculty and students to meet. Unit plans address the need for additional improvement in these areas (SD 12, SD 29, SD 213).

The committee's cross-tab information (SD 300) indicates that, in comparisons between on- and off-campus courses (including students attending most of their classes on-campus), students on-campus rated the availability of faculty higher than those off-campus (3.33 vs. 3.24 and 3.33 vs. 3.21 respectively).

### **Correspondence Courses**

No data are available to determine whether the Correspondence Study Programs Office has initiated or facilitated student access to instructors who teach in the Correspondence Study Program.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should establish formal, written procedures to ensure adequate student access to faculty teaching distance learning courses. Special consideration should be given to faculty who teach in the Correspondence Study Program to ensure that students have access to their instructors.**

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### 4.8.3 Part-Time Faculty

**The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance.**

**The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.**

**Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.**

**Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members.**

**It must also provide for appropriate orientation, supervision and evaluation of all part-time faculty members.**

**Procedures to ensure student access to part-time faculty members must be clearly stated and publicized.**

At Morehead State University, the total number of full-time faculty has decreased by two since 1988. Building to a high of 349 in 1991, the number has fluctuated slightly, decreasing to 317 in 1997. This generally follows the pattern of total enrollment from 7,379 in 1988 to a high of 9,169 in 1992 and decreasing each year to the 1997 figure of 8,208. The enrollment has remained steady for the last two years (1997-1999) at approximately 8,200 students. The student-to-faculty ratio is approximately twenty-six students per full-time faculty member and seventeen to one when all faculty (full and part-time) are brought into the calculation. According to the *MSU Profile*, these figures seem reasonable at an institution focusing primarily on undergraduate education (SD 132).

However, the number of part-time faculty has risen steadily from thirty-nine in 1988 to 127 in the 1999 fall semester. This marked increase in the number of part-time faculty raises serious questions as to whether the institution has an adequate number of full-time faculty to carry out the functions enumerated above.

Of the 127 part-time faculty listed in the 1999 fall semester, twenty-five percent hold the Ph.D. or equivalent, sixty-two percent have a master's degree or equivalent, and thirteen percent have exceptional experience.

**Table 4.8.4 Part-Time Faculty by Degree**

<b>Department</b>	<b>Part-time</b>	<b>Doctorate/ Terminal</b>	<b>Masters or 18 hours</b>	<b>Exceptional Experience</b>
Art	7	6	1	0
Comm	6	0	5	1
EFLP	17	2	14	1
GGH	11	8	3	0
Music	3	0	3	0
A & E	5	1	4	0
CIS	10	0	10	0
MM	4	2	2	0
ERSE	7	0	6	1
HPER	21	0	10	11
LSE	7	6	1	0
Psy	2	2	0	0
SSWC	11	0	11	0
Agr	4	0	2	2
Biol	6	3	3	0
Hum Sci	1	0	1	0
IET	2	0	1	1
NAHS	1	0	1	0
Phys Sci	2	2	0	0
<b>Totals</b>	<b>127</b>	<b>32</b>	<b>78</b>	<b>17</b>
<b>% of degrees</b>		<b>25%</b>	<b>62%</b>	<b>13%</b>

MSU employs approximately 2.93 full-time faculty members to every part-time faculty. As a whole, it appears that MSU is not over-reliant on part-time faculty, yet when departments are examined individually, there is a wide discrepancy. For example, HPER and EFLP each employ over fifteen part-time faculty whereas six departments employ three or fewer part-time faculty members. As noted in Table 4.8.4, over eighty-five percent of part-time faculty hold a minimum of a master's degree or equivalent. This appears to be a reasonable compliance rate.

MSU is an equal opportunity employer and has written criteria for the employment of full and part-time faculty (SD 107). Part-time faculty at MSU are invited to attend orientation meetings with the full-time faculty during the fall

semester each year. Part-time faculty at distance learning sites are supervised by center directors at those sites. Orientation at distance learning sites is provided each semester by the center staff at each extended campus.

Although PAc-7 (SD 107) specifically lists the duties of nine-month faculty members teaching twelve semester hours per term, it does not address the responsibilities of part-time faculty. It appears that supervisors at the extended campus centers monitor student access to part-time faculty.

***The committee finds that Morehead State University is in compliance.***

**Suggestion:** The institution should, through its long-range planning process, study the significant increase in the number of part-time faculty in the past ten years, particularly in certain disciplines, and address the issue of whether adequate full-time faculty are employed in these disciplines to meet the instructional needs of students.

**Suggestion:** The institution should review pertinent personnel policies and add specific guidelines to address the issues of part-time faculty orientation, evaluation, and availability to students.

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#### 4.8.4 Graduate Teaching Assistants

**An institution must avoid heavy dependence on graduate teaching assistants to conduct classroom instruction.**

**Each institution employing graduate teaching assistants must provide a published set of guidelines for institution-wide graduate assistantship administration, including appointment criteria, remuneration, rights and responsibilities, evaluation and reappointment.**

**Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or for assigning final grades for such a course, and whose professional and scholarly preparation does not satisfy the provisions of Section 4.8.2 must have earned at least 18 graduate semester hours in their teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training and be evaluated regularly.**

**Institutions may appoint graduate teaching assistants for whom English is a second language only when a test of spoken English, or other reliable evidence of the applicant's proficiency in oral and written communication, indicates that the appointment is appropriate.**

**Institutions employing graduate teaching assistants must provide a structure for administrative oversight at a high level above that of the individual academic units to ensure conformity with institutional policies and procedures.**

At MSU, graduate assistants are not hired specifically to teach classes. Traditionally, only a very few graduate students have been invited to teach classes.

In order to teach at MSU, graduates must have completed at least eighteen hours of graduate work in the discipline in which they will teach. Graduate students are also supervised by a member of the department in which they are hired. International students who are MSU teaching assistants must demonstrate their ability to communicate in English.

***The committee finds that Morehead State University is in compliance.***

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#### **4.8.5 Faculty Compensation**

**Salary increases must be based on clearly stated criteria.**

Citing several deficiencies, our 1988-1990 SACS self-study recommended that annual salary reviews be carried out based on clearly stated principles. Although inconsistencies and weaknesses remain, significant progress has been made in this area.

Faculty salary increases are awarded by clearly stated criteria in a campus-wide performance-based salary increase (PBSI) evaluation process. Faculty evaluation plans (FEPs) have been adopted and approved by the majority of faculty in each academic department. Tenure, promotion, and salary increase decisions are all included in the departmental FEPs (SD 79). There are specific statements in the University tenure and promotion policies separating those decisions from the PBSI evaluation process.

Although department FEPs and the PBSI process are positive steps, a review of these documents reveals wide variations among academic departments in standards or measures of teaching, research, and service. All are based on the awarding of merit "shares," with up to three merit shares available at the department level. The fourth merit share is nominated at the

department level but awarded at the college level. There is little consistency among colleges in terms of standards or measures for awarding the fourth merit share (SD 80). In most colleges, several disciplines are represented; therefore, decisions based on issues such as quality of teaching, number and quality of publications, and quality of service of individual faculty are ultimately made by deans with input from department chairs. The number and variety of disciplines involved complicates the merit decision process due to the diverse and often dissimilar nature of methods of information inquiry and dissemination between disciplines.

The SACS faculty survey results (SD 307) indicate strong dissatisfaction with the faculty evaluation process. In fact, 54.2% of the faculty disagree or strongly disagree with the statement that "faculty performance, measured through the PBSI system, is evaluated fairly and effectively," and an overwhelming 79.6% either disagree or strongly disagree with the statement that "the University adequately rewards faculty performance."

***The committee finds that Morehead State University is in compliance.***

**Suggestion: In order to address equity and morale issues associated with performance-based salary increases, a University-wide study, initiated and overseen by the Faculty Senate, should be conducted to evaluate the way merit shares are awarded.**

**Suggestion: The institution should communicate the distribution of merit shares by academic department and college to the faculty.**

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**An institution should provide adequate salaries and benefits to attract and retain faculty members.**

The average salary at Morehead State University for all faculty ranks is lower than that of comparable Kentucky universities and all regional benchmark institutions. It stands at 88.2% of the benchmark median. This is a cause of discontent and low faculty morale at the institution. It also puts the institution at a significant disadvantage in attracting and retaining high quality faculty. In the 1998 faculty satisfaction survey (SD 93), eighty-seven percent of respondents strongly or moderately disagreed with the phrase, "My salary is comparable to my nationwide peers who teach in the same discipline and have equivalent

credentials"; sixty-three percent were very or moderately dissatisfied with "My salary for amount of work." In the same faculty survey (SD 93), the faculty strongly disagreed with the statement, "Faculty salaries offered at MSU are comparable to those offered at benchmark institutions," (the strongest negative among more than 150 items on the survey). Over seventy-nine percent of faculty also disagreed with the statement, "The University adequately rewards faculty performance." Moreover, if one considers such things as departmental travel budget, faculty development budget, institutional support of research and instruction, the results of the faculty survey indicate that more than seventy percent of the faculty are strongly to moderately dissatisfied (SD 93).

Our 1988-1990 self-study report stated, "The average salary at the University is the lowest of the Kentucky regional universities, which are, in turn, at the bottom of benchmark institutions...; being last is an irritant and is perceived as an injustice." The fact that, ten years after that report, MSU remains at the bottom of the list is an even greater irritant.

Our 1988-1990 SACS self study suggested that funding be sought to bring faculty salaries to within five percent of the benchmark median. This has not happened. The average faculty salary at MSU has moved from 81.3% of the median to 88.2% over the last nine years (Table 4.8.5). Average faculty salaries have increased by 44.5%. However, inflation was approximately thirty-four percent from 1988-1989 to 1997-1998, so real gains barely exceeded ten percent for the period. Also, part-time faculty pay is unconscionably low at \$1,200 for a three-hour semester course.

**Table 4.8.5 Kentucky Institutions  
All Ranks Average Faculty Salary Comparisons**

KENTUCKY INSTITUTIONS AND BENCHMARK INSTITUTIONS MEDIANS										
	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98
<b>UNIVERSITY OF KENTUCKY</b>										
Benchmark Median	\$44,620	\$46,957	\$50,152	\$51,062	\$52,235	\$53,962	\$54,899	\$57,617	\$58,916	\$60,644
University of Kentucky	39,604	42,008	46,298	50,414	50,602	52,152	53,750	55,297	57,024	58,660
UK as % of Benchmark Median	88.8	89.5	92.3	98.7	96.9	96.6	97.9	96.0	96.8	96.7
<b>UNIVERSITY OF LOUISVILLE</b>										
Benchmark Median	42,767	45,137	46,614	46,845	48,114	49,150	51,054	52,882	54,844	56,337
University of Louisville	37,484	39,761	42,556	46,147	46,808	47,581	48,214	49,992	51,949	54,210
UL as % of Benchmark Median	87.6	88.1	91.3	98.5	97.3	96.8	94.4	94.5	94.7	96.2
<b>MASTERS DEGREE INSTITUTIONS</b>										
Benchmark Median	35,442	37,471	39,670	38,839	40,557	41,654	43,839	44,659	46,647	47,202
Eastern Kentucky University	32,990	35,004	38,293	41,863	41,867	43,416	44,769	46,132	48,155	50,451
EKU as % of Benchmark Median	93.1	93.4	96.5	105.1	103.2	104.2	102.1	103.3	103.2	106.9
Kentucky State University	30,085	31,717	34,034	35,044	35,782	37,337	38,975	40,554	41,426	42,557
KSU as % of Benchmark Median	84.9	84.6	85.8	88.0	88.2	89.6	88.9	90.8	88.8	90.2
Morehead State University	28,810	30,906	34,491	36,564	36,527	37,332	39,178	39,571	40,768	41,639
MoSU as % of Benchmark Median	81.3	82.5	86.9	91.8	90.1	89.6	89.4	88.6	87.4	88.2
Murray State University	29,769	32,568	35,655	37,107	37,133	38,287	40,394	41,602	42,916	43,464
MuSU as % of Benchmark Median	84.0	86.9	89.9	93.1	91.6	91.9	92.1	93.2	92.0	92.1
Northern Kentucky University	32,580	34,427	36,166	38,334	39,659	40,733	41,691	42,524	43,483	44,797
NKU as % of Benchmark Median	91.9	91.9	91.0	96.2	97.8	97.8	95.1	95.2	93.2	94.9
Western Kentucky University	32,757	34,199	36,595	39,111	38,962	41,343	42,647	44,636	45,426	46,748
WKU as % of Benchmark Median	92.4	91.3	92.2	98.2	96.1	99.3	97.3	99.9	97.4	99.0
<b>UK COMMUNITY COLLEGE SYSTEM</b>										
Benchmark Median	27,479	28,777	31,601	30,480	30,341	32,531	35,039	35,241	36,166	36,802
UK Community College System	25,177	26,582	28,530	30,434	30,358	31,389	32,260	33,250	35,768	36,709
UKCCS as % of Benchmark Median	91.6	92.4	90.3	99.8	100.1	96.5	92.1	94.4	98.9	99.7
1995/96 all-ranks average revised for Illinois Eastern, Rend Lake, and Southeastern Illinois. 1966/67 all-ranks average for the University of Houston, Illinois Eastern, Rend Lake, and Southeastern Illinois reflects 1995/96 data increased by 3 percent. 1997/98 all-ranks average for Columbia State Community College and Southeastern Illinois college reflects 1996/97 data increased by 3 percent.										

**Table 4.8.6 Average Salaries of Full-Time Instructional Faculty, by Rank (Percent Change)**

Kentucky Public Higher Education Institutions										
Rank/Institution	1988/89		1996/97		1997/98		1-Year % Change		10-Year % Change	
	Number	Salary	Number	Salary	Number	Salary	Number	Salary	Number	Salary
<b>Professor</b>										
EKU	230	37,882	223	56,500	212	60,323	-4.9%	6.8%	-7.8%	59.2%
KSU	17	38,626	24	52,072	29	52,314	20.8%	0.5%	70.6%	35.4%
MoSU	88	35,636	77	54,168	66	55,776	-14.3%	3.0%	-25.0%	56.5%
MuSU	92	36,102	105	52,561	98	54,413	-6.7%	3.5%	6.5%	50.7%
NKU	75	44,002	98	59,811	112	61,614	14.3%	3.0%	49.3%	40.0%
UK	481	47,965	489	69,594	488	71,226	-0.2%	2.3%	1.5%	48.5%
UKCCS	123	32,810	229	45,512	205	45,885	-10.5%	0.8%	66.7%	39.9%
UL	262	46,418	290	64,411	305	66,643	5.2%	3.5%	16.4%	43.6%
WKU	231	38,092	205	55,660	199	57,836	-2.9%	3.9%	-13.9%	51.8%
<b>Associate Professor</b>										
EKU	151	32,614	154	48,577	160	51,221	3.9%	5.4%	6.0%	57.1%
KSU	32	32,708	40	43,763	36	44,344	-10.0%	1.3%	12.5%	35.6%
MoSU	78	29,541	83	42,080	81	43,274	-2.4%	2.8%	3.8%	46.5%
MuSU	106	31,256	92	44,649	97	45,558	5.4%	2.0%	-8.5%	45.8%
NKU	107	33,136	119	44,920	116	45,183	-2.5%	0.6%	8.4%	36.4%
UK	424	35,233	470	51,651	473	53,049	0.6%	2.7%	11.6%	50.6%
UKCCS	253	26,498	450	35,113	465	35,940	3.3%	2.4%	83.8%	35.6%
UL	214	35,068	210	47,212	207	49,319	-1.4%	4.5%	-3.3%	40.6%
WKU	142	31,823	140	44,523	142	45,626	1.4%	2.5%	0.0%	43.4%
<b>Assistant Professor</b>										
EKU	149	28,071	182	39,643	188	41,309	3.3%	4.2%	26.2%	47.2%
KSU	56	27,732	47	37,352	48	37,541	2.1%	0.5%	-14.3%	35.4%
MoSU	108	25,879	144	35,178	148	36,911	2.8%	4.9%	37.0%	42.6%
MuSU	99	27,578	103	37,024	104	37,763	1.0%	2.0%	5.1%	36.9%
NKU	72	26,674	84	37,664	76	37,731	-9.5%	0.2%	5.6%	41.5%
UK	247	31,085	270	43,938	256	45,325	-5.2%	3.2%	3.6%	45.8%

Kentucky Public Higher Education Institutions										
Rank/Institution	1988/89		1996/97		1997/98		1-Year % Change		10-Year % Change	
	Number	Salary	Number	Salary	Number	Salary	Number	Salary	Number	Salary
UKCCS	152	22,147	246	30,840	165	32,355	-32.9%	4.9%	8.6%	46.1%
UL	158	29,105	154	40,201	156	41,394	1.3%	3.0%	-1.3%	42.2%
WKU	141	27,405	150	36,991	141	38,198	-6.0%	3.3%	0.0%	39.4%
<b>Instructor</b>										
EKU	33	22,832	21	30,223	25	30,540	19.0%	1.0%	-24.2%	33.8%
KSU	13	24,204	9	28,438	5	29,544	-44.4%	3.9%	-61.5%	22.1%
MoSU	40	20,278	22	25,502	22	25,011	0.0%	-1.9%	-45.0%	23.3%
MuSU	16	21,749	3	27,740	3	23,761	0.0%	-14.3%	-81.3%	9.3%
NKU	14	23,741	5	27,099	6	27,205	20.0%	0.4%	-57.1%	14.6%
UK	10	33,245	10	48,156	5	45,746	-50.0%	-5.0%	-50.0%	37.6%
UKCCS	179	20,638	92	27,893	108	29,255	17.4%	4.9%	-39.7%	41.8%
UL	21	22,856	14	33,331	17	32,983	21.4%	-1.0%	-19.0%	44.3%
WKU	29	21,553	48	30,646	55	31,501	14.6%	2.8%	89.7%	46.2%
<b>All-Ranks</b>										
EKU	563	32,990	580	48,155	585	50,451	0.9%	4.8%	3.9%	52.9%
KSU	120	30,085	123	41,426	121	42,557	-1.6%	2.7%	0.8%	41.5%
MoSU	314	28,810	326	40,768	317	41,639	-2.8%	2.1%	1.0%	44.5%
MuSU	351	29,769	347	42,916	355	43,464	2.3%	1.3%	1.1%	46.0%
NKU	298	32,580	373	43,483	378	44,797	1.3%	3.0%	26.8%	37.5%
UK	1,162	39,604	1,239	57,024	1,222	58,660	-1.4%	2.9%	5.2%	48.1%
UKCCS	707	25,177	1,017	35,768	943	36,709	-7.3%	2.6%	33.4%	45.8%
UL	665	37,484	691	51,949	704	54,210	1.9%	4.4%	5.9%	44.6%
WKU	546	32,757	546	45,426	542	46,748	-0.7%	2.9%	-0.7%	42.7%

Note: The All-Ranks category includes Lecturer and No Rank number and average salary.

Source: <http://www.cpe.state.ky.us/pubs/facsal/facsal.pdf>

Although MSU is still at the bottom of all Kentucky regional universities and regional benchmark universities, significant changes have occurred in the faculty salary structure. Table 4.8.6 also shows that, in 1988-1989, the average salary for full professors was further below the benchmark than any other rank. Due to a large rank confirmation bonus applied to the base salaries of professors, average salaries at that rank rose dramatically and brought up the overall figures. Nevertheless, the number of full professors has fallen by twenty-five percent, with all of that decline occurring since 1995.

The number of faculty is about the same in 1998 as it was in 1988. During the decade, the number of assistant professors grew by thirty-seven percent, growth that was offset by the twenty-five percent decline in full professors and the forty-five percent decline in instructors. The number of associate professors increased by 3.8%.

Table 4.8.7 shows the salary structure at MSU as percentages of national averages for non-collective bargaining public institutions. (These are slightly different from regional benchmarks, but note that the overall averages are close: 87.5% of national average as compared to 88.2% of regional benchmarks, so the results should be comparable.) These percentages were compared to the percentage of faculty holding the Ph.D. in each rank and discipline. A high positive correlation would suggest that higher proportions of terminally degreed faculty in each rank and discipline are associated with higher salaries (as a percentage of national average).

**Table 4.8.7 MSU Faculty Salaries as Percent of National Average  
(by Rank & Discipline)**

**MSU vs. National Non-Collective-Bargaining Public Institutions**

	<b>Prof.</b>	<b>Assoc.</b>	<b>Asst.</b>	<b>New Asst.</b>	<b>Instructor</b>	<b>By Discipline</b>	<b>Weighted Avg. #</b>
Agriculture	85.4	92.1	83.1			89.5	6
Communi.	84.9	89.4	91.1	89.7		88.9	21
CIS		91.7	92.2	108.2	86.0	91.5	11
Education	91.8	89.4	92.9	86.9	74.8	91.3	37
Ind. Tech	96.5	95.5	100.5			96.7	11
Foreign Lan.	70.1	101.2				85.7	4
Human Sci.	92.8	86.9	92.6	97.5		91.0	7
English	93.6	89.8	92.6		82.8	89.1	27
Biol. Sci.	87.4	85.4	84.9	84.2	82.9	85.7	14
Math	92.6	91.2	94.3	89.3	87.7	91.7	18
Philosophy	91.6	82.0	96.3			90.4	4
Physical Sci.	73.3	75.7	82.1			76.7	4
Chemistry		91.2	104.1			93.3	6
Geology	60.7	72.9	82.4			72.2	4
Physics	86.5		80.6	84.6		84.6	3
Psychology	89.3	87.5	86.8	87.4	94.6	88.6	8
Social Work	80.4	90.4	83.2	84.1		83.4	8
Geography	101.1		90.1	88.5		92.3	5
History	94.0		94.4			94.3	6
Political Sci.	88.5	81.7	86.8	71.5		86.1	9
Sociology	101.8	89.7	90.6	87.4	84.3	93.5	13
Fine Arts	93.6	101.7	100.4	96.1	80.4	97.0	9
Music	106.5	100.0	93.0	85.9		97.5	23
Nursing	92.5	84.3	90.3		86.4	89.1	18
Accounting	100.7	82.4	86.3			87.8	7
Econ. & Fin.	83.5	78.9	86.3			83.4	8
Marketing	78.0	84.9	92.9	102.5	96.5	89.7	11
<b>TOTAL</b>	<b>88.7</b>	<b>88.2</b>	<b>90.4</b>	<b>89.6</b>	<b>85.7</b>	<b>90.2</b>	<b>302</b>

Source: SD 145, CUPA – National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities.

In fact, the observed correlation is very small (and negative). This appears to be because, on average, faculty without terminal degrees have been employed longer. As MSU has endeavored to increase the percentage of faculty with terminal degrees, more recently hired faculty are more likely to have them. Senior faculty without the terminal degree are paid as much as those with

terminal degrees, on average, not because the degree does not count, but because they tend to have more seniority.

This conclusion is supported by a regression analysis to determine what factors are important in MSU's faculty salary structure. Table 4.8.8 reports the results of a multiple regression with 1997-1998 individual faculty salaries as the dependent variable and years of service at MSU, gender, race, highest degree earned, rank, and a salary factor for each discipline, as the explanatory variables. In this regression, rank dominates as the primary explanatory variable. For example, the coefficient of the rank of full professor (Pr) is 15075.8, which is interpreted as the additional salary (\$15,075.80) due to being a professor rather than an assistant. The actual average difference between full and assistant professors was \$18,865. Very little difference remains to be explained by the other factors. For example, years of service at MSU (Yrs @ MSU) account for \$302 per year, and lacking a Ph.D (No PhD) reduces one's salary by \$1,764. Gender and race are not statistically significant variables. But clearly, rank itself depends on service at MSU and highest degree, among other things, because they are considered in promotion decisions. Therefore, a second regression was run eliminating rank as an explanatory variable. These results are shown in Table 4.8.9.

**Table 4.8.8 Regression Analysis (Including Rank)  
MSU 1997-1998 Salary Factors**

<b>Regression Statistics</b>		<b>ANOVA</b>				
Multiple R	0.913295					
R Square	0.834108					
Adjusted R Square	0.829799					
Standard Error	4247.4					
Observations	317					
	<b>Coefficients</b>	<b>Standard Error</b>	<b>t Stat</b>	<b>P-value</b>	<b>Lower 95%</b>	<b>Upper 95%</b>
Intercept	10072.49	1904.39	5.29	2.34E-07	6325.2	13819.76
Yrs @ MSU	302.11	32.95	9.17	7.02E-18	237.3	366.95
Gen	-471.35	524.69	-0.90	0.369705	-1503.8	561.08
Race	-431.59	935.67	-0.46	0.644937	-2272.7	1409.52
No PhD	-1764.01	607.60	-2.90	0.00396	-2959.6	-568.44
Start Sal	0.66	0.05	14.32	5.09E-36	0.57	0.75
Pr	15075.80	826.53	18.24	6.47E-51	13449.4	16702.16
Asc	4231.60	651.92	6.49	3.41E-10	2948.8	5514.38
In	-9104.99	1030.00	-8.84	7.53E-17	-11131.7	-7078.27

**Table 4.8.9 Regression Analysis (Excluding Rank)  
MSU 1997-1998 Salary Factors**

<b>Regression Statistics</b>		<b>ANOVA</b>				
Multiple R	0.786085					
R Square	0.61793					
Adjusted R Square	0.611787					
Standard Error	6414.71					
Observations	317					
	<b>Coefficients</b>	<b>Standard Error</b>	<b>t Stat</b>	<b>P-value</b>	<b>Lower 95%</b>	<b>Upper 95%</b>
Intercept	13903.28	2822.28	4.93	1.36E-06	8350.11	19456.45
Yrs @ MSU	678.64	39.43	17.21	4.24E-47	601.05	756.23
Gen	-2373.08	778.86	-3.05	0.002511	-3905.59	-840.57
Race	-779.83	1408.77	-0.55	0.580281	-3551.76	1992.09
No PhD	-7902.20	776.78	-10.17	3.57E-21	-9430.61	-6373.80
Start Sal	0.64	0.07	9.19	5.78E-18	0.50	0.78

Eliminating rank as a variable reduces the explanatory power of the regression from eighty-three percent to sixty-two percent ( $R^2$  falls from .834 to .618). So rank itself, independent of the other factors, does explain over twenty percent of the variation in salaries. This would include individual characteristics not measured, such as differences in contributions to the University through teaching, research, and service. But this table does reveal the importance of the other factors.

When rank is eliminated from the regression, the value of length of service at MSU more than doubles (to \$678 per year), and the value of a doctoral degree more than quadruples, to \$7,902. Both are highly significant; that is, their importance in the determination of individual salaries is strongly supported by the data. The discipline factor (Start Sal), which is the average national starting salary for new assistant professors in the discipline for 1997, remains important (although both the coefficient and the statistical significance fell slightly). This factor measures differences in market value of various disciplines, so it is an indicator of opportunity cost. The coefficient in Table 4.8.9 is 0.64, indicating that for every extra dollar a new assistant professor in a particular discipline

commands over other disciplines, MSU pays a faculty member in the same discipline an extra \$0.64. In other words, MSU faculty earn about two-thirds of the premium their disciplines command in the national market.

Race remains a statistically insignificant variable. However, gender becomes significant at the 99% confidence level. This suggests that, although there was no evidence that women in each rank were paid less than men at the same rank, there may be some tendency for women to be paid less overall (controlling for years of service, highest degree, and discipline). This could indicate that women are not promoted as readily as men. The University has shown an interest in eliminating such bias since several gender equity cases have been investigated in recent years.

Some argue that MSU's faculty salaries are low because tuition is low. MSU has the lowest tuition in the state, but it allocates a high proportion of its budget to student financial aid. This is consistent with the University's mission to aggressively serve the region. However, it does not follow that faculty should be paid less unless one or more of the following is true:

- Faculty have a special devotion to the region or the mission and are therefore willing to work for less. Although this may be true for some individuals, it is not consistent with the objective of attracting and retaining high quality faculty.
- Faculty are exceptionally effective at teaching so that fewer faculty are needed, either because they are better qualified than average, or because they devote a greater portion of their time and effort to teaching. This may reduce the faculty payroll, but it does not justify paying individual faculty members less.
- Lower tuition buys lower quality education provided by lower quality faculty. This may eventually be the case if salaries are not brought up to par.

In practice, the primary budgetary reason for the low tuition and generous financial aid is to increase enrollments in order to maximize state subsidies. The administration has a difficult challenge in finding the best combination of revenues and expenditures to best fulfill its mission. Still, paying exceptionally low faculty salaries does not seem consistent with this mission in the long run.

In addition to the implementation of a PBSI system, MSU initiated a five-year salary enhancement ("rank confirmation") program that addressed some salary inequities. Fair-market requirements have also been addressed. For example,

salaries in the College of Business are now more in line with national standards in the appropriate disciplines. Summer teaching compensation has been enhanced (although not to regional or national standards). Supplemental pay for overload duties has been minimized, as was suggested in the 1988-1989 self study, but some departments complain that the elimination of overload has made it difficult to serve the needs of some students, particularly those who need certain generally low-enrolled classes to graduate. Nevertheless, average salaries are still below norms, and this is an obstacle to attracting high quality faculty and may encourage some faculty to leave the institution.

MSU recently created an *ad hoc* committee on faculty compensation, and, after a number of meetings, the committee concluded that, in order to reach benchmark median salary over the next five years, MSU's salary pool would have to expand at approximately six percent annually. It is unclear how expansion of the salary pool will take place. The committee recommended that the pool remain constant in the face of frequent retirements and that reallocation out of the retirement pool should not occur at the rate experienced over the last five years. In addition to increased recruiting and retention vigilance, the committee recommended that any additional funds associated with enrollment increase should largely be dedicated to expansion of the salary pool.

As a result of recommendations from the *ad hoc* committee and other faculty groups (i.e. Faculty Senate), the institution implemented a plan at the beginning of the 1999-2000 academic year to increase faculty salaries. This five-step plan was developed to bring all faculty positions to the CUPA benchmark levels. The first step plans to bring all faculty positions within twelve percent of the CUPA benchmark; the second step, to within nine percent; the third, to within six percent; the fourth, to within three percent; and the fifth step is to have all faculty positions at the CUPA level. The administration plans to prepare a budget for the next biennium (2000-2002) to fully implement this plan. While it is not possible at this time to foresee the accomplishment of this plan, the administration identified an additional \$300,000 in the 1999-2000 budget to begin to address salary and equity problems.

The institution does provide a retirement plan and adequate insurance coverage. Employee benefits are summarized in MSU's *Handbook for Administrators, Faculty, Professional and Support Staff*. The institution states its intention "to provide an employee benefits program with a sound foundation upon which employees can build for the security and well-being of themselves and

their families. The University attempts to keep its benefits program competitive and up-to-date to meet ever changing demands” (SD 433:18). A summary of the benefits is published in pamphlet form and a “Summary of Benefits for MSU Employees” is also published online (SD 476).

The Office of Human Resources examines the benefits package each year and provides the faculty with opportunities for changing coverage under a cafeteria-style program. Benefits seem to be adequate and comparable to those of other state institutions for full-time faculty. Respondents to the recent Morehead State University SACS faculty survey tended to agree with the statement, “The level of benefits (e.g. retirement, medical coverage, etc.) at MSU is comparable to that offered at similar institutions.”

**Suggestion: The institution should continue its efforts to bring all faculty salaries to within five percent of designated benchmarks.**

**Suggestion: The institution should annually assess the market and determine entry level salaries. Care should be taken to minimize salary compression.**

**Suggestion: The institution should design and implement a University-wide faculty recruiting and retention plan that recognizes and financially rewards high quality faculty research and publications, in addition to high quality teaching and service.**

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#### 4.8.6 Academic Freedom and Professional Security

**Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of a given discipline.**

**An institution must adopt and distribute to all faculty members a statement of the principles of academic freedom as established by the governing board, ensuring freedom in teaching, research and publication.**

**Institutional policies must set forth the requirement for faculty members to carry out their duties in a professional, ethical and collegial manner that enhances the purpose of the institution.**

**Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members, clearly describing the terms and conditions of their employment.**

**All policies regarding employment, as established by the governing board, must be published and distributed to the faculty.**

**If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.**

**Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.**

Morehead State University articulates its policies in PAc-14, Academic Freedom and Responsibility. This PAc is included in the *Personnel Policy Manual* (SD 107) and is also available online. PAc-26, Termination of Faculty for Cause, Financial Exigency, and Discontinuance of Program, and PAc-27, Tenure Review (SD 107) set out the procedures for providing faculty contracts, letters of appointment, contract renewal and non-renewal, and similar documents that clearly describe the terms and conditions of their employment. MSU's policies regarding employment are published in the *MSU Faculty Handbook* (SD 64), the *Personnel Policy Manual* (SD 107) and online.

***The committee finds that Morehead State University is in compliance.***

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#### 4.8.7 Professional Growth

**An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development occurs.**

**The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars, and especially in professional and occupational fields, practitioners.**

The institution does provide faculty members the opportunity to continue their professional development throughout their careers, and records kept by various offices demonstrate that such development occurs. Opportunities include special faculty development workshops offered through the Center for Critical

Thinking (CCT) and the Office of Information Technology, a comprehensive and effective grants office that assists faculty and staff in the formulation, preparation, and submission of grant proposals, and a sabbatical leave policy.

The CCT provides programs designed to enhance teaching. In the past few years, the CCT has presented various programs, including "Building Trust in the Classroom," "Active Learning Strategies," and "Fostering Critical Thinking Dispositions." Between 1995 and 1998, sixty-one faculty members participated in the programs.

The University also provides limited travel funds for participation in professional conferences. Currently, travel funds are allocated at the department level, and additional funds may be requested at the college level. Since 1989, conference participation has risen dramatically, though conference attendance has remained roughly the same. During the 1993-1994 academic year, faculty members presented papers at professional conferences or acted as commentators for paper sessions a total of sixty-seven times (some faculty members presented more than once). During the 1997-1998 academic year, faculty members participated in professional conferences 192 times (some faculty members presented more than once).

Faculty also create opportunities for professional growth by submitting grant proposals. The number of submissions for internal and external grants has risen in the past few years. The Office of Research, Grants and Contracts provides administrative resources and services to assist faculty and staff in providing high quality instruction, conducting research, delivering public services, and promoting professional growth through external funds. In 1996, this office developed a unit plan designed to increase the number of external grant proposals submitted and to improve the involvement of faculty and staff in obtaining external funding through grants and contracts. The plan designated several strategies for fulfilling its goals, including the implementation of in-service workshops, the purchase of the SPIN (Sponsored Program Information Network) database for the identification of funding sources, and attendance at state and federal agency meetings. From 1996 to 1998, the percentage of external grant proposals submitted rose 2.22% but the number of external grant proposals funded fell 5.17%. Despite this decline, since 1989 there has been a consistent increase. In 1989, 115 of the 140 proposals submitted were funded at a total cost of \$3,867,119, while in 1998, 212 of 273 proposals submitted were funded at a total cost of \$9,043,780.

The University Grants Committee evaluates proposals for University-funded research and creative productions. In October of each year, faculty members may submit proposals for internal grants between \$500 and \$5000. Since 1990, the committee has had an operating budget of \$40,000 that has remained static, though the number of applicants has risen from five to twenty. Thus, the committee has an informal plan with which it prioritizes the grant proposals (for research and creative productions) and then awards the funds until they have been depleted. The committee meets each spring to determine summer grants, also awarded in the amounts of \$500 to \$5000. The number of applicants for summer grants is higher, around fifty each year, but the committee usually awards funds in smaller increments to accommodate summer programs.

Faculty members who want to develop extensive research agendas may apply for sabbatical leave. The Professional Development Committee is a University committee that meets in the fall to consider various applications for sabbatical leave. Applications approved by the department are submitted to the committee along with recommendation letters from the department chair and college dean. The committee will consider the application and take the letters of recommendation under advisement. Since 1992, the number of faculty members applying for sabbatical leave has risen dramatically (from five in 1992 to sixteen in 1998); yet the number of sabbaticals to be awarded (two to four) has remained the same. The Sabbatical Leave Committee conducts a seminar to discuss the sabbatical leave application process and exists as an advisory body for those faculty members applying for sabbatical leave.

The institution, in various publications dealing with evaluation, tenure, and promotion, makes it clear that individual faculty members are to take the initiative in promoting their own growth as teachers, scholars, and practitioners. It also offers some support toward that end through internal grants and release time from teaching. However, the data indicate that the available funding is inadequate for the demand.

Several comments should be made about the faculty development opportunities at Morehead State University. First of all, faculty participation at the CCT seminars is consistently low, though the programs are well advertised. Secondly, few faculty members apply for sabbatical leave, though that number is growing. Finally, the lack of internal resources (especially for travel and research) often prevents faculty from participating in more than one conference in an academic year.

***The committee finds that Morehead State University is in compliance.***

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#### **4.8.8 The Role of the Faculty and Its Committees**

**Primary responsibility for the quality of the educational program must reside with the faculty.**

**The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published.**

The University's shared governance system and network of standing committees establish the mechanism for this participation and jurisdiction. The faculty of Morehead State University supports a system of shared governance in decision making which promotes mutual understanding and coordination of efforts among faculty, staff, administrators, and students. These responsibilities are carried out through a variety of structures.

#### **The Faculty Senate**

The Faculty Senate, organized in 1984, is an elected representative body of the University faculty. The Faculty Senate serves to express the faculty voice and functions as the primary mechanism for faculty participation in University governance. The membership consists of two senators from each academic department, two representing the professional librarians, and the faculty regent. The president, executive vice president for academic affairs and dean of faculty, the chair of the Staff Congress, and the president of the Student Government Association serve as honorary non-voting members of the Faculty Senate.

It is the responsibility of the Faculty Senate to report and make written recommendations to the president and the faculty concerning formulation or modification of policies and regulations concerning academic excellence, academic freedom, professional ethics, and faculty welfare. The Faculty Senate serves as the parent body of all University standing and advisory committees that deal with the areas of academic policies and procedures: University governance, faculty rights and responsibilities, faculty compensation and benefits, financial affairs, and University committee responsibilities and membership. The Faculty Senate constitution is published in the faculty handbook (SD 64).

## University Standing Committees

A representative and functional University committee structure (consisting of faculty selected by the Faculty Senate, staff members selected by the Staff Congress, administrators appointed by the president, and students selected by the president of the Student Government Association) functions as a primary mechanism for representative participation in shared University governance.

University committees are established with the approval of the president, or as mandated by statute. Each committee has a clearly defined and stated purpose with a specific structure for membership. The faculty handbook (SD 64) outlines the principles, policies, and procedures regarding University steering committees (Chapter 5.1). The vast majority of all faculty committee members are selected by the Faculty Senate.

In addition to the University standing committees, each college and department may have standing committees. For example, there are twelve standing committees in the College of Business: assessment, college teacher education, external relations, internal relations, faculty development, AACSB, MBA, placement, promotion, recruitment and retention, undergraduate curriculum, and the COB computer committee. Each individual department within the college also has standing committees such as promotion and tenure review, and curriculum review.

There are six standing committees in the College of Education and Behavioral Sciences: promotion, tenure, undergraduate programs, graduate programs, enrollment management, and the department chairs' coordinating committee. The College of Science and Technology had seven standing committees in fall 1998: graduate and teacher education, undergraduate curriculum, college promotion, college tenure, Science and Technology honors day, recruitment/retention, and technology. The Caudill College of Humanities had eleven standing committees in fall 1998: tenure, promotion, undergraduate curriculum and instruction, graduate, graduate recruitment and retention, Sharp 3+2, black studies curriculum, and ESL. In addition, it has an elected college council with two representatives from each department in the college and a staff council.

### **Ad Hoc Committees**

University *ad hoc* committees are committees, task forces, etc., which have a stated termination date. These committees must not duplicate the function, duties, or responsibilities of University standing committees.

The president appoints members to an *ad hoc* committee with the advice of the Faculty Senate, Staff Congress, and Student Government Association, as appropriate when members of these constituencies are involved. Six *ad hoc* committees were appointed in fall 1998: Special Events Committee (honorary degree & founders day), Academic Advising Task Force, Cooperative Education Task Force, Retention Task Force, Subcommittee on Distance Learning, and Faculty Compensation Committee.

### **Committee Revisions**

Our 1988-1990 self-study recommended that the Faculty Senate, with the advice of the executive vice president for academic affairs, devise a greatly simplified committee structure that minimizes overlap and redundancy. They suggested that before any *ad hoc* committee is formed, the executive council of the Faculty Senate should be consulted to prevent redundant committee formation. In 1992-1993, the Faculty Senate examined the University standing committee structure and recommended a reduction of the total number of committees by combining some responsibilities of two or more committees. This system was implemented by the administration and is in place currently. Nearly thirty University standing committees were reduced to approximately twenty. However, in addition to the University standing and *ad hoc* committees, college deans and department chairs may appoint standing and *ad hoc* committees as needed to address specific college and departmental concerns. The already dense committee structure plus the addition of various department, college, and University *ad hoc* committees, task forces, and additional elected councils has resulted in a burgeoning system of governance with overlapping responsibilities.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The Faculty Senate, with the advice of the executive vice president of academic affairs, should begin an immediate review and revision of the University and college standing and *ad hoc* committee structure. The Faculty Senate should monitor the creation and duties of all**

**standing, *ad hoc*, and special committees to prevent overlap of authority, redundancy, and unnecessary work.**

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#### **4.8.9 Faculty Loads**

**An institution must provide a faculty of adequate size to support its purpose.**

**It must have procedures for the equitable and reasonable assignment of faculty responsibilities--including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public.**

Two words in this statement make it very difficult to address. The first is "adequate," a word that could apply to situations in which the bare minimum requirement is met; it could also apply to situations in which the margin is more comfortable. The second problematic word is "purpose." The problem becomes evident when the committee attempts to determine the degree to which "purpose" includes high quality, University-level instruction.

A purely statistical analysis indicates that Morehead State University probably does provide a faculty of adequate size. The total student enrollment for fall 1997 was 8,208 (SD 132). The number of full-time faculty for that semester was 317, while the number of part-time faculty was 141. The number of part-time faculty varies from year to year based on student enrollment. The ratio of students to full-time faculty was twenty-six to one. The ratio of full-time to part-time faculty is 2.4 to one. Both ratios indicate on the surface an adequate faculty to support enrollment at Morehead State University, but, when individual departments are scrutinized, twelve departments have between five and fifteen part-time faculty each. Four departments have fifteen part-time faculty members. Eight departments have between one and four part-time faculty. This variation in the numbers of part-time faculty from department to department raises the question of whether those with high numbers of part-time faculty actually have an adequate number of faculty to support their instructional program, especially when they rely on significant numbers of part-time faculty over a period of several years.

The SACS criteria requires that the institution have procedures for equitable and reasonable assignment of faculty responsibilities, including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. MSU's policies in this regard are set out in PAc-29 (SD 107), which defines and identifies the various components of the faculty workload, and PAc-10 (SD 107), which explains the policies for services rendered "in excess of those covered in the basic contract for services."

The standard teaching load is twenty-four undergraduate credit hours or the equivalent per academic year. For example, faculty who teach 500- or 600-level courses have their workload pro-rated so that each credit hour is equivalent to 4/3 of a credit hour. Instructors teach a standard load of twenty-seven credit hours per academic year. This may be reduced by the department chair with the approval of the college dean to between twenty-four and twenty-seven hours. Types of instruction and formulas for computing teaching loads are set out in "Formulas for Determining Faculty Credit Based on Instruction Type" (SD 73).

Reassigned time (RAT) may be given at the discretion of the department chair with approval from the college dean and the executive vice president for academic affairs. PAc-10 specifies compensation for certain overloads such as teaching telecourses, correspondence courses, and courses in foreign countries. These courses are controlled by the University in the same manner as other offerings for which the University receives tuition. Exceptions to the PAc-10 policy must be approved by the executive vice president for academic affairs and dean of the faculty.

These policies specify the procedures for equitable and reasonable assignment of faculty responsibilities, but, at MSU, the department chair (in consultation with the faculty member) actually determines an equitable and reasonable workload assignment. The chair, in essence, determines the workload of each faculty member. Each department is different, and each program at the University has different needs. Some departments have *de facto* overloads due to the nature of the programs (for example, small programs).

Following a recommendation in the 1988-1990 SACS self-study, faculty overload was essentially eliminated in order to reduce discrepancies in faculty salaries. While faculty overloads have been greatly reduced, faculty in some departments undertake unpaid directed studies and low-enrolled sections of certain courses in order to provide courses that students need to move through a

degree program. Other problems have arisen as well. Faculty members are often asked to undertake administrative responsibilities such as program coordinators and directors of programs. Review of faculty workload forms shows that the majority of RAT was given for administrative purposes. No RAT appears to have been given for scholarly research or professional or instructional development (program revisions, developing new programs, completing program reviews, etc). A worthy effort, though short-lived, was the reassigned time given to faculty who taught distance learning courses because of the amount of time needed to prepare this type of course. This reassigned time is no longer in place.

Since the 1988-1990 SACS self-study, the University has developed a faculty workload form (SD 82, SD 83) wherein several sets of data are reported. The first, teaching load, is reported from an administrative database and includes such items as the lecture/lab contact hours, student credit hours, RAT, and the total teaching load. The second, faculty workload distribution, is self-reported by the faculty and includes the number of advisees, the percentage of time devoted to instruction (formal class/lab, preparation and grading, student meetings and advising), research, service, and other. A teaching load summary for each semester/year, a list of committee assignments and other service, professional development, scholarly/creative activities, and a class/office hours schedule complete the faculty workload form.

A review of the data reported from the administrative databases reveals that the average annual full-time (FT) faculty workload for the past three academic years has been 24.38 semester hours. The annual FT faculty workload average for 1997-1998 was 24.58 semester hours, with 22.60 being the lowest annual average and 26.16 being the highest (see Table 4.8.10). Of the twenty academic departments, six show an annual FT faculty workload of more than twenty-five semester hours, six show an annual FT faculty workload of less than twenty-five semester hours, and the remaining eight departments fall between twenty-four and twenty-five semester hours.

The average annual part-time (PT) faculty workload for the past three years has been nine semester hours. The annual PT faculty workload average for 1997-1998 was 9.12 with 4.92 being the lowest and 12.66 being the highest (see Table 4.8.11). A review of the advisee count per faculty member reveals that student advisees are not assigned equitably to faculty members in all

academic departments. Some faculty members have a high number of advisees while others have none.

**Table 4.8.10 Full-Time Faculty Workload Report  
1997-1998 Academic Year**

Dept.*	FT Positions		Teaching Load	Minimum Load		Maximum Load		Average Load		Annual Average
	F	S	Average	F	S	F	S	F	S	Load
ACC	15	13	11.27	10.00	9.00	13.00	12.00	11.93	11.15	23.08
Ag	10	10	10.67	9.00	7.98	15.84	13.64	12.13	11.60	23.74
Art	9	9	11.39	11.22	11.22	12.22	12.00	11.93	11.67	22.60
Biol	15	14	11.17	10.00	9.65	14.20	14.80	12.18	11.94	24.12
Comm	21	20	11.88	10.88	12.00	17.84	18.25	12.46	13.06	25.52
EFLP	36	35	11.74	9.00	5.00	16.00	16.00	12.93	12.17	25.10
ERSE	27	26	11.19	9.00	7.74	17.00	15.33	12.27	11.79	24.06
GGH	21	19	11.38	9.00	9.00	15.00	15.50	12.01	12.26	24.28
HPER	15	19	11.43	8.50	10.10	14.50	18.25	12.46	12.30	24.76
Hum Sci	7	7	11.06	9.00	6.00	18.00	19.34	12.99	12.54	25.54
IET	10	13	11.22	11.22	9.14	17.32	13.82	12.81	12.40	25.20
CIS	12	13	10.94	12.00	9.00	15.00	12.00	12.25	11.31	23.56
LSE	17	15	11.93	9.00	11.00	21.00	17.75	12.56	12.68	25.24
Math	21	20	11.69	10.80	9.00	15.60	15.00	12.72	12.19	24.92
MM	12	11	10.42	10.00	9.00	16.00	12.00	12.17	10.73	22.80
Music	23	23	13.09	11.07	10.33	17.77	18.23	13.91	13.14	26.16
NAHS	20	19	10.61	10.05	10.28	13.02	14.40	11.62	11.99	23.62
Phy Sci	17	16	10.87	10.35	11.00	13.25	12.99	11.77	11.95	23.72
Psy	10	10	11.69	10.68	9.00	15.25	13.75	12.88	11.99	24.88
SSWC	19	17	11.35	10.00	9.00	16.00	13.50	12.53	11.99	24.52
Total/ Avg.	337	321	11.42	8.50	5.00	21.00	19.34	12.46	12.11	24.58
* Department Abbreviations for Tables 4.8.10 and 4.8.11										
ACC	Accounting and Economics					CIS	Information Sciences			
Ag	Agricultural Sciences					LSE	Leadership and Secondary Education			
Art	Art					Math	Mathematics			
Biol	Biological and Environmental Sciences					MM	Management and Marketing			
Comm	Communications					Music	Music			
EFLP	English, Foreign Languages and Philosophy					NAHS	Nursing and Allied Health Sciences			
ERSE	Elementary, Reading and Special Education					Phy Sci	Physical Sciences			
GGH	Geography, Government and History					Psy	Psychology			
HPER	Health, Physical Education and Recreation					SSWC	Sociology, Social Work and Criminology			
Hum Sci	Human Sciences									
IET	Industrial Education and Technology									

**Table 4.8.11 Part-Time Faculty Workload Report  
1997-1998 Academic Year**

Dept.	FT Positions		Teaching Load	Minimum Load		Maximum Load		Average Load		Annual Average Load
	F	S	Average	F	S	F	S	F	S	
ACC Total	3	4	33.0	3.00	3.00	6.00	6.00	5.00	4.50	
Average			16.5	3.00		6.00		4.75		9.50
Ag Total	4	3	42.1	2.50	4.25	6.56	10.83	4.14	8.52	
Average			21.1	3.38		8.70		6.33		12.66
Art Total	10	10	102.6	3.00	3.74	9.00	7.48	5.70	5.09	
Average			51.3	3.37		8.24		5.39		10.78
Biol Total	5	5	52.2	2.40	2.40	7.35	7.10	5.01	5.43	
Average			26.1	2.40		7.23		5.22		10.44
Comm Total	7	9	89.1	3.00	3.00	6.00	9.00	5.05	5.97	
Average			44.6	3.00		7.50		5.51		11.02
EFLP Total	18	13	129.0	3.00	3.00	9.00	9.00	4.24	4.38	
Average			64.5	3.00		9.00		4.31		8.62
ERSE Total	11	13	107.2	2.00	1.50	6.60	7.00	4.47	4.46	
Average			53.6	1.75		6.30		2.46		4.92
GGH Total	15	18	123.0	3.00	3.00	6.00	7.00	3.60	3.83	
Average			61.5	3.00		6.50		3.72		7.44
HPER Total	1	1	12.0	6.00	6.00	6.00	6.00	6.00	6.00	
Average			6.00	6.00		6.00		6.00		12.00
Hum Sci Total	1	5	30.0	6.00	3.00	6.00	8.96	6.00	4.79	
Average			15.0	4.50		7.48		5.39		10.79
IET Total	11	2	56.0	2.00	3.00	6.60	3.74	4.47	3.37	
Average			28.0	2.50		5.17		3.92		7.84
CIS Total	9	7	54.0	3.00	3.00	12.00	6.00	4.33	3.43	
Average			27.0	3.00		9.00		3.88		7.76
LSE Total	10	21	135.8	3.00	1.00	6.25	12.00	4.03	4.64	
Average			67.9	2.00		9.15		4.34		8.68
MM Total	8	12	83.0	3.00	3.00	6.00	6.00	4.13	4.17	
Average			41.5	3.00		6.00		4.15		8.30
Music Total	5	3	41.4	1.50	5.40	7.40	5.80	4.95	5.53	
Average			20.7	3.45		6.60		5.24		10.48
NAHS Total	3	4	28.7	2.40	3.02	5.40	6.04	3.61	4.47	
Average			14.4	2.71		5.72		4.04		8.08
Phy Sci Total	5	6	56.7	3.00	3.00	6.25	6.00	5.25	5.07	
Average			28.4	3.00		6.13		5.16		10.32
Psy Total	2	2	11.0	3.00	6.00	6.00	8.00	4.50	7.00	
Average			5.5	4.50		7.00		5.75		11.50
SSWC Total	15	18	132.0	3.00	3.00	13.00	12.00	4.47	4.28	
Average			66.0	3.00		12.50		4.38		8.76
<b>Total</b>	<b>134</b>	<b>156</b>	<b>1273.2</b>	<b>1.50</b>	<b>1.00</b>	<b>13.00</b>	<b>12.00</b>	<b>4.47</b>	<b>4.64</b>	
<b>Average</b>			<b>636.5</b>	<b>1.25</b>		<b>12.50</b>		<b>4.56</b>		<b>9.12</b>

The above data indicate that about seventy-five percent of MSU's full-time faculty teach overloads, that the use of part-time faculty does not alleviate the overload problem, and that, in fact, it may create problems of its own. The data also reveal that faculty members in some departments carry a heavier load than others and, under current policy, such overloads go uncompensated.

A review of the last three years of self-reported data in the faculty workload distribution section of the forms indicates that full-time faculty spend an average of 65.88% of their time in instruction (29.93% in formal class/lab, 26.77% in preparation and grading, 12.18% in student meetings and advising), an average of 12.37% in research, 12.27% of time devoted to service and 7.52% of time devoted to other activities (reassigned time, filling out forms, etc.). These documents also indicate that the average faculty work week for the past three years was 53.3 hours. The U.S. Department of Education reports that the total number of hours per week spent in all activities is 52 hours for public comprehensive institutions and liberal arts institutions. In 1997-1998, full-time faculty spent an average of 61.76% of time each week devoted to instruction, 12.49% of time devoted to research/creative productions, 13.13% devoted to service and 6.58% devoted to other activities. The highest annual percentage averages were 86.22% and the lowest, 43.27% for instruction, 19.19% and 6.27% for research, 20.76% and 9.16% for service, 11.87% and 2.7% for other activities. If we compare the average annual data for the past three years with the percentage of time spent on instruction, research, and service in a public comprehensive institution, MSU's full-time faculty are 3.88% higher than the average for instruction, and 1.37% higher than the average for research. Assessing the productivity as it relates to service is more difficult since there seem to be no available data for comparison due to varying definitions of public service for the various disciplines and notions of what productive service might be. Nevertheless, when we compare the percentage of time devoted to service for the past three years with the percentage of time devoted to research at MSU, the two figures are very similar (12.37% research, 12.27% service). These figures indicate that MSU's faculty members are performing more than adequate amounts of research and service. Results of the SACS Faculty Survey (SD 307) show that the faculty perceive that the percentage of workload devoted to teaching is somewhat beyond appropriate (2.12 average); to scholarly/creative/research activities, very close to appropriate (1.56 average);

and to service, more than appropriate (2.47 average). The scale used for the ratings is (1) too little, (2) appropriate and (3) too much.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation:** The University must examine instructional units that regularly employ a high number of part-time faculty to determine the necessity and feasibility of replacing part-time positions with tenure track appointments.

**Suggestion:** The University should appropriately pay faculty for overloads in order to compensate full-time faculty teaching courses that are necessary for students to complete degree requirements in a timely fashion.

**Suggestion:** Under the leadership of the executive vice president for academic affairs, academic departments should develop clear-cut written procedures for the equitable and reasonable assignment of faculty responsibilities so that faculty members have evenly distributed duties and responsibilities related to the mission of the University.

**Suggestion:** Reassigned time should be considered for faculty members who perform extra duties at all levels of academic performance including instruction, service, and professional development. It should not be limited to administrative duties.

**Suggestion:** When appropriate, graduate assistants should be trained and mentored so they can teach as needed in the different departments where they study, following the example of what is currently done in English, Foreign Languages, and Philosophy.

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#### 4.8.10 Criteria and Procedures for Evaluation

**An institution must conduct periodic evaluations of the performance of individual faculty members.**

**The evaluation must include a statement of the criteria against which the performance of each faculty member will be measured.**

**The criteria must be consistent with the purpose and goals of the institution and be made known to all concerned.**

**The institution must demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program.**

Morehead State University PAc-27 (SD 107) specifies that all tenure-track faculty will be evaluated annually. Each department has created a faculty evaluation plan (FEP) that sets out procedures for reviewing the performance of each faculty member in the areas of teaching, intellectual contribution (research), and service. Performance Based Salary Increase (PBSI) exists as an element of the FEP and provides that faculty portfolios from the previous year be used to assess performance and link it to salary increase for the new fiscal-year contracts. During the fall semester, the Office of the Executive Vice President for Academic Affairs establishes a calendar that sets dates for submission and review of PBSI portfolios at the department level and their review at the college level. It also sets dates for appeals. Portfolios are examined by department chairs (and, in some departments, an advisory committee) who then complete a written evaluation for each faculty member. Each department has established general guidelines for evaluation which may vary yet must follow a common scheme that awards merit: no merit shares for unsatisfactory performance, one merit share for satisfactory performance, two merit shares for meritorious performance, and three merit shares for overall meritorious performance. Faculty members whose performance is judged outstanding are awarded three merit shares and may be nominated for a fourth share. The fourth share is awarded at the college level.

In January 1995, the Deans Council introduced a method for awarding fourth shares that was later approved by the Faculty Senate. The document (SD 79) states that the awarding of fourth shares “will be primarily a qualitative assessment as opposed to a quantitative one,” adding that “eligibility for a 4<sup>th</sup> share will be predicated on outstanding teaching coupled with meritorious professional achievement and service.” The policy states that it is the responsibility of department chairs to recommend individuals for a fourth share, and they should be able to defend the failure of the individual to meet stated criteria. The deans should maintain the standards for the awarding of the fourth share, ensuring that only qualified nominees receive the award.

Assessment of teaching must consider advising and student evaluations and may include chair and/or peer evaluations, innovative teaching techniques (including the integration of technology) as well as the development and revision

of new courses and programs. Evaluation of scholarship includes assessment of published articles and books, editorship of journals or professional newsletters, conference participation, and creative productions such as art exhibits, musical compositions and speaking engagements.

In the category of service, the faculty member's activities in support of the University and its mission should be appraised, considering not only membership on department, college and University-level committees but also the level of contribution – i.e., chairing the committee, serving as an elected officer, etc. The University recognizes that criteria for departments and disciplines will vary and that not all elements are applicable in every situation.

The institution does conduct periodic evaluations of its faculty as required, and department FEPs state the criteria against which the performance of each faculty member will be measured. MSU has also taken steps to ensure that the criteria are consistent with the purpose and goals of the institution. However, it does not demonstrate that it uses the results of this evaluation for improvement of the faculty and its educational program. Originally, IDEA forms were mandated for use by all tenured faculty in one course per semester and by probationary faculty in two classes per semester for purposes of instructional improvement only, not for considerations of merit pay. However, in practice, for the last several years, they have been used in many departments and in most colleges for that purpose. During 1998, the executive vice president for academic affairs brought it to the attention of the Faculty Senate that IDEA evaluations should be used solely for the improvement of instruction. In that vein, the Faculty Senate passed a resolution, which was approved by the administration, stating that IDEA evaluations should be used for no more than fifty percent of faculty teaching evaluations for merit purposes.

Since the University mandated annual evaluation for performance-based salary increases, the focus has become merit pay rather than improving instruction and program excellence. Chairs receive pressure from faculty members to nominate them for the fourth merit share, and the temptation exists to award high merit since pay increases at the institution have been relatively meager. This tendency toward inflating merit shares to compensate for the lack of significant salary increases has weakened the institution's ability to deal with meaningful issues of teaching excellence, scholarly productivity, and active service. The five-step plan (described in section 4.8.5) to raise faculty salaries to CUPA benchmark levels may positively impact this problem.

The Faculty Senate Evaluation Committee examined the statements concerning the evaluation of faculty from each college in 1998 and found a lack of consistency and little specificity in the criteria.

***The committee finds that Morehead State University is not in compliance.***

**Recommendation:** The institution must refocus a portion of its evaluation processes to use the results of assessment toward improving faculty and educational programs.

**Suggestion:** The institution should address the issue of inconsistencies in the application of criteria and standards of evaluation from department to department and college to college.

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## 4.9 CONSORTIAL RELATIONSHIPS AND CONTRACTUAL AGREEMENTS

### 4.9.1 Consortial Relationships

**A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships/agreements so as to maintain compliance with the *Criteria* when offering educational programs through such arrangements.**

Morehead State University participates in several consortial relationships and contractual agreements with other accredited educational institutions for purposes of offering credit courses and programs.

**Appalachian Graduate Consortium.** The University has a long-standing agreement to provide graduate coursework at Pikeville College, a SACS-accredited four-year undergraduate institution located in Pikeville, Kentucky. The consortium staff includes a site coordinator, a part-time librarian, and a secretary appointed by the president of Pikeville College in consultation with the president of Morehead State University. The agreement was reviewed and renewed in August 1998. A copy of the agreement is on file in the Office of Executive Vice President for Academic Affairs (SD 67).

**Kentucky Institute for International Studies.** Founded in 1975, the Kentucky Institute for International Studies is a consortium which organizes and coordinates summer and semester study abroad programs for college students. It includes Morehead State University, Murray State University, Eastern Kentucky University, Western Kentucky University, Northern Kentucky University, the University of Kentucky, the University of Louisville, Berea College, Union College, Transylvania University, Bellarmine College, Georgetown College, Ball State University, Antioch College, and Middle Tennessee University. The Institute offers individual programs in Athens/Rome; Bregenz, Austria; Salzburg, Austria; China; Ecuador; France; Germany; Italy; Mexico; and Spain. Faculty teach all credit course offerings from consortium-member institutions. A copy of the agreement of cooperation for the consortium is on file in the Office of the Executive Vice President for Academic Affairs (SD 70).

**British Educational Exchange Program.** Since 1994, Morehead State University has participated in an educational exchange program with the University of Sunderland in Sunderland, England. The University of Sunderland is a comprehensive teaching and research institution which consists of tenured

USA professors with exchange appointments and USA students pursuing bachelor and graduate degrees. For Morehead State University, the principal focus of the arrangement has been the placement of student teachers overseas during their teaching practicum semester, an opportunity that combines travel, personal multicultural experience, and professional growth. Standards for the semester are the same as those outlined by the Kentucky State Department of Education and the National Council for Accreditation of Teacher Education. A copy of the agreement is on file in the Office of the Executive Vice President for Academic Affairs (SD 70).

**Gulf Coast Research Laboratory.** Morehead State University maintains a formal affiliation arrangement with the Gulf Coast Research Laboratory in Ocean Springs, Mississippi. Through this arrangement, University students may take field courses in marine science at the Gulf Coast Research Laboratory during the summer. Credit for these courses is awarded through the University of Southern Mississippi and is accepted as transfer credit at Morehead State University. These courses are listed in MSU's undergraduate and graduate catalogs. This affiliate agreement was renewed in January 1998, and a copy of the agreement is on file in the Office of the Executive Vice President for Academic Affairs (SD 70).

**Kentucky Educational Television (KET).** The Kentucky Telecommunications Consortium was created by the state legislature in 1978 for the purpose of providing college-credit television courses to distance learners throughout the Commonwealth. All not-for-profit Kentucky institutions licensed by the Kentucky Council on Postsecondary Education and accredited by the Southern Association of Colleges and Schools are eligible to offer telecourses which are licensed by the consortium. UAR 110.01, Telecourse Credit, makes provisions for any Morehead State University student to enroll for telecourse credit through KET. This program is administered through the Office of the Associate Vice President for Academic Affairs (SD 277).

***The committee finds that Morehead State University is in compliance.***

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**All consortia and contracts must be evaluated regularly.**

Renewal and maintenance of consortial and contractual affiliations with other educational institutions is predicated upon appropriate annual evaluation and review.

The Appalachian Graduate Consortium agreement is evaluated regularly by the University Graduate Committee (SD 67).

As a member of the Kentucky Institute for International Studies, Morehead State University participates in the review and evaluation of the study abroad courses (SD 70).

The British Educational Exchange Program is evaluated regularly by the College of Education and Behavioral Sciences as part of the Teacher Education Program (SD 70).

The Gulf Coast Research Laboratory agreement is evaluated regularly by the College of Science and Technology (SD 70).

As a member of KET, Morehead State University regularly participates in the review of KET telecourses through the Office of the Associate Vice President for Academic Affairs (SD 277).

***The committee finds that Morehead State University is in compliance.***

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**If an institution plans to participate in consortial relationships or enter into contractual agreements for educational programs, it must follow reporting policies and procedures related to substantive change.**

**A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.**

**Exceptions must be approved by the Commission in advance of the formation of or participation in the consortium.**

The University has no current plans to participate in new consortial relationships or enter into new contractual agreements for educational programs. These criteria, therefore, do not apply. The current programs offered through the Appalachian Graduate Consortium, the Kentucky Institute for International

Studies, the British Educational Exchange Program, the Gulf Coast Research Laboratory, and KET all involve accredited institutions.

***The committee finds that Morehead State University is in compliance.***

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**The member institution must maintain the quality of all courses/programs offered through the consortium.**

**Educational courses/programs offered through a consortial relationship must be related to the teaching purpose of the institution and comply with the *Criteria*.**

The quality of all courses offered through consortia is evaluated for continued approval by the appropriate academic unit. The University Graduate Committee maintains and oversees the quality of the courses offered through the Appalachian Graduate Consortium. The Teacher Education Committee in the College of Education and Behavioral Sciences maintains and oversees the quality of the student teacher preparation offered through the British Educational Exchange Program. The participating members of the Kentucky Institute for International Studies collectively oversee and maintain the quality of all study-abroad courses offered through the consortium. The College of Science and Technology accedes to the University of Southern Mississippi, as an accredited institution, primary responsibility to oversee and maintain the quality of courses offered through the Gulf Coast Research Laboratory.

As a member of KET, Morehead State University regularly participates in planning, reviewing, and evaluating appropriate telecourses through the Office of the Associate Vice President for Academic Affairs.

The programs offered through the Appalachian Graduate Consortium, the Kentucky Institute for International Studies, the British Educational Exchange Program, the Gulf Coast Research Laboratory, and KET are all consistent with the University's mission to "serve as a comprehensive, regionally focused University providing high-quality instruction...serv[ing] primarily the citizens of northeastern and eastern Kentucky."

***The committee finds that Morehead State University is in compliance.***

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### 4.9.2 Contractual Agreements

**Educational services and programs offered through a contractual arrangement with another institution or organization must support the purpose of the institution.**

**The member institution must maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the *Criteria*.**

**If an institution enters into a teach-out agreement with another institution, it must submit the agreement to the Commission for approval.**

Beyond the consortial agreements described above, Morehead State University has no contractual or teach-out agreements to provide educational services or programs.

***These criteria do not apply.***

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### Conclusion

**Strength:** Consistent with the mission of the University, the Appalachian Graduate Consortium significantly enhances access to graduate study for place-bound students in our service region. The Gulf Coast Research Laboratory affiliation makes available to our students significant academic course offerings not otherwise possible at our campus locations. The British Educational Exchange Program and the Kentucky Institute for International Studies provide our faculty and students with valuable opportunities for exciting and personally enriching international multicultural experiences.

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## SECTION V. EDUCATIONAL SUPPORT SERVICES

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## **V. EDUCATIONAL SUPPORT SERVICES**

### **Introduction**

This portion of the report contains sections concerning the library and other learning resources, instructional support, information technology, student development services and intercollegiate athletics. With the emphasis that is placed on technology and collaborative efforts regarding both campus programs and co-curricular programming with other universities and the Kentucky Commonwealth Virtual University (KCVU), the importance of support services to enhance access and provide experience in using technology is vital.

Each of these areas has undergone significant change and will continue to evolve as a result of the changing delivery systems and technology. Some of the changes include an upgrade of the library operating system to increase the capability to interact with the KCVU virtual library and to provide easier access for faculty and students working off campus and easier location of library materials and resources. Technology additions include: departmental multimedia carts, computer lab upgrades for computers and software, a computer store on campus, networking infrastructure in the residence halls, and an increased number of distance learning classrooms. Additionally, University compliance with the NCAA certification process is contained in this section.

## 5.1 LIBRARY AND OTHER LEARNING RESOURCES

### 5.1.1 Purpose and Scope

**Because adequate library and other learning resources and services are essential to teaching and learning, each institution must ensure that they are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.**

All Morehead State University faculty, staff, and students have access to library services and collections. The library is open seven days a week for a total of ninety hours and thirty minutes per week during the regular academic year. During these hours, trained personnel are available to assist with information retrieval.

Electronic access to the library catalog and online resources, including full-text periodicals, is available from anywhere on campus, as well as extended campus centers. Students and faculty at remote sites, including those participating in distance learning courses, can access the library catalog and other online resources through the Internet or a modem connection.

***The committee finds that Morehead State University is in compliance.***

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**Each institution must develop a purpose statement for its library and other learning resource services.**

The Camden-Carroll Library is guided by a mission statement and goals (SD 167) that are congruent with and supportive of the University's mission statement (SD 261). The library's mission statement focuses on the selection, acquisition, and dissemination of information needed to support members of the University community engaged in teaching, research, study, and the pursuit of knowledge. The mission statement also indicates that the library's information resources will be shared to support the economic, educational, social, and cultural needs of the service region.

***The committee finds that Morehead State University is in compliance.***

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**The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purpose of the institution.**

Few campus units are evaluated as often or by as many different individuals and groups as is the library. Accreditation reviews by various professional and academic organizations routinely assess library collections, facilities, and services. Similarly, proposals for new curricula frequently are accompanied by analyses of the level of library support available. Formal library committees review and advise on library policies and operations.

To ensure that user needs are fully met, the library regularly solicits comments and suggestions from students, faculty, staff, and other patrons through formal and informal campus and patron surveys. A suggestion box also helps to monitor the quality and effectiveness of library resources and services. SD 393 includes various relevant survey documents and results.

***The committee finds that Morehead State University is in compliance.***

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**The scope of the library and other learning resources, the types of services, and the variety of print and non-print and electronic media depend on the purpose of the institution. Learning resources and services must be adequate to support the needs of users.**

**The size of collections and the amount of money spent on resources and services do not ensure adequacy. Of more importance are the quality, relevance, accessibility, availability and delivery of resources and services, and their actual use by students, regardless of location. These considerations must be taken into account in evaluating the effectiveness of library and learning resource support.**

The adequacy of the library can be determined only after examination of its services, collection, electronic resources, librarians and staff, cooperative agreements with other libraries and agencies, and services to distance education faculty and students. All of these items will be reviewed in greater detail in subsequent sections of this report.

The library offers a full complement of user services including traditional reference materials, an automated library system with online catalog, and access to online databases and full-text periodicals.

University surveys conducted during the SACS self-study process (SD 390) indicate that faculty and students believe the library is meeting the needs of its users. These results are illustrated in Table 5.1.1. Both students and faculty rated the library slightly above the middle range of the survey instrument, with faculty results generally lower than those of students.

The library was among those departments receiving the most favorable ratings in the Faculty Senate's spring 1998 "University Services Survey." More than eighty percent of the faculty responded that library services were provided in a high quality, efficient manner; that service requests were responded to in a timely manner; that the library was convenient to use; and that the library provided sufficient, knowledgeable and proactive staff (SD 393).

***The committee finds that Morehead State University is in compliance.***

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**Table 5.1.1 Self-Study Survey Results**  
**Mean Responses by Students and Faculty**

Survey Question	Mean Response*	
	Students	Faculty
Library staff provide appropriate assistance.	3.07	3.45
Library resources are adequate to support undergraduate programs.	3.09	2.95
Library resources are adequate to support graduate programs.	3.05	2.43
The library provides adequate support for off-campus courses.	3.05	2.81
The library provides adequate opportunities for instruction in use of library resources.	3.18	3.27
Library facilities are properly equipped to utilize online resources.	3.22	3.27
Library physical facilities are adequate.	3.21	2.97
Off-campus students have adequate access to library resources and services.	2.97	2.46
Library hours are adequate.	3.18	2.70
The library provides access to an adequate number of professional journals (in-house or through electronic delivery).	N/A	2.80
MSU faculty have computer capability to access online library resources from their offices.	N/A	3.23
*1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. On a scale of 1 to 4, the midpoint of the range is 2.5.		

**Priorities for acquiring materials and establishing services must be determined with the needs of the users in mind.**

All academic departments are assigned a liaison (library employee) familiar with courses offered by the respective department (SD 391.5). The liaison informs the department of new publications, coordinates special instructional services for the department, monitors the expenditure of allocated library funds, and communicates library activities and new library services.

The library has documented materials selection and collection development policies (SD 391.5). Each academic department is allocated a portion of the annual library budget earmarked for the purchase of library resources. The dean and department chair are responsible for ensuring an equitable distribution of the library allocation in order to support all courses offered by the college and department.

***The committee finds that Morehead State University is in compliance.***

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### 5.1.2 Services

**Each institution must ensure that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.**

The library offers access to a broad range of learning resources at both primary and distance learning sites. Cooperative agreements with libraries near extended-campus sites ensure that students at these locations have access to basic library services. Students and faculty at off-campus sites may also request delivery of materials directly from the Camden-Carroll Library. Most online resources are available to students from any location. In addition, a toll-free number is available for off-campus users to contact the library's extended campus staff.

Overall, the SACS surveys show that off-campus students rated the library slightly lower than did on-campus students. In addition, off-campus students gave lower ratings to library support for off-campus courses (2.89) and access to library resources and services (2.61). However, off-campus students rated assistance, resources, and facilities higher than did on-campus students. Likewise, faculty gave generally lower ratings to library support of off-campus

courses (2.81) and even lower ratings (2.46) to off-campus students' access of library resources and services (SD 390.3, 390.5).

***The committee finds that Morehead State University is in compliance.***

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**Basic library services must include an orientation program designed to teach new users how to access bibliographic information and other learning resources.**

**Emphasis should be placed on the variety of contemporary technologies used for accessing learning resources.**

**Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning.**

The library provides a variety of user orientation and instruction for accessing bibliographic information and other learning resources, including print, non-print, and online formats, in for-credit courses, class-specific and discipline-specific instruction, and one-on-one instruction. Faculty library orientation is part of new faculty orientation, the library liaison program, faculty workshops, one-on-one instruction, brochures, and the library web page.

In fiscal year 1997-1998, library staff conducted 125 presentations and tours, with a total of 2,520 individuals served (SD 115). A half-semester course in library use, taught by librarians, covers a broad range of topics. MSU 101, the University's required orientation course for first-year students, includes an optional library component. Instructional sessions in the use of online catalogs and Internet resources are routinely scheduled for both students and faculty. The library's learning technology lab provides faculty and staff instruction on using electronic resources to create computer presentations and web pages. Library-produced instructional materials include brochures, flyers, and "TIP Sheets" (SD 394). However, there are no formal assessments of training programs or results of specific orientation and instruction activities.

Currently, off-campus students have more limited opportunities to receive library orientation and instruction. Forty-six percent of off-campus students had no opinion regarding the adequacy of opportunities for library instruction. Among

those with an opinion, forty-three percent agreed that instructional opportunities were adequate (SD 390.4).

Library orientation and instruction are provided to students at off-campus sites, as well as to visiting classes, by the extended campus librarian upon request. New for spring 1999, a library orientation and instructional video is also available to students on a checkout basis. The library's web pages and web catalog provide some library use information and will be expanded in the future to serve the needs of all students, including those taking classes over the Internet. Students will also benefit from the information literacy component of Kentucky's Commonwealth Virtual Library, which will provide web-based instruction in the use of Internet resources.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The library should evaluate the quality of instructional offerings as well as results of instructional activities.**

**Suggestion: The library should expand instructional opportunities for students at off-campus locations.**

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**Libraries and learning resource centers should provide point-of-use instruction, personal assistance in conducting library research, and traditional reference services. This should be consistent with the goal of helping students develop information literacy--the ability to locate, evaluate, and use information to become independent life-long learners.**

Point-of-use instruction is available throughout the library. A study of library service, conducted during the spring 1997 semester, showed a total of 2,829 instructional contacts in all parts of the library for that semester (SD 393.4). As a result of the study, library hours and staffing patterns were changed. Professional and other full-time staff members who provide most point-of-use instruction are scheduled during hours and in areas that see higher numbers of instructional contacts. Student workers provide basic assistance during late-night and low-use hours.

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**Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.**

Library staff members work cooperatively with faculty members and other information providers in assisting students to use resource materials. A librarian is assigned as a faculty liaison to each academic department. The liaison provides faculty with information about new library services and resources. Liaisons also provide library-designed exercises for classroom use. According to the SACS survey, faculty members are satisfied (mean response of 3.27 on a scale of 1 to 4) with instruction in the use of library resources, including online resources (SD 390.5).

***The committee finds that Morehead State University is in compliance.***

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**Adequate hours must be maintained to ensure accessibility to users.**

**Professional assistance should be available at convenient locations during library hours.**

To better meet student needs, the Camden-Carroll Library hours of operation per week were increased from 81.5 to 90.5 hours in the fall of 1997 after data on library use patterns had been gathered and a user satisfaction survey had been conducted (SD 393.4). As described in the preceding section, staffing patterns were also changed so that full-time staff members are available during those hours and in areas which see higher numbers of instructional contacts. According to SACS survey results, students rate satisfaction with library hours at 3.18, and faculty members rate satisfaction with hours at 2.70 (SD 390.1, 390.5).

***The committee finds that Morehead State University is in compliance.***

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**Library collections must be cataloged and organized in an orderly, easily accessible arrangement following national bibliographical standards and conventions.**

The library follows national standards in cataloging and classifying collections and has initiated several major projects to give better access to specific collections. Within the next few years, the library plans to provide full cataloging for its entire government documents collection to ensure optimum use of the materials. All new governmental documents are cataloged automatically via data load from OCLC (Online College Library Center). A project to reclassify the music scores and books from Dewey to Library of Congress classification was completed last year in order to provide a better arrangement and more efficient processing. Audio-visual materials are being reorganized by subject.

***The committee finds that Morehead State University is in compliance.***

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**Students and faculty must be provided convenient, effective access to library resources needed in their programs.**

**Libraries should provide electronic access to materials available within their own system and electronic bibliographic access to materials available elsewhere.**

The Camden-Carroll Library provides bibliographic access to library materials primarily through its Voyager online library system. All library holdings, with the exception of older government documents, are accessible through the Voyager catalog. Periodical articles can be located through traditional print indexes and through online and CD-ROM abstracting and indexing services. Online indexes such as *EBSCO*, *Lexis-Nexis*, and *ABI Inform* also provide full-text coverage of thousands of periodical articles. An electronic reserve pilot project, which allows remote access to course materials, is underway. Additional electronic reserve project information can be found on the library's web site at <http://www.morehead-st.edu/units/library/reserves/>.

***The committee finds that Morehead State University is in compliance.***

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**Convenient, effective access to electronic bibliographic databases, whether on-site or remote, must be provided when necessary to support the academic programs.**

Online resources are easily accessed via the library's web pages. The Voyager catalog and other online resources may be accessed from both on- and off-campus, including from user homes. The library continues to provide fee-based mediated searching of specialized databases through *Dialog* and *STN*.

***The committee finds that Morehead State University is in compliance.***

**Libraries and other learning resources centers must have adequate physical facilities to house, service and make library collections easily available; modern equipment in good condition for using print and non-print materials; provision for interlibrary loan services designed to ensure timely delivery of materials; and an efficient and appropriate circulation system.**

**Facilities.** The Association of College and Research Libraries (ACRL) Standards for College Libraries suggest a formula (Formula C) for determination of library facility size. Using the formula, the Camden-Carroll Library falls short in space for users and books by more than 30,000 square feet. At seventy-one percent of the recommended space, the library rates a grade of C (SD 394.1).

**Table 5.1.2 ACRL—CCL Space Comparison**

<b>Existing CCL Space</b>	<b>ACRL Formula C Suggests</b>	<b>Additional Space Needed for Current Services</b>
73,957 sq. ft.	104,054 sq. ft.	30,097 sq. ft.

**Grade: C**

**71%**

Not reflected in the calculation is the fact that the library needs specialized space for services such as electronic classrooms, conference and group study areas, archive and record storage, individual network connections, and an extensive audio-visual collection. In 1995, 477 square feet were added to the library's assignable square footage when the Breck Archives (memorabilia from the University's training school) were relocated to another site on campus. However, the Camden-Carroll Library lost 2,932 square feet in 1996 when the

library's ground floor was reassigned to non-library use as a computer lab maintained by Information Technology.

The Camden-Carroll Library's space does not conform to the needs of contemporary use. Electrical and network connections are currently being installed in the library's one classroom. The classroom is heavily scheduled and inadequate for library and campus needs. In addition, the library does not currently provide modem or network connectivity from which students can use laptop computers to gain online access. Only seven out of the twenty libraries responding to our benchmark survey indicated that they do provide such access (SD 209), but this figure is likely to change as libraries upgrade aging facilities. A single public conference room is available in the library, limiting student opportunities for group study. Furnishings throughout the library are worn, and lounge seating is scarce.

Access (a combination of ramps and remote-control doors) for those with physical disabilities is somewhat limited by the constraints imposed by the building's older structure. From the front of the building, those in wheel chairs must enter through the computer lab on the first floor and be escorted by lab staff to the library above. Planned improvements to the front entrance are expected to correct this problem. A new public elevator recently installed in the main stacks replaced an antiquated service elevator and does allow unrestricted access to the five-level stack area.

Temperature, humidity, and ventilation are not well controlled in the three connected buildings that serve the library. The extreme temperatures and frequent fluctuations shorten the useful life of materials by accelerating the normal rate of deterioration of paper and stressing bindings. Several major roof leaks have taken years to repair, directly damaging a small number of volumes and indirectly damaging other holdings through increased humidity.

The institution's 1998-2004 Six-Year Capital Plan (SD 30) includes a \$12.5 million project for the renovation and expansion of the Camden-Carroll Library. The project would provide space for additional stacks for bound books and periodicals, computer facilities, and video and audio tutorial operations. In addition, the existing facility would be brought into compliance with current building codes.

**Interlibrary Loan.** Users may obtain resources not owned or licensed by the library through interlibrary loan, ordinarily at no cost. During 1997-1998, the interlibrary loan department provided over 2,700 books and articles to MSU

students and faculty, in addition to filling about the same number of from other libraries. The use of Ariel, interlibrary loan software, has decreased the amount of time needed to fill requests within the state. Library users may also request items on interlibrary loan through many of the FirstSearch databases.

**Equipment.** Through funding from the Kentucky Commonwealth Virtual Library (KCVL) project, the library recently installed sixteen new microcomputer workstations in the microcomputer classroom, bringing the total workstation count to twenty. Printers for public use accompany most computers throughout the library. These printers were recently upgraded and are capable of handling the volume and type of printing demanded in public print areas. The new printers support debit card technology. Plans call for an upgrade to staff printers in the coming fiscal year.

Microform readers and readers/printers are available in areas housing microfilm and microfiche. The heavily used equipment is old and requires frequent maintenance (SD 394.2).

**Circulation.** The Voyager library management system provides up-to-date circulation services. The circulation status of each item is displayed in the public catalog. Users may renew their own materials through the Voyager request feature. Plans are underway to provide overdue notification via e-mail.

The library migrated to the new system, Endeavor's Voyager, in August 1999. The implementation of Voyager is part of a statewide effort to provide information access through the Kentucky Commonwealth Virtual Library. The key objective is to provide a common online system for all state post-secondary educational institutions. Use of a common system will reduce costs as well as provide a single interface among the schools. Eventually, as the KCVL develops its services, users will have access to a gateway enabling them to simultaneously search the catalogs, databases, and other resources of all state post-secondary institutions.

***The committee finds that Morehead State University is in compliance.***

**Suggestion:** The University should consider either adding more contemporary library space or reallocating space for classrooms, facilities for group study, and connectivity for network or modem access.

**Suggestion:** The University should consider alternatives for providing appropriate climate controls to ensure collection preservation.

**Suggestion: The University should provide more convenient access for library users with physical disabilities.**

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### 5.1.3 Library Collections

**Institutions must provide access to essential references and specialized program resources for each instructional location.**

Resources of the Camden-Carroll Library do not reside solely in a physical building. Cooperative agreements provide students at the University's extended campus centers with access to reference collections at nearby libraries. Extended campus students, as well as other distance learning students, may contact extended campus librarians for resource information. All students have access to interlibrary loan.

In 1997, the library upgraded its online catalog to provide web-based access for library holdings, remote databases, and other resources. These resources are available electronically from library, office, or home terminals. The library's web pages provide links to other libraries within the state and nation, including the Library of Congress.

Membership in the Kentucky Library Network provides consortial pricing for a large group of online databases and full-text journal articles. For ease of use, databases are grouped into discipline-specific categories as well as alphabetical listings. *EBSCO, Lexis-Nexis, and ABI-Inform* provide full-text periodical coverage.

The Kentucky Commonwealth Virtual Library will presumably bring additional databases and full-text services to all students in the state. Statewide efforts are also underway to expand simultaneous use licenses for existing databases to allow increased usage during peak periods.

***The committee finds that Morehead State University is in compliance.***

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**Access to the library collection must be sufficient to support the educational, research and public service programs of the institution.**

**Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs.**

In addition to its 511,000 volumes and 2,523 current subscriptions, the library provides full-text access to an additional 11,000 journals through online database aggregator services (SD 115). The library is also a depository for U.S. government documents and has materials in a variety of formats, including a large collection of audiovisual materials.

According to ACRL, a collection has quality to the degree that it possesses a portion of the bibliography for each discipline taught, appropriate in quantity both to the level at which each is taught and to the number of students and faculty members who use it. Measurement of quantity of materials is quite easy using ACRL Formula A. Measurement of quality, on the other hand, is much more difficult.

According to the Formula A calculation (SD 391.1), Morehead State University's library holds 140% of the volumes suggested by ACRL, including additional volumes required for graduate curriculum. With regards to quality of those materials, however, criteria are much less defined. Once a collection has attained the desired number of volumes, quality may diminish if new materials are not acquired.

According to the self-study survey, eighty-one percent of undergraduate students with an opinion felt the library's resources in their discipline were adequate to support undergraduate courses. Likewise, eighty-two percent of graduate students with an opinion responded that the library's resources in their disciplines were adequate to support graduate courses (SD 390.2). Among faculty, seventy-two percent felt the library provided adequate resources for undergraduate courses, while only thirty-six percent of faculty thought that the library provided adequate resources for graduate courses. Faculty responses were slightly higher (eighty percent and fifty percent, respectively), however, among those faculty who had taught a graduate course within the last three years.

Furthermore, sixty-six percent of the general faculty population and seventy-one percent of those teaching graduate classes within the last three years responded that the library provides access, either in-house or through electronic journals, to an adequate number of professional journals (SD 390.5, 390.6).

The University ranks seventeenth out of twenty-one benchmark institutions surveyed in terms of materials expenditures per student (See Table 5.1.3). With a benchmark average material expense per student of \$133.65 and

a University material expenditure of \$95.56 per student, the library is more than \$38 per student below the benchmark average (SD 391.3).

**Table 5.1.3 Materials Expenditure Per Student FTE**  
**Benchmark Institution Rankings**

<b>Rank</b>	<b>Institution</b>	<b>1997-1998 Materials Expense</b>	<b>Fall 1997 FTE</b>	<b>Material Expense Per Student</b>
1	Truman State University	\$1,393,025	6,113	\$227.88
2	Ohio University – Athens	\$4,307,332	19,427	\$221.72
3	Indiana State University	\$1,526,673	8,302	\$183.89
4	Appalachian State University	\$1,895,358	11,080	\$171.06
5	Cleveland State University	\$1,730,184	11,295	\$153.18
6	SE Missouri State University	\$ 976,849	6,380	\$153.11
7	Murray State University	\$1,076,271	7,048	\$152.71
8	Tenn. Technological Univ.	\$1,044,700	7,287	\$143.36
9	University of Memphis	\$2,170,508	15,452	\$140.47
10	Western Kentucky University	\$1,545,596	11,027	\$140.16
11	SW Missouri State University	\$1,866,921	13,820	\$135.09
12	Western Illinois University	\$1,309,116	10,001	\$130.90
13	Ball State University	\$1,960,006	16,265	\$120.50
14	Eastern Kentucky University	\$1,204,081	11,718	\$102.75
15	NW Missouri State University	\$ 505,766	5,103	\$ 99.11
16	Middle Tenn. State University	\$1,482,670	15,455	\$ 95.93
17	Morehead State University	\$ 606,887	6,351	\$ 95.56
18	East Tennessee State Univ.	\$ 881,237	9,303	\$ 94.73
19	Eastern Illinois University	\$ 995,566	10,776	\$ 92.39
20	Northern Kentucky University	\$ 653,218	8,343	\$ 78.30
21	Austin Peay University	\$ 440,427	5,968	\$ 73.80
	<b>Average</b>			<b>\$133.65</b>
	<b>Median</b>			<b>\$135.09</b>

Given a fall 1998 enrollment of 6,305 full-time equivalent graduate and undergraduate students, a materials budget increase of \$52,200 is needed to reach the benchmark median. Following a budget cut in fiscal year 1996-1997, the University has increased the library materials budget in each of the last three fiscal years. In fact, the philosophy regarding the library materials budget has changed. Library materials are now treated as fixed costs with an inflation escalator added each year.

As shown in Table 5.1.4, a benchmark comparison of total library expenditures per student FTE shows that MSU ranks thirteenth out of twenty-one institutions in terms of total library expenditures, spending \$13.85 per FTE below the benchmark median (SD 391.3).

**Table 5.1.4**  
**Total Library Expenditures Per Student FTE**  
**Benchmark Institution Rankings**

Rank	Institution	1997-1998 Materials Expense	Fall 1997 FTE	Total Expense Per Student
1	Ohio University – Athens	\$4,307,332	19,427	\$535.85
2	Indiana State University	\$1,526,673	8,302	\$482.14
3	Truman State University	\$1,393,025	6,113	\$463.40
4	Appalachian State Univ.	\$1,895,358	11,080	\$456.96
5	Western Kentucky Univ.	\$1,545,596	11,027	\$418.60
6	Ball State University	\$1,960,006	16,265	\$417.13
7	Cleveland State Univ.	\$1,730,184	11,295	\$403.28
8	Western Illinois Univ.	\$1,309,116	10,001	\$393.03
9	SE Missouri State Univ.	\$ 976,849	6,380	\$370.86
10	Eastern Illinois Univ.	\$ 995,566	10,776	\$328.51
11	University of Memphis	\$2,170,508	15,452	\$322.25
12	SW Missouri State Univ.	\$1,866,921	13,820	\$313.03
13	Morehead State Univ.	\$ 606,887	6,351	\$308.40
14	Murray State Univ.	\$1,076,271	7,048	\$302.26
15	East Tennessee State Univ.	\$ 881,237	9,303	\$295.02
16	Tenn. Technological Univ.	\$1,044,700	7,287	\$294.54
17	Eastern Kentucky Univ.	\$1,204,081	11,718	\$285.02
18	Northern Kentucky Univ.	\$ 653,218	8,343	\$259.94
19	NW Missouri State Univ.	\$ 505,766	5,103	\$253.22
20	Middle Tenn. State Univ.	\$1,482,670	15,455	\$237.98
21	Austin Peay State Univ.	\$ 440,427	5,968	\$225.39
	<b>Average</b>			\$350.80
	<b>Median</b>			\$322.25

The improved University ranking based on total library expenditures reflects salaries and wages for librarians and professional library staff that are slightly above median as compared to the benchmarks (SD 392.7). Personnel costs make up approximately sixty percent of the annual library budget.

As libraries begin to emphasize access over ownership, electronic alternatives may lessen some of the demand for print materials; however, new funding dilemmas regarding licensing fees will need to be addressed.

Furthermore, without continued improvement in funding, including regular increases that at least match inflation, the library will be unable to maintain the strength of its current collection. As shown in the Table 5.1.5, additional funds are required to keep up with inflationary increases in book and subscription costs.

**Table 5.1.5 Morehead State University Library Budget**

**Adjusted for Inflation**

<b>Fiscal Year</b>	<b>Actual Materials Expense</b>	<b>Weighted Inflationary Index</b>	<b>Base/ Adjusted Base</b>	<b>Inflationary Surplus/ (Deficit)</b>
1988-1989	\$ 345,386		\$ 345,386	\$ --
1989-1990	\$ 388,497	8.5%	\$ 374,609	\$ 13,888
1990-1991	\$ 378,894	9.0%	\$ 408,191	\$ (29,297)
1991-1992	\$ 473,165	9.4%	\$ 446,478	\$ 26,687
1992-1993	\$ 420,063	9.7%	\$ 489,965	\$ (69,902)
1993-1994	\$ 498,401	8.1%	\$ 529,813	\$ (31,412)
1994-1995	\$ 547,466	6.8%	\$ 565,988	\$ (18,522)
1995-1996	\$ 601,143	9.0%	\$ 616,669	\$ (15,526)
1996-1997	\$ 511,479	9.8%	\$ 677,310	\$(165,831)
1997-1998	\$ 606,887	8.1%	\$ 732,174	\$(125,287)
1998-1999	\$ 702,540	8.0%	\$ 790,748	\$ (88,208)

After adjusting for inflation, the 1998-1999 materials budget had approximately \$88,000 less purchasing power than the 1988-1989 budget (SD 391.4).

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should examine the adequacy of discipline-specific resources for each area of the curriculum.**

**The collections of print and non-print materials must be well organized.**

A growing collection with diminishing space, due to the ground floor conversion to a student microcomputer laboratory, has presented challenges to the library in its efforts to group similar collections together and offer more logical arrangements. Segments of the circulating collection have been shifted to new locations to make the flow of Dewey classifications coherent. During the last decade, librarians have relocated microforms adjacent to the paper periodicals,

moved government documents next to reference, organized the Learning Resource Center audiovisuals by subject rather than call number, and grouped all non-Dewey classified materials together (SD 205).

***The committee finds that Morehead State University is in compliance.***

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**Librarians, teaching faculty and researchers must share in the development of collections, and the institution must establish policies defining their involvement.**

**Each library or learning resource center must have a policy governing resource material selection and elimination, and should have a procedure providing for the preservation, replacement or removal of deteriorating materials in the collection.**

**Material Selection.** The library has a materials selection policy (SD 391.5) that defines the involvement of librarians and faculty in collection development. Librarians select reference and multidisciplinary materials. Academic departments, assisted by library departmental liaisons, determine those materials and periodicals to be purchased in support of a particular discipline.

The Collection Development Committee, including all department liaisons and a faculty representative, meets monthly for policy making and activity planning. The committee regularly reviews and revises, as necessary, resource material selection and elimination policies.

**Preservation, Replacement, and Removal.** The library routinely repairs deteriorating and damaged material. Badly damaged copies that cannot be repaired are evaluated for replacement before being withdrawn from the collection.

The current library policy on weeding, enacted in 1992, outlines a long-term plan for collection weeding. During the first phase, the library removed lightly-used multiple copies and superseded editions. The second phase, partially complete, covers items added to the collection prior to adoption of the current selection and retention policy, as well as items that have outlasted their usefulness (SD 391.5). Since 1992, over 30,000 volumes have been weeded from the collection.

***The committee finds that Morehead State University is in compliance.***

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#### **5.1.4 Information Technology and 5.1.5 Cooperative Agreements**

**Institutions should supplement their traditional library with access to electronic information.**

**Where appropriate, institutions should use technology to expand access to information for users at remote sites, such as extension centers, branch campuses, laboratories, clinical sites or students' homes.**

**The institution must provide evidence that it is incorporating technological advances into its library and other learning resource operations.**

**Cooperative agreements with other libraries and agencies should be considered to enhance the resources and services available to an institution's students and faculty members. However, these agreements must not be used by institutions to avoid responsibility for providing adequate and readily accessible library resources and services.**

**Cooperative agreements must be formalized and regularly evaluated.**

Technology is integrated into all aspects of library operations and services. The automated library system, Voyager, is fully integrated and includes acquisitions, cataloging, circulation, and public catalog functions. The Web interface, provides an interactive, online, public access catalog. It contains keyword searching and browsing of the library catalog, information postings, and user status queries.

Membership in the Kentucky Library Network provides access to a large group of online databases and full-text journal articles that the library could not afford through individual purchase. The library has access to sixty-eight online databases and more than 11,000 full-text periodicals. Online resources are available electronically from within the library and remotely from home or office terminals. The University has approximately 640 microcomputer workstations with Internet access designated for student use in both on- and off-campus labs (SD 443.1).

The number of online resources is expected to increase if the funding for the Kentucky Commonwealth Virtual Library continues to grow. As part of the KCVL project, the library migrated to Endeavor's Voyager system in August

1999. Voyager, an integrated information management system, is designed specifically for academic and research libraries.

The library itself has ninety-four workstations (fifty-two public and forty-two staff) with access to the Voyager system (SD 443.2). Configuration of the workstations closely follows the suggested layout in the "Model Technology Plans for Libraries" (SD 443.3). The library provides access to electronic information in a variety of formats. In addition to express stations and electronic access centers, the library provides CD-ROM database workstations and a learning technology lab which supports CD-ROM creation, desktop publishing, distance education training, graphics creation, multimedia projects, presentation preparation, scanning, web page development, and other special projects requiring multimedia resources.

In addition to computers dedicated to library functions, the library provides workstations and basic word processing, database, and spreadsheet application software for patron use. The library also has a microcomputer classroom and provides instruction on use of electronic resources.

In order to enhance its ability to provide resources and services needed by its users, the library has developed cooperative relationships with other libraries and agencies. The Camden-Carroll Library maintains relationships with six regional libraries with facilities near MSU's extended campus centers and agreements with additional regional libraries as needed. These regional libraries provide research assistance and access to basic reference materials for MSU students taking extended campus and distance learning courses (SD 442.1).

The University is a member of the Southeastern Library Network (SOLINET). Through SOLINET (SD 442.3), the University participates in the Online Computer Library Center (OCLC), a resource for cataloging, verifying and locating materials. OCLC also provides a system for processing interlibrary loan requests. Through SOLINET's SoLine, the University participates in a reciprocal interlibrary loan program with all SOLINET member libraries. The University also participates in S06, a SOLINET service providing free interlibrary loan of photocopies. In addition to its SoLine and S06 memberships, the University maintains interlibrary loan agreements with thirty individual libraries throughout the United States.

The library is also a participating member (SD 442.4) in the Kentucky Library Network (KLN). KLN is a user-cooperative, resource-sharing group that

provides reciprocal lending among member institutions. A significant benefit of KLN membership is discounted pricing on database and other resources.

The University also maintains a relationship with the Eastern Kentucky Health Sciences Information Network (EKHSIN). This network provides professional library and information services for health care providers in rural eastern Kentucky. In exchange for office space, EKHSIN provides support for the University's nursing program and the EKHSIN librarian participates as a member of the Camden-Carroll Library staff.

MSU formalizes and periodically reviews institutional relationships for extended campus library services and reciprocal loan agreements with individual academic libraries. Evaluation of the need for agreements occurs each year depending upon the type and location of courses offered.

Memberships in SOLINET and KLN are on a subscription basis. The University has the opportunity to nominate and elect members to various boards of these organizations and, therefore, has a voice in the services offered to member institutions.

The library does regularly evaluate various pricing options for services offered through these organizations. Because several service levels may be available, it is important to subscribe to the service that provides the greatest number of relevant resources at the most economic price.

***The committee finds that Morehead State University is in compliance.***

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#### 5.1.6 Staff

**Libraries and other learning resources must be adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.**

**In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation; however, in such cases, the institution must justify the exceptions on an individual basis.**

The institution employs fourteen professional librarians. Without exception, all hold terminal degrees in library science. Seven of the fourteen librarians hold additional master's degrees in education, literature, English, music or business education (SD 392.1).

In terms of ACRL suggested staff size, the institution ranks at a grade C, employing sixty-one percent of the recommended number of professional librarians. However, it should be noted that the institution ranked seventh out of the twenty-one benchmark institutions surveyed in the percentage of ACRL suggested librarians employed. Only one institution in the survey earned a grade B; no institutions earned an A (SD 392.2).

When comparing the number of students served per professional employee, the library ranks tenth out of the twenty benchmark libraries surveyed, serving 450 students per library professional compared to the benchmark median of 452 students served per library professional (SD 392.3a).

The ACRL supports faculty rank, status, and tenure for librarians. However, ACRL has adopted Guidelines for Academic Status for College and University libraries for institutions where librarians have an academic non-faculty status, as is the case at Morehead State University. These guidelines indicate that the salary scale and benefits for librarians should be the same as for other academic categories with equivalent education, experience, or responsibility.

In a University comparison of median librarian salaries to median faculty salaries in positions requiring equivalent education and experience levels, the committee found that librarian salaries ranged from 61-82% of the faculty salaries (SD 392.4). However, a benchmark comparison of average salaries for librarians and professional library staff shows that MSU ranks fifth out of nineteen institutions in terms of average salaries paid (SD 392.7). Although the University conducted recent salary reviews for both the faculty and staff groups, the unique academic status of professional librarians led to their exclusion from both studies.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should survey librarian salaries at regional and benchmark institutions and make necessary compensation adjustments to bring professional librarian compensation to the median salary level at these institutions.**

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**The number of library support staff members must be adequate.**

**Qualifications or skills needed for these support positions should be defined by the institution.**

**Non-Professionals.** The library employs 27.42 full-time equivalent support staff personnel and an additional fourteen professional staff members (SD 115). Therefore, support personnel account for sixty-six percent of the total 41.42 full-time equivalent library staff. ACRL standards suggest total library staff should be made up of at least sixty-five percent support staff. With 230 students served per support staff employee, Morehead State University ranks fourth out of the twenty benchmark institutions surveyed regarding the number of students served per non-professional employee (SD 392.3g).

Job descriptions exist for all support staff positions, and all support staff members meet the institutional qualifications for their positions (i.e., high school diploma or GED). Following a recommendation by the 1990 SACS reaccreditation visiting team, classification and compensation levels for support staff positions were reevaluated, resulting in higher job classifications and an increase in base salaries (SD 392.5).

**Student Assistants.** Twenty-six percent of the library's total staff is made up of student assistants employed under the federal and institutional workstudy programs. This closely matches student staffing levels at benchmark institutions where students account for 28.9% of the total library staff (SD 392.3h).

***The committee finds that Morehead State University is in compliance.***

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**Institutional policies concerning faculty status, salary and contractual security for library personnel must be clearly defined and made known to all personnel at the time of employment.**

Professional library staff are subject to personnel policies defined in the University Personnel Policy Manual, specifically PAc 31 "Professional Librarians" (SD 392.6a). These policies specify terms of employment, including salary, and are included in the contractual letter given to each librarian at the time of initial employment and in each succeeding reappointment.

Employment guidelines specific to librarians are further defined by University Administrative Regulation (UAR) 116.02 (SD 392.6b). This UAR establishes the academic, non-tenure status of librarians and defines the rights, privileges and responsibilities of professional librarians as an integral part of the academic mission.

***The committee finds that Morehead State University is in compliance.***

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### **5.1.7 Library/Learning Resources for Distance Learning Activities**

**For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs and degrees offered.**

**The institution must own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements. Such agreements should include the use of books and other materials.**

**When formal agreements are established for the provision of library resources and services, they must ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs—in the field of study and at the degree level offered.**

Morehead State University offers a number of instructional programs at off-campus sites and via various distance learning technologies (SD 441.1). The University has several ways of ensuring that off-campus and distance learning students have access to adequate and pertinent library resources.

The University has formal agreements with private and community college libraries in areas where MSU offers classes (SD 442.1). Temporary agreements with additional libraries are executed as needed. Resource materials at these libraries can be used to do basic research, and personnel at these facilities assist with research questions. Faculty teaching off-campus or distance-learning courses can arrange to have course reserve materials placed in these cooperating libraries. As an alternative to placing reserve materials at host institutions, an electronic reserve pilot project is underway, offering access to reserve materials through the World Wide Web. The Morehead State University library is one of only nine libraries out of the twenty-one benchmark institutions surveyed that offer full-text course reserves (SD 209).

Many library resources can be accessed electronically from microcomputer workstations provided at extended campus sites. Students with Internet connections may also access these resources from their homes. A text-

based version is available for students with a modem connection but no Internet access. The library's web site (<http://www.morehead-st.edu/units/library/>) provides online access to the library's catalog as well as access to sixty-eight remote databases, including over 11,000 full-text electronic subscriptions, and a host of other reference materials and research aids. It should be noted that licensing authentication effectively limits some databases to campus-use only, including the extended campus centers.

***The committee finds that Morehead State University is in compliance.***

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**The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.**

Coordinating library services for extended campus and distance learning students and faculty is the responsibility of the Extended Campus Library Services Department (SD 441.2). The department, staffed by a full-time librarian and an extended campus specialist, provides special services to off-campus students and faculty teaching off-campus courses. The department maintains a web page for extended campus services that provides research aids and information on services provided. The department also provides library orientation and instructional sessions for use of online resources.

Extended campus and distance learning users may request books, articles and other materials through the Extended Campus Library Services Department using a toll-free phone or fax number. Requests can also be made via e-mail. If available, the requested material is shipped to the user within one business day. Otherwise, it is obtained through interlibrary loan.

***The committee finds that Morehead State University is in compliance.***

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## **5.2 INSTRUCTIONAL SUPPORT**

**To support the curriculum, each institution must provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.**

**They must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning.**

**These requirements apply to all programs wherever located or however delivered.**

### **Overview and Availability of Facilities**

A variety of facilities and instructional support services are provided to members of the Morehead State University academic community. Individual academic units maintain instructional support resources for faculty and students. Support of instruction available to students includes academic and career advising, remedial instruction, and course-related learning activities. Learning resources, including equipment and software programs for self-paced instruction, audiotapes, videotapes, tape players, laboratory equipment, computers, and copy machines are also accessible to students. Resources for instructional support available to faculty include copy services, audiovisual media and equipment, demonstration and laboratory devices, and space equipped for use of these instructional aids.

Evening availability of the services and facilities mentioned varies. Camden-Carroll Library resources are available during evening hours. Remedial instruction and tutoring is available during evening hours because peer-tutors schedule night sessions individually with students. The information technology student microcomputer laboratory equipment and software collection are available during evening hours. Resources of the microcomputer laboratories maintained by academic departments are not normally available at night unless individual faculty members make the resources available to evening students. The learning centers on campus vary in open evening hours; their services and hours are described later in this document.

## **Facilities and Capital Construction**

The University uses capital construction funds to update and upgrade University facilities. Recent upgrading of campus facilities includes a renovated Lappin Hall which houses the Departments of Mathematical Sciences, Physical Sciences, and Biological and Environmental Sciences in the College of Science and Technology. The cost of the Lappin Hall renovation and additional space was approximately \$12 million. The Physical Sciences laboratory was renovated in 1994 at a cost of \$35,000 (SD 220, SD 134: 55-56).

Renovation of the Information Technology student computer laboratory housed in the Camden-Carroll Library was completed in 1996 at a cost of \$25,896 (SD 134: 23-24). Renovation of Breckinridge Hall is to be completed in 2000 at a cost of approximately \$14 million. The renovated structure will house distance learning classrooms, regular classrooms, and laboratory facilities (SD 134: 17-18).

The exercise physiology facility in the Wellness Center was completed late in the spring of 1999. It includes three indoor tennis courts, an indoor walking track, a facility for aerobics, a multimedia classroom, and an assessment laboratory. The approximate cost was \$1.9 million (SD 134: 99-100).

In addition, the University has made a special allocation to the executive vice president for academic affairs to fund a variety of general and specific upgrading and renovation projects to support academic facilities. These improvements to academic facilities include not only classrooms but also seminar rooms, computer labs, the library, and audiovisual facilities equipment. Facility improvement needs related to instructional support throughout the University are identified and then prioritized within the Office of the Executive Vice President for Academic Affairs. All major classroom buildings and the library have been included in improvement projects (SD 420).

The Faculty Senate conducted a classroom repair needs assessment survey in 1996. That survey identified the thirty worst classrooms on campus. The University responded by making many of the needed repairs and upgrades. As indicated by the results of the SACS faculty survey, the faculty now believe the classrooms and laboratories are good or excellent (SD 307: FAC 13, 14).

## **Audiovisual and Duplicating Services**

### **Audiovisual Services**

Many departments and colleges maintain audiovisual equipment for instructional use. However, more than seventy percent of the faculty disagreed or strongly disagreed that the equipment budget for their department is adequate, given the total available resources (SD 307: FAC 137).

Audiovisual equipment available for classroom and instructional use varies greatly across instructional units (SD 396). An equipment inventory list, prepared in May 1999 by the Office of Support Services, indicates that, since July 1, 1989, \$7,898,017 has been spent for equipment that could support instruction (SD 421). However, it is difficult to determine how much of that equipment is used explicitly for instructional support in the classroom since items are not identified by use but rather referenced by equipment category, location, and cost. The usefulness and value of equipment that may be ten years old is also difficult to determine.

The University provides a centralized equipment repair service in Ginger Hall. Those units, mainly academic departments, needing equipment repaired are charged repair fees, including materials and labor. Some individual departments also collect and maintain audio and visual materials, such as videotapes, slides, photographs, and models; but the numbers and types of these aids vary widely across individual units (SD 406).

The Audiovisual Services Center in Fields Hall is the major unit providing campus-wide audiovisual services. Its main purpose is to serve the entire University as well as other organizations in the community. It offers a variety of equipment including laptop computers, projection equipment, screens, video recorders, and slide projectors (SD 410).

Audiovisual equipment used in academic classes is loaned free of charge. An item may be checked out for the entire semester if the services center has duplicates in its inventory. Equipment is delivered based on the amount and type of equipment and the need for support. The coordinator of the audiovisual services center has indicated that the center must develop in the direction of multimedia communication. When classrooms become equipped to receive multimedia programs, there will be student demand for teaching materials using the new formats. Faculty will design new classroom presentations and

accompanying written materials and will increasingly need multimedia projection equipment.

Updating classroom delivery by use of multimedia presentations and developing a means of delivering courses to on-campus and remote sites are goals of most academic units. Six on-campus compressed video classrooms and fifteen compressed video classrooms in Kentucky school facilities enable this delivery (SD 395 and SD 397). Expertise in these educational technologies already exists at MSU in separate departments and centers, such as the Multimedia Resource Center (MMRC) in the College of Science and Technology and the Camden-Carroll Library, Information Technology Academic Computing Services, Distance Learning Services, and the Department of Art. Distance learning also has a computerized course management and delivery system called *Course Info*. Training is available for faculty using the system and support services are available on a daily basis. The faculty agree that they have adequate access to training and technology to effectively use distance learning (SD 307: FAC 125).

The Office of Information Technology also provides training for course development through a series of training sessions offered each semester. The SACS faculty survey results indicate more than eighty percent agreed or strongly agreed that computer-training programs are of appropriate quality and quantity as offered by the Office of Information Technology (SD 307: FAC 162).

### **Duplicating Services**

There are sixty-six copying/duplicating machines the University maintains on campus and six additional copiers at extended campus centers. Of the on-campus copiers, students have access to fifteen via magnetic strip card readers. Seven of these student-access copiers are located in the Camden-Carroll Library (CCL) and two are located in the Adron Doran University Center (SD 408).

Copiers are strategically located throughout campus to provide sufficient access by faculty and staff. Twenty-six of the on-campus copiers are in academic departments or in the Camden-Carroll Library. The remaining forty copiers are primarily located in administrative offices or the Marketing and Support Copy Center. The Marketing and Support Copy Center provides duplicating, graphic design, and specialty printing services to all members of the campus community. Faculty rely heavily upon the Quick Copy service to make

affordable copies of printed materials available to students. A smaller copy center is located in the Camden-Carroll Library.

Videotape and audiotape duplication services for instructional purposes are available in the College of Science and Technology's Multimedia Resource Center, located in Reed Hall, although bulk duplication services are not available. Collectively these resources provide adequate duplication services for the University. Generally the faculty are satisfied with the publication and printing services of Marketing Support (SD 307: FAC 60) but have indicated that they perceive their departmental duplication budget to be inadequate, considering the total resources of the University (SD 307: FAC 140).

### **Student Computer Labs**

Currently one microcomputer laboratory in the lower level of the Camden-Carroll Library has one hundred computers for student use and is managed and maintained by Information Technology Academic Computing Services. It is open and staffed ninety-eight hours per week. Another student computer lab in Cartmell Hall, a residence hall, is open twenty-four hours a day for Cartmell students and is monitored with two video delay cameras. There are three off-campus microcomputer labs, one located at the Licking Valley Extended Campus Center, one at Big Sandy Extended Campus Center, and one at the Ashland Extended Campus Center. All are open, staffed primarily during the day, and used for classes. All of the computer labs listed above are handicapped accessible. Twenty-three other microcomputer labs on campus are managed by individual colleges and departments (SD 413), as detailed in Section 5.3 – Information Technology Resources and Systems.

Each computing lab is staffed according to availability of student workers. Some labs are the responsibility of the faculty in the department and have no regular staffing patterns. Hours of operation vary in their accommodation of both day and night students because classes are held in these labs. Few, besides the lab in Camden-Carroll Library (CCL) and Cartmell Hall, are open on the weekends unless faculty provide monitored student access to the labs on an individual basis. None of the facilities charge for laser printing, although printing in the CCL lab is restricted. Students must bring their printing requests to the main desk to be processed. Software manuals are available for users of the centers. All microcomputer equipment is upgraded on a regularly scheduled replacement plan, as is most computer equipment on campus.

## **Learning Centers**

### **Overview**

The University supports several learning skills/training centers, located in various buildings on campus. Although each of these facilities may have "Learning Resource Center" in its title, each is a separate entity. Each title reflects function: Camden-Carroll Library (CCL) Learning Resource Center, CCL Learning Technology Laboratory; Academic Support and Extended Campus Programs Center in Allie Young Hall; Academic Services Center, the Reading Center in Ginger Hall; the Writing/Tutoring Center in the Combs Building; the Developmental Math Lab in Lappin Hall; the Nursing and Allied Health Sciences Learning Resource Center in Reed Hall, and the College of Science and Technology Multimedia Resource Center in Reed Hall.

### **Learning Resource Center, Camden-Carroll Library**

The Learning Resource Center (LRC) is a multi-media center containing computer software, video recordings, slides, transparencies, audio cassettes, and teaching aids, as well as children's literature and a pre-school through grade twelve collection of textbooks and curriculum guides.

LRC also provides a film rental service to obtain films and video recordings for faculty and staff. Audiovisual materials (videos or films, etc.) which are not available in the local CCL collection will be rented for instructional use by the library, using \$2,000 in a special rental account.

A University microcomputer lab is located in LRC. Macintosh and Gateway computers are available for faculty, staff, and student use, along with laser printers. The library has microcomputer software packages, include CD-ROMs, most of which may be checked out for use outside the library. Faculty may send computer software packages to be placed on reserve in the LRC.

The LRC is open during library hours. When students are on campus, the library hours are Monday-Thursday, 7:30 a.m.-11 p.m.; Friday, 7:30 a.m.-6 p.m.; Saturday, 9 a.m.-5 p.m.; and Sunday, 1 p.m.-11 p.m. The department is staffed by Access Services which includes the LRC and the circulation department. Staffing consists of one professional librarian, six staff members, two graduate assistants, and twenty-eight student workers.

### **Learning Technology Laboratory, Camden-Carroll Library**

In 1995, a single multimedia workstation was placed in the CCL Graphic Arts Department to support faculty development of multimedia products. The original workstation included a scanner, a CD-ROM burner, and video capture capabilities from both a laser disc player and a videocassette recorder.

The lab currently consists of three multimedia personal computers, two flat-bed, color scanners with a transparency adapter, a sheet feeder, and a CD-ROM burner. Video capture remains part of the workstation. Three zip drives, two color printers, and two digital cameras are available. The software selection includes web page development tools and improved scanning software for text, and forms and graphics software.

Lab hours are consistently 9 a.m.-5 p.m., Monday through Friday. As student assistants are available, the hours are extended to include evenings two nights of the week. The lab is not available during all the hours the library is open.

Since the fall of 1998, the lab has directly supported assignments from fourteen sections of eight different catalog courses (PHED, EDSE, EDIL, EDEL, EDF, and ENG course sections). While students have consistently constituted a larger portion of the users of this facility, faculty usage has also increased (SD 189).

### **Academic Support and Extended Campus Programs Center**

The Office of Academic Support and Extended Campus Programs provides academic support services and programs to the citizens of the service region. The Center for Academic Advising serves undeclared, university studies, and non-degree students. The Office of Career Services provides career counseling, career assessment, assistance with resumés and applications, job readiness orientation, cooperative education, and job placement. Tutoring and self-paced study programs are offered in the Learning Lab. Special advising and support services are offered to at-risk students, including low income and first-generation students, by Student Support Services. Students with physical and learning disabilities are provided a variety of services to meet their needs by the Center for Academic Success.

The extended campus programs provide access to students in the region by offering on-site classes at numerous locations throughout the service region.

The Office of Distance Learning provides Internet and interactive compressed video courses to students in the region and beyond.

### **Academic Services Center**

Advising is available to all students who have not yet been accepted in a major program or who did not indicate a major of interest when they first enrolled at Morehead State University. The function of the Academic Services Center is to guide students through the University's general education curriculum by providing consistent, accurate, and accessible information to students during the time when they are acquiring and refining academic skills. Students who indicate a preference for a particular major are then assigned to the appropriate department as pre-majors for advising. The Advising Center also advises all University Studies degree students. The center publishes an advisement newsletter for faculty and provides training for faculty in advising students.

Students who are on academic probation are informed of that status by letter from the Office of the Dean of Undergraduate and Graduate Programs at the end of the semester. The Academic Services Center provides advising sessions for these probationary students; the sessions are designed to acquaint them with resources that strengthen their academic skills and to provide information that will otherwise aid them in raising their academic performance (SD 257).

### **Academic Services Center Learning Laboratory**

The laboratory provides academic assistance to students outside the classroom through individual and group tutoring. Areas generally tutored at the lab include mathematics, writing, science, business, computers, and music theory. In addition, tutors help with study skills in any course. Peer tutors are selected for their academic knowledge and skills, along with their ability to relate to other students. They must have completed thirty hours at MSU, have a GPA of 3.0, and have references from two professors. Students tutor only in courses for which they have earned an *A* or *B* and are comfortable with the subject matter. They can give assistance to those writing papers required for any course. Tutoring is available to any student on his or her request or through faculty referrals.

Individualized programs are available at the Learning Lab to help students in basic skills, standardized test preparation, and college courses. These

services include computer programs in science, math, writing, vocabulary, and business, as well as programs for ACT, GRE, LSAT, CTBS, NTE and MCAT preparation. Services also include “Discover,” a career exploration and planning program, as well as programs on resumé writing and job hunting strategies. Learning Lab hours are Monday-Thursday, 8:30 a.m.-8:00 p.m. and Friday, 8:30 a.m.-noon.

### **Student Support Services Program**

The Student Support Services Program is funded by the U.S. Department of Education under the Special Services for Disadvantaged Students grant program. This program has been in place at Morehead State University since 1971. It offers free tutoring and counseling to first-generation college students, students from low-income families, and students who are physically disabled. Most of the tutoring offered is for beginning-level courses in the core curriculum. Survey results indicate that faculty judge academic support services to be good or excellent (SD 307: FAC 36).

## **Instructional Support within Colleges and Departments**

### **College of Science and Technology**

**Overview.** All six departments of the College of Science and Technology have appropriate labs to conduct their programs. Most have computer labs which are accessible to students. A Student Services Center for students considering health-related careers is open daily. The College of Science and Technology also maintains the Nursing and Allied Health Sciences (NAHS) and Learning Resource Center and the Multimedia Resource Center (MMRC). In addition, the college microcomputer lab is an open-computer lab managed by the MMRC.

The Developmental Math Program, operated by the Department of Mathematics, provides remedial study in a computer lab for students. The Departments of Biological and Environmental Sciences and Physical Sciences have special collections used for demonstration and research. The Department of Industrial Education and Technology has computer laboratories for computer-aided drafting and graphic arts. Where appropriate, departments maintain labs that actively involve upper-level undergraduate and graduate students in research projects.

**Cornucopia and Foods Laboratory.** The Department of Human Sciences Food Labs and Cornucopia Room Food Labs in Lloyd Cassity Hall and Lappin Hall respectively provide students with hands-on experience in quantity food preparation and restaurant management skills.

The Cornucopia Room operates as a dining facility for MSU faculty, staff, and guests. Lunch is available from 11:00 a.m. to 1:00 p.m., Monday through Friday, in a cafeteria-style setting. Food labs are scheduled from 8:00 a.m. through the 1:50 p.m. class hours, in conjunction with specific food service courses. Staffing includes a faculty director, two full-time staff members, and student workers.

**Developmental Mathematics Laboratory.** Developmental Mathematics (Remedial Math Learning Center) provides an opportunity for students to improve their mathematics foundation so that they can achieve academic success in college level mathematics. Developmental Mathematics helps provide access to higher education for many students who are returning to academic life after many years away from the educational scene and for students who have decided to go to college at a late point in their high school career and have deficiencies in mathematics. The developmental laboratory is open from 3:00 p.m. until 7:00 p.m., Monday through Thursday.

**Multimedia Resources Center.** The Multimedia Resource Center (MMRC) for the College of Science and Technology is a primary resource to faculty involved in all aspects of multimedia development and production. The MMRC coordinator is involved in consultation, training, referral services, resources and material identification, and communication services. The coordinator also acts as a liaison with related units and manages the Microcomputer Laboratory in Reed Hall 426. MMRC services are supported by the dean of the College of Science and Technology, but the facility serves all faculty in the University. The center holds a series of workshops each semester to provide information to faculty about the development and production of graphics, presentations, and computer-assisted instruction. The center is open Monday through Friday from 8:00 a.m. to 4:30 p.m. and is handicapped accessible.

In addition, the Multimedia Resources Center has a centralized equipment service with twenty-two overhead projectors, twenty-five slide projectors, ten videocassette recorders, nine TVs, two video cameras, four scanners (one transparency adapter), two digital still cameras, seven zip drives, two multimedia

carts with computers, LCD projectors, and zip drives. Other AV equipment is also available (SD 396). All equipment is delivered and picked up by student workers upon request. Semester loan equipment is also possible when duplicates exist. Night class delivery is available. This equipment service is available for the classrooms or facilities in Reed Hall and Lloyd Cassity Hall.

**Nursing and Allied Health Sciences (NAHS) Instructional Resources.**

The Department of Nursing and Allied Health Sciences is housed in Reed Hall. Offices have been recently remodeled and all faculty and patient care lab facilities are in the same building. Besides well-equipped classrooms, the program has two conference rooms, two lecture rooms, two patient skills labs and a reading/lounge/study area. It maintains an instructional support service, which contains simulation labs, a computer center, and other audiovisual and communications equipment.

In addition, the Radiological Sciences Program's campus activities lab (Reed Hall 412) contains two operational radiographic units. Each unit is approximately twenty years old and is utilized for simulation and performance of various radiographic procedures and experiments. There is a functional darkroom with an automatic processor utilized for development of radiographic films, as well as a supply of radiographic film and cassettes and various positioning and exposure phantoms. Also located in this area is a set of radiographic view boxes utilized for the viewing of radiographs.

The Radiological Sciences Program also has a newly revised patient care laboratory in Reed Hall 411A. The laboratory provides a variety of equipment used for the performance of patient care procedures, including three patient care beds, one stretcher, one wheelchair, two sinks, and two IV poles. Also located in this area are two large television sets with two VCRs and Pioneer LaserDiscs attached to be used for class instruction. There is a multimedia cart which has one Gateway 2000 Pentium I computer, two printers, a Hewlett Packard LaserJet 6p and Epson p2 Stylus color printer, and a Hewlett Packard ScanJet 4c/t. This equipment can be used for multimedia productions as well as for viewing of a variety of radiological sciences CD-ROM programs. Located in Reed Hall 411A is a Philips MammoDiagnost U-M mammographic unit. This unit is not operational at the present but will be utilized in the new baccalaureate program (SD 414).

**NAHS Learning Resource Center and Multimedia Laboratory.** The Nursing Learning Resource Center and Multimedia Laboratory provides a variety

of instructional support services to approximately 300 nursing students, faculty, and staff. Activities of the center focus on three areas: simulation of nursing skills, provision of independent learning materials and activities, and production of audiovisual materials and telecommunications. These activities are supported by a hospital room simulation laboratory, a simulated examination area, a video and computer-assisted instruction library, a videotape viewing room, and a room containing carrels and computer stations with supporting software and hardware.

Audiovisual materials maintained by the center are frequently assigned as part of coursework and provide supplemental material relevant to many of the teaching objectives of the Department of NAHS. In addition, the center maintains a collection of study aids for licensing examinations.

The NAHS Learning Resource and Multimedia Center, as well as many other departments, has access to the Eastern Kentucky Health Science Information Network. EKHSIN search and reference services are provided free to the faculty and students. The network serves nine regional medical and academic institutions from offices located on the campus of Morehead State University. EKHSIN offers its members access to information and materials from over 200 health science and other libraries across Kentucky, the southeast, and the midwest, providing access to hundreds of online databases including medical, legal, and governmental sources (SD 399).

**Agricultural Sciences.** The Agricultural Sciences Department offers programs in agribusiness, agricultural economics, agricultural production, equine technology, veterinary technology, pre-veterinary medicine, agricultural education, horticulture, animal science, agronomy, golf course management, pre-forestry, and general agriculture. The Agricultural Sciences Department uses a campus greenhouse, a veterinary clinic, and a University farm as teaching laboratories for the hands-on experiences needed in the various programs.

**Astrophysical Laboratory and Morehead Radio Telescope.** The University Astrophysical Laboratory operates the Morehead Radio Telescope (MRT) to provide a research instrument for undergraduate astronomy and physics students and an active laboratory for physics, engineering, and computer science undergraduates and faculty. The instrument also serves science teachers throughout Kentucky.

The hours that the Astrophysical Laboratory maintains are variable. Operating hours depend on the series of experiments being performed. Most of the Astrophysical Laboratory staff maintain office hours during traditional hours

from 9:00 a.m. – 5:00 p.m. Public observing sessions with the laboratory's ten-inch optical telescope are offered on Monday nights during the spring and fall semesters (SD 405).

### **Caudill College of Humanities**

**Overview.** The Caudill College of Humanities consists of five departments offering twenty degree programs in the fields of art, communication, English, foreign languages, philosophy, geography, government, history, and music. Because of this diversity of disciplines, there are few college-wide instructional support facilities. Most departments in the college have jurisdiction over their own instructional support equipment and facilities.

Each discipline is represented by a corresponding library collection housed in the Camden-Carroll Library. Students in all disciplines have access to computer facilities and various studios, workshops, and equipment necessary to complete their assignments and projects.

**Department of English, Foreign Languages and Philosophy Writing Center.** The Morehead State University Writing Center (Combs Building rooms 105-106) supports a computer-based classroom studio and a tutoring center. Support is provided by the Department of English, Foreign Languages and Philosophy with additional support from the Caudill College of Humanities.

The new computer-based writing studio is networked directly into the campus high-speed system with access to the Internet. Students take a variety of writing classes in this facility using conference software, electronic mail, Internet search tools, accessing the World Wide Web, and printing on a high-resolution laser printer. The computer facility supports fourteen Intel-486-based computers running Microsoft Windows for Workgroups and six Gateway 2000 Pentium II computers running Windows 95 networked to two Novell NetWare servers, a high-speed Hewlett-Packard LaserJet 3si printer, and the campus AIMS backbone. Each HP computer supports Microsoft Works (v3), WordPerfect (v5.1), the Daedalus Interactive Writing Environment, Netscape (v2.02), and Novell LAN access software for telnet and ftp. The Gateway computers support Office 97.

The studio is open from 8:00 a.m. to 8:00 p.m., Monday through Thursday, and 8:00 a.m. until 2:00 p.m. on Fridays. Sixteen composition classes meet in the studio during the week. Students in these classes are also given access to the computers in the afternoons during periods when classes are not scheduled.

English, Foreign Languages and Philosophy faculty schedule classes on a drop-in basis during available periods.

Graduate students provide supplemental instruction for all sections meeting in the computer studio and provide additional tutorial assistance for students visiting the drop-in tutoring facility (Combs 106) and attending scheduled out-of-class lab time in the Combs 105 studio. The Writing Center's tutoring support is provided by graduate assistants in the English department, who complete a one- or two-semester rotation in the center. Tutoring is available Monday-Friday, 8:00 a.m. to 7:00 p.m., with two nights until 9:00 p.m. The Writing Center is moderately handicapped accessible and is located on the first floor.

**Department of Art Information Computer Lab and Learning Resource Center.** The center houses a Macintosh Computer Lab (twenty Power PC units) to serve several classes and independent study. The lab, which is strong in visual arts/graphic design/animation software applications, is open Monday through Thursday from 8:00 a.m. to midnight, Friday from 8:00 a.m. to 8:00 p.m., Saturday from 2:00 p.m. to 5:00 p.m., and Sunday from 6:00 p.m. to 10:00 p.m. During most of the daytime hours, the lab is reserved for classes. Evening and weekend hours are provided for students to complete projects with graduate assistants assigned to monitor and secure the computer lab.

The center also houses a slide library with a collection of 60,000 slides. It primarily serves faculty in the teaching of art history, fine arts, and studio art courses. Occasionally, students in selected courses will check out slides for class presentations. The slide library is usually open 7:30 a.m. to 4:00 p.m., Monday through Friday (SD 406).

**Department of Music Library Resource Center.** The Department of Music houses a Music Library and Learning Resources Center located on the third floor of Baird Music Hall. Staffed by graduate assistants and students, the center is open Monday through Thursday, 8:00 a.m. to 11:00 p.m.; Friday, 9:00 a.m. to 3:00 p.m.; and Sunday, 2:00 p.m. to 11:00 p.m. There are eleven lab stations that include a computer and a keyboard, two laser printers, a scanner, two Vivace unit set-ups, four listening stations, and worktables. The Music LRC houses approximately 450 CD's and 4,000 LP's (SD 415).

**Department of Communications Kibbey Theatre.** Kibbey Theatre is a fully equipped theatre designed for instruction in theatre arts and for performances for the University community and the public. The theatre serves

the students as a laboratory for training in the various aspects of theatre, including acting, directing, design, technical theatre, and publicity/promotion. In addition, classes in theatre appreciation, dramatic literature, and creative dramatics serve a wide variety of students as requirements for other programs and for general education classes. Performances in Kibbey are often required attendance for other classes such as MSU 101 and English classes (SD 404).

**WMKY Radio.** WMKY is a 50,000-watt, public radio station serving eastern Kentucky since 1965. WMKY offers opportunities for students in news, music, production and satellite operations, administration, marketing, and related areas. On average, twenty MSU students per semester gain experience at WMKY through internships, volunteering, or MSU's work-study program. Students host locally produced music programs, write and produce news and sports stories, operate equipment, and maintain satellite programming. WMKY operates year-round, including holidays, from 5:00 a.m. to midnight (SD 407).

**Department of Communications Studio/Control Room.** The communications department has three pairs of studio/control room facilities that are used as class laboratories. Two of them are set up as typical radio station facilities, and the third is set up as a multi-track music-recording studio. The radio studios are used in the CMEM 151 and 250 classes, and the recording studio is used in the CMEM 451 class and independent and directed studies. In addition to the formal two-hour scheduled laboratory sections, the studios are available for individual student use throughout the day until about 8:00 p.m. The facilities are scheduled to be dismantled during the spring semester 1999 in preparation for the renovation of Breckinridge Hall. Temporary space for a studio/control room has been allocated. Following the renovation, the studios will be reconfigured and re-equipped.

**The *Trail Blazer* Student Newspaper.** The *Trail Blazer* is a weekly newspaper serving the MSU campus community. It operates as an open-forum publication under the authority of the Board of Student Media, independent of the college administration.

Academically, the *Trail Blazer* provides laboratory experience for students in the mass communications program with emphases in print journalism, advertising, and publications. Students in these areas are required to complete internship hours (on either the news staff or the advertising staff) for which they earn course credit. On average, twenty-five to thirty-five students serve on the newspaper staff each semester, most of them for internship credit. Many

students volunteer and/or complete more than the required number of credit hours as *Trail Blazer* staff members in an effort to enhance their skills and career marketability in their respective fields (SD 403).

**NewsCenter 12 Information.** NewsCenter 12 is a student-produced television news program. Staffed entirely by students of MSU, NewsCenter 12 also provides a learning opportunity for students of electronic media. Undergraduate students fill the positions of news director and assignment editor. The position of news producer is staffed by a graduate assistant. Undergraduate students work as reporters, videographers, editors, and on-air anchors. Additional positions are rotated among the NewsCenter staff. These include operations with live studio cameras, audio, videotape playback, graphics, floor direction, assistant direction, technical direction, and program direction (SD 402).

### **College of Educational and Behavioral Sciences**

**Overview.** The College of Education and Behavioral Sciences is comprised of six departments with fourteen programs, including the Office of Student Teaching Clinical Experience, which oversees the training, certification, and placement of student teachers.

**The Clearinghouse for School Services.** The Clearinghouse for School Services provides for educational services that promote partnerships with business agencies, community partners, and local school districts within the MSU service area.

**Teacher Education Coordination.** The Teacher Education Coordination Office is responsible for screening student portfolios prior to Teacher Education Program (TEP) admission. It is also responsible for scheduling field experiences (observation and participation) for students in the local school systems, coordination of the administrative activities of the Kentucky Principal Internship Program for thirty school districts within the twenty-two county service region, and soliciting qualified personnel to serve as Administrative Educators.

**Office of Student Teaching.** This office serves as a liaison for the University in developing partnerships for the Teacher Preparation Program, the professional semester, field experiences, and related professional development. International partnerships with the University of Sunderland provide students and faculty opportunities in international exchange programs as well as partnerships within the service region's area school districts.

**Department of Elementary, Reading, and Special Education (ERSE) Reading Center.** This center contains reading and language arts kits, textbooks, practice materials, trade books, videos, audio tapes, AV equipment, diagnostic assessments, and Kentucky Department of Education materials. It supports all reading and language arts courses, and all materials may be checked out by ERSE students and faculty for field experiences, class demonstrations, and student model lessons.

**ERSE Social Studies Lab.** This lab contains kits, materials, maps, diagrams, models, and textbooks for social studies and science. It supports faculty and students as they work with elementary and middle grade students during field experiences.

**Professional Development Schools (Ashland Area).** These schools serve as labs for students enrolled at the Ashland Area Extended Campus Centers (AAECC) during their methods courses and student teaching. Students utilize a variety of materials from these schools during their teaching. In addition, AAECC has a teaching resource room, in-service for cooperating and mentoring teachers, and undergraduate classes taught on-site in public schools.

**Teacher-in-Residence.** This individual serves as a valuable resource for both students and teachers by sharing and demonstrating appropriate education reform practices endorsed by the Kentucky Department of Education. This individual is hired on a fixed-term contract for one year to provide training to faculty on teaching methods and current issues in the public school systems.

**Computer Labs.** A MAC computer lab in Ginger Hall, second floor, supports all methods courses as well as MAC users across campus. It contains educational software for use in elementary and middle grade classrooms and has both day and evening hours. In addition, AAECC and Big Sandy Extended Campus Center (BSECC) have PC computer labs with the same support with both day and evening hours.

**Department of Health, Physical Education and Recreation.** The Department of Health, Physical Education and Recreation (HPER) operates a number of facilities and laboratories that provide valuable educational services. The University Wellness Center, Swimming Pool Complex, and the Campus Intramural and Recreation Program each provide internship and/or graduate assistantship opportunities for HPER majors.

**HPER Support of University Wellness Center.** The University Wellness Center serves approximately 2,700 students and 300 faculty and staff through

active memberships. The facility contains a cardiovascular and circuit resistance training room, physical assessment room, aerobic facility, multimedia classroom, walking track, and indoor tennis courts. Undergraduate and graduate students are able to gain valuable work experience in this facility through work-study, internships, and graduate assistantships. In addition, programs are delivered related to weight management, smoking cessation, stress management, and nutrition. The Wellness Center serves as a lab to support the exercise science curriculum.

**HPER Support of the University Swimming Pool Complex.** The University McClure Swimming Pool is located in the Academic-Athletic Center and serves as both an educational and recreational resource. Students may take American Red Cross swimming classes, including beginning and intermediate swimming, lifesaving, lifeguarding, and water safety instruction. The pool also serves as a learning laboratory for HPER majors who wish to gain experience in lifeguarding and swimming pool operation.

**Campus Intramural and Recreation Program.** The Campus Intramural and Recreation Program provides work-study and internship opportunities for HPER majors. Students may complete some of their field experience requirements for the coaching minor and the recreation major with the program.

**HPER Computer Laboratory.** The computer laboratory located in the Laughlin Health Building provides technical support for all majors on the MSU campus. The computers located in the lab have access to the Internet, which allows students to conduct research and data-gathering activities. In addition, these computers have software specific for assignments in courses required for HPER majors.

**Exercise Science Physiology and Computer Laboratory.** This facility is located in the Academic-Athletic Center. The state-of-the-art equipment provides physical education and exercise science majors the opportunity to apply the knowledge that they have gained in the classroom. Students complete various class assignments and utilize such equipment as metabolic cart, pulmonary equipment, treadmills, skinfold calipers, anthropometric equipment, blood pressure cuffs, stethoscopes, and blood analysis equipment. This lab also houses two computers with Internet access and software related to physiology assignments.

**Department of Sociology, Social Work and Criminology Computer Lab.** A ten-station computer lab and laser jet printer is available for use by

students during regular office hours with access to the Internet on all stations. The department also has a multimedia computer with projector and screen to be used in the classrooms. In August 1999, the SSWC department received an \$89,000 grant from the National Science Foundation to upgrade this computer lab. In spring 2000, it will be equipped with twenty-five Pentium III computers and laser jet printer. Word processing and spreadsheet software will be updated, and SPSS statistical packages will be added. In addition, two new multimedia stations for use in classrooms will be purchased with this grant.

**Department of Psychology Computer Lab.** The Department of Psychology maintains a twenty-five-station undergraduate microcomputer laboratory equipped with Pentium computers and the latest software. A comparable five-station computer laboratory is reserved for graduate students in the program.

**Department of Psychology Research Labs.** The Department of Psychology has four labs that provide experiential learning and opportunities to publish and co-publish with faculty. These labs cover four areas including psychopharmacology, social psychology, cognitive psychology, and developmental psychology.

## **College of Business**

**Overview.** The College of Business is comprised of the departments of Management and Marketing; Accounting, Economics and Finance; and Information Systems. All classrooms are equipped with overhead projectors and screens. Each department has its own audiovisual equipment. The college offers computer facilities, orientation programs, advising, and co-op programs to students in its three departments. Since many of the students attend part time, the college has vigorously sought ways to accommodate the evening class needs of its students. Consequently, MBA classroom facilities are open at night, and all required courses are scheduled during evenings and Saturdays.

**Computer Labs.** The College of Business maintains five microcomputer labs. The college has a full-time support person for computer technology. Business software technology is available in the computer labs and is integrated into the business curriculum.

**Cooperative Education Program.** The Cooperative Education Program (co-op) provides students with opportunities to obtain practical work experience in their chosen fields while earning credit toward their degrees. The college

establishes relationships with businesses and organizations which are the sources of co-ops for Morehead State University students.

The Cooperative Education Program is administered by the cooperative education coordinator. In addition, advisors in each department work directly with the student and the sponsoring business or organization to ensure that the work experience is meaningful and applicable to the student's program of study. Advisors make at least one visit to the job site and two telephone contacts during the term of the co-op experience.

**Volunteer Income Tax Assistance Program.** The Volunteer Income Tax Assistance Program (VITA) is conducted each spring semester during the individual income tax filing season. The program is administered by an accounting faculty member who is well versed in the income tax regulations and practices. Students, under the supervision of the faculty member, provide income tax advice and preparation services to individuals meeting certain income levels and other criteria. The services of the VITA program are available to students and residents of local communities.

**Student Investment Program.** The Student Investment Program is available to finance students. Students, through a controlled, classroom environment, actually invest a defined amount of funds of the MSU Foundation, Inc. The program is designed to give the students real world investment and investment analysis experience.

### **Conclusion**

The instructional support services currently in place at the department and college levels are suitable to the needs of faculty and students and represent a commitment to the educational goals of the academic units and the University. However, as indicated in the SACS faculty survey (SD 307: FAC 137), many units on campus see a need for funding to allow replacement of obsolete equipment and materials.

There is also a prevalent desire to take advantage of new technologies (distance learning and computer technology) which are readily available on campus and at the Extended Campus Centers. The University has recognized and addressed the need for improved computer technology and has investigated and proposed multimedia access for both faculty and students.

Increasing access to modern technologies would enhance the institution's ability to achieve its educational mission; it is apparent that the University has not

disregarded the current needs of the institution and its faculty and students. The method of funding equipment and technological material and equipment for instructional support is perhaps the greatest problem. Academic departments do not have a capital equipment line item in their budgets. However, funds may be available at the deans' level or higher (SD 409). Grants often provide additional resources for equipment and upgrading of software and materials. The faculty believe that the University's research and academic instruction are not compromised by accepting funds from outside agencies (SD 307: FAC 84).

The University is attempting to upgrade and renovate its facilities and instructional resources. A survey by the Faculty Senate on needed classroom repairs and upgrading has been addressed and most repairs have been made (SD 412). The results of the faculty self-study survey indicate that most faculty (54%) felt classroom space and furnishings were good or excellent, with thirty-four percent listing them as fair and 10.9% as poor (SD 307: FAC 13). Planning initiatives have also been prepared for additional repairs and upgrading of instructional facilities.

The Office of Support Services has recently taken over the responsibility for equipment inventory. Support services will maintain a database of all items of equipment. When such items are replaced, the list is updated. Items are listed by serial number, cost, name, location, description, and purchaser. The most recent printout lists items purchased since 1984 (SD 421).

One potential problem the committee discovered is that there appears to be no centralized mechanism for overseeing instructional support services and instructional equipment. Service departments, as well as colleges and departments, are expected to maintain and replace outdated equipment. Individual offices also handle software licensing and equipment repairs. However, Information Technology does manage centralized computer software licensing for "standard tools" academic software such as the Microsoft Office 97 Suite and anti-virus software.

Enhanced computer network capability, which is presently excellent, and the increased use of telecommunications and distance learning will also affect instructional support services. Currently, most instructional support services have been made available to evening students, and network access capability from off-campus sites is available. Extended availability of network telecommunication services to all students will be complete by next fall.

Three problem areas identified by the committee include: equipping classrooms and laboratories with instructional equipment, developing a master plan of capital expenditures for instructional support equipment, and publishing a centralized listing of instructional support equipment and services on campus. Equipment is maintained at the department level, some through service contract, some by in-house technicians, and some by the centralized repair service in Ginger Hall.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: Information concerning current instructional support services and equipment should be collected and maintained by the University. The information should be available electronically and should be continuously monitored and updated. The University should develop and implement a systematic campus-wide expenditure plan for instructional equipment and facilities.**

**Suggestion: A needs assessment should be done to determine if extended hours of operation for all instructional support services to evenings and weekends should be implemented.**

**Suggestion: A mechanism for determining what proportion of equipment funds has been spent for instructional support should be developed. Changing the method of data entry of equipment purchases to reflect instructional use should be considered.**

**Suggestion: A mechanism for communication about the instructional support services and instructional equipment should be developed to inform the faculty, staff, and students regarding the existence of these services and resources.**

**Suggestion: The University should assess the current and future campus-wide instructional support needs including centralization/ decentralization of materials and equipment, inventory and control of materials, maintenance contracts, and a financial plan.**

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### 5.3 INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS

**An institution must provide evidence that it is incorporating technological advances into its operations.**

To incorporate technology into the operations of the University as well as the curriculum, Morehead State University has developed a microcomputer acquisition program to remain current with technology. The program was developed in 1993 to establish a recurring fund source to replace computers with state-of-the-art equipment. The initial program proposal provided for the replacement of two hundred computers per year for a five-year period (totaling 1,000 computers). Departments also have the option of acquiring new computers from a departmental budget for a recurring specific amount. Such computers are referred to as “initial placement” computers. The life cycle of all computers on the program was established at five years, at which time the computers are replaced with state-of-the-art computers and software and the original machine is surplus. The program has provided several benefits:

- Routine replacement of desktop resources
- Increased availability of PCs for faculty/staff/student usage
- Development of standards for hardware, software, and support
- A recurring fund source to maintain availability of state-of-the-art equipment
- Improved network and interoperability of desktop resources
- Reduced repair and maintenance overhead of technology equipment
- Increased efficiency through improved desktop technology for all faculty, staff and students

The program has a recurring budget of approximately \$750,000 to cover the acquisition of computers, full repair/maintenance services, software and upgrade needs. Table 5.3.1 and Table 5.3.2 detail the machine acquisitions and configurations for each year.

**Table 5.3.1 Microcomputer Acquisitions and Configurations by Year**

	<b>Year 1 (93/94)</b>	<b>Year 2 (94/95)</b>	<b>Year 3 (95/96)</b>	<b>Year 4 (96/97)</b>	<b>Year 5 (97/98)</b>	<b>Year 6 (98/99)</b>
DOS System	HP 486 25/33	HP 486 33/50	Gateway P5/75	Gateway P120	Gateway P166	Gateway P266
MAC System	None	Powermac 6100	Powermac 6100	Performa 6290	Powermac 6500	None
Replacement	200	184	196	190	200	309
Initial Placement	91	42	89	161	48	81
Total Acquisitions	291	226	285	351	248	390
Note: Computers acquired in Year 1 (93/94) have now been surplused and replaced with computers acquired in Year 6 (98/99)						

**Table 5.3.2 Detailed Microcomputer Acquisitions and Configurations**

<b>Year Acquired</b>	<b>Number Acquired</b>	<b>Configuration Acquired</b>
<b>1994-1995</b>	100	Hewlett-Packard 486sx, 33MHz
	77	Hewlett-Packard 486dx2, 50MHz
	3	Gateway Colorbook 486dx2
	3	Mac Quadra 605
	38	Power Mac 6100/60
	4	Server-DOS
	1	Server-Mac
	226	<b>Subtotal</b>
<b>1995-1996</b>	249	Gateway P5-75, 75MHz
	25	Power Mac 6100/66
	6	Gateway Colorbook 486dx4
	4	Hewlett-Packard NetServer LH, 100MHz
	1	Macintosh Powerbook 520c, 12MB RAM, 240 Hard Drive, Modem
	285	<b>Subtotal</b>
<b>1996-1997</b>	284	Gateway P5-120, 120MHz
	36	Mac Performa 6290
	21	Power Mac 7200/120
	1	Power Mac 7600/120
	6	Gateway Solo Notebook, 75MHz
	1	Mac Powerbook 5300cs/100
	2	Hewlett-Packard NetServer LH 5/100
	351	<b>Subtotal</b>
<b>1997-1998</b>	201	Gateway P5-166, 166MHz
	39	Power Mac 6500/225
	4	Gateway Solo 2100 Notebook
	4	HP NetServer LH Pro, 200MHz
	248	<b>Subtotal</b>
<b>1998-1999</b>	348	Gateway E-3110-266, 266MHz
	33	Gateway E-1000-200, 200MHz
	5	Gateway Solo 9100 LS
	2	Gateway NS 9000R 200, 200MHz Servers
	2	Gateway NS 7000R 233, 233MHz Servers
	390	<b>Subtotal</b>
<b>Grand Total</b>	<b>1,500</b>	

Additional examples of technology incorporation include:

- Automation of various processes, such as budget transfers, forms generation, grade input, job search requests, payroll (timecard) entry, personnel action requests, purchase requisitions, and advising utilities.
- Real-time verification of student identifications for such areas as access to the Wellness Center, the Caudill Health Clinic, and access to various exercise facilities.
- Infrastructure to permit enhanced access to the administrative database by students (current and prospective) and faculty for relevant information, such as closed class listings, application status, financial aid status, and class rosters.
- Document management by way of a new document imaging system used initially by the Offices of the Registrar (to replace an existing system); Human Resources; Alumni Relations; Payroll; and Research, Grants and Contracts.
- Online access (via the Web) to various documents, such as the Faculty Handbook, the Personnel Policies Manual, and various documents from the Office of Research, Grants and Contracts.
- Web site dissemination information, such as committee memberships and descriptions and minutes of meetings.
- A campus-based procurement card used in place of interaccount requests at various locations on campus, such as the University Store, to reduce paperwork and expedite the on-campus purchase process.
- Charge-card capability to further reduce paperwork and allow authorized personnel to purchase items via this card (limited to \$500/vender/day) without going through the purchase requisition process.
- *CourseInfo*, software administered by the Office of Distance Learning, to permit faculty to integrate web-based learning into their courses, develop web-based information, and to conduct online testing and discussion groups.
- An integrated library management system, through the Camden-Carroll Library, to permit access (including web-based) to the library catalog and to provide automation of various technical service processes (such as journal check-in, acquisitions, cataloging, circulation, etc.).
- Library integration with the Commonwealth Virtual Library (CVL) project to implement a common, state-wide, online public access card (OPAC)

system, with the ultimate goal of permitting students to simultaneously search all participating library catalogs and to borrow books without having to go through the traditional inter-library loan process.

- Networking of extended campus centers and distance learning classrooms.

***The committee finds that Morehead State University is in compliance.***

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**Information technology resources must support the planning function and the educational program component of the institution at appropriate levels.**

According to the Office of Institutional Planning and Effectiveness (SD 126), information technology resources support the planning function of the institution from an institutional research perspective:

- By providing the framework for administrative and academic institutional data structures;
- By creating communication linkages between data bases;
- By protecting the integrity of shared institutional data bases; and
- By supporting mechanisms for data retrieval, query, analysis, and data communication throughout the institution.

All support functions necessary for institutional research apply to institutional planning and analysis of effectiveness as well.

In regard to information technology resources supporting the educational program component of the institution, MSU faculty and administrators were surveyed about the adequacy of information technology resources of computing resources, microcomputers and external networks. Table 5.3.3 indicates that faculty and administrators believe that faculty have sufficient access to these resources. Only twenty percent of administrators answering the surveys teach classes.

**Table 5.3.3 Faculty Access to Technology Resources**

<b>MSU faculty has sufficient access to computing resources, microcomputers and external networks.</b>			
	<b>Disagree or Strongly Disagree</b>	<b>Agree or Strongly Agree</b>	<b>No Opinion</b>
<b>Faculty</b>	24.0%	72.4%	3.6%
<b>Administrator</b>	5.2%	81.6%	--

That information technology resources support the educational component of the institution at an adequate level can be seen from the data below. As illustrated in Table 5.3.4, the recent surveys indicate MSU faculty and administrators perceive the students to have adequate access to computing resources, microcomputers, and external networks.

**Table 5.3.4 Student Access to Technology Resources**

<b>MSU students have sufficient access to computing resources, microcomputers and external networks.</b>			
	<b>Disagree or Strongly Disagree</b>	<b>Agree or Strongly Agree</b>	<b>No Opinion</b>
<b>Faculty</b>	21.8%	71.1%	7.0%
<b>Administrator</b>	3.0%	86.8%	7.0%

Faculty and administrators largely agreed that the Office of Information Technology supports classroom use of computers, as illustrated in Table 5.3.5, below. It should be noted that only twenty percent of administrators responding to the survey teach classes.

**Table 5.3.5 Support of Classroom Use of Computers**

<b>The Office of Information Technology adequately supports classroom use of computers.</b>			
	<b>Disagree or Strongly Disagree</b>	<b>Agree or Strongly Agree</b>	<b>No Opinion</b>
<b>Faculty</b>	32.0%	59.7%	8.3%
<b>Administrator</b>	8.8%	63.0%	30.0%

***The committee finds that Morehead State University is in compliance.***

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**Although the diversity of educational programs and goals will be a major determining factor in the selection of information technology resources by an institution, there must be a reasonable infusion of information technology into the curricula so that students exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.**

Morehead State University has embarked on an ambitious project during the past fifteen months to install a high speed digital network to the entire campus including extended campus centers. This network provides access to technology via the World Wide Web, e-mail, online databases and other online resources where technology may be infused into the curricula. Morehead State University students are thereby provided the opportunity to exit with the fundamental knowledge and basic ability to use these resources in everyday life and in future occupations.

During this fifteen-month period, twelve buildings have been added to the network with more than one thousand network ports installed, doubling the number of network ports on the campus. In addition, a new fiber optic cable plant reaches every academic, administrative, and residence hall building. This new cable plant will allow for the continued expansion of the backbone network and provide a means to introduce other digital communications facilities to the campus in the future. As of August 1998, the following buildings are connected to the data communications backbone network:

Adron Doran University Center	Honors House
Allie Young Hall	Lappin Hall
Ashland Extended Campus Ctr	Licking Valley ECC
Baird Music Building	Licking Valley ECC - Jackson
Camden-Carroll Library	Lloyd Cassity Building
Claypool-Young Art Building	Morehead Astrophysical Observatory
Combs Building	Rader Hall
Derrickson Agricultural Complex	Reed Hall
Faculty House 1	Rice Maintenance Building
Ginger Hall	

Hazard Community College/  
Jackson KTLN Site  
Howell-McDowell Building

Support Services Complex  
Wetherby Gymnasium  
Whitesburg KTLN Site

Within these buildings, all microcomputers that are capable of running network software have been connected to the network. Departmental computer labs have also been connected to the network; however, in a small number of instances, the departments have requested that the computer labs either not be connected or be only minimally configured.

During the fiscal year 1998-1999, the following facilities were added to the campus network:

Academic-Athletic Center  
Alumni Center  
Button Auditorium

Palmer House  
Waterfield Hall (Conference  
Services)  
WMKY Radio Station

In addition to these new installations, several buildings with high concentrations of microcomputers and/or computer lab facilities have been slated to receive network upgrades during the coming year. These buildings are:

Camden-Carroll Library  
Combs Building

Howell-McDowell Building  
Lappin Hall

The University has also networked its first residence hall as a pilot project to determine both the feasibility and the demand for high speed network access from students' residence hall rooms. Fields Hall was selected as the test facility and was connected to the network prior to the start of the fall 1998 term. With the completion of scheduled fiscal year 1998-1999 network projects, the non-networked buildings will be:

Allen Stadium  
Breckinridge Hall  
Downing Hall

Jayne Stadium  
Water Testing Lab  
Wellness Center

Breckinridge Hall is currently under major renovation and will be added to the network when the renovation is complete. The buildings that are located in the athletic complex are not connected to the University's fiber optic cable plant. The Office of Information Technology is currently investigating the use of wireless technology to connect these buildings to the network. The next logical step is to expand the network into the residence halls. Preliminary configuration and budget documents have already been prepared for this phase of the project should the institution make the commitment to proceed.

Morehead State University maintains forty-two technology labs with over eight hundred workstations available for students. Of those forty-two labs, six are used exclusively as classrooms, six are exclusively open labs, eighteen are used as classrooms and open labs, eleven are used as distance education classrooms, and one lab is used exclusively by faculty. Table 5.3.6 provides an overview of these resources.

**Table 5.3.6 Overview of Technology Resources on Campus**

Location	Unit	Usage (O)pen (C)lassroom (B)oth (D)istEd	Hours	Number of work- stations	Devices (L)aser (S)canner (D)ot- Matrix	Software (S)tandard (I)nternet access	Staffed (A)lways (N)ever (S)ometimes
WestLib ECC	Ext. Campus	B	Center Hrs.	20	L,D	S,I	N
Ashland ECC	Ext. Campus	B	Center Hrs.	18	L,D	S,I	N
Pburg ECC	Ext. Campus	B	Center Hrs.	20	L,D	S,I	N
CB 102	English	Faculty Use	Office Hrs.	7 (older 386s)	L	DOS, Apps	N
CB 105	English	B	8am- 4:30pm	20	L	Writing Lab	A
CB 107	CIS	B	12pm-9pm	28	L	S,I	S
CB 301	CIS	C	8am-9pm	34	L	S,I	A
CB 302	CIS	B	8am-9pm	35	L	S,I	S
CB 303	CIS	B	8am-9pm	25	L	S,I	A
CB 304	CIS	C	8am-9pm	25	L,D	S,I, program- ming	A
CB 312	BUS	C	8am-9pm	25	L	S,I	A
RH-ATL	S&T	B	8am-5pm	20	L	S,I, Nursing	A
RH-CAD	IET	B	8am-5pm	15	L, Plotter	CAD Lab	A
LC 305	IET	B	8am-5pm	15	L,S	S,I, Graphics	S
LA 129	Math	C	8am-6pm	25	L	Dev. Math	A
LA 126	Math	B	8am-9pm	31	L	S, Math	S
LA 108	Math	C	8am-9pm	33	L	S,Math	A
LA 241	Math	B	8am-8pm	40	L,S,Plotter	S,I,Math	A
LA-Chem Lab	Chem.	O	8am- 4:30pm	8	InkJets	S,I	N
CCL-IT	IT	O	M-F: 7:30am-11 pm; Sat: 1pm- 11pm; Sun: 9am- 5pm	100	L,D	S,I	A
CCL- LRC	CCL	O	Library Hrs.	16	L,D	S, Specialized Packages	A
CY-ART	Art	B	8am- 4:30pm	19 MACS	L,S	Art Software	S
GH 111	Psychology	B	8am- 4:30pm Some time Evenings	26	D	S, Psych. Software	A
GH 110	IT	Training Lab	Scheduled per class	11	L	S,I	A
GH 213	Education	B	8am-4:30 (as staffing permits)	33 MACs	L,D,S	I, Education	A
GH 608	Psychology	O	8am- 4:30pm	5	L	S,I	N
RA-SOC	Soc.	B	8am- 4:40pm	20	L	S,I	N
RA-GGH	GGH	B		16	L	S	S
RA 104	Communi- cations	C		20 MACs			S
Baird	Music	B		10 MACs	L,D,Key- boards		S
Cartmell	IT	O	24x7	20	L	S	N
Laughlin	HPER	O		10	D	S	N

Location	Unit	Usage (O)pen (C)lassroom (B)oth (D)istEd	Hours	Number of work- stations	Devices (L)aser (S)canner (D)ot- Matrix	Software (S)tandard MS suite (I)nternet access	Staffed (A)lways (N)ever (S)ometimes
CB 111- Dist Ed	Dis tEd	D	As Scheduled	4	C	S,I	S
GH 405- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
Jackson- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
LA 121- Dist Ed	Dist Ed	D	As Scheduled	9	C	S,I	S
LA 122- Dist Ed	Dist Ed	D	As Scheduled	9	C	S,I	S
RH 247- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
Riggle- Dist Ed	Dist Ed	D	As Scheduled	0	C	S, I	N
Whitburg- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
WestLib- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
Ashland- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
Pburg- Dist Ed	Dist Ed	D	As Scheduled	4	C	S,I	S
<b>Summary</b> Number of Technology Labs: 42 Number of Workstation Available for Student Use: 800 Number of Labs Being Used Exclusively as Classrooms: 6 Number of Labs Being Used Exclusively as Open Labs: 6 Number of Labs Being Used as Both Open and Classroom Labs: 18 Number of Distance Education Classrooms: 11 Number of Labs Used Exclusively by Faculty: 1							

***The committee finds that Morehead State University is in compliance.***

**Institutions must provide the means by which students may acquire basic competencies in the use of computers and related information technology resources.**

Provisions are met by the requirement of a basic Computer Information Systems course (CIS 101) established in the fall of 1997. This course had been offered before that time but had not been required. From the fall semester of 1993 through the second summer school session in 1997, a total of 5,752 students had enrolled in this course. The enrollment by semester is detailed in Table 5.3.7.

**Table 5.3.7 CIS 101 Enrollment by Semester**

<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>
1993	439	485	74	72
1994	437	432	59	41
1995	457	428	89	49
1996	475	510	82	67
1997	853	592	68	43

***The committee finds that Morehead State University is in compliance.***

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**There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software.**

Ongoing training of faculty and staff contributes to skillful use of appropriate application software. One source for training is within the Office of Information Technology. Over the past five years, over 1,140 individual faculty and staff have participated in at least one technology workshop from among those conducted by that office. During the last five years, total participation (including more than one workshop per faculty) is 6,537.

Additional technology training opportunities in the use of multimedia for instructional purposes are conducted in the Reed Hall Multimedia Resources Center (MMRC) under the supervision of the dean of the college of science and technology. The MMRC offered twenty-one workshops with sixty-seven participants in the 1996-1997 academic year. In the 1997-1998 academic year, twenty-one workshops with eighty-seven participants were offered.

For the past five years, the Office of Human Resources has provided technology training workshops with a total of 161 participants. The workshop areas included online PAR processing (thirty participants), online vacation/sick reporting (eighty-eight participants), and online job search requests (forty-three participants).

The Morehead State University East Kentucky Small Business Development Center (SBDC) presents training primarily to the existing and potential small businesses of the service area. The technology training has been offered for only the past three years and a limited number of faculty and staff

have attended the training. The SBDC does not keep a compiled record of each attendant's place of employment, and an exact number is impossible to state. However, a review of the past sixteen months of technology training indicates that approximately twenty-five faculty and staff have attended the computer workshops. A good estimate over the past five years is fifty. A representative listing of workshops and training offered by these various offices is contained in Table 5.3.8.

**Table 5.3.8 Training and Workshop Offerings**

Word	Excel	Using the Internet
Windows 95	Power Point	Introduction to the PC
Online PAR Processing	Online Vacation/Sick Leave	Online Payroll Verification
Searching the Internet	Paint Shop Pro	Word 97
Introduction to Internet (Netscape)	Multi-Media in the Classroom	Introduction to the Internet (Lynx)
E-Mail (Pine)	Toolbook	Capturing Video
VOYAGER: Using the Library's Online Public Access System	AIMS for Faculty	PowerPoint 97
MultiMedia on the Web	Using Microsoft Publisher	Graphic Design
Instruction on the Web	GIF Animations	Using Netscape
Email (Netscape Communicator)	Degree Audit	First Search
Sound	ClipArt	LAN WorkPlace/File Transfer
Access 97	Query	

***The committee finds that Morehead State University is in compliance.***

**These requirements apply to all programs wherever located or delivered.**

Ten sections of CIS 101 have been offered at off-campus locations where equivalent courses were not available at community colleges. MSU is not allowed to teach 100-level courses in the cities with a community college. Faculty and staff at all extended campus centers have access to training at the main campus.

***The committee finds that Morehead State University is in compliance.***

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**Policies for the allocation and use of information technology resources must be clearly stated and consistent with an institution's purpose and goals.**

All members of the University community have microcomputer and network access via systems located on individual desktops or computers located in microcomputer labs at various on-campus and extended campus sites. Allocation of microcomputers on individual desktops is determined by departmental and/or divisional needs. The Microcomputer Acquisition Program governs the allocation of replacement microcomputers.

All students have academic computing accounts created for them automatically at the beginning of each semester unless they already have an account in place from the previous semester. Faculty and staff may have academic computing accounts created for them by request.

Use of information technology is currently governed by several policies. PG-42 of the *Personnel Policies Manual* (SD 107) identifies administrative responsibility for providing computer passwords and resources. More recent documents, such as the computer use policy, World Wide Web policy, and technology security policy, give more detailed information regarding appropriate use of information technology resources (SD 157).

***The committee finds that Morehead State University is in compliance.***

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**These policies must be evaluated regularly to ensure that academic and administrative needs are adequately addressed.**

The Technology Resources Committee is charged with reviewing policies and procedures related to information resources and recommends appropriate changes to the executive vice president for academic affairs, the Faculty Senate and Staff Congress. The full committee meets twice a semester, and the academic and administrative subcommittees meet on an *ad hoc* basis, though

typically four times per semester as indicated in the technology resource committee description <[www/units/msac/infores1.html](http://www/units/msac/infores1.html)> (SD 432).

***The committee finds that Morehead State University is in compliance.***

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**Appropriate security measures must be installed and monitored to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.**

The systems and networks at Morehead State University are protected by various software and physical security methods (SD 159). Access to all systems is controlled via login identifications and passwords. Passwords must be changed monthly. Access to the administrative system is further limited by network location. Additional necessary security is enforced via program authorizations and passwords.

***The committee finds that Morehead State University is in compliance.***

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**A reliable data network should be available so that students, faculty and staff may become accustomed to electronic communication and familiar with accessing national and global information resources.**

The presence of a reliable data network has been discussed in depth above. During the past fifteen months, the number of network ports has doubled. All classroom buildings on campus (except Breckinridge Hall, currently under renovation) and the Camden-Carroll Library have been connected. Within these buildings, all microcomputers capable of being connected to the network have been connected. Eight non-classroom buildings on campus have been connected. Buildings at six extended campus centers have been connected to the network. All distance education classrooms have Internet access. Additionally, fiber optic cable is in every academic, administrative and residence hall building. Furthermore, four buildings with a high concentration of microcomputers and/or microcomputer lab facilities received network upgrades during 1998-1999. Most computer labs on campus have Internet access. Additionally, the perception of adequate access is high, as indicated by the results of the SACS surveys shown in Table 5.3.9.

**Table 5.3.9 Reliable Data Network Access – SACS Survey Results**

<b>Access by:</b>		
<b>Faculty</b>	<b>Administrators</b>	<b>Faculty</b>
Strongly Agree	42.10%	30.60%
Agree	39.50%	41.80%
Disagree	2.60%	13.80%
Strongly Disagree	2.60%	10.20%
No Opinion	13.20%	3.60%
<b>Administrators</b>	<b>Administrators</b>	
Strongly Agree	57.90%	
Agree	34.20%	
Disagree	2.60%	
Strongly Disagree	2.60%	
No Opinion	2.60%	
<b>Students</b>	<b>Faculty</b>	<b>Students</b>
Strongly Agree	26.90%	36.20%
Agree	44.20%	39.20%
Disagree	14.70%	12.50%
Strongly Disagree	7.10%	5.00%
No Opinion	7.10%	7.10%
<b>Staff</b>	<b>Administrators</b>	<b>Staff</b>
Strongly Agree	52.60%	35.80%
Agree	36.80%	40.50%
Disagree	2.60%	6.20%
Strongly Disagree	2.60%	6.90%
No Opinion	5.30%	10.60%

***The committee finds that Morehead State University is in compliance.***

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**There should be a clearly defined program for maintaining and replacing equipment and software so that they remain consistent with current technology.**

There is a clearly defined program for maintaining many, but not all, computers consistent with current technology. There is a provision for upgrading some software such as word processors, spreadsheet, database and

presentation software but not all software. There is no clearly defined program for replacing or upgrading all software, fax machines, printers or scanners.

The Microcomputer Acquisition Program was thoroughly described at the beginning of this section (5.3) within the narrative of the first criterion. Currently, the Microcomputer Acquisition Program is the only approved program with a recurring fund source for replacement of technology equipment on a scheduled basis. Research to consider a similar program for printers indicated the same level of benefits would not be realized. Fax machines, printers, scanners or other peripherals are currently replaced on an as-needed basis with departmental or grant resources (SD 161, SD 281).

In May of 1998, the University Technology Resources Committee (TRC) submitted to the administration a recommendation for establishing a standard set of basic needs software tools for University-owned microcomputers. Since that time, the administration has accepted the recommendation, and a standing subcommittee of the TRC has been established to review and select specific software that should be included in the standard software tools set. A software standard is being implemented during the 1999-2000 academic year through the University's agreement with the Microsoft Corporation. MSU is a participant in the Microsoft Campus Agreement (MCA) program for higher education. This program brings current versions of Microsoft software to the campus. Every computer in offices, classrooms and labs is covered under the software agreement. For the first time, the University has a common software platform for the entire campus. The MCA includes the office suite software for both PC's and Macintosh (SD 163). Some of the products covered by the MCA include Frontpage, Office 97 and 2000, Outlook, Publisher, Visual Studio, and Windows 95/98.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should fund a support staff position to coordinate the resources, services, and schedules maintained by all college and departmental academic computer laboratories to ensure convenient and effective student access.**

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## 5.4 STUDENT DEVELOPMENT SERVICES

### 5.4.1 Scope and Accountability

**To ensure effectiveness, the institution must develop goals for the student services program consistent with student needs and with the purpose of the institution.**

The Division of Student Life is responsible for providing services and support programs for a diverse student population that will minimize the barriers to effective learning while increasing opportunities for educational development in and beyond the classroom. Its mission includes creating and maintaining a safe learning environment that enhances students' intellectual, emotional, physical, spiritual, cultural, ethical, and social development. The Division of Student Life Strategic Plan, including its mission statement and general objectives, is on file in the SACS office (SD 134). In addition, each unit within the division develops goals and objectives each year and conducts annual evaluations. The current student development unit plan is also on file in the SACS office (SD 134).

***The committee finds that Morehead State University is in compliance.***

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**Appropriate student development services must be provided for distance learning programs as well as on-campus programs.**

Student support services for the distance learning and off-campus instructional programs include academic advising and library services. The main campus library's web page has enhanced library access. The library mails materials as they are requested and provides a toll-free number to facilitate the requests. Although student surveys from off-campus sites indicate low approval ratings in the areas of wellness, health, and counseling, it is not feasible to provide the same level of support in these areas to off-campus sites as those provided on campus. While many of these needs are met through the Office of Counseling and Health Services and the Student Wellness Office on the main campus, similar services are not available at off-campus sites (SD 13, SD 29, SD 134, SD 213).

Each edition of the student life publication, *In the Know...* is sent to off-campus centers. This publication contains information on services available to

students, with phone numbers and names of contact persons. The student wellness newsletter is sent to faculty and staff at off-campus centers with an additional supply sent for distribution to students. Centers may request resource material from the Offices of Student Wellness and Counseling and Health Services for student programs. Office staff are available on request from faculty and center directors to present educational programs at off-campus centers. Students from all sites, both on- and off- campus, are able to request information and electronically reach student wellness or counseling and health services.

A student may apply electronically for financial aid by way of MSU's web page. Financial aid staff also meet electronically with distance learning and off-campus students at their sites each semester.

***The committee finds that Morehead State University is in compliance.***

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**The institution must clearly designate an administrative unit responsible for planning and implementing student development services.**

The vice president for student life, who reports directly to the president, supervises the administrative unit responsible for planning and implementing student development services. The Division of Student Life includes the Offices of Student Development, Student Activities, Public Safety, Student Housing, Financial Aid, Admissions, Intercollegiate Athletics, and Multicultural Student Services. Each office except the Office of Intercollegiate Athletics is administered by a director, who reports directly to the vice president for student life. The current vice president also serves as director of athletics.

***The committee finds that Morehead State University is in compliance.***

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**Appropriate policies and procedures for student development programs and services must be established.**

Appropriate policies and procedures for student development programs and services are in place. Policies are available to the students in the student handbook. The contents of the student handbook are reviewed by the vice

president for student life and/or the dean of students on an annual basis. Following review, changes that are needed (wording, policy, etc.) are completed and sent for review before the Student Life Committee. Policy changes are also reviewed by the Student Government Association before the final draft of the handbook is completed. Final changes are approved by the Board of Regents. Any policy or procedure changes affecting students can be submitted by student groups or organizations, faculty members, or administrators. These changes are procedurally submitted to the Office of the Vice President for Student Life for review and consideration.

***The committee finds that Morehead State University is in compliance.***

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**These services must be staffed by individuals who have academic preparations and experience consistent with their assignments.**

**Exceptional cases must be justified by the institution on an individual basis.**

The professional and support staff have appropriate academic credentials and levels of training. No exceptional cases were found (SD 375).

***The committee finds that Morehead State University is in compliance.***

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**Student development services and programs must be evaluated regularly.**

Each unit in the Division of Student Life develops goals and objectives each year and conducts annual evaluations. The current Student Development Unit Plan is on file in the SACS office (SD 134).

***The committee finds that Morehead State University is in compliance.***

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**Student development services are essential to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual, and physical development of students.**

Documentation of how student development services contribute to the holistic development of the student has been derived from published documents within the institution (the undergraduate catalog, the graduate catalog, *The Eagle Student Handbook*, the Morehead State University Plan 1996-2000, and program unit plans). Morehead State University strives for fairness, equality, and equal opportunity for every individual. All students may take part in any officially recognized student activity without regard to gender, ethnicity, religion, national origin, disability, age, or veteran status, except for those organizations exempted by Title IX of the Educational Amendments of 1972, by the Age Discrimination Act of 1975, or later exemptions allowed by the Department of Health and Human Services of the Department of Education (SD 87, SD 134, SD 256, SD 257, SD 282).

The purpose of the Office for Multicultural Student Services is to establish and maintain a supportive environment to address the physical, psychological, emotional, co-curricular, cultural, and developmental needs of a diverse community. The Office for Multicultural Student Services, which includes a director, minority student services coordinator, and an international student services coordinator, provides support services for students, faculty, and staff of color, as well as other students.

For students with physical or learning disabilities, services are provided through the Americans with Disabilities Act (ADA). The multicultural student services director also serves as the ADA coordinator and the University's Affirmative Action officer (SD 134).

The University's mission statement claims that "Morehead State University shall serve as a comprehensive, regionally focused University providing high-quality instruction at the undergraduate and master's level. Institutional guidelines shall be consistent with the system-wide policy for admitting under-prepared students, including the removal of academic deficiencies within a specified timeframe." The University works toward this goal by requiring developmental courses when needed and offering honors courses to assist all students to reach their full potential.

Courses numbered below 100 are developmental courses designed to remove any deficiencies identified on admission scores and are offered to assure

academic success. These courses carry credit counted in the student's load. The grade earned is computed in the student's grade point average; however, credits earned do not count toward program or general education requirements, and they do not count toward the minimum hours required for graduation.

Another way the University works toward student development is through programs such as Talent Search. The purposes of the Talent Search Program are to: (1) identify qualified youth in thirteen northeastern Kentucky counties with potential for education at the postsecondary level; (2) encourage them to complete secondary school and enroll in a postsecondary educational institution; (3) publicize the availability of student financial assistance; and (4) encourage persons who have not completed education programs at the secondary/postsecondary level to re-enter these programs. The program services are provided to twenty-nine schools within thirteen counties in northeastern Kentucky.

The purpose of the Academic Honors Program is to provide students of exceptional potential and achievement with opportunities to accelerate their personal development and to work toward enhancement of cultural, ethical, and professional growth. The goals and objectives of the Academic Honors Program are on file in the SACS office (SD 134).

Located across from the Jayne Football Stadium is the University Wellness Center. The Wellness Center is included in the student activity fee, so there is no extra charge for students to join. The cardiovascular equipment available at the center includes treadmills, semi-recumbent bikes, steppers, an upper body ergometer, and a transport and rowing machine. Sixteen strength-training stations are available for building muscular strength and endurance. For a small fee, students can schedule a fitness assessment which includes heart rate, blood pressure, cholesterol, body composition, upper and lower body muscular strength and endurance, flexibility, and cardiovascular endurance. The assessment also includes a personal exercise program. Tennis courts, an indoor walking track, and an aerobic room are also available. Faculty and student surveys guided the planning of programs offered during the first year of operation of the center. Programs were then established according to identified needs and desires, such as smoking cessation and muscle strength and endurance. No surveys since have evaluated the satisfaction of the service. In addition to University faculty and staff, the center is staffed with graduate assistants, interns,

and workstudy students. Comments from staff in these departments reflect no problem with their program's effectiveness.

***The committee finds that Morehead State University is in compliance.***

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**Student development services should be given organizational status commensurate with other major administrative areas within the institution.**

Student development services are administered through the Division of Student Life and directed by the vice president for student life. The organizational structure of student development services is commensurate with other major administrative areas within the institution as indicated on the University's organizational chart (see Section 6.1.5, SD 102).

***The committee finds that Morehead State University is in compliance.***

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#### 5.4.2 Resources

**Human, physical, financial and equipment resources for student development services must be adequate to support the goals of the institution.**

Human, physical, financial, and equipment resources for student development services are allocated on the basis of predetermined need by the vice president for student life through annual budget requests. Though the Division of Student Life has not received any significant increases in operating accounts or staffing since the last SACS review, available resources adequately address the needs of the students and are consistent with the goals and mission of the University. An eight percent decline in headcount enrollment and twenty-five percent decline in housing occupancy rate over the past five to six years has reduced the strain on operating budgets and personnel compared to the 1987-1992 period when record enrollments and housing occupancy rates were a factor. Comparative data from 1996-1997 show the University's expenditure of 11.2% of the total operating budget for student services to be 1.3% above the Kentucky regional average of 9.9% (see Table 6.3.1.7).

***The committee finds that Morehead State University is in compliance.***

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**Staff development should be related to the goals of the student development program and should be designed to enhance staff competencies and awareness of current theory and practice.**

Staff development is individualized to meet the professional requirements and trends of each department. The Wellness Center has a required employee handbook and three-hour staff-development program for all employees each semester. Staff members in the Office of Multicultural Student Services attend state and national conferences, seminars, and workshops to remain certified in their fields and to keep abreast of changes in recruitment and retention. The health care professionals in other offices must meet certain continuing education requirements to maintain licensure or certification for their area. Although the Caudill Health Clinic does not require additional development activities, its staff development and program planning are guided by the trends of the American College Health Association.

The requirements for the Wellness Center staff development include maintaining licensure or certification. This review indicates all minimal requirements are met for staff development. Reports and documentation of attendance at state and national conferences support the idea that staff development goes beyond a minimal standard. No suggestions are made to indicate improvement in staff development.

***The committee finds that Morehead State University is in compliance.***

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### **5.4.3 Programs and Services**

#### **5.4.3.1 Counseling and Career Development**

**Each institution should provide personal counseling services for students, as well as a career development program.**

The 1998-99 *Eagle Student Handbook* (SD 282) gives the student direction and encourages the student to seek help with academic, personal, and/or social problems, choosing courses of study, or selecting a major career.

The handbook directs students to the Academic Service Center (ASC), in Allie Young Hall for academic counseling. There is no charge for academic tutoring.

The University Counseling Center is a multipurpose mental health center for the MSU community located in Allie Young Hall adjacent to the Caudill Health Clinic and is supervised by the director of student development. Hours of operation are 8:00 a.m. to 4:30 p.m. Monday through Friday and evenings by appointment. Offerings include individual and group counseling to students; consultation, outreach, prevention, and education to students, staff, and faculty; and training programs for graduate students in the mental health profession. All registered students are eligible for services at the counseling center. Professional staff consists of a psychologist, two counselors, one of whom is a certified substance abuse and addictions counselor, and graduate interns.

The Academic Services Center provides academic advising to those students who are undecided about a college major, are seeking a two-year or four-year university studies degree, or are not currently seeking a degree. There are also several services such as provisional studies for freshman who do not meet the regular admission requirements and a tutoring services/learning lab for students who need supplemental instruction. The ASC also offers study skills classes, career planning classes, and a writing center to assist students with career development.

Non-traditional/commuter student counseling is available to all undergraduate students who are twenty-three years of age or older and/or commuters who are enrolled or are enrolling at on- or off-campus centers. The non-traditional commuter coordinator serves as an advocate for these students, providing orientation, counseling and referral to campus and community resources. The coordinator also provides advising and outreach activities to support students in their concerns about academic, vocational, and social adjustment to University life.

***The committee finds that Morehead State University is in compliance.***

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**There should be clearly specified policies regarding the use of career development services by students, alumni, and employers.**

Although there are no written policies regarding the use of career development services, brochures published by Career Services address and encourage the use of career development services by students, alumni, and employers. These brochures are on file in the SACS office (SD 374).

**Suggestion: The University should develop and publish clearly specified policies regarding the use of career development services by students, alumni, and employers.**

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#### **5.4.3.2 Student Government, Student Activities and Publications**

**The institution must develop a statement of the student's role and participation in institutional decision-making.**

The University has several ways to allow students to be represented. Students are represented through the Student Government Association (of which all full-time students are members) on the Board of Regents, on most University standing committees, and on University *ad hoc* committees. The student voice is an active component of the University's decision-making process.

The student handbook contains a written statement of the student's role and participation in institutional decision-making (SD 282). Student participation is reflected in various other documents as well. For example, the University's *Personnel Policies Manual* states that students are to be included on search committees (SD 107).

***The committee finds that Morehead State University is in compliance.***

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**The institution must have an activities program appropriate to its purpose and encompassing student interests.**

**The institution must develop policies and procedures governing the supervisory role of the institution over student activities.**

The University offers a wide range of student activities and strongly encourages each student to participate. These activities all contribute in some way to the educational and personal development of all students. These

activities and programs include special events programming, academic and social organizations, cultural and educational events, and recreational activities.

The University's supervisory role over student activities is expressed in a variety of ways. Each campus organization must sign a commitment to abide by all University policies and procedures. A student organization may be denied formal registration with the University if it does not abide by the local, state, and/or federal statutes. If a current student organization is found to be in conflict with any of those same statutes, its registration is withdrawn. Only student organizations registered with the University may have access to University facilities, may schedule events, or may solicit membership on campus.

***The committee finds that Morehead State University is in compliance.***

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**When student publications or other media exist, the institution must provide a clearly written statement of the institution's responsibilities regarding them.**

The *1998-99 Eagle Student Handbook* (SD 282) states the policy concerning student publications in the Student Communications section. The Board of Student Media governs various communication media such as the *Trail Blazer* and *NewsCenter 12*. This board functions through a mandate from the Board of Regents and operates under a charter issued by the Board of Regents of Morehead State University, which is considered the legal publisher of the *Trail Blazer* and the owner/operator of *NewsCenter 12* (SD 282).

The charter assumes a newspaper's right to provide "checks and balances to society and government" and allows editorial independence. Similarly *NewsCenter 12* is independent, indicating "student responsibility for presenting the news and opinions accurately" (SD 282). The charter, which was adopted by the Board of Regents in April 1980 and subsequently revised in 1990, 1992, and 1998, is on file in the SACS office (SD 284). Both the *Trail Blazer* and *NewsCenter 12* provide laboratory experiences for students, and the University does not interfere with accurate, fair, and complete presentation of news within the rules and regulations of all governmental regulatory agencies.

*The Charter Governing Student Media at Morehead State University* does not cover the yearbook, *The Raconteur*, nor the student literary magazine,

*Inscape*. In 1998, supervision of *The Raconteur* was placed in the Office of Marketing Support, Division of University Relations, and the format was changed from a traditional yearbook format with pictures of students by class and of activities to a 100-page magazine format, which documents the events and activities of the academic year.

The supervision of production and publication of *Inscape* remains in the Department of English, Foreign Languages, and Philosophy. *Inscape* is a magazine produced twice yearly by students and is advised by two faculty members. The *Eagle Student Handbook* describes the organization of the magazine and provides information to the student wishing to publish in this departmentally supervised publication.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should incorporate the Charter Governing Student Media into the student handbook.**

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#### 5.4.3.3 Student Behavior

**The institution must publish a statement of student rights and responsibilities and make it available to the campus community.**

Morehead State University uses the *Eagle Student Handbook* to inform students of the Student Conduct Code. It is distributed through the Office of Student Housing to students in residence halls and family housing and through the Office of Non-Traditional/Commuter Students to commuters and non-traditional students (SD 282). The University catalogs also address the academic grievance procedure and the sexual harassment policy as it affects both student and faculty/staff members of the University community (SD 256, SD 257).

The *Eagle Student Handbook* informs the student about acceptable and unacceptable behavior at the University; the procedure to file a grievance, whether academic or in response to a reprimand; the rights of the student regarding academic freedom; individual integrity; and the right of personal safety and well-being.

When problems occur, student situations must be reviewed by one or more of several relevant student courts or councils: the Student Court, the Panhellenic Council, and/or the Interfraternity Council.

The decisions of these groups are subject to review by the vice president for student life, the dean of students, or the Student Disciplinary Committee, depending on the nature and severity of the problem. The Student Disciplinary Committee is composed of members of various University areas, including one faculty member from each college, two staff members from the executive managerial and/or professional non-faculty categories, and four students, one of whom must be the president of the Residence Hall Association.

The procedure for addressing infractions and the chain of command through the administration for grievance is stated in a thorough, organized format in the *Eagle Student Handbook* and is reviewed each year (SD 282).

***The committee finds that Morehead State University is in compliance.***

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**The jurisdiction of judicial bodies (administrative, faculty, and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures must be clearly defined and broadly distributed.**

The judicial process for students is clearly stated in the *Eagle Student Handbook*. These documented policies and procedures ensure that students receive due process. The dean of students is responsible for coordinating the provisions of the Student Conduct Code. The Student Conduct Code addresses jurisdiction, student rights and responsibilities, administrative action in disciplinary matters, the Student Disciplinary Committee, and other information related to the behavior of students (SD 282).

***The committee finds that Morehead State University is in compliance.***

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#### 5.4.3.4 Residence Halls

**If an institution has residence halls, it must develop policies and procedures governing them and must take reasonable precautions to provide a healthful, safe and secure living environment for the residents.**

Residence hall policies and procedures are stated in the *Eagle Student Handbook*. The handbook contains an outline of the operation of residence halls, as well as the rights and responsibilities of each student who lives in the residential community. Each residential student receives a copy of this handbook upon check-in to the residence hall. Non-residential students may obtain a copy from the Office of Student Housing (SD 282).

The Residence Hall Association, with members elected from each hall, provides input regarding the policies and procedures relating to the operation of the student housing program. The *Residence Hall Director's Handbook* (SD 96) and the *Resident Advisor's Handbook* (SD 97) provide student mentors and directors other supporting documents to enhance a healthful, safe and secure living environment for all students.

***The committee finds that Morehead State University is in compliance.***

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**The learning environment in the residence halls must support the educational mission of the institution.**

The Office of Student Housing is responsible for managing thirteen residence halls (3,540 spaces) and over one hundred family housing units. Management of student housing includes receiving and documenting maintenance requests, repair and renovation as a result of requests, security and summer residential conference programs, and emotional support to provide a safe, comfortable living and learning environment.

On the most basic level, the housing office supports the educational mission of Morehead State University by requiring a twenty-four-hour quiet policy and thoroughly training residence hall permanent and student staff. Resident hall directors are encouraged to continue their education but are limited to six hours a semester in order to appropriately execute their responsibilities to students. They are encouraged to develop skills to improve their job performance,

including interaction with students and staff. The on-call system in place at Morehead State University permits maximum director coverage of residence halls, as well as free time for all directors, in order to reduce fatigue from intense student contact (SD 96).

The resident hall director is assisted by resident advisors. Resident advisors are vital assets to the educational environment of residence hall life. They are expected to be good role models and to deal with a variety of students in a warm professional manner. The Office of Student Housing receives grade reports from the Office of the Registrar. Any student with academic difficulty (below 2.0 GPA) is counseled by his or her hall director who makes appropriate recommendations for academic success. In addition, regular programming gives students supportive information related to academic and personal success. Some residence halls provide an area with computers to enhance the learning environment for students who do not own computers and allow the students to complete assignments close to their residences (SD 97).

The SACS student survey tends to indicate that students have positive opinions regarding efforts of the Office of Student Housing. The majority of students reported that the housing office addresses most issues that might impede academic success of the student and provides housing supportive of the educational process (SD 307).

***The committee finds that Morehead State University is in compliance.***

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**The staff should have sufficient academic training and experience to enhance the learning environment in the residence halls.**

There are seven hall directors, five area coordinators, one graduate assistant, one director of housing, and one associate director of housing who report to the assistant vice president for admissions, financial aid and housing. There are also eighty-three resident helpers (fifteen resident assistants and sixty-eight resident advisors).

Each of these positions requires specific qualifications and responsibilities. Residence hall directors must have a bachelor's degree, experience in student personnel or a related field, good communication skills, high energy level, and enthusiasm. Residence hall directors are responsible for the overall

administration of a residence hall and are charged with creating and maintaining an atmosphere conducive to student growth and development. Residence hall directors work through an area coordinator with the physical plant operation and other on-campus support services to provide a clean, attractive, well-maintained, safe, and comfortable living environment.

The residence hall area coordinator must have a master's degree and a minimum of four years experience in student personnel or a related field. The coordinator must also have good communication skills; management, supervisory, and leadership skills; a high energy level, and enthusiasm. This person is responsible for the administration and comprehensive student life program in an area of two to four residence halls housing approximately 250-1000 students. The area coordinator reports to the director of student housing and has supplemental department duties. Emphasis is placed on selection, training, and supervision of professional residence hall directors and student staff in each building; student retention; counseling; community development; leadership building; programming; and maintaining an atmosphere for student growth and development.

In addition, the area coordinator must (1) provide for, within assigned areas, the resident advisors' individual development through team building, in-service training, and periodic performance appraisals; (2) exhibit a working knowledge and understanding of the concepts of student development, student rights, and University policies and procedures regarding housing; and (3) provide for educational, social, and recreational programming within the area residence halls.

The resident assistants/advisors have at least sophomore standing and must maintain a 2.5 GPA. Resident advisors are full-time students in good standing academically, financially, and socially. Resident advisors also attend weekly staff meetings and participate in all pre-service and in-service training as well as offer one program in each of the following areas: (1) academics, (2) campus living, and (3) wellness, minority issues or multi-culturalism.

***The committee finds that Morehead State University is in compliance.***

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#### **5.4.3.5 Student Financial Aid**

**There must be provision for institution-wide coordination of all financial aid awards.**

**All funds for financial aid programs must be audited in compliance with all federal and state requirements.**

**An institution participating in Title IV programs must comply with the regulations in the student loan programs as established under Title IV of the 1992 Higher Education Amendments.**

**Excessive default rates in the student loan program may be cause for conducting a special evaluation.**

The Office of Financial Aid coordinates and oversees the awarding of all financial aid for MSU students from federal, state, institutional, and private sources. Part of the office's demonstration of institution-wide coordination of financial aid is manifested in the documentation and record keeping required by the federal government. University regulations, as well as an agreement with the MSU Foundation, direct all student financial assistance through the financial aid office.

Morehead State University students have a relatively low default rate (11.6%), well below the 20% that would trigger special default measures to be taken. When considering that the University's primary service area is one of the poorest regions in the country, MSU's default rate is well within the appropriate range. The financial aid office utilizes automated entrance and exit loan counseling to notify students of their responsibilities regarding their student loans.

The financial aid office is audited annually by the University's independent public auditing firm. In addition, the financial aid office conducts a self-audit each year by using the National Association of Student Financial Aid Administrators' Self-Evaluation Guide. Both audits indicate that the office is consistently in compliance with federal, state, and University regulations (SD 428).

The assistant vice president of admissions, financial aid, and housing, who holds a master's degree in business administration, administers the financial aid office and serves as the chief financial aid officer. Other administrative personnel include an associate director, an assistant director for outreach services, an assistant director for technical support, a technical support manager,

two counselors, and eight non-exempt staff members. The financial aid office job titles and personnel qualifications are available for review (SD 429).

Approximately seventy percent of the University's students receive financial assistance in the form of grants, loans, scholarships and part-time employment (workstudy). Need is determined from analysis of the Free Application for Federal Student Aid (FAFSA) provided by the U.S. Department of Education. Financial assistance is available to all eligible students regardless of gender or ethnicity.

Financial aid awarded to the University's students increased twenty-eight percent over the last five years, bringing about a marked increase in financial aid applications, loan applications, awards, appeals, and verifications. Also, new regulations have caused more processing and reporting. The office is converting to data automation and streamlining procedures in its efforts to provide quality service to students seeking and receiving financial aid. Toward that end, every type of available loan, grant, scholarship, tuition assistance, eligibility criteria, and other pertinent information is available on the University's web page.

***The committee finds that Morehead State University is in compliance.***

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**Effective program administration should include counseling students on the efficient use of their total financial resources.**

The assistant director of outreach services and two financial aid counselors are available for counseling students. Counseling is provided during regular office hours, by alphabetical designation among the assistant director and the counselors, and by appointment or walk-in. Counseling is also provided by regular visits to the University's extended campus centers as well as online. Every type of available loan, grant, scholarship, tuition assistance, and workstudy is explained in clear detail (how to apply, who can apply, eligibility criteria, etc.) on Morehead State University's web page.

***The committee finds that Morehead State University is in compliance.***

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#### 5.4.3.6 Health Services

**An institution must provide access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.**

A goal of the student development office unit plan is to provide students with tools to better identify their health, behavior, and lifestyle risk levels in a non-threatening atmosphere through interactive teaching and self-evaluation in student health and student wellness. The Caudill Health Clinic, located on the first floor of Allie Young Hall, is open to all students enrolled for credit. Services students can receive include routine treatments, tests, and medications. Minimal fees may be assessed for certain lab tests and medications after receipt of examination/treatment. The clinic is open Monday through Friday from 8:00 a.m. to 4:30 p.m. during fall, spring and summer terms, with extended hours to 6:00 p.m. Monday through Wednesday during the fall and spring semesters. The staff of the Caudill Health Clinic consists of three registered nurses and two physician assistants. One of two family practice physicians or an internist visit the clinic on a daily basis and see patients by appointment on referral from the PA's. Most patients visit on a walk-in basis. A gynecologist provides a family planning/birth control clinic by appointment.

The Student Wellness Office and Peer Education Program, also located in Allie Young Hall, contribute to the development of a healthy and satisfying lifestyle for members of the University community. The Office of Student Wellness provides presentations to student groups, to classes, in residence halls, and to community groups. Programs are available on these focus areas; fitness, nutrition, and eating disorders; sexually transmitted diseases; alcohol and other drugs; tolerance and dealing with differences; and stress.

***The committee finds that Morehead State University is in compliance.***

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#### 5.4.3.7 Intramural Athletics

**Intramural sports programs contribute to the personal development of the students and should be related to the total program of the institution.**

**These programs should be directed and supervised by qualified personnel and should be appropriately funded.**

The intramural and recreational programs offered contribute significantly to the total educational experience and personal development of participating students. A diverse selection of team and individual/dual activities is offered for men, women, and co-recreational participation. By interacting in intramural and recreational activities, students are exposed to new sports, gain an understanding of teamwork, develop leadership skills, and learn to appreciate the value of healthy lifestyles. The intramural and recreational programs offered for 1998-1999 include:

Team Sports	Individual/Dual Sports
Softball	Tennis
Bowling	Bowling
Tug-of-War	Golf
Table Tennis	Horseshoes
Volleyball	Badminton
Basketball	Billiards
Swimming	Target Shooting
Indoor Soccer	Free Throw Competition
Beach Volleyball	Spot Shot Competition

Data recorded by the Office of Intramurals indicate that approximately 3,400 participants were involved with intramural activities during the 1997-1998 academic year and approximately 3,100 during the 1996-1997 academic year. Since many students participate in more than one activity, these figures represent total participants and not individuals. Female participants accounted for approximately thirty percent of the participants each year.

Student satisfaction with the intramural and recreation program was indicated by the SACS student association survey administered during the fall 1998 semester. Survey results indicate that approximately 1,600 respondents gave a satisfaction rating of 3.15 (1 = poor, 2.5 = midpoint, 4 = excellent) to the intramural and recreation program (SD 307).

The intramural and recreation program reports administratively to the chair of the Department of Health, Physical Education, and Recreation, within the College of Education and Behavioral Sciences. The director of intramurals and recreation has primary responsibility for all aspects of program planning and implementation. The director is assisted by one full-time and one part-time staff member, as well as approximately forty student workers who assist with activities and facility management.

The University annually budgets approximately \$27,000 for equipment, supplies, awards, student wages, and miscellaneous costs associated with intramural programs and activities. The budget is supplemented through the collection of entry fees for selected sports.

Each professional staff member has at least a bachelor's degree with a background in recreation. Funding for the intramural program is provided by the University, with supplemental funds created through the collection of activity entry fees.

***The committee finds that Morehead State University is in compliance.***

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## 5.5 INTERCOLLEGIATE ATHLETICS

### Introduction

In April 1999, the NCAA Athletics Certification peer review team visited Morehead State University to review the institution's self-study. The team issued its final report on June 25, 1999 (SD 360). The University responded to the report on July 23, 1999 (SD 361). This self-study report (SD 283), the peer review team report, and the University response are the primary bases for the institution-wide self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools.

The intercollegiate athletics program is a department within the Division of Student Life. The vice president for student life also serves as the director of athletics (VPSL/AD) and reports to the president. The athletics program consists of eighteen varsity sports. All sports teams, except football, compete in the Ohio Valley Conference at the NCAA Division I level. The football team competes at the I-AA non-scholarship level as an independent program. Over three hundred student-athletes participate in the various sport programs.

### 5.5.1 Purpose

**The intercollegiate athletics program must be operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval.**

The intercollegiate athletics program at Morehead State University is operated in strict adherence to a written statement of goals and objectives derived from a strategic plan developed by the administration with input from the athletic director, faculty, staff, and students. On September 13, 1995, the president appointed an *ad hoc* committee to draft a strategic plan for intercollegiate athletics. The Board of Regents, the president, a Board of Regents *ad hoc* committee on intercollegiate athletics, the Intercollegiate Athletics Committee, and OVC and NCAA standards shaped the following assumptions to guide the development of the plan:

- MSU intercollegiate athletics teams will compete at the Division I level.
- MSU intercollegiate athletics teams will compete in the Ohio Valley Conference.
- New programs and increases in basic operating budget will come from reallocated football scholarship funds and private donations.
- General University funds will be available to support annual increases in the scholarship program for tuition, housing, meals, salary increments, and other required costs.
- Emphasis will be given to Title IX issues.
- The intercollegiate athletics plan will become a part of the University strategic plan.

### **Strategic Plan**

Implemented in 1996, the strategic plan ensures that Morehead State University's athletic opportunities and resources are in keeping with the mission and goals of the University and supportive of a broad-based, Division I program. The plan aggressively addresses Title IX concerns and issues critical to the University's Division I status, Ohio Valley Conference affiliation, and NCAA certification standards.

### **Mission Statement**

The Intercollegiate Athletics Committee (IAC) annually reviews and makes recommendations for revision to the athletics mission statement. These revisions are forwarded to the president for review and to the Board of Regents for approval. The most recent revisions to the athletics mission statement were approved by the IAC on August 27, 1997. The board approved the revisions at their November 14, 1997, meeting. The current mission statement is presented in Appendix A. Following are the revised statements:

The athletics program shall be administered in a manner that allows for the effective accommodation of student interests and abilities in a manner that is nondiscriminatory to both sexes and reasonable within the University resources. The athletics program shall adhere to the University's Affirmative Action policy on equal opportunity for all employees and students, as well as applicants for employment and student participation.

***The committee finds that Morehead State University is in compliance.***

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**This statement must be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well-being, and social development of student-athletes.**

In accordance with the athletics mission statement, each athletics team program is conducted in a manner that protects the physical, mental, emotional, and social welfare of each student-athlete. In addition, the mission of the athletics program relates very well to that of the institution as a whole. In particular, the first and second points of the athletics mission statement (Appendix A) are parallel to the paragraph entitled "Enhancement of Instruction" in the University mission statement (SD 261). Student-athletes are mainstreamed into the college experience at MSU. Student-athletes are not segregated in regard to living arrangements. In addition, student-athletes have the same opportunities to participate in social activities. For example, fifty students who graduated within the past three years were both athletes and members of at least one social organization.

Part four of the athletics mission statement is in agreement with the paragraph entitled "Efficiency and Effectiveness" in the University's mission statement (SD 261). Pursuant to the University's mission statement, the institution "shall promote cost effectiveness in academic programming and institutional management." The implementation of the decision to support football at a non-scholarship level began in the academic year 1995-1996. Since 1952, MSU had failed to be competitive in football. The team's winning percentage for over thirty years was approximately thirty percent.

As stated in part four of the athletics mission statement, "each athletics program shall be administered at the highest level that the University's resources will allow so that each student-athlete will have the opportunity to compete to the fullest extent of his/her ability." The charge in the University's mission statement that the elimination of unproductive programs is essential has applied to the University's football program. Approximately eighty-seven percent of the funding that was reallocated from the football program is currently applied to support the various women's athletic programs.

To further explain how the mission of the athletics program relates to that of the institution as a whole, item five of the athletics mission statement (SD 283) states, "The athletics program at Morehead State University shall make every effort to serve the athletes of the University's primary service area and their respective educational institutions." During the 1996-1997 academic year, 198 of the 341 student-athletes at Morehead State University, excluding women's club soccer, which is not a varsity sport, were Kentucky residents.

**Social Development.** Student-athletes are involved in a number of social developmental activities. Some of the activities that they have participated in during the past three years include:

- Freshman Move-in: 145 football and volleyball players work two-hour shifts throughout the day to help new students move into residence halls at the beginning of the academic year.
- Fellowship of Christian Athletes: This group meets every Wednesday evening throughout the academic year with one of the coaches serving as the advisor. The average weekly attendance is thirty-five student-athletes.
- Student-Athlete Advisory Committee (SAAC): One student-athlete representative from each team is appointed to the committee. The committee meets at least twice a semester with the athletic director, associate athletic director, and compliance and educational services director to discuss issues relevant to student-athletes.
- Student-Athlete Alcohol and Other Drugs Education Program: This program is provided to all student-athletes at MSU. During the 1997-1998 academic year, it was expanded to include successful student-athlete alumni as mentors.

Item two of the athletics mission statement states, "Each student-athlete, through academic counseling and individual assistance, shall be encouraged toward completion of degree requirements and graduation." Student-athletes at MSU regularly exceed the graduation rates of the general student population. The six-year baccalaureate-seeking rate is typically used as the graduation rate of record. The following table depicts the recent graduation rates for student-athletes and the general student population (SD 132).

**Table 5.5.1 Six-Year Graduation Rates of 1992-1993 Full-Time Freshmen by Degree-Seeking Level and Gender**

<b>Baccalaureate Seekers</b>				
<b>Men</b>			<b>Women</b>	
Entered	367	Entered	493*	
Graduated by August 1998	138	Graduated by August 1998	219	
Rate	0.38	Rate	0.45	
<b>Combined</b>				
Entered	860*			
Graduated by August 1998	357			
Rate	0.42			
* One Deceased				
<b>Student-Athletes</b>				
<b>Men</b>			<b>Women</b>	
Entered	29	Entered	11	
Graduated by August 1998	11	Graduated by August 1998	7	
Rate	0.38	Rate	0.64	
<b>Combined</b>				
Entered	40			
Graduated by August 1998	18			
Rate	0.45			

**Academic Success.** Pursuant to the athletics mission statement, each student-athlete, through academic counseling and individual assistance, is encouraged toward completion of degree requirements and graduation. In order to ensure the academic success of student-athletes, coaches set their own guidelines on mandatory study halls. For example, the men's head baseball coach requires his players to complete at least two hours of study hall once a week until mid-term. The men's baseball team currently has the highest GPA of all male MSU and Ohio Valley Conference sports. The men's basketball program has an even greater mandatory study requirement, requiring their athletes to complete ten hours of study hall every week. Upperclassmen have the option to negotiate the amount of study time they will complete. The men's and women's track teams are not required to complete study hall due to their consistently high GPA's. If an athlete is having problems with his or her grades, he or she meets with the coach to resolve those issues.

**Regional Service.** Athletes are encouraged to participate in activities to enhance the city of Morehead and the surrounding service region. For example,

in coordination with the University's Office of Recycling, approximately seventy-five student-athletes cleaned four areas around campus on Earth Day. The women's softball team meets with students from Rodburn Elementary School four times a year to practice reading skills.

The women's basketball team sponsors a ball girl program, which is similar to a big sister program. Twelve girls, five through thirteen years old, attend every home game and serve as ball girls. These girls meet for pre- and post-game talks with the coaches and the team and are invited to attend the basketball banquet and other team functions. This team also sponsors a Christmas tree program, adopting local families in need and providing Christmas presents for the families.

An annual National Girls and Women in Sports Day Celebration is held either the first Thursday or Saturday of February to coincide with a home doubleheader basketball game. The celebration includes a sports clinic for over one hundred elementary and middle school girls from the twenty-two-county service region. The clinic includes sport-specific instruction, complimentary tickets to a basketball game, a pizza party with student-athletes, and certificates of attendance.

***The committee finds that Morehead State University is in compliance.***

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**The intercollegiate athletics program must be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.**

**Evaluation of the athletics program must be undertaken as part of the self-study conducted in connection with initial accreditation or reaffirmation of accreditation.**

In 1995, the president appointed an *ad hoc* committee to draft a long range strategic plan for intercollegiate athletics. The 1996-2001 plan was developed in conjunction with the University's strategic planning process (SD 464). The athletics *ad hoc* planning committee was broad-based, including representatives from the faculty, staff, students, administration, and alumni. Efforts were directed toward a plan to ensure that Morehead State University's athletic opportunities and resources were in keeping with the mission and goals of the University and supportive of a competitive Division I program. The plan

aggressively addressed Title IX concerns and issues critical to the University's Division I status, the University's conference affiliation, and NCAA certification standards. In March of 1996, a working document, designed to provide ongoing program and budgetary guidelines, was reviewed and endorsed by the Intercollegiate Athletics Committee, the administration, and the president (SD 464). Endorsement by the Board of Regents followed, through their subsequent approval of budgetary and programs recommendations.

A major effort during the drafting of the strategic plan included the development of specific goals and objectives designed to move the University's athletics program toward gender equity in participation opportunities, athletic related financial aid, and program services. Such initiatives were extracted from the strategic plan and incorporated as a separate plan focusing entirely on gender equity (SD 283). This plan is periodically evaluated by the athletics administration and the Intercollegiate Athletics Committee, with review and approval by the president and the Board of Regents regarding recommended amendments.

In addition to gender equity issues, the strategic plan included the development of specific goals and objectives designed to enhance opportunities in athletics for minority staff members and student-athletes. These initiatives have been extracted from the athletics strategic plan, updated and incorporated with other strategies in a separate plan focusing entirely on minority opportunities (SD 283). This plan is also periodically reviewed by the athletics administration and the Intercollegiate Athletics Committee, with review and approval by the president and the Board of Regents regarding recommended amendments.

As a part of the NCAA Certification Self-Study and for the SACS evaluation, the Intercollegiate Athletics Program was thoroughly evaluated in 1998 by a self-study committee composed of faculty, administrators, staff, student-athletes, alumni, and citizens. The committee included four subcommittees: governance and rules compliance, academic integrity, fiscal integrity, and commitment to equity. The subcommittees gathered information and data and submitted draft reports to the steering committee for discussion and review (SD 283). Appropriate campus constituencies, including the Faculty Senate, Staff Congress, and Student Government Association, discussed the draft report. Additionally, copies of the report were placed in the library for any interested persons to review.

The evaluation of the athletics department in 1995 and again in 1998 was, in essence, a continuation of the review for the 1990 SACS reaccreditation. A number of concerns and issues raised in the 1990 SACS review have been addressed on a continuing basis to ensure their implementation and integration. A high priority throughout the evaluation of the athletics program was to verify that the athletics department philosophy, values, programs, and support systems are in place to reasonably ensure that student-athletes can be academically successful.

***The committee finds that Morehead State University is in compliance.***

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### **5.5.2 Administrative Oversight**

**The administration must control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board.**

**Ultimate responsibility for that control must rest with the chief executive officer.**

**It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved.**

According to the NCAA operating principle number three: "The institution's governing board shall provide oversight and broad policy formulation. The chief executive officer shall be assigned ultimate responsibility and authority for the actual operations of the athletics program, with clear and direct support of the board" (SD 283).

The actions of the University's president and Board of Regents conform to the guidelines set by the NCAA. The president has sought and obtained clear support of the board on all major issues concerning athletics. The reporting lines for all athletic issues clearly show that the president has ultimate responsibility and authority for the operation of the athletic program.

Day-to-day operations of the intercollegiate athletics department are managed by full-time administrative staff including the vice president for student life/director of athletics (VPSL/AD), compliance and educational services director, sports information director, eight full-time head coaches, and three part-time

head coaches. Other key appointed roles within the athletics department administrative structure include the faculty athletic representative (FAR) and the senior woman administrator (SWA). The FAR is appointed by the president for a two-year term and is responsible for ensuring the eligibility of all student-athletes in accordance with NCAA and OVC regulations. The SWA is the highest-ranking female involved in administration of the athletics program. The SWA provides a voice in all athletics administrative decisions, assists the athletics department in evaluating its compliance with Title IX, and serves as a spokesperson for the University with regard to women's athletics.

Major decisions regarding athletics are generated from any of three sources: the Intercollegiate Athletics Committee (IAC), the vice president for student life/director of athletics, or the president. After studying the issue, the IAC makes its recommendations to the president, who then may forward a recommendation to the Board of Regents for final approval.

The Intercollegiate Athletics Committee's voting membership includes six faculty members selected by the Faculty Senate, three students selected by the Student Government Association, two staff members selected by Staff Congress, an administrator with academic rank from the Division of Academic Affairs appointed by the executive vice president for academic affairs, the vice president for university relations, the senior woman administrator (an NCAA mandated appointment), the registrar, and the director of budgets and management information. Members of the IAC keep their respective constituents informed of athletic department issues and the IAC's recommendations.

The IAC meets at least twice each semester and reviews issues brought to their attention. According to the bylaws of the board (SD 364), matters relating to intercollegiate athletics are under the purview of the Student Life and External Relations Committee. This committee is charged with reviewing and recommending to the full board new and amended policies and other non-curricular proposals relating to intercollegiate athletics.

The president has the authority to establish *ad hoc* committees to study areas of concern within athletics. Recommendations from the IAC and/or *ad hoc* committees are considered by the president for referral to the Board of Regents.

The IAC plays a key role in the search process for athletics department director-level positions and head coaches. The chair of the IAC is responsible for appointing search committee members. Search committee memberships must be approved by the president, who is responsible for appointing and/or approving

the search committee chair, and by the Office of Human Resources. The VPSL/AD recommends the extension and/or termination of head coaching contracts to the president for action.

Student-athletes have the opportunity to bring issues to the VPSL/AD's attention through representation on the Student-Athlete Advisory Committee (SAAC). SAAC membership consists of one appointed student-athlete from each team. Head coaches make appointments to this committee, and student-athletes serve a one-year term. The associate athletic director coordinates the SAAC meetings and activities.

***The committee finds that Morehead State University is in compliance.***

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### 5.5.3 Financial Control

**All fiscal matters pertaining to the athletics program must be controlled by the administration, with ultimate responsibility resting with the chief executive officer.**

The budget and audit procedures for intercollegiate athletics are consistent with the procedures followed by the other University budget units. The budget for athletics is approved by the president and the Board of Regents. All fiscal transactions in athletics are subject to the same audit procedures as other University units. Staff within the Division of Administration and Fiscal Services recommend independent auditors who are ultimately selected by the Board of Regents.

All athletics expenditures are initiated and processed through the automated accounting system used by the entire University. Purchase requisitions, cash transfers, and personnel actions are all accomplished through this system which ensures compliance with University policies and regulations, which are in accordance with NCAA rules.

***The committee finds that Morehead State University is in compliance.***

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**All income, from whatever source, and expenditures for the athletics program must have appropriate oversight by an office of the institution that is independent of the athletics program.**

Accounting for the income from ticket sales, guarantees, student activity fees, NCAA proceeds, and other miscellaneous income, as well as the expenditure of such funds, falls under the oversight of the Office of Accounting and Budgetary Control within the Division of Administration and Fiscal Services. All expenditures must receive prior approval from various personnel in the athletics department and the accounting office via online purchase requisitions, personnel action requests, check requests, on-campus transactions, and travel requests and vouchers.

***The committee finds that Morehead State University is in compliance.***

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**All such income and expenditures must also be appropriately audited.**

All income and expenditures associated with intercollegiate athletics are audited by the University's external auditor as part of the annual University-wide audit. In addition, the external auditor also annually performs certain procedures related to athletics, which are agreed to by management and the Board of Regents, to assist the University in complying with NCAA Bylaw 6.2.3.1 (SD 465). The athletics department has no input or involvement in the selection of the external auditor.

***The committee finds that Morehead State University is in compliance.***

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**If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities must be approved by the administration, and all such units shall be required to submit independent audits.**

Fund raising activities for intercollegiate athletics are the responsibility of the MSU Foundation, Inc., an IRS 501 (c)(3) organization controlled by the board of trustees, which includes the University president and the University chief financial officer. The president of Morehead State University delegates to the athletic director authority to approve or to deny all fund raising activities and expenditure of such funds.

Gifts in support of intercollegiate athletics are deposited into the Eagle Athletic Fund, which is maintained by the foundation, and are administered in accordance with appropriate regulations of the University, the Ohio Valley Conference, and the National Collegiate Athletics Association. Other than fund raising and promotional expenses, all disbursements from the Eagle Athletic Fund are made directly to the University. When funds raised by the foundation are to be expended, the funds are transferred to the University and budgeted to the athletic department. The VPSL/AD authorizes the disbursements from the Eagle Athletic Fund.

The MSU Foundation, Inc., is audited annually by the same external auditor hired by the MSU Board of Regents to audit the University's financial records. The external auditor attests to both financial compliance as well as compliance with the procedures set forth by the NCAA governing fund raising for athletic purposes.

***The committee finds that Morehead State University is in compliance.***

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**The administration of scholarships, grants-in-aid, loans and student employment must be included in the institution's regular planning, budgeting, accounting, and auditing procedures.**

The NCAA and the Ohio Valley Conference establish the maximum number of athletic scholarships that may be awarded by the University. The funds for scholarships are included in the athletics department budget as part of the University's approved operating budget. The distribution of scholarship funds within the athletics department is based upon a five-year strategic plan as established by the University's Intercollegiate Athletics Committee and focuses upon gender equity issues (SD 283). Expenditure of funds is in accordance with University policies and procedures.

The compliance officer determines the number of scholarships awarded by sport and notifies the Office of Financial Aid, which determines the financial eligibility of all recipients. If federal funding is involved, the Office of Financial Aid ensures compliance with those regulations as well.

The University Scholarship Committee (a standing committee which includes the assistant vice president for admissions, financial aid, and housing;

the director of budgets and management information; the director of the Honors Program; two staff members; two students; and four faculty) oversees all scholarship awards. The scholarship committee ensures adherence to all University and NCAA policies and procedures and sets the appeal procedures for the student-athletes.

Funds for student employment are budgeted in athletic units as part of the University's unrestricted operating budget. In addition, funds are periodically transferred from the central institutional workstudy unit and the central graduate assistant unit to various departments, including athletics, for student employment. All expenditures, including scholarships and student employment, are subject to the annual University-wide external audit.

***The committee finds that Morehead State University is in compliance.***

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#### 5.5.4 Academic Program

**Institutions must have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, must annually monitor compliance with those policies.**

**The implementation of academic, admission, and financial policies must be the responsibility of administrators and faculty not connected with the athletics program.**

**If there are special admissions for athletes, they must be consistent with the institutional policy on special admissions for other students and be under the control of regular academic policies and procedures.**

**Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements must be the same for athletes as for other students.**

Recruitment of student-athletes is governed by the NCAA guidelines and by policies stated in Morehead State University's *Intercollegiate Athletic Staff Policy and Procedures Manual* (SD 466). The compliance and educational services director (CESD) monitors compliance with all policies. All recruitment activities must be approved in advance. Coaches are required to take an annual

recruiting policies test, which they must pass before being allowed to recruit. Monitoring of recruitment initiatives include:

- Weekly review of telephone logs of recruitment-related calls;
- Prior approval of travel funds for recruiters to observe potential recruits or to speak to recruits; and
- Prior approval of travel by potential recruits to see the campus and/or meet with athletic personnel.

The admissions process for student-athletes is identical to that for non-athletes; however, NCAA standards are higher than MSU standards for regular admissions. The MSU Eligibility Committee (comprised of the VPSL/AD, the faculty athletics representative, and the registrar) is responsible for validating eligibility of student-athletes to the Ohio Valley Conference (OVC). The OVC requires that eligibility information be on file in the league office before any athlete can participate in competition. MSU policy requires that the eligibility committee sign each athlete's eligibility confirmation before it is forwarded to the league office.

The compliance and educational services director (CESD) and the coaches are required to forward any admissions-related materials (e.g., transcripts and board scores) directly to the MSU admissions office. No other athletics department personnel are involved in the admissions process. The CESD notifies the prospective student of the NCAA Clearinghouse guidelines for admission.

The CESD initiates the process of confirming eligibility and assures that all required student records are available to the eligibility committee. Student-athletes do not have their forms forwarded until all three members of the eligibility committee have discussed and signed the document.

The Office of Financial Aid handles all student financial aid, including scholarships for student-athletes. Although the Office of Financial Aid reports to the vice president for student life who is also the director of athletics, the day-to-day operations of financial aid is managed by the assistant vice president of admissions, financial aid, and housing, who is not affiliated with the athletics department.

The eligibility committee also oversees continuing eligibility. Standards for maintenance of academic good standing and for fulfillment of curricular requirements are more stringent for student-athletes than they are for the general student population in keeping with NCAA regulations for yearly class load and

progress toward a degree. Because student-athletes must provide official checksheet information to the CESD and the MSU eligibility committee by their sophomore year, student-athletes must have declared a major by that time. Non-athlete students are not under this restriction.

Student-athletes who would be admitted under special admission programs would be categorized as provisional students using the same criteria as for non-athlete students. There are presently no student-athletes in the provisional program, nor have there been any during the last four-year period. Were student-athletes to be admitted provisionally, they would not meet the minimum NCAA requirements and would not, therefore, be eligible to practice or play NCAA sports. Grade point averages and college board scores for incoming student-athletes are higher (on average) than they are for the non-athlete student population.

***The committee finds that Morehead State University is in compliance.***

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## **APPENDIX A:**

### **Morehead State University Intercollegiate Athletics Mission Statement**

Morehead State University believes that intercollegiate athletics is an integral part of the University and that a broad-based intercollegiate athletics program encourages student participation and involvement in the total life of the University. In addition, intercollegiate athletics programs play a positive role by supporting the academic and public service mission of the University.

- Each athletic program shall be conducted in a manner that protects the physical, mental, emotional, and social welfare of each student-athlete.
- Each student-athlete, through academic counseling and individual assistance, shall be encouraged toward completion of degree requirements and graduation.
- Each athletics program shall adhere to the principles of fair play and amateur competition as defined by the National Collegiate Athletic Association and the Ohio Valley Conference.
- Each athletics program shall be administered at the highest level that the University's resources will allow so that each student-athlete will have the opportunity to compete to the fullest extent of his or her ability.
- The athletics programs at Morehead State University shall make every effort to educate and to serve the student-athletes of the University's primary service area and their respective educational institutions.
- The athletics programs will accommodate students' interest and abilities in a manner that is nondiscriminatory to both sexes and reasonable within the University's resources.
- The athletics program shall adhere to the University's Affirmative Action plan promoting equal opportunity for all employees and students, as well as applicants for employment and student participation.

### **Relationship To The Institutional Mission**

The intercollegiate athletics programs at Morehead State University provide opportunities for participation in athletic activities for many students and serve as an integral part of the social, educational, and cultural life of many more.

In addition to the educational benefit of athletic participation, the availability of quality spectator sports enhances the University community and the community at large. Athletic programs have played an important role in the development of traditions which serve as links among students, faculty, administrators, alumni, and the people of the region. Moreover, intercollegiate athletic competition provides the University with an opportunity for media exposure throughout the state, region, and nation.

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## VI. ADMINISTRATIVE PROCESSES

### 6.1 ORGANIZATION AND ADMINISTRATION

#### Introduction

The administration of an institution of higher education has the responsibility for bringing together its various resources and allocating them effectively to accomplish institutional goals.

Morehead State University has five primary divisions: the Office of the President, the Division of Academic Affairs, the Division of Administration and Fiscal Services, the Division of Student Life, and the Division of University Relations. The institution's organization chart is presented in Appendix A. As shown in Table 6.1, the University employed approximately 458 full- and part-time faculty in the fall of 1998. In addition, the University employed approximately 852 full- and part-time staff (SD 132).

**Table 6.1 Fall 1998 EEO Categories and Positions**

<b>EEO Categories</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
Administrative	48	1	49
Faculty	321	137	458
Professional	262	73	335
Clerical	153	18	171
Technical	38	60	98
Skilled Crafts	55	2	57
Service/Maintenance	112	30	142
<b>Total</b>	<b>989</b>	<b>321</b>	<b>1,310</b>

The President's Cabinet is composed of the president, the executive assistant to the president, the Affirmative Action officer, the executive vice president for academic affairs, the vice president for administration and fiscal services, the vice president for student life/director of athletics, and the vice president for university relations.

The President's Cabinet is responsible for all resources and the effective allocation of them to accomplish the University's mission and goals. The

University's goals and various objectives are clearly described in *The University Plan for 1996-2000* (SD 87).

***The committee finds that Morehead State University is in compliance.***

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### 6.1.1 Descriptive Titles and Terms

**The name of an institution, the titles of chief administrators, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded must be accurate, descriptive and appropriate.**

The University traces its beginnings to the Morehead Normal School, which opened in 1887. In 1922, the Kentucky General Assembly established Morehead State Normal School. The state institution accepted its first students in the fall of 1923. The mission and name of the institution has evolved over time. For example, in 1926, "and Teachers College" was added to the institution's name. In 1966, the institution received university status and assumed the appropriate name of Morehead State University (SD 132).

The University has a clearly defined administrative organizational structure as shown in Appendix A. The chief administrators include the president, the executive vice president for academic affairs, the vice president for administration and fiscal services, the vice president for student life/director of athletics, and the vice president for university relations, all of whom have appropriate and descriptive titles.

The five primary divisions include the following: president, academic affairs, administration and fiscal services, student life, and university relations. Each division title is appropriately descriptive.

All the University's degree programs are outlined in the undergraduate and graduate catalogs (SD 257, SD 256). The academic offerings and programs and the names of degrees awarded are accurate, descriptive and appropriate.

***The committee finds that Morehead State University is in compliance.***

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### 6.1.2 Governing Board

**Although title and functions vary, the governing board is the legal body responsible for the institution and for policy making.**

**The duties and responsibilities of the governing board must be clearly defined in an official document.**

**The responsibilities of the governing board must include the following functions: establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.**

Morehead State University is governed by the Board of Regents in accordance with Kentucky Revised Statutes and the MSU Board of Regents Bylaws. The duties and responsibilities of the Board of Regents include establishing broad institutional policies, securing financial resources adequate to support the institutional goals, and selecting the chief executive officer and are clearly set forth in KRS 164.340, 164.350, and 164.360 (SD 379) and in the Bylaws of MSU's Board of Regents (SD 364).

***The committee finds that Morehead State University is in compliance.***

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**A military institution authorized and operated by the federal government to award degrees and prohibited by authorized legislation from having a board with ultimate legal authority must have a public board which, in policy and practice, carries out the normal functions of a board as described in these criteria.**

This criteria statement is not applicable to Morehead State University.

---

**There must be a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.**

**General institutional policies should originate within the board or should be approved by the board upon recommendation of the administration. Once these have become official policies, the administration should implement them within a broad framework established by the board.**

**Except under clearly defined circumstances, board action must result from a decision of the whole, and no individual members or committee can take official action for the board unless authorized to do so.**

The policy-making function of the Board of Regents is specified in KRS 164.350 (SD 379), which empowers the governing boards of Kentucky's public universities to:

- Receive grants of money and expend the same for the use and benefit of the university;
- Adopt bylaws, rules, and regulations for the government of its members, officers, agents, and employees, and enforce obedience to such rules;
- Require such reports from the president, officers, faculty, and employees, as it deems necessary and proper from time to time;
- Determine the number of divisions, departments, bureaus, offices, and agencies needed for the successful conduct of the affairs of the university; and
- Grant diplomas and confer degrees upon the recommendation of the president and faculty.

In addition, KRS 164.350 (SD 379) requires the Board of Regents to hold its officers and officials accountable for the institution's progress through periodic evaluations designed to determine if the institution has successfully implemented its mission, goals, and objectives. These duties are followed in practice and are documented in the minutes of the Board of Regents and of its various committees.

Policy management and execution is reported to the Board of Regents at its regular quarterly meetings, through direct correspondence from the president and through the publication of *Board Briefs* by the Office of the President (SD 457). Pursuant to Article I (F) of the Board of Regents Bylaws (SD 364), no appropriation of money nor any contract that requires an appropriation or disbursement of money shall be made and no faculty member shall be employed or dismissed unless a majority of all members of the board vote for it.

***The committee finds that Morehead State University is in compliance.***

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**This document [clearly defining official responsibilities] must also specify the following: the number of members, length of service, rotation policies, organization and committee structure, and frequency of meetings.**

**There must be appropriate continuity in the board membership, usually provided by staggered terms of adequate length.**

**A board member may be dismissed only for cause and by procedures involving due process.**

**The board must not be subject to undue pressure from political, religious or other external bodies. Furthermore, it should protect the administration from similar pressures.**

The number of Board of Regents members, the length of service, and the rotation policy of board members is clearly defined in KRS 164.321 (SD 379). The eleven-member Board of Regents is composed of eight members appointed by the governor; one member of the teaching faculty elected by the faculty; one member of the non-teaching personnel elected by the non-teaching personnel; and the president of the Student Government Association, who is elected by the student body.

Although staggered terms are not specified by statute, KRS 164.321 (SD 379) specifies that new appointees shall not serve for more than two consecutive terms. The statute further specifies that no more than three appointed members of the Board of Regents shall reside in any one judicial district of the Kentucky Supreme Court as of the date of the appointment (SD 379). In making appointments, the governor shall ensure equal gender representation.

Once appointed, board members may be removed by the governor for cause, including neglect of duty or malfeasance in office, after being afforded a hearing with counsel before the Kentucky Council on Postsecondary Education and a finding of fact by the council (SD 379).

As noted in the 1990 SACS report, neither the Kentucky Revised Statutes (SD 379) nor the board bylaws (SD 364) directly address the Board of Regents being immune from undue pressure from political, religious, or other external bodies. However, as specified by KRS 164.321 (SD 379), gubernatorial appointments must result in the following composition. The board:

- May include one graduate of the respective institution who resides outside the Commonwealth;
- Shall not include two appointed members who are residents of the same county;
- Shall reflect the proportional representation of the two leading political parties of the Commonwealth based on the state's voter registration;

- Shall reflect no less than the proportional representation of the minority racial composition of the Commonwealth; and
- Shall not be incompatible with any state office.

The MSU Board of Regents Bylaws (SD 364) defines the kind of meetings, regular and special, and the number of meetings to be held annually. The bylaws further define the organization of the board, appointment terms for the president and board officers, election of officers, standing committees, and duties of each committee.

The board meets quarterly with the option of special meetings upon written request of the president or two members of the board. The board may meet in closed session, but no final action can be taken in any closed session. The standing committee structure of the board consists of the Administration and Fiscal Services Committee, the Academic Affairs Committee, the Student Life and External Relations Committee, and the Audit Committee.

***The committee finds that Morehead State University is in compliance.***

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**In addition, the governing board must have in place proper procedures to ensure that it is adequately informed about the financial condition and stability of the institution.**

Several procedures are in place to ensure that the board has adequate financial information regarding the University. Pursuant to KRS 164.460 (SD 379), the president provides written reports to the governing board which contain a full account of receipts of money from all sources, amount and purpose of disbursements thereof, and the condition of the University. Quarterly financial reports are presented to the board at its regularly scheduled meetings. The board defines the general content of the quarterly financial report in the annual Budget Adoption Resolution (SD 37).

Two committees of the board meet regularly to review financial information. The Administration and Fiscal Services Committee meets quarterly. The Audit Committee, established since the 1990 SACS report, receives and reviews reports and comments from the internal and external auditors and meets semi-annually.

***The committee finds that Morehead State University is in compliance.***

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### 6.1.3 Advisory Committees

**Whenever lay advisory committees are used by institutions, these committees should be active and their role and function clearly defined.**

In an attempt to determine the utilization of advisory committees by various units on campus, each academic department was asked to report the existence of advisory committees and their roles (SD 352). Also, several administrative offices were contacted for information on advisory boards that may function within administrative units. As a result of these efforts, it was apparent that there was no systematic collection of information and records pertaining to advisory committees.

**Suggestion: Descriptions, constitutions, minutes of meetings and other documents related to all lay advisory committees should be maintained in a central location designated by the University administration.**

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### 6.1.4 Official Policies

**The institution must publish official documents which contain, but are not limited to, the following information: duties and responsibilities of administrative officers, the patterns of institutional organization, the role of the faculty in institutional governance, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty and other personnel.**

University policies are published in various documents, most of which may be accessed from the University's web page. The duties and responsibilities of the University's administrative officers are described in the faculty handbook (SD 64). The duties of the president are also defined in the Board of Regents Bylaws (SD 364). The relationship between units of the University is indicated in the organizational chart (Appendix A), which is maintained by the Office of Human Resources.

The role of faculty in institutional governance is described in the Faculty Senate Constitution (SD 94) which is published on the University's web site. Pursuant to Article V of the Board of Regents Bylaws (SD 364), the board

recognizes and approves the Constitutions of the Faculty Senate, the Staff Congress, and the Student Government Association.

Statements pertaining to tenure, employment security, due process, and other policies and procedures affecting employees appear in the University's personnel policy manual: PG-General Policies; PAd-Administrative Policies; PAc-Academic Policies; PSE-Staff Exempt Policies; and PSNE-Staff Nonexempt Policies (SD 107).

***The committee finds that Morehead State University is in compliance.***

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### **6.1.5 Administrative Organization**

**The administrative organization must reflect the purpose and philosophy of the institution and enable each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution.**

**Administrative responsibility and authority for all educational offerings and functions of the institution must be clearly identified, and each institution must develop, publish, and make available an organizational chart clearly delineating lines of responsibility and authority.**

Morehead State University's administrative organization reflects the institution's purpose as described in the mission statement (SD 261) and does allow each unit to perform its particular duties. For example, the title of *vice president for academic affairs* was changed to *executive vice president for academic affairs and dean of faculty* in September 1992. Thus, the academic mission of the University has primacy, as evidenced by the title of the executive vice president for academic affairs. The organizational chart (Appendix A) is published annually by the Office of Human Resources and distinctly delineates the lines of responsibility and authority for all educational offerings and functions of the institution.

***The committee finds that Morehead State University is in compliance.***

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**The duties of the chief executive officer, and of other administrative officials directly responsible to the chief executive, must be clearly defined and made known to faculty and staff.**

**Administrative officers must possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility.**

The duties of the president are described in the Board of Regents Bylaws (SD 364). The responsibilities of the president, the four vice presidents, four deans, and the associate vice president of academic affairs and dean of graduate and undergraduate programs are included in the faculty handbook (SD 64), which is given to each faculty member and is posted on the University's web page. In addition, job descriptions for all positions, including the president and administrative officials reporting to the president, are available at the reserve desk in the Camden-Carroll Library.

Job descriptions and credentials for the president, for all personnel reporting directly to the president, and for the deans were collected and reviewed (SD 468). These administrators possess the appropriate academic training and experience to hold their respective positions.

***The committee finds that Morehead State University is in compliance with the criteria regarding the qualifications of its administrative officers.***

***The committee finds that Morehead State University is not in compliance with the criteria regarding the duties of the chief executive officer and administrators.***

**Recommendation:** The faculty handbook and staff handbook must be routinely reviewed and updated by the University administration. The faculty handbook does not include several new administrative positions which report directly to the president, including the executive assistant to the president, the special assistant to the president, and the Affirmative Action officer, and it does not include the dean of the institute for regional analysis and public policy

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**The effectiveness of all administrators, including the chief executive officer, must be evaluated periodically.**

The Board of Regents formally evaluates the president at the time of contract renewal. According to the current chair of the board, the president is also formally evaluated each year by the board. As part of the president's evaluation, a comparison is made of the president's stated goals and

accomplishments. Pursuant to KRS 164.350 (2) (SD 379), "Each board of regents shall periodically evaluate the institution's progress in implementing its missions, goals and objectives to conform to the strategic agenda. Officers and officials shall be held accountable for the status of the institution's goals." The bylaws of the board (SD 364) state, "As chief executive and academic officer of the University, the President shall be responsible for the operation of the University in conformity with the purposes and policies as determined by the Board of Regents and to develop rules and regulations as are necessary to carry out the purposes expressed herein."

Additionally, the president is evaluated biannually by all employees of the University using the Upper Level Administrators Assessment Plan (SD 377). The next evaluation is scheduled for winter 1999.

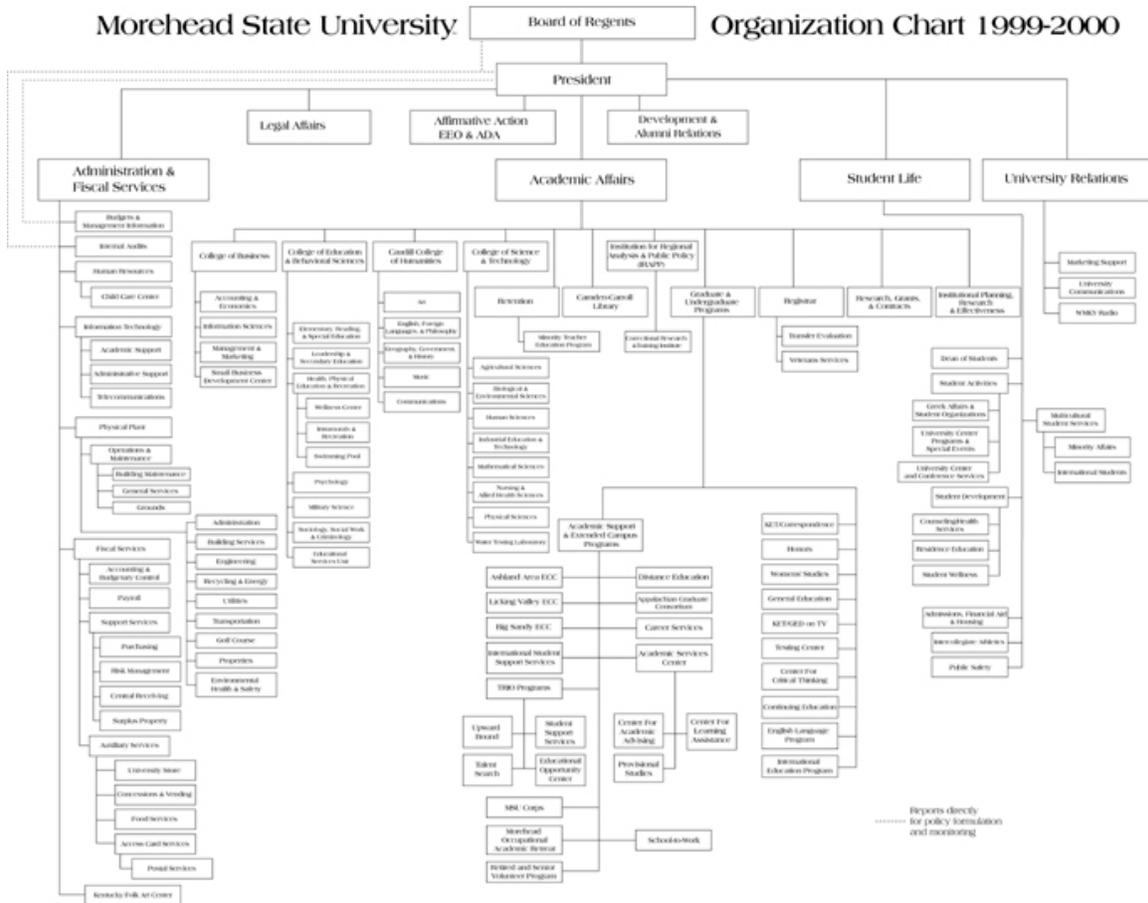
The president annually evaluates the assistant to the president, the Affirmative Action officer, the special assistant to the president, the executive assistant to the president, the executive vice president for academic affairs, the vice president for administration and fiscal services, the vice president for student life/director of athletics, and the vice president for university relations. The executive vice president for academic affairs annually evaluates the deans using the Performance Planning, Development and Appraisal Form (PPDAF) (SD 377). The deans also assess the executive vice president's effectiveness using the Upper Level Administrators Assessment Plan (SD 377).

The deans annually evaluate their department chairs using the PPDAF. All other University administrative personnel receive annual evaluations from their immediate supervisors using the PPDAF. Copies of these evaluations are kept on file in the Office of Human Resources. With the exception of the Board of Regents' evaluation of the president and the faculty's evaluation of the department chairs, the evaluations of administrators and all other University staff/employees are recorded on the PPDAF.

***The committee finds that Morehead State University is in compliance.***

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## APPENDIX A: Morehead State University Organization Chart



Reports directly  
..... for policy formulation and monitoring

## 6.2 INSTITUTIONAL ADVANCEMENT

### Introduction

In response to the administration's desire to focus more heavily on both fund raising and marketing, the Division of University Advancement, created in 1988, was reorganized in the fall of 1998 with major functions divided between the Office of Development and Alumni Relations and the renamed Division of University Relations.

### Division of University Relations

The reorganization of the Division of University Advancement has resulted in several changes for the division. The focus of the Division of University Relations is on marketing the institution, while the responsibility for fund raising has been reassigned to the special assistant to the president. The purpose of the Division of University Relations is to provide a planned and coordinated effort to gain and maintain public understanding and support through effective programs of institutional marketing, external and internal communications, governmental and legislative relations, and community and regional relations.

The framework for MSU's integrated marketing plan is the work of Robert Sevier, *Integrated Marketing for Colleges, Universities, and Schools*, published through CASE (Council for Advancement and Support of Secondary Education). A marketing team composed of volunteers from offices campus-wide is meeting with the institutional marketing director in order to establish data-gathering plans and formulate details of MSU's plan. Marketing priorities for 1999 include (1) recruitment and retention of students and (2) alumni involvement.

The units included in the Division of University Relations are as follows: Office of the Vice President for University Relations, Office of Marketing Support, Office of University Communications, and WMKY Radio.

**Office of the Vice President for University Relations.** The Office of the Vice President for University Relations is responsible for legislative and governmental relations at the federal, state, and local levels and for coordination of institutional marketing.

**Office of Marketing Support.** The Office of Marketing Support creates and produces printed and electronic materials. The director of marketing support was employed in February of 1998 to integrate the printing, photography, graphic

design, and publication functions toward supporting MSU's external marketing needs and serving the internal needs of faculty, staff and administrators.

**Office of University Communications.** Following the retirement of the Director of Institutional Relations on July 1, 1998, significant changes were made in the structure related to media and publications. The director of media relations became the director of the Office of University Communications. In addition to print and electronic media, the Office of University Communications now also supervises the design and content of the institutional web site, publishes an institutional magazine, and has become more aggressive in seeking news media exposure for the University.

**WMKY Radio.** WMKY Radio's mission to provide quality programming for the Eastern Kentucky region is accomplished through news and information broadcasts, classical and traditional music and entertainment programs, live sporting events coverage, and emergency public service announcements. The University's mission (SD 261) is supported through continuous announcements and briefings on University events and programs.

WMKY Radio had previously been moved from the former Division of University Advancement to the Department of Communications. WMKY Radio has now been returned to the Division of University Relations to support the increased emphasis on marketing throughout the University's service region.

### **Development and Alumni Relations**

With an increased emphasis on fund raising, the units of Development and Alumni Relations, formerly part of the Division of University Advancement, were transformed. The Office of Development and Alumni Relations now reports directly to the president through a special assistant. The special assistant to the president directly supervises the fund raising efforts of the University carried out by the assistant dean for development, the director of annual giving, the director of alumni relations, the director of community development, the campus giving campaign chair, and volunteer development personnel.

**Each institution should have a program of institutional advancement, which may include development and fund raising, institutional relations and alumni affairs. If there is an advancement program, it must be directly related to the purpose of the institution. Qualified persons should be responsible for administration of the program.**

Morehead State University does have a program of institutional advancement, which includes development and fund raising, institutional relations, and alumni affairs. The general purpose of both the Office of Development and Alumni Relations and the Division of University Relations is to build understanding and financial support from external and internal constituencies of the University.

Advancement activities are directed toward enhancement of the University's mission "to serve as a comprehensive, regionally focused University providing high-quality instruction at the undergraduate and master's degree levels" (SD 261). With regard to qualifications, resumés of all professional staff are on file in the Office of Human Resources and indicate that staff members are qualified in the areas in which they function.

***The committee finds that Morehead State University is in compliance.***

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### **6.2.1 Alumni Affairs**

**The relationship between the institution and its alumni should be one that encourages former students to continue to participate in the development of the institution.**

**It should also assist in the evaluation of institutional effectiveness.**

Alumni Relations is a unit within the Office of Development and Alumni Relations. Alumni Relations has four staff positions as follows: director of alumni relations; coordinator of alumni activities and licensing; alumni records specialist; and a secretary.

A review of documents reveals that the department effectively tracks, contacts, and involves MSU alumni in the development of the institution. The 1997 anniversary edition of the *Alumni Directory* is a high-quality publication that resulted from the office's extensive tracking and contact efforts with more than 12,000 alumni (SD 335). Through on-campus alumni events such as homecoming week, regional events such as trips to Churchill Downs and Cincinnati Reds baseball games, licensing programs such as MSU Visa cards, financial appeals, and other programming, alumni relations staff have involved thousands of alumni in support of the University.

A comprehensive alumni survey similar to “Alumni Input 86” has not been conducted by the alumni office since 1986, although departments and special interest groups do periodically request targeted groups of names and addresses for special projects. Conducting a new comprehensive survey by the alumni office could provide valuable feedback for planning alumni relations’ efforts and programs. However, specific cohorts of undergraduate and graduate alumni have been surveyed by the University in accordance with the requirements of the state’s higher education accountability system. Since 1993, five separate cohorts (identified by degree level and degree year) have been surveyed. On two of those occasions, the ACT Alumni Survey was administered along with the state-mandated common-question survey. The results of those University-level surveys were published in the annual accountability report, which was distributed throughout the campus (SD 475).

Table 6.2.1 contains results from surveys of administrators, staff, faculty, and students in the fall of 1998. A 2.94 average rating indicates that perceptions of the adequacy of alumni relations are above average for all groups combined, as well as for individual groups, but perceptions are not as positive among faculty and staff as among administrators and students. The average rating at the top of the third quartile indicates that efforts to communicate more effectively with on-campus groups may be needed.

**Table 6.2.1 Adequacy of Office of Alumni Relations as it Directly Affects You**

	<b>Administrators</b>	<b>Staff</b>	<b>Faculty</b>	<b>Students</b>	<b>Avg. of Mean</b>
N	33	270	152	1497	
Mean	3.06	2.88	2.7	3.1	2.94
Std. Dev.	0.75	0.78	0.84	0.79	
Scale: 1= Poor, 4= Excellent					

**Suggestion: The Office of Development and Alumni Relations should plan and conduct a comprehensive survey of alumni perceptions and attitudes toward the institution and alumni relations.**

**Suggestion: The Office of Development and Alumni Relations should develop materials which will better inform faculty, staff, and administrators about services and programs which are available.**

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### **6.2.2 Fund Raising**

**All fund raising must be related to the purpose of the institution.**

**All aspects of fund raising must be incorporated into the planning process and evaluated regularly.**

**An institution must develop policies and procedures for fund raising and ensure that such policies are appropriately disseminated and followed.**

The special assistant to the president, who oversees the Office of Development and Alumni Relations, serves as the primary officer for strategic planning, policy formation, and daily operation of fund raising efforts at MSU. The *MSU Fund Raising Manual* (SD 311) contains an overview of University fund raising, articles by MSU staff on giving programs, and institutional policies governing gifts and fund raising. Following is a description of the allocation of human resources for fund raising activities within the Office of Development and Alumni Relations.

#### **Planned Giving**

The assistant dean for development is charged with the responsibility for identifying and cultivating individual relationships that could result in long-term gifts of cash, securities, personal property, or real estate. Those gifts can be made through annuities, trusts, and will bequests. A copy of "Prospectus on Giving," which is a detailed manual describing various forms of planned gifts, is available for review (SD 322).

#### **Annual Giving**

The annual giving unit, with four professional staff members and three clerical and student staff members, plans and implements mail, telephone, and other direct appeal campaigns to raise unrestricted and restricted funds for the University. Funds received are managed by the MSU Foundation, Inc., the

executive director of which is the special assistant to the president. The University's telegiving program is organized and supervised by the director of annual giving, with daily operation of phone banks and scheduling of student phone workers supervised by a half-time student assistant.

The annual giving unit supports the University's mission by conducting fund raising activities either for specific departments within the University or for unrestricted giving. The director of annual giving has no involvement in the process of determining how unrestricted funds are distributed.

Planning for annual giving appeals is normally completed by June 15 of each year and is conducted in cooperation with the Office of Alumni Relations. The director of annual giving also meets with department chairs and deans who have indicated a need for fund raisers to plan targeted appeals.

### **Athletics Development**

Giving to athletics through fund raising events is planned and co-managed by the athletic development director with supervision from the director of annual giving. The effectiveness of annual giving campaigns is evaluated at the end of each fiscal year through comparisons with the previous year's efforts and with total-dollar results; evaluations of productivity for specific mail pieces and periodic reports of productivity (weekly, monthly) in telegiving and in targeted appeals are made and maintained. The director of annual giving evaluates athletic giving each January. A report of athletic fund giving for years 1995-1998 is available for review (SD 324).

### **Campus Giving**

A new fund raising initiative for MSU, the Campus Giving Campaign, began in the fall of 1998. The annual campaign is targeted to current faculty and staff. During the first year, the president's executive assistant served as campaign chair and was supported by development staff with planning and administration. Volunteer unit development officers were selected from across campus and trained to present campaign goals and the process for meeting them to designated units. A comprehensive campaign brochure and unit development officer training manual are available for review (SD 312).

## **Faculty, Staff, and Retiree Relations**

A half-time volunteer began working as a coordinator of Faculty, Staff, and Retiree Relations in the fall of 1998. The coordinator's mission is to create services and activities which will enable the University to keep in contact with retirees, give special recognition when appropriate, involve retirees in service to the University, and, as a secondary activity, encourage financial support of the University. Since the position and its functions are new to the University, no evaluation of their effectiveness is currently available.

### **Summary**

Current fund raising efforts are related to the mission of the University. Creation of a fund raising manual and new materials and programs for planned giving, athletic development, annual giving, retiree relations, and campus giving hold promise for significantly increasing total funds raised.

While fund raising policies and procedures appear to be well developed, there appears to be a gap in the sharing of those policies and procedures with groups on campus. Interviews with several faculty and staff indicated that they have not seen written policies or procedures for fund raising and that there is no brochure, manual, or other written document distributed to faculty and staff to outline procedures for funding individual projects.

As shown in Table 6.2.2, recent surveys of administrators, faculty, and staff indicate that perceptions of the development functions at MSU are average or slightly above average among all groups. Perceptions were mostly positive among administrators and staff and least positive among faculty. Discussions with selected faculty suggest that departments should be brought more fully into the campus development planning process and given greater technical assistance in fund raising for their respective areas. The newly created Unit Development Officers Program will increase communication between development staff and faculty.

**Table 6.2.2 Adequacy of Development as it Directly Affects You**

	<b>Administrators</b>	<b>Staff</b>	<b>Faculty</b>	<b>Students</b>	<b>Avg. Rating</b>
N	33	270	162	N/A	
Mean	2.82	2.79	2.51	N/A	2.71
Std. Dev.	0.73	0.78	0.91	N/A	
Scale: 1= Poor, 4= Excellent					

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The Office of Development and Alumni Relations should survey and monitor the various campus constituencies to determine if fund raising policies and procedures are understood and followed.**

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## **6.3 FINANCIAL RESOURCES**

### **6.3.1 Financial Resources**

**Because the financial resources of an institution influence the quality of its educational programs, each institution must possess sufficient financial resources to support all of its programs.**

**The recent financial history of the institution must also demonstrate the financial stability essential to its successful operation.**

#### **Analysis of Revenues**

Morehead State University receives or generates financial revenues from tuition and fees, state appropriations, grants and contracts, indirect cost reimbursements, sales and services of educational activities, sales and services of auxiliary enterprises, and other miscellaneous resources, such as private fund raising. The amount and percentage of revenues received from each source from 1994 to 1998 are presented in Table 6.3.1 (SD 31). Beginning in fiscal year 1996, MSU assumed responsibility for the direct student loan program, significantly increasing the amount of government grants and contracts. The data in Table 6.3.2 has been adjusted to exclude these funds. The analysis of revenues that follows is based on the amounts reported in Table 6.3.2.

**Table 6.3.1 Morehead State University  
Statement of Current Funds Revenues  
Fiscal Years Ending 1994-1998**

	1998		1997		1996		1995		1994	
	Amount	Pct								
Tuition and Fees	\$19,843,853	20.1%	\$19,537,487	20.6%	\$18,768,496	20.6%	\$18,174,336	23.7%	\$18,285,745	24.8%
State Appropriations	36,909,005	37.4%	34,007,500	35.9%	34,185,948	37.5%	32,734,105	42.8%	31,229,490	42.3%
Government Grants and Contracts	29,217,677	29.6%	29,431,656	31.0%	26,947,316	29.6%	13,961,194	18.2%	13,107,920	17.8%
Indirect Cost Reimbursement	279,354	0.3%	312,227	0.3%	286,446	0.3%	243,228	0.3%	246,473	0.3%
Sales and Services of Ed. Activities	1,022,375	1.0%	846,453	0.9%	885,056	1.0%	795,331	1.0%	774,601	1.0%
Auxiliary Enterprises	8,993,215	9.1%	8,553,088	9.0%	8,199,091	9.0%	8,702,469	11.4%	8,838,944	12.0%
Other Sources	<u>2,333,075</u>	<u>2.4%</u>	<u>2,119,843</u>	<u>2.2%</u>	<u>1,836,694</u>	<u>2.0%</u>	<u>1,928,887</u>	<u>2.5%</u>	<u>1,313,154</u>	<u>1.8%</u>
<b>Total</b>										
<b>Current Revenues</b>	<b><u>\$98,598,554</u></b>	<b><u>100%</u></b>	<b><u>\$94,808,254</u></b>	<b><u>100%</u></b>	<b><u>\$91,109,047</u></b>	<b><u>100%</u></b>	<b><u>\$76,539,550</u></b>	<b><u>100%</u></b>	<b><u>\$73,796,327</u></b>	<b><u>100%</u></b>

Source: MSU Audited Financial Statements

**Table 6.3.2 Morehead State University  
Statement of Current Funds Revenues  
Fiscal Years Ending 1994-1998 (Adjusted)**

	1998		1997		1996		1995		1994	
	Amount	Pct								
Tuition and Fees	\$19,843,853	23.3%	\$19,537,487	24.2%	\$18,768,496	23.9%	\$18,174,336	23.7%	\$18,285,745	24.8%
State Appropriations	36,909,005	43.4%	34,007,500	42.1%	34,185,948	43.5%	32,734,105	42.8%	31,229,490	42.3%
Government Grants and Contracts	15,619,185	18.4%	15,313,909	19.0%	14,390,650	18.3%	13,961,194	18.2%	13,107,920	17.8%
Indirect Cost Reimbursement	279,354	0.3%	312,227	0.4%	286,446	0.4%	243,228	0.3%	246,473	0.3%
Sales and Services of Ed. Activities	1,022,375	1.2%	846,453	1.0%	885,056	1.1%	795,331	1.0%	774,601	1.0%
Auxiliary Enterprises	8,993,215	10.6%	8,553,088	10.6%	8,199,091	10.4%	8,702,469	11.4%	8,838,944	12.0%
Other Sources	<u>2,333,075</u>	<u>2.7%</u>	<u>2,119,843</u>	<u>2.6%</u>	<u>1,836,694</u>	<u>2.3%</u>	<u>1,928,887</u>	<u>2.5%</u>	<u>1,313,154</u>	<u>1.8%</u>
<b>Total</b>										
<b>Current Revenues</b>	<b><u>\$85,000,062</u></b>	<b><u>100%</u></b>	<b><u>\$80,690,507</u></b>	<b><u>100%</u></b>	<b><u>\$78,552,381</u></b>	<b><u>100%</u></b>	<b><u>\$76,539,550</u></b>	<b><u>100%</u></b>	<b><u>\$73,796,327</u></b>	<b><u>100%</u></b>

Source: MSU Audited Financial Statements

State appropriations have remained the largest single source of revenue over this period, ranging from a high of 43.5% in 1996 to a low of 42.1% in 1997. The percentage of revenue derived from state appropriations, however, has declined significantly since the last SACS self-study. The 1988-1990 self-study reported state appropriations as a percent of total revenue ranged from 50.8% to 54.0% over the five-year period from 1984 through 1988.

Given the proportionate decline in state appropriations since the prior self-study, the University necessarily increased its dependency on tuition and fees. During the previous self-study period, the University relied on tuition and fees for 16% to 17.6% of its total current revenues. During the five-year period from 1994 through 1998, the percentage of revenue generated from tuition and fees has ranged from a high of 24.8% in 1994 to a low of 23.3% in 1998.

The downward trend in the percentage of tuition and fees revenue from 1994 to 1998 is consistent with the enrollment decline over that same period. As shown in Table 6.3.3, Morehead State University has experienced a 5.6% decline in fall enrollment and an 8.8% decline in spring enrollment since 1994 (SD 119).

**Table 6.3.3 Morehead State University  
Full-time Equivalent (FTE) Students, 1994-1998**

	<b>Fall</b>	<b>Spring</b>
<b>1994</b>	6,670	6,472
<b>1995</b>	6,493	6,140
<b>1996</b>	6,451	5,893
<b>1997</b>	6,358	5,931
<b>1998</b>	6,296	5,901

Source: 1998-1999 Morehead State University Profile

The University has partially offset the impact from the enrollment decline through modest increases in tuition and fees. Tuition rates and mandatory fees have increased annually by approximately 4.6% to 4.9% from 1994 to 1998 (or a total of approximately 19% to 21% over the four-year period) as shown in Table 6.3.4.

**Table 6.3.4 Morehead State University  
Tuition and Mandatory Fees,  
Fall Semester, 1994-1998**

	1994	1995	1996	1997	1998	Compounded Annual Rate of Increase From 1994 to 1998
<b>Resident</b>						
Undergraduate	\$ 950	\$1,000	\$1,045	\$1,075	\$1,135	4.55%
Graduate	\$1,030	\$1,080	\$1,135	\$1,165	\$1,235	4.64%
<b>Non-Resident</b>						
Undergraduate	\$2,530	\$2,680	\$2,785	\$2,875	\$3,055	4.83%
Graduate	\$2,770	\$2,920	\$3,055	\$3,145	\$3,355	4.91%

On April 12, 1999, the Kentucky Council on Postsecondary Education (CPE) authorized the public colleges and universities to set their own tuition rates (SD 480). With this change, the CPE expects the state universities to rely on tuition and fees for at least one-third of their public funds. For the 1998 fiscal year, tuition and fees for MSU accounted for a total of 20.1% of total current revenues. However, as shown in Table 6.3.5, tuition and fees as a percentage of public funds (defined by the CPE as the sum of tuition and fees and state appropriations net of debt service) has been over 35% for each year from 1994 to 1998 (SD 427). MSU's tuition structure, therefore, is currently meeting the CPE's guidelines and expectations.

**Table 6.3.5 Morehead State University Tuition and Fees As a Percentage of Public Funds, 1994-1998**

	<b>1998</b>	<b>1997</b>	<b>1996</b>	<b>1995</b>	<b>1994</b>
State Appropriations, Operating	\$33,134,800	\$30,878,600	\$29,458,500	\$32,648,200	\$31,143,790
State Appropriations, Debt Service	3,688,300	3,042,995	4,355,843		
State Appropriations, Allied Health	85,905	85,905	85,905	85,905	86,000
General Fund Surplus	0	0	285,700	0	0
<b>Total</b>	<b><u>\$36,909,005</u></b>	<b><u>\$34,007,500</u></b>	<b><u>\$34,185,948</u></b>	<b><u>\$32,734,105</u></b>	<b><u>\$31,229,790</u></b>
State Appropriations Net of Debt Service	\$33,220,705	\$30,964,505	\$29,830,105	\$32,734,105	\$31,229,790
Tuition and Fees	<u>\$19,843,853</u>	<u>\$19,537,487</u>	<u>\$18,768,496</u>	<u>\$18,174,336</u>	<u>\$18,285,745</u>
<b>Total Public Funds</b>	<b><u>\$53,064,558</u></b>	<b><u>\$50,501,992</u></b>	<b><u>\$48,598,601</u></b>	<b><u>\$50,908,441</u></b>	<b><u>\$49,515,535</u></b>
<b>Tuition and Fees as a Percentage of Public Funds</b>	<b>37.4%</b>	<b>38.7%</b>	<b>38.6%</b>	<b>35.7%</b>	<b>36.9%</b>

### **Analysis of Expenditures**

Data related to unrestricted expenditures from 1994 to 1998 are presented in Table 6.3.6 "Unrestricted Educational and General Expenditures" (SD 31). Expenditures for instruction continue to account for the largest percentage of expenditures, ranging from a low of 45.6% in 1998 to a high of 48.4% in 1995. This percentage is significantly higher than during the previous self-study when instructional expenses accounted for only 37% to 39% of total expenditures. As presented in Table 6.3.7 (SD 31), MSU committed 46.9% of its expenditures to instruction in 1996-1997, compared to the average percentage of 45.6% for the other Kentucky regional universities. Since the 1988-1990 SACS self-study, MSU has made a concerted effort to increase its financial commitment to instruction.

Although MSU commits a larger percentage of its funds to instruction than the average Kentucky regional university, faculty and staff satisfaction relating to salaries remains low. Based on a comparison of College and University Personnel Association (CUPA) National Salary Survey (SD 145) and the 1998-1999 MSU Personnel Roster (SD 37), most faculty salaries are below the CUPA mean salary for their appropriate comparison group. A thorough discussion of faculty salaries is presented in Section 4.8.5, Faculty Compensation.

With regard to staff compensation, in September of 1997, the University initiated an audit of (1) the classification and compensation programs and (2) the performance management and development program with the assistance of William M. Mercer, Inc. Mercer is an international firm with extensive experience in higher education human resources consulting. Based on a comparison of MSU to appropriate recruiting market employers, Mercer's analysis indicates that the University's competitive pay position is below average (SD 110). The University is paying both exempt and non-exempt staff, on average, fifteen percent less than market for comparable duties and responsibilities. Furthermore, the salary range structure for the exempt group is set fifteen percent below market and the non-exempt structure is set ten percent below market.

**Table 6.3.6 Morehead State University  
Unrestricted Educational and General Expenditures,  
1994-1998**

	1998		1997		1996		1995		1994	
	Amount	Pct								
Instruction	\$24,521,938	45.6%	\$24,060,687	46.9%	\$23,258,274	46.9%	\$23,244,841	48.4%	\$22,161,085	48.3%
Research	205,882	0.4%	54,406	0.1%	62,304	0.1%	80,836	0.2%	55,133	0.1%
Public Service	1,116,059	2.1%	953,855	1.9%	1,009,068	2.0%	862,417	1.8%	826,730	1.8%
Library	2,161,752	4.0%	2,019,137	3.9%	2,074,571	4.2%	2,182,347	4.5%	1,868,923	4.1%
Academic Support	4,424,480	8.2%	3,936,391	7.7%	3,410,898	6.9%	3,405,289	7.1%	3,247,637	7.1%
Student Services	5,831,378	10.9%	5,731,613	11.2%	5,427,373	10.9%	5,080,949	10.6%	4,902,945	10.7%
Institutional Support	6,913,816	12.9%	6,532,416	12.7%	6,582,326	13.3%	6,006,904	12.5%	5,798,193	12.6%
Operations and Maintenance	4,779,982	8.9%	4,641,335	9.1%	4,794,364	9.7%	4,505,969	9.4%	4,305,538	9.4%
Student Financial Aid	<u>3,781,231</u>	<u>7.0%</u>	<u>3,354,112</u>	<u>6.5%</u>	<u>3,016,003</u>	<u>6.1%</u>	<u>2,680,152</u>	<u>5.6%</u>	<u>2,752,894</u>	<u>6.0%</u>
<b>Total</b>	<b><u>\$53,736,518</u></b>	<b><u>100%</u></b>	<b><u>\$51,283,952</u></b>	<b><u>100%</u></b>	<b><u>\$49,635,181</u></b>	<b><u>100%</u></b>	<b><u>\$48,049,704</u></b>	<b><u>100%</u></b>	<b><u>\$45,919,078</u></b>	<b><u>100%</u></b>

**Table 6.3.7 Unrestricted Educational and General Expenditures  
Kentucky Regional Universities,  
1996-1997**

	MOSU	EKU	KSU	MUSU	NKU	WKU	*Regional Average
Instruction	46.9%	50.5%	40.0%	44.8%	44.3%	48.3%	45.6%
Research	0.1%	0.3%	0.0%	1.1%	0.3%	0.5%	0.4%
Public Service	1.9%	2.5%	0.2%	4.7%	1.5%	1.8%	2.1%
Library	3.9%	3.8%	0.0%	3.6%	5.8%	5.2%	3.7%
Academic Support	7.7%	10.0%	7.1%	4.7%	7.3%	5.4%	6.9%
Student Services	11.2%	7.4%	14.1%	8.6%	8.9%	10.4%	9.9%
Institutional Support	12.7%	11.1%	18.8%	10.9%	16.6%	13.2%	14.1%
Operations and Maintenance	9.1%	12.0%	15.0%	12.6%	10.0%	10.3%	12.0%
Student Financial Aid	<u>6.5%</u>	<u>2.4%</u>	<u>4.8%</u>	<u>9.0%</u>	<u>5.3%</u>	<u>4.9%</u>	<u>5.3%</u>
<b>Total</b>	<u>100%</u>						

\*Excludes MoSU

Expenditures for research, public service, library, academic support, student services, institutional support, operations and maintenance, and student financial aid have remained at fairly constant percentages of the total expenditures during the past five years. Compared to the 1996-1997 regional average, MSU allocated significantly less to research (0.1% compared to 0.4%). For the 1998 fiscal year, however, MSU reported this ratio to be 0.4% as a result of an accounting change. In prior years, MSU allocated some research expenditures to instructional support. This had the effect of overstating instruction expenditures and understating research expenditures.

Additionally, MSU allocated more to student financial aid than did the regional universities on average (6.5% compared to 5.3%). However, because the MSU student population has a great need for financial assistance, and given that the mission of the University is to serve the traditionally under-served twenty-two county service region in eastern Kentucky, a larger allocation of funds for student aid is warranted.

Compared to the other Kentucky regional universities (SD 474), Morehead State University maintains lower E&G expenditures per student full-time equivalency (FTE). For example, during the 1996-1997 academic year, the average regional university expenditures was \$9,037 per student FTE, as compared to MSU's \$8,075 per student FTE. The difference has been nearly the same for the past five years.

Table 6.3.7 shows that MSU has spent a smaller percentage of total E&G expenditures on research, public service, institutional support, and operations and maintenance than the other regional universities. Conversely, MSU has spent a larger percentage of total E&G expenditures on instruction, library, academic support, student services, and student financial aid than the other regional universities. With respect to those components of E&G expenditures most likely to impact the overall quality of the student experience at MSU, the University is committing more resources than the average of the other regional universities.

### Analysis of Fund Balance

Data related to MSU's unrestricted fund balance were compiled from the University's annual audited financial statements (SD 31) and from its quarterly financial reports to the Board of Regents (SD 38) and are presented in Table 6.3.8. Over the past five years, the unrestricted fund balance has fluctuated from a high of \$10,774,066 in 1994 to a low of \$8,160,432 in 1996.

**Table 6.3.8 Morehead State University  
Unrestricted Current Funds and Unrestricted Fund Balance**

	<b>FYE 1998</b>	<b>FYE 1997</b>	<b>FYE 1996</b>	<b>FYE 1995</b>	<b>FYE 1994</b>
<b>Net Change in Fund Balance</b>					
Revenues	\$69,380,875	\$65,376,598	\$64,161,731	\$62,578,356	\$60,688,407
Expenditures	<u>69,114,278</u>	<u>64,212,472</u>	<u>65,296,342</u>	<u>64,057,380</u>	<u>58,554,174</u>
<b>Net Change</b>	<b><u>\$ 266,597</u></b>	<b><u>\$ 1,164,126</u></b>	<b><u>\$(1,134,611)</u></b>	<b><u>\$(1,479,024)</u></b>	<b><u>\$2,134,233</u></b>
<b>Total Unrestricted Fund Balance</b>	<b><u>\$9,591,155</u></b>	<b><u>\$9,324,558</u></b>	<b><u>\$8,160,432</u></b>	<b><u>\$9,295,042</u></b>	<b><u>\$10,774,066</u></b>

During the 1995 and 1996 fiscal years, MSU experienced negative net changes in its fund balance but was able to support these fluctuations with its accumulated unrestricted fund balance. Extraordinary items in 1995 included a nonrecurring net transfer of \$2,145,471 for capital infrastructure, which largely accounts for the negative change in fund balance. Extraordinary items in 1996 also included a nonrecurring net transfer of \$1,431,143 for capital infrastructure. In both years, these were planned nonrecurring uses of funds needed to help build the University's technology infrastructure and did not result from an operating shortfall. Further discussion of the unrestricted fund balance relative to its total unrestricted expenditures and mandatory transfers is provided in the next section on ratio analysis.

### **Ratio Analysis**

Selected financial ratios are presented in Table 6.3.9 (SD 38). These financial ratios provide a standardized overview of key aspects of the financial operations of the University.

The debt service ratio examines the expenditures associated with debt relative to unrestricted current fund revenues. MSU has maintained a higher debt service ratio than the industry benchmark in each of the five years from 1994 to 1998. The debt service ratio for MSU, however, has declined from a high of 11.30% in 1996 to a five-year low of 9.75% in 1998. In addition, the Commonwealth of Kentucky funds the annual debt service requirements of Consolidated Educational Buildings and Revenue Bonds and State Property and Buildings Commission Project Bonds. This practice skews the debt service ratio for MSU in a negative direction. If the debt service is removed from the calculation, MSU's ratio falls to 4.6%, which is lower than the industry benchmark.

The liquidity of the current fund balance ratio indicates the ability of the University to cover its short term debt obligations with its existing cash position (both unrestricted values). With the exception of 1996, the liquidity of the current fund balance ratio has been higher than the industry benchmark, indicating MSU can adequately meet its short-term debt obligations.

**Table 6.3.9 Morehead State University  
Selected Financial Ratios,  
1994-1998**

	Industry Benchmark	1998	1997	1996	1995	1994
<b>DEBT SERVICE RATIO</b>						
Total Debt Service		\$6,765,273	\$6,458,930	\$7,248,012	\$6,880,066	\$6,360,273
Unrestricted Current Fund Revenues		\$69,380,877	\$65,376,598	\$64,161,731	\$62,578,356	\$60,688,407
<b>Debt Service Ratio</b>	<b>5.00%</b>	<b>9.75%</b>	<b>9.88%</b>	<b>11.30%</b>	<b>10.99%</b>	<b>10.48%</b>
<b>LIQUIDITY OF CURRENT FUND BALANCE</b>						
Cash-unrestricted current funds		\$12,103,775	\$10,497,435	\$8,231,453	\$10,321,232	\$11,918,998
Current Liabilities-unrestricted		\$6,051,941	\$4,936,138	\$5,911,254	\$4,492,982	\$4,384,458
<b>Liquidity of current funds balance</b>	<b>200.00%</b>	<b>200.00%</b>	<b>212.66%</b>	<b>139.25%</b>	<b>229.72%</b>	<b>271.85%</b>
<b>UNRESTRICTED AVAILABLE FUNDS</b>						
	Moody's Median					
Unrestricted current fund balance		\$9,591,155	\$9,324,588	\$8,160,432	\$9,295,042	\$10,774,066
Unrestricted current fund expenditures and mandatory transfers		\$68,546,262	\$64,155,775	\$63,689,631	\$61,911,909	\$58,059,115
<b>Available funds percentage</b>	<b>23.20%</b>	<b>13.99%</b>	<b>14.53%</b>	<b>12.81%</b>	<b>15.01%</b>	<b>18.56%</b>
<b>UNRESTRICTED TUITION DISCOUNT</b>						
Institutionally funded financial aid		\$3,781,231	\$3,354,112	\$3,016,003	\$2,680,152	\$2,752,894
Total tuition and fees		\$19,843,853	\$19,537,487	\$18,768,496	\$18,174,336	\$18,285,745
<b>Discount percentage</b>	<b>10.10%</b>	<b>19.05%</b>	<b>17.17%</b>	<b>16.07%</b>	<b>14.75%</b>	<b>15.05%</b>
<b>TUITION REVENUE DEPENDENCY</b>						
Unrestricted tuition and fee revenue		\$19,843,853	\$19,537,487	\$18,768,496	\$18,174,336	\$18,285,745
Unrestricted education and general revenue		\$60,387,662	\$56,823,510	\$55,962,640	\$53,875,887	\$51,849,463
<b>Tuition revenue dependency</b>	<b>30.30%</b>	<b>32.86%</b>	<b>34.38%</b>	<b>33.54%</b>	<b>33.73%</b>	<b>35.27%</b>
<b>UNRESTRICTED OPERATING MARGIN</b>						
Operating surplus (deficit) before non-mandatory transfers		\$834,615	\$1,220,823	\$472,100	\$666,447	\$2,629,292
Unrestricted expenditures and mandatory transfers		\$68,546,262	\$64,155,775	\$63,689,631	\$61,911,909	\$58,059,115
<b>Unrestricted Operating margin</b>	<b>4.10%</b>	<b>1.22%</b>	<b>1.90%</b>	<b>0.74%</b>	<b>1.08%</b>	<b>4.53%</b>

The available funds percentage ratio measures the University's ability to absorb shocks from revenue or expenditure fluctuations by comparing its unrestricted current fund balance to its unrestricted current funds expenditures and mandatory transfers. MSU's ratio has remained significantly below the industry benchmark for the past five years. The industry benchmark ratio is 23.20%, while MSU's ratio has ranged from a high of 18.56% in 1994 to a low of 12.81% in 1996. MSU has used its unrestricted current fund balance to help fund capital expenditures over the past five years. This possible over-reliance on current fund balance for capital infrastructure may be indicative of a lack of sufficient recurring resources to cover capital needs. Additionally, unexpected shocks to either the revenue stream or the demand for funds may place the University in a potentially illiquid financial position. These unexpected shocks are more likely to come from required but unexpected expenditures than from revenues since the revenue stream appears reasonably stable.

MSU's unrestricted tuition discount percentage ratio has steadily increased from 1994 to 1998 and is higher than the industry benchmark. A high ratio may indicate too great of a discount of total tuition and fees as a result of excessive institutionally funded financial aid. However, given the large number of MSU students dependent on financial aid, a higher ratio is expected for the institution.

The tuition revenue dependency ratio indicates the percentage of total unrestricted revenues derived from tuition and fees. MSU's ratio has remained relatively stable and is only slightly higher than the industry benchmark.

The unrestricted operating margin ratio measures the degree to which the University operated within its budgetary resources. MSU's ratio has fluctuated between a low of 0.74% in 1996 to a high of 4.53% in 1994. The ratio was 1.22% in 1998, which is well below the industry benchmark of 4.10%. Although MSU's unrestricted operating margin is less than the industry standard, it has remained positive over the last five years and does not represent a significant threat to the financial stability of the institution.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The University should continue its efforts to increase staff salaries and wages (faculty salaries are addressed in Section 4.8.5).**

**Suggestion: The University should examine the use of current operating funds to fund capital needs in order to reduce an over-reliance on non-recurring funds (i.e., fund balance) for capital infrastructure.**

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### **6.3.2 Organization for the Administration of Financial Resources**

**All business and financial functions of the institution should be centralized under a chief business officer reporting to the chief executive officer.**

**The organization of the business office must be consistent with the purpose for the institution, the size of the institution, and the volume of transactions of a business or financial nature.**

As presented in the organizational chart (Section 6.1, SD 102), the institution's business and financial functions are centralized under the vice president for administration and fiscal services who reports directly to the president. The organization of the business and financial functions is appropriate for the size and purpose of the institution.

An associate vice president for fiscal services and an assistant vice president for information technology report to the vice president, with five directors responsible for other areas reporting to the vice president as well. The associate vice president for fiscal services is responsible for the oversight of the following offices: auxiliary services; payroll, accounting and budgetary control; support services; and access services. The assistant vice president is directly responsible for the following technology-related offices: information technology; academic support; administrative support; and telecommunications. The following personnel also report directly to the vice president for administration and fiscal services: the director of internal audits; the director of physical plant; the director of human resources; the director of budgets and management information; and the director of the Kentucky Folk Art Center.

***The committee finds that Morehead State University is in compliance.***

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**The chief executive officer must report regularly to the governing board on the financial and business operations of the institution.**

**The chief business officer should have experience or training in handling educational business affairs sufficient to enable the business office to serve the educational goals of the institution and assist in furthering its stated purpose.**

The president provides to the governing board written reports which contain a full account of receipts of money from all sources, the amount and purpose of disbursements thereof, and the condition of the University. Quarterly financial reports are presented to the Board of Regents at its regularly scheduled meetings. The board defines the general content of the quarterly financial report in the annual Budget Adoption Resolution (SD 37).

Two committees of the board meet regularly to review financial information. The Administration and Fiscal Services Committee meets quarterly. The Audit Committee receives and reviews reports and comments from the internal and external auditors and meets semi-annually.

The current vice president for administration and fiscal services has more than twenty-five years of experience in budgeting and administration. He has been a business affairs administrator at MSU since 1977 and has had a key role in developing the University's planning processes. Furthermore, the Division of Administration and Fiscal Services has six certified public accountants on staff and has experienced no audit exceptions in the past five years.

***The committee finds that Morehead State University is in compliance.***

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### **6.3.3 Budget Planning**

**An institution must prepare an appropriately detailed annual budget.**

**Its preparation and execution must be preceded by sound educational planning.**

**It follows that the instructional budget should be substantively developed by academic officers or deans, working cooperatively with department heads, appropriate members of the faculty and administration, and representatives of the business office.**

**Procedures for budget planning must be evaluated regularly.**

**The budget is presented by the chief executive officer through proper channels to the governing board for final approval.**

The responsibility for coordinating the budget process is defined in the *Morehead State University Fiscal Operating Guidelines* (SD 33) and rests with the director of budgets and management information. The budget represents the goals and objectives of the institution as defined by the President's Cabinet. The calendar for the development of the annual operating budget, including the personnel roster, is in the appendix of the operating guidelines and clearly defines the input required for all areas of the budget.

The detailed operating budget generally encompasses all unrestricted revenues and expenditures. The annual budget is based upon conservative revenue estimates of state appropriations, tuition and fees, sales and services of educational activities, miscellaneous revenues, and auxiliary services. The annual budget may also include allocations from fund balance (SD 33). Budget adjustments are often necessary due to the use of estimates well in advance of the start of the fiscal year.

The University regularly evaluates the budget development process. As a result, the budget development process has evolved over the past few years to include more constituents. Previously, the President's Cabinet and the director of budgets developed the budget almost exclusively. During the 1999-2000 budget development process, an *ad hoc* budget committee, comprised of the president, vice presidents, the executive assistant to the president, a student representative, the Affirmative Action officer, the special assistant to the president, and the deans, was created to provide additional input into the development of the budget. In addition, the Board of Regents has participated in budget workshops for the last three years.

The budget development process includes enrollment projections, revenue projections, determination of salary increase pools, strategic activities recommended by the Planning Committee, changes in fixed costs, and reorganizations.

According to a recent faculty survey (SD 307), 61% of faculty either *disagree* or *strongly disagree* that they have sufficient input in the planning and budget process in their departments, and 82.2% either *disagree* or *strongly disagree* that they have sufficient input in the University level planning and budget process. Additionally, 59% of staff either *disagree* or *strongly disagree* that they have sufficient input in the planning and budget process.

The president presents the annual operating budget (SD 37) to the Board of Regents in May or June before the beginning of the next fiscal year. Final budgetary and personnel approval rests with the Board of Regents.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: Administrators, working through directors, unit heads, deans, etc., should emphasize the importance of involving faculty and staff in the budget planning process.**

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#### 6.3.4 Budget Control

**After the budget has been approved by the chief executive officer and adopted by the governing board, a system of control must be established.**

**The business officer must render interim budget statements, on a periodic basis, to department heads for their guidance in staying within budgetary allocations.**

The Board of Regents adopts an annual budget resolution, which sets forth the budget authorizations from unrestricted funds and provides parameters for expenditures of each of the University's five divisions (SD 37). The resolution further stipulates that unit administrators shall not authorize nor incur financial obligations in excess of their budget authorization.

Once the University's budget has been approved, the amounts budgeted for each account are incorporated into the institution's internal accounting system. In accordance with the budget resolution, control of expenditures is the responsibility of designated unit administrators who are authorized to disburse funds.

The Office of Accounting and Budgetary Control, the Office of Support Services, and the Office of Budgets and Management Information have implemented encumbrance systems and budgetary checks to assist in ensuring that budgetary limits are not exceeded. For example, the online purchase requisition system confirms fund availability before a request may be submitted. The Office of Accounting and Budgetary Control verifies and encumbers funds for travel requests when approved. The Office of Budgets and Management Information confirms fund availability on all personnel action requests involving unrestricted funds prior to approval.

Authorized personnel have unlimited access to review current account information through the Academic Information Management System (AIMS) online computer system, thus eliminating the need for interim budget statements. Administrators can view and print budget status summary reports which display the following fiscal year information for any of their accounts: opening, budget, amended budget, activity for current month, year-to-date activity, encumbrances, and current remaining budget balance (SD 44). In addition, administrators can view and print detailed budget, encumbrance, and actual activity. The Office of Accounting and Budgetary Control maintains the budget viewing system.

Administrators may contact the Office of Accounting and Budgetary Control or the Office of Budgets and Management Information with questions regarding the coding of expenditures or any financial questions related to unrestricted, restricted or agency fund accounts.

***The committee finds that Morehead State University is in compliance.***

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**Budgetary control is an administrative function, not a board function.**

**Necessary budget revisions must be made when actual conditions require such change and must be communicated to those affected within the institution.**

After the Board of Regents has approved the operating budget, budget control becomes the responsibility of the president, the director of budgets and management information, and unit administrators. According to the fiscal operating guidelines, the president or the director of budgets and management information must approve any exceptions to the guidelines for budgetary control (SD 33).

The University administration is required by the Board of Regents to take appropriate actions to ensure budgetary compliance. Authority is granted to the president to make amendments to the budget as necessary, as defined in the annual budget resolution presented in the annual operating budget (SD 37). Such actions are reflected in the quarterly financial reports presented to the board for approval (SD 44.) The president approves any major intra-year adjustments to the budget, and then the budget office communicates the decision to the campus and meets as necessary with various constituent groups.

Administrators may transfer funds between discretionary accounts as necessary by using the online budget transfer program on the University's mainframe computer system. Each budget transfer is generally explained in the comments section of the transfer request. Depending on the accounts involved, budget transfers may require approvals from the unit administrator through the president.

***The committee finds that Morehead State University is in compliance.***

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### **6.3.5 The Relation of an Institution to External Budgetary Control**

**Once funds have been appropriated, creating a budget, establishing priorities, and controlling expenditures become the responsibility of the institution—operating under the jurisdiction of the governing board and subject to its policies.**

**Enforcement of budgetary law is imperative; however, the educational function of an institution must not be controlled through the use of budgetary techniques by financial officials outside the institution.**

After the Commonwealth of Kentucky has approved Morehead State University's biennial budget, budget priorities and budget control become the responsibility of the institution. The public colleges and universities in Kentucky have been granted significant financial management flexibility through KRS 164A (SD 436). Furthermore, the Council on Postsecondary Education recently delegated its authority to set tuition rates to the institutions (SD 480).

***The committee finds that Morehead State University is in compliance.***

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### **6.3.6 Accounting, Reporting and Auditing**

**An institution must adopt an accounting system that follows generally accepted principles of institutional accounting as they appear in *College and University Business Administration*, published by the National Association of College and University Business Officers.**

Morehead State University has adopted an accounting system that is in compliance with the principles of institutional accounting as required by the National Association of College and University Business Officers (NACUBO).

MSU's financial records are maintained through the use of the AIMS computer software that was brought online during the 1983-1984 fiscal year. This system allows for complete and accurate accounting, reporting, and auditing record keeping. The system also allows for the adherence to the format of record keeping suggested by the American Institute of Certified Public Accountants (SD 23, SD 33). In addition, the Independent Auditor's Report from Kelley, Galloway, and Company, PSC, dated September 4, 1998 (SD 24), states that MSU's financial statements are presented fairly and conform to generally accepted accounting principles.

***The committee finds that Morehead State University is in compliance.***

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**Institutions exempted from use of the required accounting system must arrange to provide comparable information.**

Morehead State University is not exempt. This criterion, therefore, is not applicable.

**All proprietary institutions must provide revenue/expenditure reports consistent with NACUBO/AICPA publications, either independently certified in the audit report or included as supplemental data in the audit report.**

Morehead State University is not a proprietary institution. This criterion, therefore, is not applicable.

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**The chief business officer is responsible for preparing the financial reports for appropriate institutional officials, board officers and outside agencies.**

**Periodic written reports to the chief executive officer of the institution are essential.**

The vice president for administration and fiscal services delegates the responsibility for preparing financial reports to the director of budgets and management information and the director of accounting and budgetary control. The president and Board of Regents are provided comprehensive quarterly

financial reports consisting of revenues, expenditures, major transfers, and status reports on capital projects (SD 40).

Various financial reports are prepared for internal and external constituents. For example, annual audited financial statements are submitted to the Board of Regents and various governmental agencies.

***The committee finds that Morehead State University is in compliance.***

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**An annual fiscal year audit must be made by independent certified public accountants, or an appropriate government auditing agency, employing as a guide for institutions under the jurisdiction of the Financial Accounting Standards Boards (FASB), *Audits of Not-For-Profit Organizations*, published by the American Institute of Certified Public Accountants (AICPA); or, for institutions under the jurisdiction of the Government Accounting Standards Board (GASB), *Audits of Colleges and Universities*, also published by the American Institute of Certified Public Accountants (AICPA); or, in the case of for-profit institutions, conducted in accordance with generally accepted accounting principles.**

**The auditors must not be directly connected with the institution either personally or professionally.**

An independent public accounting firm conducts an annual audit of Morehead State University in accordance with the AICPA audit guide. The firm is selected from both national and regional accounting firms who have submitted proposals to a screening committee that reviews, evaluates, and weighs each firm's proposal. The selected auditing firm must sign a non-collusion, non-conflict of interest statement to ensure that the auditor is not personally or professionally connected to the University. The screening committee reports to the Audit Committee of the Board of Regents, who then make the final selection. Although the Commonwealth of Kentucky is not required to accept the annual audit, prior approval of the personal service contract between the University and the auditing firm is required.

The auditing firm reviews the University's financial data for the fiscal year and prepares a comprehensive audit report (SD 24) including a management and opinion letter, which is submitted to the Board of Regents, with copies provided to the Commonwealth of Kentucky Finance and Administration Cabinet, the

Governor's Office for Policy and Management, the Council on Postsecondary Education, and the Auditor of Public Accounts.

***The committee finds that Morehead State University is in compliance.***

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**If an institution is subject to Statement of Financial Accounting Standard (SFAS) No. 117 and elects to use the single column "Corporate" Statement of Financial Position in its report, it must provide an additional Statement of Financial Position using one of the four highest levels of disaggregation illustrated in F.A.R.M.**

**The additional statement must be included either in the audit report as an audited supplemental schedule or independently certified if not included in the audit report.**

**A for-profit institution and its corporate parent, if any, must add to their audit report a separate schedule indicating the disposition of profits, including detailed information on corporate income taxes paid, both state and federal, and on dividends distributed to stockholders.**

**A public institution included in a statewide or system-wide audited financial report, for which a separate institutional audit report is not available for the fiscal year ending immediately prior to the committee visit, must have available, in lieu of audited financial statements, a Standard Review Report in accordance with AICPA Professional Standards AR 100.35 to include current funds expenditure classifications and amounts in accordance with generally accepted principles of institutional accounting, and the institution's current fund balance sheet. Institutions in this category must provide either a separate or a consolidated balance sheet.**

**However, in those cases in which a public institution's financial report is included as part of a comprehensive certified state or system financial report and a separate annual audited report is not available, the institution must have an established procedure to ensure the effectiveness of internal controls.**

These criteria are not applicable to Morehead State University.

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**An effective program of internal auditing and financial control must be maintained to complement the accounting system and the annual external audit.**

Morehead State University has an effective program of internal auditing and financial control. The first director of internal audits was appointed in 1989. The Office of Internal Audits follows the Standards for the Professional Practice of Internal Auditing established by the Institute of Internal Auditors. Roles of this office include developing an audit plan each year and conducting audits, reviews, investigations and management consulting services in the following areas: financial, operational, information systems, and compliance. Internal control functions of the office include testing the safeguarding of assets, compliance with various standards and appropriate segregation of duties.

The director of internal audits reports directly to the president for policy formulation and monitoring and to the vice president for administration and fiscal services for day-to-day operations. The director of internal audits provides biannual reports to the Audit Committee of the Board of Regents (SD 481).

The Audit Committee is composed of four members of the board: the chair of the Administration and Fiscal Services Committee (who is also the chair of the Audit Committee), the chair of the Board of Regents, the chair of the Academic Affairs Committee, and the chair of the Student Life and External Relations Committee or their designees. The Audit Committee advises and recommends to the full board on matters related to the Office of Internal Audits' objectives and goals, long-range audit plan, and annual audit schedules; the results of internal and external audits including significant audit findings and recommendations; and the internal audit charter (SD 364).

***The committee finds that Morehead State University is in compliance.***

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### 6.3.7 Purchasing and Inventory Control

**An institution must maintain proper control over purchasing and inventory management.**

**The administration and governing board should protect responsible purchasing officials from the improper pressures of external political or business interests.**

The University has a central purchasing office within the Division of Administration and Fiscal Services, the Office of Support Services, which is responsible for purchasing goods and services for the institution. University

purchases are governed by House Bill 622 and Kentucky Revised Statutes 45A (Kentucky Model Procurement Code) regulations as well as by institutional policies (SD 23).

University employees who need equipment or supplies can initiate an online purchase requisition, which goes through the approval process as outlined in the Purchasing Approval Maintenance Manual. If approved, the purchase requisition is forwarded online to the Office of Support Services to proceed with the actual procurement process (SD 33).

House Bill 622 and Kentucky Revised Statutes 45A give the director of support services the authority to direct purchase amounts up to \$20,000. If deemed monetarily advantageous to the University, the director of support services may secure quotes for purchases of less than \$20,000. For amounts over \$20,000, sealed bids are required using ten or more vendors. Bids are open to the public, and a bid opening date and time are advertised in the appropriate newspapers on procurements exceeding \$25,000.

Personal services contracts are also the responsibility of the Office of Support Services. All personal contracts written on behalf of the University follow the procedures of Kentucky Model Procurement Code.

The University participates with six other state universities in the Kentucky Educational Purchasing Cooperative that provides biweekly desktop delivery for consumable supplies. Other consumable supplies can be purchased at the University Store and can be charged back to the appropriate budgetary unit. In addition, the University has recently implemented a departmental purchasing card which allows units to purchase goods directly from external vendors using a debit card. The Office of Support Services monitors all University purchases except those associated with the library, University Store, and food services.

Major capital construction projects which exceed \$400,000 are administered by the Commonwealth of Kentucky Department of Finance. Fixed assets of the University are categorized and inventoried according to the requirements dictated by the Finance and Administration Cabinet Property Management Section.

Equipment that costs \$1,000 or more and which has a useful life of three years or longer is capitalized. Capital equipment accounts are analyzed annually, and equipment meeting the above criteria is capitalized at the end of the fiscal year. The independent auditors carefully review equipment purchases.

The accurate recording, tagging, reporting, and physical inventory of fixed assets are the joint responsibility of the Office of Support Services and the various user departments. Equipment purchases are delivered to a central receiving location and are tagged with inventory stickers that identify the items as University property and are entered into the Fixed Assets Inventory Control System.

***The committee finds that Morehead State University is in compliance.***

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### 6.3.8 Refund Policy

**The institution must adhere to a published policy and procedure for refunding fees and charges to students who withdraw from enrollment.**

**The policy and procedure must be in keeping with generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publications.**

Morehead State University adheres to its published policy and procedures for refunding fees and charges to students who withdraw from enrollment. The refund policy is consistent with generally accepted refund practices, is applicable to all students, and is published in the appropriate official publications. The institution's general refund policy follows:

A fall or spring semester student withdrawing for justifiable cause during the first five days of classes each semester will be refunded 75% of the refundable fees; during the second and third week of classes, a student will be refunded 50% of the refundable fees; and during the fourth week of classes, a student will be refunded 25% of the refundable fees. No refund will be made after the first twenty days of classes.

A summer school student withdrawing for justifiable cause during the first two days of classes will be refunded 75% of the refundable fees; during the next four days of classes, a student will be refunded 50% of the refundable fees; and during the next two days of classes, a student will be refunded 25% of the refundable fees. There will be no refunds after the first eight days of classes.

In accordance with the U.S. Department of Education's regulations, pro-rata refund calculations apply for any student who is attending the institution for

the first time, withdraws within sixty percent of the period of enrollment for which the student has been charged, and has received Title IV aid.

The refund policy and procedures are published in each semester's *Course Schedules and Business Guide* (SD 471). This document is made available to all current and prospective students. The policy and procedures are also detailed on pages 12-13 of the *1998-2000 Undergraduate Catalog* (SD 257) and pages 15-16 of the *1998-2000 Graduate Catalog* (SD 256). The refund policy is also posted on the University's web page at <http://www.morehead-st.edu/projects/srec/refund.htm>.

***The committee finds that Morehead State University is in compliance.***

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### 6.3.9 Cashiering

**There must be a suitable organization and adequate procedures for the management of all funds belonging to the institution.**

**The cashiering function should be centralized in the business office, and there must be a carefully developed system for the receipt, deposit and safeguarding of institutional funds.**

Morehead State University has adequate policies and procedures for the receipt, deposit, and safeguarding of institutional funds (SD 438). The collection and control of cash receipts and all other financial affairs of Morehead State University is governed by the provisions of KRS 164A.555 and KRS 164A.630 (SD 379). The Office of Accounting and Budgetary Control is responsible for all funds belonging to the institution. The cashiering function is centralized in the business office in the Howell-McDowell Administration Building and handles all cash and institutional funds from all University operations. A night deposit box, located in the Howell-McDowell Administration Building, is accessible to departments for weekend and after-hours safekeeping of cash.

Funds collected at the three extended campus centers are deposited in local banks and transferred to the central account at Firststar Bank of Morehead on a periodic basis. Other collection points, such as concerts, athletic functions, and the University Store, are governed by the same policy as the central cashiering office. No collection points on campus are allowed to keep money overnight with the exception of the University Store, which has been furnished with a safe.

***The committee finds that Morehead State University is in compliance.***

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**All persons handling institutional funds must be adequately bonded.**

Morehead State University is insured through a commercial crime coverage policy (#770-40-05) with the National Union Fire Insurance Company of Pittsburgh, Pennsylvania. The policy insures the University through the Commonwealth of Kentucky. The bonding of all persons handling institutional funds is secured through a blanket bond that covers a limit of insurance in the following coverage forms and amounts (SD 440):

Public Employee Dishonesty Coverage Form	\$2,000,000
Forgery or Alteration Coverage Form	\$2,000,000
Theft, Disappearance and Destruction Coverage Form	\$2,000,000
Robbery and Safe Burglary Coverage Form	\$2,000,000
Property Other Than Money and Securities	\$2,000,000
Forgery or Alteration Coverage Form	\$2,000,000
Computer Fraud Coverage Form	\$2,000,000

***The committee finds that Morehead State University is in compliance.***

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**6.3.10 Investment Management**

**The institution must have a written statement of its investment policies and guidelines approved by the board.**

**Investment policies and guidelines must be evaluated regularly.**

**The policies and guidelines should set forth the investment goals of the institution, conditions governing the granting or withholding of investment discretion, a description of authorized and prohibited transactions, and the criteria to be used for performance measurement of both short- and long-term investments.**

**Members of the governing board should be aware of their fiduciary responsibility for the institution and their responsibility for securing**

**maximum investment returns consistent with the approved investment policy. They should avoid involvement in conflict of interest situations.**

The treasury functions, including the investment of funds, of Morehead State University are governed through the provisions of chapters 41 and 164A of the Kentucky Revised Statutes (SD 379). The statutes require that the Board of Regents designate a depository bank, selected in accordance with the provisions of KRS 45A, for the custody of state funds.

On June 13, 1997, the Board of Regents designated the TransFinancial Bank of Morehead, Kentucky, to serve as the depository bank for a one-year period beginning on July 1, 1997, with the option to renew the appointment for four additional one-year periods. The TransFinancial Bank was subsequently acquired by Star Bank, and the contract was transferred to the successor organization, Firststar.

The contract contains the following provisions for the investment of funds held locally:

- The bank shall sweep the collected balances from all University accounts on a daily basis for investment. Interest on this aggregate balance, less a compensating balance of \$1,390,000 for servicing the University's accounts, is indexed to the average of the federal funds rate as quoted in the *Wall Street Journal*, less 25 basis points.
- The University reserves the right to invest any and all funds in the demand deposit accounts in any manner which will be in the best interest of the University.

The statutes require that the University transfer all state funds held locally to the state treasurer on a monthly basis. Once deposited with the state treasurer, monies from certain fund sources may be invested, and the income from those investments accrues to the University.

The funds available for investment are pooled with similar funds from the other state-supported universities. Investment pool decisions are made exclusively by the Office for Financial Management and Economic Analysis (OFMEA). Income from the investment pool is allocated monthly to the participating agencies based on the average daily balance of each participant in the pool. The investment policies of the OFMEA are contained in KRS 42.500 (SD 431).

***The committee finds that Morehead State University is in compliance.***

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### **6.3.11 Risk Management and Insurance**

**The institution should have a comprehensive risk management program which includes risk evaluation, risk avoidance and insurance.**

**Adequate replacement protection for all physical facilities should be covered by appropriate levels of insurance or appropriate provisions for obtaining funds.**

The University has a comprehensive risk management program administered by the Office of Support Services. The Office of Support Services routinely performs assessment and evaluations related to risk management issues, develops new specifications to require appropriate coverage, and manages claim recovery.

Within the program, certain steps have been identified to achieve effective protection. The program utilizes a balanced approach to cover risk management. The program includes the following steps: identify what can go wrong, determine what losses would cost, examine the alternatives to avoid or minimize losses, and choose the best method for financing losses. However, no policy or procedures manual exists at the University regarding risk management and insurance issues.

The University and Board of Regents retain a certain degree of risk coverage through being an agency of the Commonwealth of Kentucky. Other coverage of risk is provided through the purchase of commercial insurance. These include general liability, athletic, automobile, student health, law enforcement, technology equipment, and legal liability insurance. These commercial policies provide proper protection from risk to the University.

University facilities are covered by the state's fire and tornado policy. The program provides proper coverage of facilities and their contents. Building replacement values are updated on a regular basis to ensure that adequate coverage is maintained.

The Office of Internal Audits, the Office of Environmental Health and Safety, and the Office of Public Safety are also actively involved in risk management on an ongoing basis. The audit staff provides various analyses to

assist with risk management. Safety issues such as OSHA, environmental problems, lighting, hazardous materials, and chemicals are routinely addressed and enforced by the Office of Environmental Health and Safety and the Office of Public Safety.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The Office of Support Services should produce a policies and procedures manual addressing risk management and safety.**

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### 6.3.12 Auxiliary Enterprises

**These activities, when operated by or for the institution, must be documented and operated in a fiscally responsible manner.**

The University operates several auxiliary enterprises to accommodate the needs of its students, faculty, and staff. The University's auxiliaries are comprised of:

- Food services
- Concessions and soft drink vending
- Snack vending
- University Store
- Student housing
- Golf course
- Student laundry
- University center recreation room

Responsibility for the management of the student housing operation and the University center recreation room resides with the Division of Student Life. The Division of Administration and Fiscal Services manages the remaining auxiliary enterprises.

All auxiliaries, with exception of food services, are self-operated by the University. The University has a contract with Aramark, Inc., for the management and operations of its food service facilities.

A review and an evaluation of the Statement of Revenues and Expenditures contained in the quarterly financial reports for the Board of Regents (SD 38) indicate various financial issues. As shown on Table 6.3.10, auxiliary enterprises reported a net profit in the 1999 fiscal year, the first time in many

years. The increase in net profit is a result of three changes: (1) increases in housing occupancy and rates resulted in increased revenues, (2) operating expenditures decreased due to a reduction of allocated costs to auxiliary enterprises, and (3) debt service requirements decreased.

The financial results of operations for the auxiliary enterprises are regularly evaluated by management and are reported to the Board of Regents on a quarterly basis. In addition, year-end financial information is prepared and presented in the audited financial statements of the University.

Administrators and the Board of Regents are aware of the financial condition of auxiliary enterprises. The University-wide operating budget is based on realistic revenue and expenditure projections for auxiliary enterprises (SD 37) and thus reflects the conclusion that educational and general revenues generally support auxiliary enterprises.

***The committee finds that Morehead State University is in compliance.***

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**Table 6.3.10 Morehead State University  
Auxiliary Enterprises,  
1995-1999**

	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>
<b>Housing</b>				
Revenues	\$ 5,051,849	\$ 5,181,798	\$ 5,340,298	\$ 5,559,354
Expenditures:				
Operating Expenditures	\$ 3,607,279	\$ 3,910,140	\$ 4,543,202	\$ 4,047,411
Debt Service	<u>2,222,608</u>	<u>2,095,752</u>	<u>2,045,526</u>	<u>1,398,682</u>
Total Expenditures	<u>\$ 5,829,887</u>	<u>\$ 6,005,892</u>	<u>\$ 6,588,728</u>	<u>\$ 5,446,093</u>
<b>Net Profit (Loss)</b>	<u>\$ (778,038)</u>	<u>\$ (824,094)</u>	<u>\$ (1,248,430)</u>	<u>\$ 113,261</u>
<b>University Store</b>				
Revenues	\$ 2,540,911	\$ 2,752,083	\$ 2,894,787	\$ 3,061,807
Expenditures	<u>2,422,580</u>	<u>2,512,495</u>	<u>2,857,409</u>	<u>2,576,638</u>
<b>Net Profit (Loss)</b>	<u>\$ 118,331</u>	<u>\$ 239,588</u>	<u>\$ 3,378</u>	<u>\$ 485,169</u>
<b>Food Services</b>				
Revenues	\$ 474,162	\$ 483,790	\$ 610,226	\$ 645,630
Expenditures:				
Operating Expenditures	\$ 237,473	\$ 224,422	\$ 340,887	\$ 348,368
Debt Service	<u>97,056</u>	<u>96,409</u>	<u>101,423</u>	<u>92,674</u>
Total Expenditures	<u>\$ 334,529</u>	<u>\$ 320,831</u>	<u>\$ 442,310</u>	<u>\$ 441,042</u>
<b>Net Profit (Loss)</b>	<u>\$ 139,633</u>	<u>\$ 162,959</u>	<u>\$ 167,916</u>	<u>\$ 204,588</u>
<b>Golf Course</b>				
Revenues	\$ 82,278	\$ 112,219	\$ 118,643	\$ 182,214
Expenditures:				
Operating Expenditures	\$ 137,547	\$ 113,809	\$ 128,005	\$ 166,013
Debt Service	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,732</u>
Total Expenditures	<u>\$ 137,547</u>	<u>\$ 113,809</u>	<u>\$ 128,005</u>	<u>\$ 170,745</u>
<b>Net Profit (Loss)</b>	<u>\$ (55,269)</u>	<u>\$ (1,590)</u>	<u>\$ (9,362)</u>	<u>\$ 11,469</u>
<b>Other</b>				
Revenues	\$ 49,891	\$ 23,198	\$ 29,261	\$ 22,225
Expenditures	<u>188,529</u>	<u>176,507</u>	<u>180,641</u>	<u>173,579</u>
<b>Net Profit (Loss)</b>	<u>\$ (138,638)</u>	<u>\$ (153,309)</u>	<u>\$ (151,380)</u>	<u>\$ (151,354)</u>
<hr/>				
<b>AUXILIARY ENTERPRISES</b>				
Revenues	\$ 8,199,091	\$ 8,553,088	\$ 8,993,215	\$ 9,471,230
Expenditures:				
Operating Expenditures	\$ 6,593,408	\$ 6,937,373	\$ 8,050,144	\$ 7,312,009
Debt Service	<u>2,319,664</u>	<u>2,192,161</u>	<u>2,146,949</u>	<u>1,496,088</u>
Total Expenditures	<u>\$ 8,913,072</u>	<u>\$ 9,129,534</u>	<u>\$ 10,197,093</u>	<u>\$ 8,808,097</u>
<b>Auxiliary Net Profit (Loss)</b>	<u>\$ (713,981)</u>	<u>\$ (576,446)</u>	<u>\$ (1,203,878)</u>	<u>\$ 663,133</u>

## 6.4 PHYSICAL RESOURCES

**Physical resources, including buildings and equipment both on and off campus, must be adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.**

**The physical environment of the institution should contribute to an atmosphere for effective learning.**

The University consists of a main campus, three extended campus centers, an agricultural complex, an athletic complex, and a nine-hole golf course. The main campus includes twenty-seven major buildings and several smaller structures, seventeen residence halls, and a greenhouse. A wellness facility was added to the campus in 1996. Phase II of the wellness facility was recently completed at a cost of \$1.9 million. Near the main campus are the Kentucky Folk Art Center and the Support Services Complex. The Support Services Complex building was acquired in 1994 from Cowden Manufacturing and was renovated to house the purchasing operations of the University.

The University has extended campus centers in Ashland, Prestonsburg, and West Liberty, Kentucky. The University also offers classes on a regular basis at additional sites. Access to these sites is available through distance learning as well as live instruction. Since the last self-study, the University has been active in distance learning, compressed video, and web-based technology as innovative teaching formats. The University currently has six distance learning classrooms located on the main campus and fifteen at off-campus sites. An additional distance learning classroom is currently being constructed in Hindman, Kentucky.

The Council on Postsecondary Education (CPE) performs periodic room utilization studies. As stated in the CPE's 1998 study, *The Status of Kentucky Postsecondary Education: Progress Toward Reform* (SD 289), the primary purpose of a room utilization study is to provide administrators with statistical profiles of the use of instructional space. Overall, the system-wide average weekly hours of room use for classrooms and class labs for the fall of 1997 showed only minor changes from the fall 1992 rates.

The CPE has recently developed guidelines and standards to be used for space planning and space utilization (SD 472) based on assignable square footage (ASF) per full-time student equivalency (FTE). The recommended

standards for classroom space and laboratory space are nine ASF/FTE and eight to ten ASF/FTE. Morehead State University has 16.69 ASF/FTE and 16.71 ASF/FTE, respectively. With regard to office space, the recommended standard is 170 ASF/FTE for faculty and staff. Morehead State University has 221 ASF/FTE for faculty and staff. Thus, based on the CPE's guidelines, the University has surplus classroom, laboratory, and office space.

With regard to the adequacy of residential facilities, the Campus Master Plan (SD 345) indicates that the historical occupancy average is fifty percent of the FTE. Using this ratio with the fall 1997 FTE of 6,349, the current occupancy rate for housing is 89.6%

***The committee finds that Morehead State University is in compliance.***

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#### **6.4.1 Space Management**

**Space allocated to any institutional function must be adequate for the effective conduct of that function.**

As shown in Table 6.4.1, over eighty percent of the students rated classroom space and furnishings as *good* or *excellent* (SD 307). Of the administrators and staff that rated the classrooms, a rating of *good* or *excellent* was indicated seventy percent of the time (SD 307). Faculty were a little more critical of the classrooms and furnishings. Ratings of *good* or *excellent* were indicated by slightly over fifty percent of the faculty (SD 307). *Fair* responses in the thirty-percent range were indicated for both faculty and administrators. While no administrator indicated a *poor* rating, almost eleven percent of the faculty rated classroom space and furnishings as *poor*.

While overall satisfaction with classroom and laboratory space is apparent from the survey results, it is noted that these conditions are subject to change with fluctuations in enrollment levels. The committee was unable to find evidence of a written policy regarding space allocation. The University deans indicated that, within each of the colleges, space is divided among the units, and specific assignments are made at the departmental level. In some cases, space is shared among departments. It is unclear how the ownership of space is

determined campus-wide. Currently there is no method of determining if an under- or over-utilization of certain space exists.

The director of the physical plant has developed procedures (SD 389) for a space management program, and a committee evaluates space requests made, pursuant to this new program. Policies governing the committee's activities have not yet been established.

**Table 6.4.1 Classroom Space and Furnishings**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Students</b>
Poor	11.0%	8.7%		2.4%
Fair	34.5%	21.0%	30.0%	13.4%
Good	37.0%	51.8%	60.0%	56.4%
Excellent	17.5%	18.5%	10.0%	27.8%
Number	200	276	20	3,201

As shown in Table 6.4.2, laboratory space and furnishings received *good* and *excellent* ratings from over eighty-five percent of students and administrators, over seventy percent of staff, and fifty-seven percent of the faculty. While this indicates an overall favorable rating, approximately fifteen percent of both the faculty and the administrators indicated *poor* ratings for the laboratories.

The University is attempting to improve laboratory space as evidenced by the 1996-1997 expenditures of \$103,572 for renovations of existing laboratory space and creation of new laboratory space.

**Table 6.4.2 Laboratory Space and Furnishings**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Students</b>
Poor	15.3%	7.5%	14.3%	3.0%
Fair	27.4%	17.5%	0%	10.6%
Good	35.0%	47.5%	71.4%	50.7%
Excellent	22.3%	27.5%	14.3%	35.8%
Number	157	200	14	2226

As shown in Table 6.4.3, student ratings of recreation and lounge facilities indicated general satisfaction with almost seventy percent responding with a *good* or *excellent* rating and only eight percent responding with a *poor* rating. Both staff and administrators responded with *good* or *excellent* ratings at over a fifty percent frequency. Only 42.5% of the faculty gave ratings of *good* or *excellent* for recreation and lounge facilities. The percentage of *poor* ratings

given by the faculty and staff, thirty-two percent and nineteen percent respectively, are in contrast with the eight percent and nine percent of students and administrators responding with a *poor* rating.

Laws enacted by the Commonwealth of Kentucky since the previous SACS self-study eliminated the need for designated smoking areas, but a shortage of lounge areas in the office and classroom buildings for use by the faculty and staff remains. Most buildings provide lounge areas for student use, while lounges for faculty and staff use are generally not available. In at least one location, an area designated as a faculty lounge was converted into office space.

**Table 6.4.3 Recreational/Lounge Facilities**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Students</b>
Poor	32.0%	19.3%	9.4%	7.7%
Fair	25.6%	23.5%	34.4%	22.8%
Good	28.5%	41.3%	31.3%	50.6%
Excellent	14.0%	16.0%	25.0%	18.8%
Number	172	332	32	2,894

### Residence Halls

As shown in Table 6.4.4, residence hall space and furnishings were given a marginally favorable rating by the students who did have an opinion with slightly more than fifty-four percent indicating *good* or *excellent* and slightly over forty-six percent indicating *poor* or *fair*.

The University has spent in excess of \$11.8 million for the renovation of six residence halls since the last self-study (SD 220). Additional improvements are scheduled, pursuant to a plan approved by the Council on Postsecondary Education in November, 1998, for the upgrade of fire suppression and detection systems in student housing.

**Table 6.4.4 Residence Hall Space and Furnishings**

<b>Rating</b>	<b>Students</b>
Poor	15.1%
Fair	31.0%
Good	42.4%
Excellent	11.7%
Number	2,159

### Student Activities

As shown in Table 6.4.5, all survey groups found facilities for student activities to be satisfactory with over 75% of respondents indicating positive agreement with the University's efforts in providing facilities for student activities.

**Table 6.4.5 Adequacy of Facilities for Student Activities**

Rating	Faculty	Staff	Administrators	Students
Poor	11.5%	3.9%	2.7%	5.7%
Fair	13.2%	13.4%	8.1%	14.4%
Good	51.7%	53.9%	45.9%	47.5%
Excellent	23.6%	28.9%	43.2%	32.4%
Number	174	336	37	2,749

### Wellness Facilities

As shown in Table 6.4.6, the University's various wellness facilities received consistently positive ratings from all groups. *Good* and *excellent* responses exceeded eighty percent while the *poor* responses were fewer than six percent. The twenty-four to thirty percent from each group responding with *no opinion/not applicable* is likely a reflection of the overall use of the facilities.

**Table 6.4.6 Wellness Facilities**

Rating	Faculty	Staff	Administrators	Students
Poor	5.8%	3.3%	3.4%	2.8%
Fair	8.6%	6.8%	3.4%	6.7%
Good	43.9%	29.1%	37.9%	42.2%
Excellent	41.7%	36.1%	55.2%	48.3%
Number	139	300	29	2,360

### Office Space

As shown in Table 6.4.7, the responses to the question on office space indicate a common view held by faculty and staff on office space and furnishings while the administration indicates a higher level of satisfaction. While all groups responded with *good* or *excellent*, from 65.5% (staff) to 75.6% (administration), the difference can be seen in a reversal of the *good* and *excellent* ratings. Forty-eight percent of the administration rated office space as *excellent* whereas forty-five to forty-nine percent of faculty and staff rated office space as *good*. *Poor*

responses were comparable in all groups, with the staff indicating the least satisfaction with a 10.6% response rate.

**Table 6.4.7 Office Space and Furnishings**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Students</b>
Poor	7.1%	10.6%	5.4%	N/A
Fair	24.2%	23.9%	18.9%	N/A
Good	49.0%	45.1%	27.0%	N/A
Excellent	19.7%	20.4%	48.6%	N/A
Number	198	368	37	N/A

### **Parking Facilities**

Currently, there are 805 designated spaces for 1,209 full-time and part-time faculty and staff (ratio 1:1.5), which is in accordance with the acceptable published standard. Therefore, our current parking on campus is within the desired threshold. The dissatisfaction of faculty and staff, as shown in Table 6.4.8, could be a result of limited parking spaces in specific areas; however, faculty and staff parking permits may be used in most zones on campus.

The parking needs for students are divided into two categories: commuter and on-campus residential parking. Adequate commuter parking spaces are provided with the two large sites on the south side of U.S. 60. According to the most recent information published in the 1997 Campus Master Plan (SD 345), there are a total of 887 commuter parking spaces. While the space-to-vehicle ratio is one parking space per 1.175 commuter students, 1,550 commuter students can be accommodated during the normal class day.

Parking spaces for on-campus residential students are more limited. The University strives to provide a parking space for each vehicle registered to a residential student. For the 2,900 residential students registered for fall 1996, 2,076 vehicles were registered. Residential parking spaces in and around the residential housing complex total 1,686, a shortfall of 390 parking spaces. The anticipated vehicle-to-residential student percentage is expected to remain at approximately seventy-two percent. Based on the Campus Master Plan (SD 345), a residential population of 3,300 in the year 2000 will require a total of 2,376 parking spaces, 690 spaces more than currently available. At 350 sq. ft. per car, this would indicate a need for approximately 5.5 acres of land.

**Table 6.4.8 Parking**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Students</b>
Poor	22.9%	43.0%	5.4%	68.1%
Fair	29.7%	25.3%	27.0%	16.6%
Good	30.7%	21.9%	45.9%	11.3%
Excellent	16.7%	9.8%	21.6%	3.9%
Number	192	388	37	3116

***The committee finds that Morehead State University is in compliance.***

**Suggestion:** The University should establish policies to govern the space allocation process conducted by the space utilization advisory committee and other University constituents. These policies and procedures should be documented and distributed to the University community.

#### **6.4.2 Buildings, Grounds and Equipment Maintenance**

**An institution must have a plan for the upkeep of its property.**

**At a minimum, the plan must address routine, preventative and deferred maintenance of buildings, equipment and grounds.**

**The plan must be operational and evaluated annually.**

The *1998-2004 Six-Year Capital Plan* (SD 30) is used for planning long-range major maintenance and renovation projects for MSU. Routine, preventative, and deferred maintenance planning for smaller projects and completed and deferred projects are included in the "Facility Maintenance Report" (SD 219). This report, which is prepared by the Office of Physical Plant, is updated annually. The Office of Physical Plant utilizes the System 600 Maintenance Management System, a computerized system that facilitates the scheduling and tracking of work orders (SD 351).

As shown on Table 6.4.9, survey results indicate a general satisfaction with buildings and grounds maintenance by all groups except the faculty. While over sixty percent of all other groups indicated *good* or *excellent* ratings, fewer

than forty-one percent of the faculty responded with positive ratings. *Poor* ratings were indicated by almost twenty-seven percent of the faculty, more than twice the response rate of the staff and over three times the rate of the administration. Fewer than five percent of the students responded with a *poor* rating. It should be noted that the survey question regarding classroom heating and cooling was a separate question for students (Table 6.4.10). The heating and cooling issue was included in the buildings and grounds question in the faculty, staff, and administration surveys. Results for the student survey question about classroom heating and cooling indicated response levels at over sixty percent *good* and *excellent* ratings and eleven percent *poor* ratings (SD 307).

**Table 6.4.9 Buildings and Grounds and Maintenance**

Rating	Faculty	Staff	Administrators	Students
Poor	26.7%	13.0%	7.9%	4.8%
Fair	32.7%	21.4%	31.6%	12.7%
Good	28.7%	38.0%	44.7%	46.2%
Excellent	11.9%	27.6%	15.8%	36.4%
Number	202	384	38	3,075

Heating and cooling problems were identified during the previous SACS self-study. Since that time, the University has spent almost \$2.5 million and identified an additional \$4.2 million in deferred projects to correct the heating and cooling problems. As shown in Section 6.3, Table 6.3.7, the University allocated 9.1% of unrestricted expenditures to operations and maintenance in 1996/1997. The other regional universities allocated an average of twelve percent to operations and maintenance.

**Table 6.4.10 Classroom Heating and Cooling**

Rating	Students
Poor	11.0%
Fair	24.9%
Good	43.8%
Excellent	20.2%
Number	3,187

Departments may maintain and/or replace equipment using discretionary funds, including funds budgeted for service contracts. As shown in Table 6.4.11, the University's equipment budget received a more favorable rating from

administrators and staff than from the faculty. Fewer than thirty percent of staff and administrators responded that the equipment budget is less than *fair*, but almost sixty percent of faculty members rated the budget as *poor*. Please refer to Section 5.2, Instructional Support, for additional information.

**Table 6.4.11 Equipment Budget**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrator</b>	<b>Student</b>
Poor	59.5%	28.5%	28.9%	N/A
Fair	24.9%	30.2%	15.8%	N/A
Good	12.4%	30.7%	44.7%	N/A
Excellent	3.2%	10.6%	10.5%	N/A
Number	185	358	38	N/A

Automobiles, vans, and buses are available for personnel on official University business. Each vehicle is provided with a maintenance sheet, and drivers are asked to identify any problems or areas of concern when returning a University vehicle to the motor pool. Motor pool regulations are available to designated drivers at the time a vehicle is assigned (SD 384, SD 386). Each vehicle contains a risk management brochure, which provides vehicle insurance information and procedural information for reporting accidents (SD 388). The director of physical plant submits annual maintenance reports.

***The committee finds that Morehead State University is in compliance.***

### **6.4.3 Safety and Security**

**The institution must take reasonable steps to provide a healthful, safe and secure environment for all members of the campus community.**

**Administrative responsibility for environmental health and safety programs must be assigned.**

**A comprehensive safety plan must be developed, implemented and evaluated regularly. The plan should give special attention to the adequate provision and use of the safety equipment in laboratories and other hazardous areas; to the modification of buildings, if necessary, for easy egress in the event of fire or other emergency; and to familiarizing all building occupants with emergency evacuation procedures.**

The safety and security of students, faculty, staff, and campus visitors is necessary for an effective learning environment. The Office of Public Safety, within the Division of Student Life, provides police services, traffic and parking control, investigative services, special event security, emergency planning, limited student escort services, and facility security.

The University Police Department, part of the Office of Public Safety, is responsible for security. The department is accredited by the Kentucky Association of Chiefs of Police. All police officers must qualify for and receive certification under the Kentucky Police Officer Professional Standards established by the Kentucky Law Enforcement Council. Crime statistics and security policies are reported annually in accordance with the “Jean Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.”

Safety at MSU is addressed in the *Morehead State University Safety Manual* (SD 221), which is periodically evaluated and approved by the Board of Regents. The manual provides guidelines and general information about safety procedures to be followed at the University. As stated in the manual, “The University safety program was established for the purpose of control, reduction, and ultimate elimination of campus environmental safety hazards.” The Board of Regents adopted the public safety manual on April 17, 1992, and approved revisions to the manual on April 30, 1993; May 10, 1996; June 2, 1998; and September 18, 1998.

The Kentucky State Police (KSP) provide assessment in the form of biannual audits of communications and records. In addition, the KSP Records Section maintains continual quality control over police reports. Assessment of police operations is conducted by the Kentucky Association of Chiefs of Police through their accreditation program every five years and with unannounced site visits to ensure that compliance is maintained.

The director of public safety and the environmental health and safety coordinator assess University lighting and other safety hazards semi-annually. In response to the Campus Safety Act of 1990 (SD 294), the University has enhanced campus safety by limiting access after specified hours to campus facilities.

Evidence of the University’s efforts to provide a safe campus includes the addition of first-aid materials in the laboratories and work areas and the addition of safety call boxes across campus. All building modifications are in compliance

with safety plans, with supervision and recommendations from the director of the physical plant and the environmental health and safety coordinator (SD 221).

As shown in Table 6.4.12, all University groups surveyed indicated a largely favorable opinion of safety and security. Responses for *good* and *excellent* ratings ranged from 88.6% to 90.6%

**Table 6.4.12 Safety and Security**

<b>Rating</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>	<b>Students</b>
Poor	2.6%	3.4%	0.0%	4.4%
Fair	6.8%	11.6%	10.5%	10.1%
Good	55.3%	52.4%	47.4%	44.5%
Excellent	35.3%	32.5%	42.1%	41.1%
Number	190	378	38	2,872

The responsibility for environmental health and safety programs is assigned to the University's Office of Environmental Health and Safety. This office is part of the Office of Physical Plant and is staffed by a coordinator and an environmental health and safety technician. This office has developed a comprehensive safety plan that outlines emergency procedures and fire prevention issues (SD 221). While this information appears to be communicated to the residential areas of campus by evacuation drills and fire safety meetings (SD 348, SD 349, SD 350), there is no evidence that this information is communicated to the campus community as a whole.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: The Office of Environmental Health and Safety should conduct fire safety meetings and evacuation drills with faculty and staff.**

#### **6.4.4 Facilities Master Plan**

**The institution must maintain a current written physical facilities master plan that provides for orderly development of the institution and relates it to other institutional planning efforts.**

To address long-range and strategic needs of the University, the Board of Regents authorized the establishment of the Office of Planning, Institutional

Research and Evaluation in May, 1988, and authorized the development of a comprehensive Campus Master Plan (SD 345) in October, 1988. This plan, adopted by the Board of Regents on September 21, 1990, and later amended on June 13, 1997, provides guidance in the ongoing physical development of the University.

***The committee finds that Morehead State University is in compliance.***

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## 6.5 EXTERNALLY FUNDED GRANTS AND CONTRACTS

### Overview

The Office of Research, Grants and Contracts (ORGC) provides administrative functions to the following standing committees:

- Research and Creative Productions Committee
- Institutional Review Board for the Protection of Human Subjects in Research
- Institutional Animal Care and Use Committee

For each committee, the director of ORGC serves as the chair in a non-voting capacity as a facilitator and administrator. Administrative support for these committees is provided entirely by the ORGC.

The Office of Research, Grants, and Contracts helps the University achieve its mission through grant opportunities. The unit encourages faculty and staff members to develop proposals that relate to the University's mission statement (SD 261) and specific administrative unit goals and objectives (SD 251).

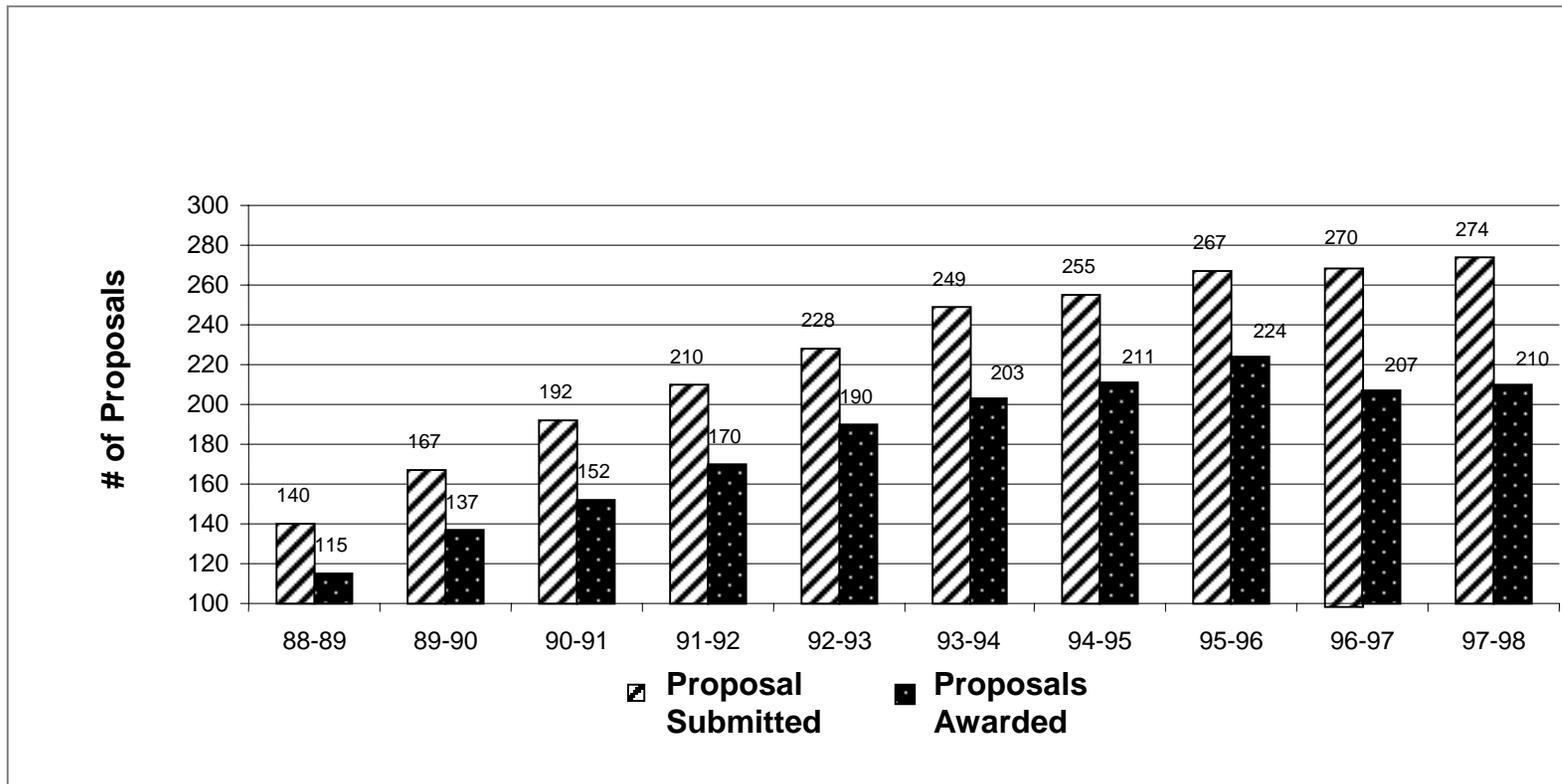
ORGC provides services for all phases of proposal development, including drafting operating budgets that may result in a grant or contract between an external funding agency and the University, serving as a liaison for the University with external funding sources, assisting faculty/staff with internal review and submission of all proposals to external sources, and following up on agency requests. In coordinating all proposal development activities, ORGC serves as the University's official administrative unit to review all proposals for compliance with both University and agency policies and procedures. Prior to submission of a proposal, the senior accountant in the Office of Accounting and Budgetary Control, the director of budgets and management information, and the appropriate dean and department chair review the proposed budget to ensure accuracy and institutional compliance.

Having had the same director since 1976, ORGC has experienced continuity of leadership. Two professional grant contract administrators serve as the primary contact with the faculty, and two other professional staff include the grants information coordinator and the grants management coordinator. Since 1987, the unit has reported to the vice president for academic affairs whose support has been instrumental in the ORGC's ability to meet its objectives.

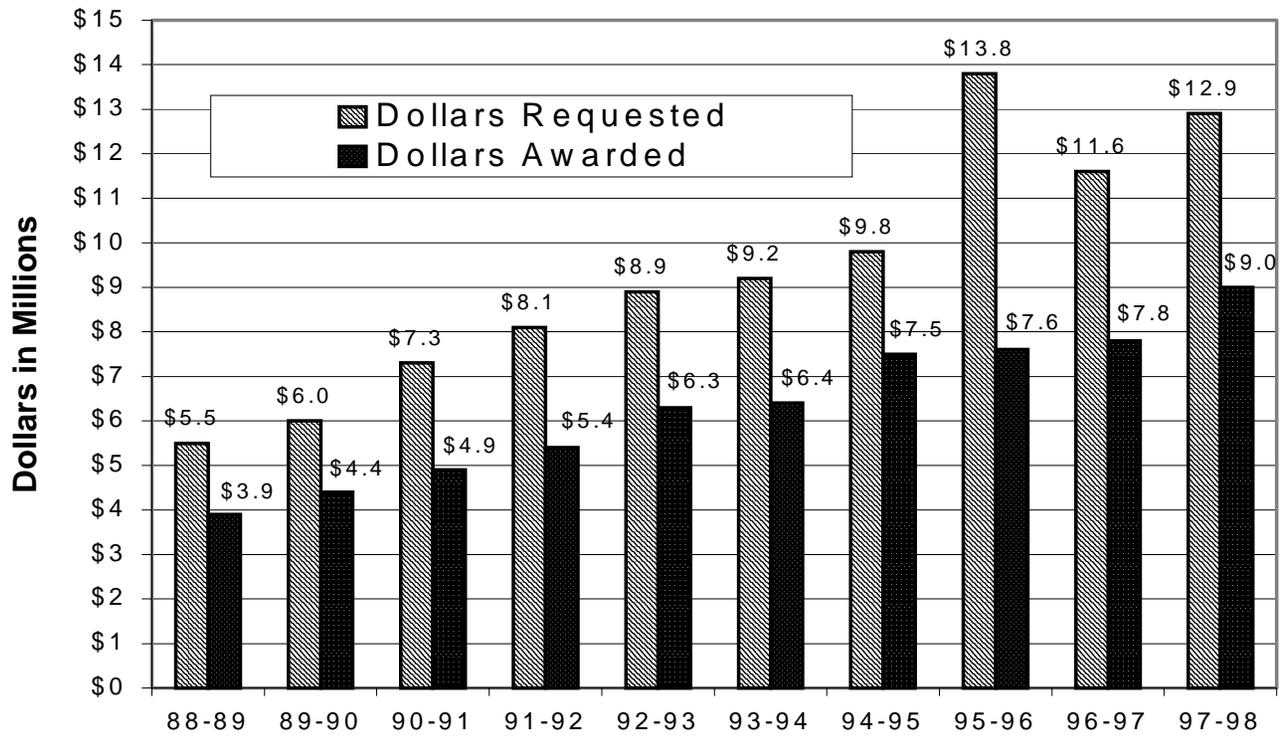
### **Recent History**

During the past ten years, the University has experienced tremendous overall grant-award growth, both in volume and dollars (see Figure 6.5.1 and Figure 6.5.2). Figure 6.5.3, Sources of Externally Funded Grants/Contracts Revenue Received, summarizes funding received from the three sources, federal, state, and private sectors. Funding from each of these sectors has increased, with the private funding showing the largest growth (from approximately \$85,000 in fiscal year 1988-1989 to \$750,000 in fiscal year 1997-1998). Federal revenue has increased fourfold, while state funding has seen only a modest increase. Grant writing has also increased in each of these years, as shown in Figure 6.5.1, Proposals Submitted and Awarded, with a modest fluctuation in proposals awarded in the last four years.

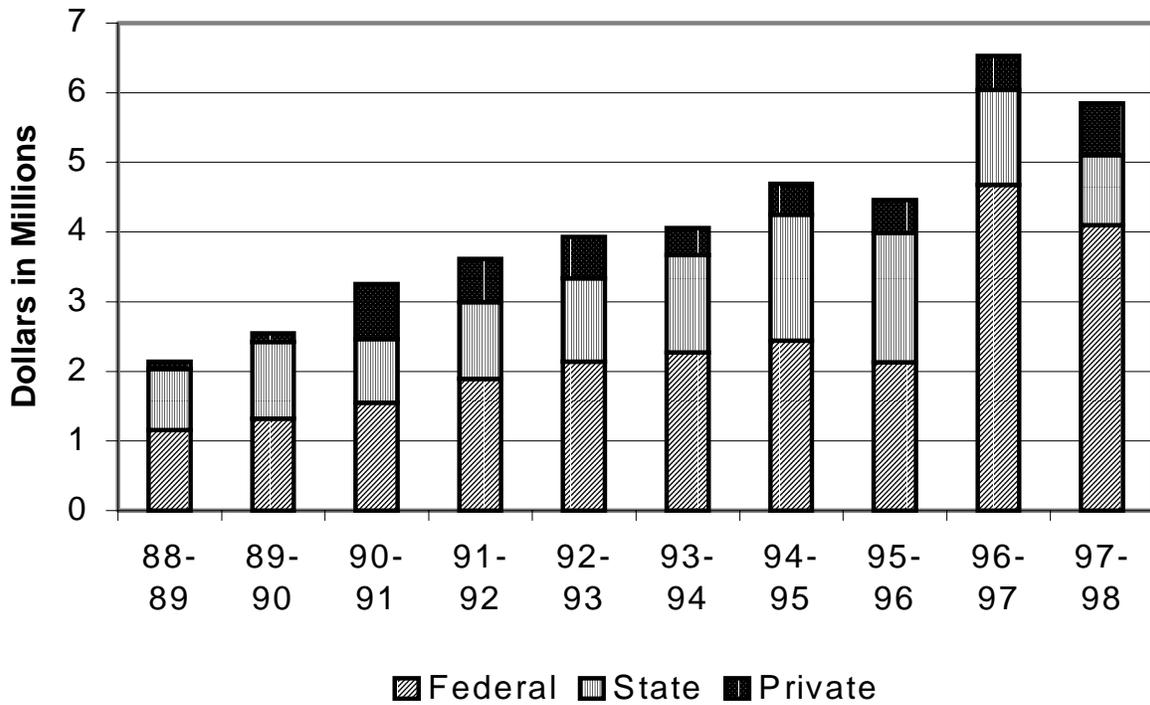
**Figure 6.5.1 Proposals Submitted and Awarded**



**Figure 6.5.2 External Funds Requested and Awarded**



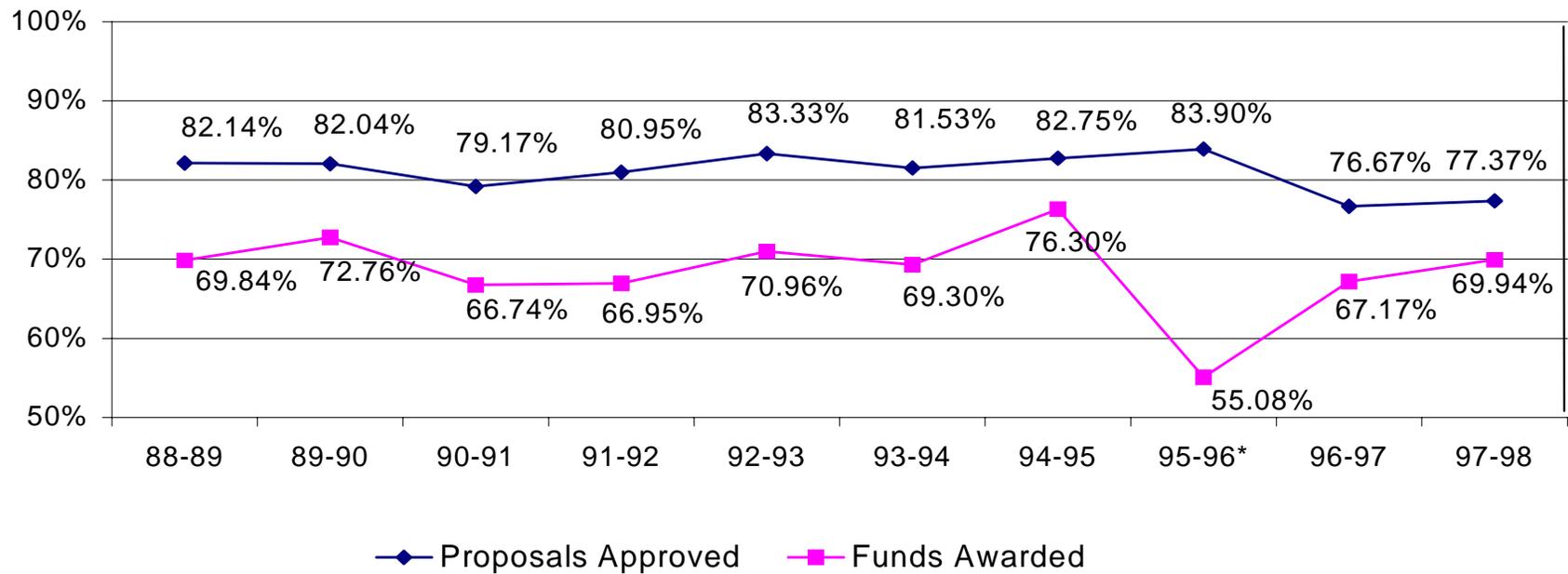
**Figure 6.5.3 Sources of Externally Funded Grants/Contracts  
Revenue Received**



ORGC's effectiveness is best demonstrated by reviewing the percent of requests awarded as shown in Figure 6.5.4, Percentage of Funds Awarded and Proposals Approved. In the last ten years, an average of eighty-one percent of proposed grants was approved.

Funding levels increased in each of the past ten years to reach an all-time high of \$9 million as shown in Table 6.5.1, Summary of Proposals Submitted and Awarded. The University's continued success is also demonstrated in Figure 6.5.2, External Funds Requested and Awarded. Dollars awarded increased by \$5.4 million or 253% over the ten-year time period.

**Figure 6.5.4 Percentage of Funds Awarded and Proposals Approved**



\* The 1995-1996 student financial aid requested amount includes an increase in Federal Perkins Loan Funds totaling \$1.2 million, which is not included in other years.

**Table 6.5.1 Summary of Proposals Submitted and Awarded (July 1, 1988 – June 30, 1998)**

	<b>Proposals Submitted</b>	<b>Dollars Requested Exclusive of Financial Aid</b>	<b>+</b>	<b>Student Financial Aid</b>	<b>=</b>	<b>Total Dollars Requested</b>	<b>Proposals Awarded</b>	<b>Dollars Awarded Exclusive of Financial Aid</b>	<b>+</b>	<b>Student Financial Aid</b>	<b>=</b>	<b>Total Dollars Awarded</b>
1988-1989	140	\$ 4,037,153		\$ 1,500,000		\$ 5,537,153	115	\$ 2,942,929		\$ 924,190		\$ 3,867,119
1989-1990	167	4,505,941		1,501,823		6,007,764	137	3,441,165		930,382		4,371,547
1990-1991	192	5,530,981		1,757,500		7,288,481	152	3,846,554		1,017,790		4,864,344
1991-1992	210	5,380,625		2,676,000		8,056,625	170	3,992,287		1,401,576		5,393,863
1992-1993	228	6,240,927		2,676,000		8,916,937	190	4,962,447		1,365,223		6,327,670
1993-1994	249	7,216,067		1,983,988		9,200,055	203	5,336,362		1,039,004		6,375,366
1994-1995	255	8,700,609		1,068,659		9,769,268	211	6,393,468		1,068,659		7,462,127
1995-1996*	267	9,981,617		3,806,186		13,787,803	224	6,511,312		1,082,448		7,593,760
1996-1997	270	9,973,782		1,660,274		11,634,056	207	6,642,660		1,172,328		7,814,978
1997-1998	274	11,738,929		1,191,957		12,930,886	210	7,844,601		1,199,179		9,043,780
<b>TOTALS</b>	2,252	\$ 73,306,641		\$ 19,822,387		\$ 93,129,028	1,821	\$ 51,913,775		\$ 11,200,779		\$ 63,114,554

\* The 1995-1996 student financial aid requested amount includes an increase in Federal Perkins Loan Funds totaling \$1.2 million, which is not included in other years.

### **Effectiveness of Externally Funded Grants and Contracts**

The effectiveness of grant activity is determined by whether the activity benefits the University in meeting its mission. Program-service grants (Table 6.5.2, Categorization of Restricted Funds as Defined by the Kentucky Council on Postsecondary Education) have averaged over ninety-seven percent of all grants awarded during the past ten years. This figure suggests that the faculty and staff seek grants that can help the University better serve the region and its students. Research grants accounted for less than two percent of the external funds received during the past ten years. These data show that the University does not rely on research grants to fund its academic programs.

Data presented in Table 6.5.1, Summary of Proposals Submitted and Awarded, July 1, 1988 to June 30, 1998, show that, during the past ten years, 2,251 proposals (an average of 225 per year) have been submitted while 1,821 proposals were awarded (average of 182 per year), yielding an 80.9% approval rate. During this same ten-year period, approximately \$73.3 million was requested, with \$51.9 million awarded. These amounts do not include the \$19.8 million requested and the \$11.2 million received in the form of student financial aid. Sixty-seven percent of all funds requested were approved.

During the past ten years, the percentage of dollars funded and number of grants approved has ranged from 55.08% to 72.76% and from 76.67% to 83.90% respectively (Figure 6.5.4, Percentage of Funds Awarded and Proposals Approved). Grant development has increased abundantly from \$4.7 million in the fiscal year ending June 30, 1988, to \$12.9 million in the fiscal year ending June 30, 1998. Externally funded expenditures represent 24.7% of the total annual operating expenditures for MSU (Table 6.5.3, Comparison of Total Operating Expenditures and Externally Funded Grants and Contracts).

The Summary of Faculty/Staff Proposals Submitted and Funded by Administrative Units, 1988 to 1998 (SD 249), illustrates that the number of faculty and staff submitting proposals has steadily increased in the last ten years. A researcher must demonstrate productivity before seeking external funding. Therefore, if the University stresses research activities, internal funding (i.e., seed money) must be continued. In the past ten years, the number of internal research proposals submitted to the MSU Research and Creative Productions Committee (SD 248) and the number funded averaged approximately twenty-two and sixteen per year, respectively (Table 6.5.4, Research and Creative

Productions Committee Proposals Submitted and Funded). Table 6.5.5 indicates a recent increase in faculty fellowships awarded by the Research and Creative Productions Committee. These fellowships foster professional growth within the academic disciplines of faculty members.

A recent survey of MSU and four other state universities revealed that MSU has generated the most proposals per faculty member. In addition, MSU has a higher percentage of grants approved and funded than the four regional universities that participated in the survey (Table 6.5.6, Comparison of Kentucky Regional Universities Grants and Contracts Activities). While each institution may include different items in its figures, this table reflects favorably on the performance of proposal development by the faculty as well as the ORGC, especially since MSU is the smallest of the five universities.

**Table 6.5.2 Categorization of Restricted Funds  
as Defined by the Kentucky Council on Postsecondary Education**

	<b>1988-1989</b>	<b>1989-1990</b>	<b>1990-1991</b>	<b>1991-1992</b>	<b>1992-1993</b>	<b>1993-1994</b>	<b>1994-1995</b>	<b>1995-1996</b>	<b>1996-1997</b>	<b>1997-1998</b>
Instruction	\$1,158,716	\$1,087,905	\$1,118,813	\$1,222,055	\$1,743,483	\$1,833,986	\$2,130,905	\$2,106,085	\$1,918,239	\$1,624,012
Research	24,195	3,378	20,583	610,888	477,538	257,190	180,211	250,916	220,874	212,058
Public Service	1,172,311	1,540,151	1,593,744	1,739,336	1,762,146	2,002,279	2,487,827	2,935,900	3,336,945	3,679,462
Library	51,732	83,782	75,838	73,121	81,334	83,624	71,576	72,905	66,622	64,041
Academic Support	23,954	41,938	41,812	86,314	68,567	278,590	180,615	193,988	315,727	552,511
Student Services	372,056	381,672	333,074	557,665	602,950	710,594	739,669	709,874	932,061	757,276
Institutional Support	120,944	126,497	202,428	209,276	188,761	225,329	204,907	190,728	342,405	334,250
Oper. & Main. of Plant	8,490	7,913	7,562	6,910	1,261	1,732	3,153	4,282	4,195	2,292
Student Financial Aid	5,141,541	5,874,833	7,142,826	8,138,510	8,240,407	7,760,223	8,046,358	20,560,516	22,443,262	22,132,779
Auxillary Enterprises	272,892	249,245	244,080	285,596	295,286	288,339	239,605	240,236	242,520	204,080
<b>Total Dollars Received</b>	<b>\$8,346,831</b>	<b>\$9,397,314</b>	<b>\$10,780,760</b>	<b>\$12,929,671</b>	<b>\$13,461,733</b>	<b>\$13,441,886</b>	<b>\$14,284,826</b>	<b>\$27,265,430</b>	<b>\$29,822,850</b>	<b>\$29,562,761</b>

**Table 6.5.3 Comparison of Total Operating Expenditures and Externally Funded Grants and Contracts**

<b>FY</b>	<b>Total MSU Institutional Expenditures*</b>	<b>Externally Funded Grants and Contracts Expenditures</b>	<b>External Funds as a % of Total Expenditures</b>
1988-89	\$ 53,209,639	\$ 8,346,831	15.69%
1989-90	54,837,018	9,397,314	17.14%
1990-91	61,137,241	10,780,760	17.62%
1991-92	66,337,237	12,929,671	19.49%
1992-93	64,560,431	13,461,733	20.85%
1993-94	65,488,513	13,441,886	20.53%
1994-95	69,180,357	14,284,826	20.65%
1995-96	83,494,019	27,265,430	32.66%
1996-97	88,044,175	29,822,850	33.87%
1997-98	91,349,423	29,562,761	32.36%

\* Excludes mandatory transfers

**Table 6.5.4 Research and Creative Productions Committee  
Proposals Submitted and Funded**

<b>Fiscal Year Ending</b>	<b>Proposals Submitted</b>	<b>Dollars Requested</b>	<b>Dollars Available</b>	<b>Proposals Funded</b>	<b>Dollars Awarded</b>
1989	29	\$ 59,859	\$ 80,000	21	\$ 57,487
1990	33	107,857	80,000	21	60,539
1991	23	80,861	80,000	17	52,806
1992	16	50,871	80,000	14	48,170
1993	11	39,748	40,000	11	39,654
1994	21	79,150	40,000	16	51,587
1995	21	57,349	40,000	17	54,550
1996	19	76,419	38,606	14	49,792
1997	18	58,279	38,606	12	38,463
1998	28	86,657	38,606	14	37,822

\*\*

\*

\* Additional funds provided by MSU Foundation

\*\* Additional funds provided by executive vice president for academic affairs

**Table 6.5.5 Summary of Faculty Summer Fellowships  
Funded by Research and Creative Productions Committee**

<b>Fiscal Year Ending</b>	<b>Proposals Submitted</b>	<b>Dollars Requested</b>	<b>Proposals Funded</b>	<b>Gross Dollars Awarded</b>	<b>Net Dollars Awarded</b>
1989	19	\$ 10,217	13	\$ 9,230	\$ 6,500
1990	19	9,500	17	11,475	8,500
1991	28	14,000	26	18,502	13,000
1992	33	16,894	26	16,206	13,000
1993	24	12,676	13	8,043	6,500
1994	28	14,336	10	9,312	5,000
1995	22	11,662	16	15,040 *	8,000
1996	20	10,039	11	10,340 *	5,500
1997	18	9,082	11	9,400 *	5,000
1998	15	7,292	10	9,400 *	5,000

\* These funds were not included in the Research and Creative Productions Committee budget, but they were provided by the executive vice president for academic affairs as additional support. The executive vice president for academic affairs also provided \$1,000 to support the annual luncheon to honor research and creative productions and \$5,000 for the committee awards (Distinguished Researcher @ \$2,500 and Distinguished Creative Productions @ \$2,500).

**Table 6.5.6 Comparison of Kentucky Regional Universities' Grants and Contracts Activities,  
July 1, 1997 - June 30, 1998**

<b>Grants and Contracts</b>	<b>EKU</b>	<b>NKU</b>	<b>WKU</b>	<b>MuSU</b>	<b>MoSU</b>
Number of Proposals Submitted	268	122	210	164	273
Number of Proposals Funded	221	85	214*	121	212
Dollars Requested	\$31,867,593	\$4,825,365	\$22,095,211	\$9,945,773	\$12,930,886
Dollars Funded	\$27,686,813	\$2,967,255	\$15,046,501	\$6,083,692	\$ 9,043,780
Number of Full-Time Faculty	642	383	550	379	317
Funded Dollars per Faculty Members	\$43,126	\$7,747	\$27,357	\$16,052	\$28,565

\* Includes four proposals from 1996-1997

ORGC continues to provide various workshops to assist faculty and staff members with proposal writing and development as well as new types of training based on faculty need, for example, training for new faculty on a department-by-department basis. ORGC also periodically conducts selected workshops regarding funding services. When needed, a specific funding-agency representative is invited to conduct training to develop grants that meet the agency's mission as well as the University's mission and department activities. ORGC also offers help with locating funding through sources like SPIN, GENESIS, and SMART and conducts seminars for students interested in grant writing opportunities.

The results of the SACS self-study faculty, staff, and administrator surveys all support the adequacy of ORGC services. All three groups, when asked to "give your opinion concerning the adequacy of Research, Grants, and Contracts as they directly affect you" on a four-point Likert scale (1=*poor*, 4=*excellent*), rated ORGC well above three. In fact, ORGC was among the highest-rated support services of the University. Further, both faculty and administrators were asked to indicate their agreement or disagreement with the following statement on a four-point Likert scale (1=*strongly disagree*, 4=*strongly agree*): "The University evaluates the effectiveness of its research mission." Administrators were substantially more in agreement (Mean: 2.78, Standard deviation: 0.6) than faculty (Mean: 2.36, Standard Deviation: 0.93).

Most troubling of the SACS self-study survey findings related to research was the amount of fiscal support for research. Faculty were asked to indicate their agreement or disagreement with the following statement on a four-point Likert scale (1=*strongly disagree*, 4=*strongly agree*): "The University provides the appropriate amount of fiscal support for research." The mean level of response was only 1.91 (SD 307: FAC 144). Faculty appear to favor increased fiscal support for their research endeavors. This finding contrasts with the findings of the 1988 SACS self-study survey which indicated that faculty felt the level of administrative and fiscal support for research was adequate.

The Faculty Senate has surveyed ORGC's performance. These performance appraisals, along with evaluation forms for training, one-on-one faculty responses, and interviews with grant personnel, suggest that ORGC continues to meet the needs of MSU's faculty. Any activities that do not help faculty are abandoned, and new methods of development, training, tracking, and evaluation are created, reviewed, and tested.

**Externally funded grants and contracts must be related to the stated purpose of the institution.**

The goals and objectives of ORGC support the University's mission. ORGC supports the sub-section of the University's mission statement concerning service and research functions: "The University shall create centers to facilitate applied research, organized public service, and continuing education directly related to the needs of business, industry, and local schools in the primary service region." ORGC is such a center, doing exactly what the mission states through the diverse activities and services it offers. ORGC promotes regional research, education, and public service opportunities through grant activity; identifies external sources of funds for specific needs; and assists with obtaining funds for institutes, workshops, camps and seminars.

***The committee finds that Morehead State University is in compliance.***

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**The institution's policy on such grants and contracts must provide for an appropriate balance between grant and contract activity and instruction, and guarantee institutional control over the administration of research projects.**

MSU's personnel policies reflect the University's primary objective: instruction. A faculty member may receive three hours of reassigned time for internally funded grants. Funding from external sources may reduce a faculty member's in-class time (instruction) to allow a more active pursuit of pure or applied research efforts. During the past ten years, fewer than fourteen percent of the externally funded grants related to pure or applied research, illustrating MSU's emphasis on instruction. The information presented in Table 6.5.2, Categorization of Funded Expenditures as Defined by the Council on Postsecondary Education, supports this conclusion. For example, MSU has a ratio of nearly 17:1 of public service funds expended to those of research. Many service grants provide either support for students enrolled at the University or special training and enrichment for the community at large.

When MSU accepts funds from external agencies, it ensures control over the administration of the resulting grant or contract. Therefore, ORGC and the

Office of Accounting and Budgetary Control (A&BC) maintain a cooperative pre-award and post-award working relationship.

The Internal Routing Form for External Proposals (SD 238), a preapplication approval form, must be submitted to ORGC and signed by appropriate University officials before a grant proposal is submitted. The routing form requests information on the type and purpose of the grant, funding source, and special University considerations in terms of facility, budget, and other resources. The routing form provides a mechanism by which a grant proposal can be reviewed for potential costs to and benefits for the University.

A&BC and the corresponding project director are responsible for post-award financial administration and disbursement of all grant monies. This relationship is outlined in MSU's Policies and Procedures Manual for Grants and Contracts Accounts (SD 6), is distributed to each project director, and is also available at [www.morehead-st.edu/units/research/AccountingManual.pdf](http://www.morehead-st.edu/units/research/AccountingManual.pdf). Within A&BC, both the senior accountant and the grants staff accountant work directly with the project directors and conduct training workshops for the ORGC director and staff. The project director ensures that a proper budget is established and that all financial activity complies with the specific requirements of the funding agency, including any corresponding state or federal requirements such as OMB Circulars A-110 (SD 3) and A-21 (SD 4).

The grants staff accountant reviews expenditures for proper authorization and compliance with University policy and procedures and completes all financial reports. Specific procurement restrictions may be imposed by the funding agency, but, in all cases, the use of any funds must follow University policies and procedures. The appropriate department chair and dean help the project directors accomplish the objectives of their grants.

Each year, all federal awards are subject to an audit conducted by an independent certified public accounting firm. This audit is conducted in compliance with the U. S. Office of Management and Budget's audit requirements as described in Circular A-133 (SD 5). In recent years, there have been no significant audit findings concerning either monetary amounts or internal control weaknesses.

The University's Institutional Animal Care and Use Committee reviews all grants involving live vertebrate animals before giving final grant approval. Specific responsibilities of this committee are outlined in the Animal Welfare Assurance Statement (SD 236). The Institutional Review Board for Protection of

Human Subjects in Research is responsible for protecting human beings when used as research subjects. The board reviews all non-teaching activities (including those that are externally supported) that use humans as subjects. Specifics are outlined in the *Human Subjects Policy and Procedure Handbook* (SD 239).

Annual and/or final progress reports are required by most funding agencies. Copies of such reports are filed with ORGC. A&BC staff prepare and file financial reports in accordance with the external agencies' requirements. ORGC sends a memorandum of congratulations (SD 242) to each grant project director, also notifying the project director to file a final report. A&BC does not have any quality control responsibility, nor does ORGC. These offices only certify that their respective reports (financial and/or programmatic) have been filed. The benefits of a particular grant to the University are the responsibility of the division within which the grant was sponsored.

The *Proposal Development Guide* (SD 247), which is available at [www.morehead-st.edu/units/research/RGCDevGuide](http://www.morehead-st.edu/units/research/RGCDevGuide), outlines the steps involved in grant writing. The guide is a comprehensive, detailed outline that lists the responsibilities of the proposal writer along with those performed by ORGC as part of its services.

***The committee finds that Morehead State University is in compliance.***

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### Researcher's Freedom

**The researcher's freedom to investigate and report results must be preserved.**

**Research support from outside agencies should not undermine these basic research principles.**

MSU preserves the researcher's freedom to investigate and to report results and ensures that support from outside agencies does not undermine these basic principles. Each faculty member receives a copy of the *Faculty Handbook* (SD 64) upon appointment. The handbook outlines the conditions of academic freedom and responsibility for faculty and staff members who teach or perform research. It discusses rights and responsibilities, assurances, and institutional and faculty commitments, as well as the protection, defense, and

promotion of academic freedom. Faculty and staff members may independently negotiate grants from any source as long as the work for the grant does not interfere with University time and/or responsibility.

***The committee finds that Morehead State University is in compliance.***

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**The institution must establish a clear policy concerning a faculty member's division of obligations between research and other academic activities.**

**It must ensure that this policy is published in such documents as the faculty handbook and made known to all faculty members.**

Established policies at the University, reflected in the *Faculty Handbook* and on the Office of Human Resources website, clearly state that a faculty member's first obligation is to the University. Faculty should not engage in activities that would result in their interests conflicting with those of the University. Additionally, faculty and staff members shall exercise good faith in all transactions touching upon their duties to the University and its property (SD 107: PAc-5).

Under current MSU policies, the primary responsibility of faculty members is effective teaching (SD 107: PAc-14), and full-time faculty workloads are based on teaching assignments (SD 107: PAc-7). Reassigned time may be negotiated for research activities, generally those supported by external agencies, with the approval of the college dean and the executive vice president for academic affairs. According to policy statements, faculty are encouraged to participate in research (SD 107: PAc-11) and/or consulting (SD 107: PAc-5). Scholarly achievements, such as research, are required activities for faculty members seeking academic promotion, tenure, and salary increases based on merit (SD 107: PAc-2, SD 107: PAc-27).

***The committee finds that Morehead State University is in compliance.***

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**Continuity of support for general institutional activities must not be endangered by acquisition of research, grants and contracts.**

A faculty member or an academic administrator is expected to perform his or her University duties in the most effective manner possible. The individual's first duty and first responsibility is to the University. Outside service, with or without pay, should not interfere with the discharge of this permanent obligation. Administrative officers are responsible for overseeing the execution of regular University duties. Services for personal compensation require receipt of written approval before the project is initiated (SD 107: PG-21).

***The committee finds that Morehead State University is in compliance.***

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**Where applicable, the institution must develop policies regarding summer salaries paid from grant and contract funds, salary supplements paid from grants during the regular academic year, and fees for consultative services provided by faculty members.**

**These policies must also be published and made known to faculty.**

Summer salaries paid from contracts and grant funds are arranged by the completion of a Personnel Action Request (SD 109) for supplemental pay. The same process applies to faculty who are paid from contracts and grant funds during the regular academic year. ORGC follows University policies and procedures for computing summer salaries.

Fees for consulting services are paid by the outside agency for which the work is performed. According to the *MSU Personnel Policy Manual* (PAC-5, SD 107), a faculty member's outside activities may vary widely due to individual faculty assignments. Submission of a written proposal and permission from the individual's supervisor and dean are required before any private consulting takes place. Notification is also sent to the executive vice president for academic affairs. The proposal must indicate the nature of the work to be performed, the estimated time per week involved, and the duration of the assignment. The proposal and administrative decision are kept as a matter of record by the appropriate department chair and dean, with notification sent to the executive vice president for academic affairs, who approves proposals forwarded by academic deans.

The Office of Human Resources provides information used in the Time Conversion Table for University Employees (SD 250). This table is used by

ORGC in computing faculty and staff salaries to be included in proposal budgets. Along with this information, ORGC follows PAc-5 Consulting (SD 107) and PAc-10 Extraordinary Faculty Compensation (SD 107) to compute budget salaries. With administrative approval, ORGC uses Standard Operational Procedure #7, Method for Calculating Payment Rates for Consultants in Proposal Budgets (SD 244), to compute faculty and staff consultant payment rates when developing proposals for submission to external funding agencies. Additionally, the University provides regular fringe benefits to faculty participating in research activities. Fringe benefits are calculated annually according to Operational Procedure #8, Fringe Benefits Cost for Externally Funded Staff Persons (SD 245).

All faculty and staff members working on externally funded projects must comply with PAc-15 Time and Effort Reporting (SD 107). A&BC developed two Personnel Activity Reports to be used by faculty and staff in fulfilling this requirement. The senior accountant distributes and tracks the activity reports to ensure accurate and timely compliance.

***The committee finds that Morehead State University is in compliance.***

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**In accepting funds from outside agencies, the institution must ensure that it maintains control over research and instruction.**

**Because many agencies attach stringent regulations directing and limiting the activities for which they provide funding, the institution must safeguard control over its own activities.**

The University and the granting agency attempt to resolve any differences in regulations before a grant is awarded. ORGC uses the Proposal Development Guide (SD 247) to help the proposal writer with proposal development and unofficially, as needed, with implementation. University control of the financial component of the grant is under the supervision of A&BC and the project director, while the programmatic component of the grant is under the supervision of the project director and the college dean and department chair. Control is generally not an issue because of ORGC's efforts to assure that the University can comply with the external agency regulations prior to proposal development

and/or comply with special grant conditions to authorizing official acceptance of a grant or contract.

Should research efforts result in inventions or discoveries or copyright materials, the question of ownership between the University and a faculty member shall be governed by PG-18. Guidelines of the Research and Creative Productions Committee state, "The finished creative project is the property of the artist unless other ownership arrangements have been specified as part of the creative production proposal" (SD 248).

***The committee finds that Morehead State University is in compliance.***

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**It is also important that an institution not become dependent upon indirect cost allowances from grants and contracts to support its regular operating budget.**

The facilities and administrative cost allowance (commonly known by its former name, indirect cost) is used to offset costs incurred by the University on behalf of or related to the operation of externally funded grants that are not directly charged to a specific grant or contract. These monies are intended to cover the cost of utilities, use of facilities, and business services incurred during the contract period. The University's official facilities and administrative cost negotiated rate is thirty-nine percent of salaries and wages, although some funding agencies may request a waiver, limitation or reduction of this rate during the negotiation process. The reimbursements received by the University, shown in Figure 6.5.5, Facilities & Administrative Cost Recovery Revenue, are subject to the customary budgeting procedures to ensure their intended use.

A portion of the facilities and administrative revenue funds are distributed in accordance with the Indirect Cost Sharing Plan (SD 240). The Indirect Cost Sharing Plan ensures that the institution does not rely unduly on external funding sources for institutional activities. ORGC distributes a portion of the facilities and administrative revenue recovered during the previous fiscal year (most recently \$50,000) to the administrative units which generated the funds to encourage the development of externally funded proposals for the next year. The remainder of the funds, approximately eighty percent of the facilities and administrative cost recovery revenue, becomes part of the general fund.

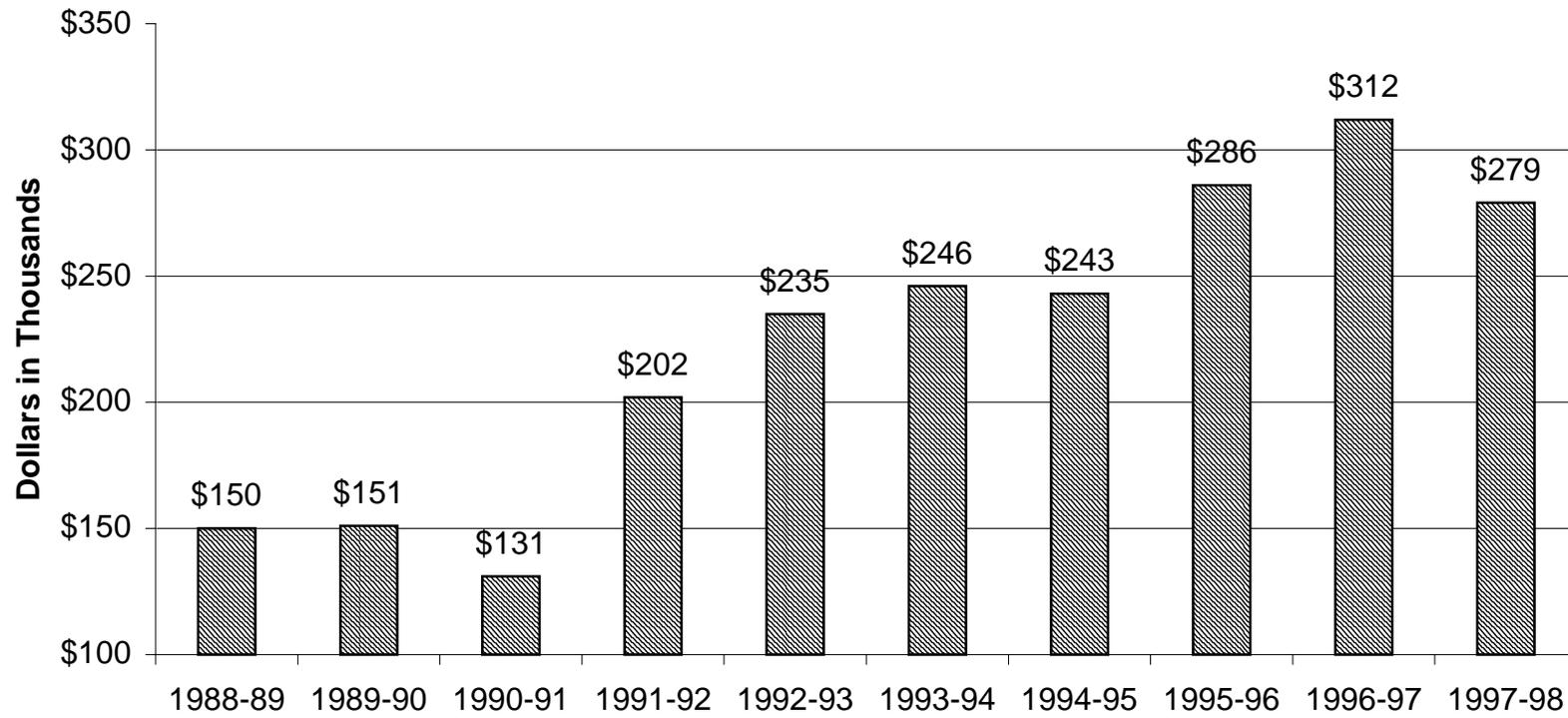
At the beginning of each award year, supervisors inform staff in administrative units that are dependent on external funding about the potential non-recurring nature of the funding source before staff sign employment contracts (fixed-term contracts). Several administrative units are wholly dependent on external funding to enhance student programs and services and support the academic units of the University, for example:

- Child Development Associate Program;
- Small Business Development Center;
- TRIO: Education Talent Search, Student Support Services, Upward Bound; and
- Education Opportunity Center

***The Committee finds that Morehead State University is in compliance.***

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**Figure 6.5.5 Facilities and Administrative Cost Recovery Revenue**



**Grants must be awarded and contracts must be made for specified periods of time.**

Until recently, department chairs and deans generally were unaware that a particular faculty member was working on a proposal until it was routed just prior to submission. Therefore, ORGC has created a pre-proposal approval form. This form not only informs the department chair and dean but also allows the chair the opportunity to arrange for class coverage, if warranted. If the proposal materializes, a separate routing form is circulated to the appropriate officials. This routing form (SD 238) specifies a definite beginning and ending date. All awarded and funded grants and contracts are for specified periods of time.

***The committee finds that Morehead State University is in compliance.***

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**Conclusion**

During the past ten years, the total number of full-time employees in ORGC remains unchanged at five. However, there has been a tremendous growth in the office's workload. The number of proposals submitted and the number of awards have increased abundantly, as previously discussed and demonstrated in this report.

**Suggestion: Sufficient staffing should be maintained to properly and fully meet the University's and the Office of Research Grants and Contract's mission, as well as the needs of MSU's faculty.**

**Suggestion: The University should explore the issue of fiscal support for research.**

## 6.6 RELATED CORPORATE ENTITIES

### Introduction

Three corporations have been established to serve various functions in support of the University's mission and purposes: MSU Foundation, Inc.; MSU Alumni Association, Inc.; and The Kentucky Folk Art Center, Inc. Documents outlining relationships between the corporations and the University, personnel structures, fiscal audits, corporate activities, charters, and bylaws are on file in the SACS office (SD 314, SD 335, SD 336).

Interviews and data gathered from the corporations revealed that no systematic surveys or other broad-based assessment efforts had been conducted among faculty, staff, students, or administrators to measure perceptions and understanding of related corporations. Data (other than reports of money raised through appeals or generated through sales) were also unavailable to assess effectiveness of the corporations in meeting their respective missions and purposes.

**When an institution is reliant upon such an entity [related, separately-incorporated entity], or when a separately-incorporated or related entity is reliant upon the institution, documentation outlining the mutual relationship and benefits must be maintained by the institution.**

**This documentation must include the following: a description of the separately-incorporated unit's activities; a statement demonstrating the manner in which the activities relate to the purpose of the institution; a current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the incorporated entity, whether they are additionally compensated by the entity or not; a copy of the separately-incorporated unit's annual financial audit report for the most recently completed year; and copies of the charter and bylaws of the unit.**

**The institution should demonstrate the manner in which each related entity contributes to its effectiveness.**

#### **MSU Foundation, Inc.**

The MSU Foundation, Inc. was organized in 1979 as a non-profit Kentucky corporation to provide private financial support to the University. As a

“non-affiliated corporation,” the foundation is dedicated to assisting the University but is not controlled by the institution. University support of the foundation (i.e. staff, office space, utilities, etc.) is reimbursed under terms described in a detailed operating agreement (SD 314).

A twenty-five-member board of trustees governs the foundation. By charter, the board includes MSU’s president, two other MSU administrators, the Alumni Association president, and twenty-one citizens from the University’s service region. The special assistant to the University’s president serves as the chief executive officer of the foundation.

No University funds are used to support the foundation. In 1997-1998, the foundation disbursed or reserved for MSU almost ninety-five cents of each gift-dollar received.

Activities of the MSU Foundation, Inc., are directly related to the purposes of the University in several specific areas. The foundation:

1. Receives and administers all private gifts to the University;
2. Maintains gift documentation in compliance with IRS regulations;
3. Manages investment of endowed and non-endowed gift assets;
4. Provides direct financial assistance to units of the University through allocation of unrestricted gifts;
5. Acquires real estate for resale or transfer to the University;
6. Establishes trusts, endowment agreements, charitable gift annuities, and other planned-giving vehicles for the benefit of the University;
7. Issues temporary, low-interest loans to the University to assist in the financing of projects and programs; and
8. Disburses private financial aid gifts to students, making the University more accessible.

Foundation executives continually seek and receive guidance from MSU’s leadership to ensure that foundation activities are in harmony with the purposes of the institution and are contributing to University effectiveness. Annual reports of private gifts received and used are provided to the University community. Table 6.6.1 contains foundation data from the 1997-1998 report.

**Table 6.6.1 Summary of 1997-1998 Private Giving**

<b>Activity</b>	<b>Funding</b>
Cash support of Academic Units and Activities	\$ 353,516
Cash support of Alumni Association	15,625
Cash support of Intercollegiate Athletics	252,363
Cash support of Development Office	12,381
Cash support of University Operating Budget	35,000
Cash support of Student Financial Aid	237,092
Cash support of Foundation Operating Budget	62,396
Cash support of Special Events and Projects	<u>177,444</u>
 Total Cash Giving	 \$1,145,817
Gifts in Kind (books, equipment, livestock, supplies, etc.)	<u>776,426</u>
 <b>Total University Giving</b>	 <b>\$1,922,243</b>

The introduction mentioned a concern of the subcommittee related to assessment of effectiveness. The committee was unable to locate assessment data which compared MSU's cost of fund raising per dollar of return as compared with that of other universities of similar demographics and missions. The only measures of effectiveness located were reports of dollars raised.

#### **MSU Alumni Association, Inc.**

According to the Articles of Incorporation, Article IV, the Morehead State University Alumni Association, Inc., was created in 1983 with the purpose "to protect, support, and generally promote the interest of Morehead State University..." (SD 335). Association activities are conducted by a nineteen-member board of directors which elects a president, two vice-presidents, and a secretary-treasurer from its membership. Terms and duties of all board members and officers are established in the association by-laws (SD 335). MSU's director of alumni relations serves as the executive vice president for the association and is empowered to conduct day-to-day operations.

A joint statement of purpose and a memorandum of understanding between MSU and the Alumni Association (SD 335) outline contributions of the

association to the larger mission and purpose of Morehead State University. The primary contributions include the following:

1. Board members serve as an advisory committee to the University president in all matters affecting alumni relations;
2. The University and MSU Foundation provide the financial resources necessary to support the alumni-relations program;
3. The Alumni Association encourages alumni to make financial gifts to the University;
4. The Alumni Association encourages alumni to participate in all activities and public projects of the University;
5. The association sponsors social, cultural, and education activities for alumni; and
6. The association utilizes talents of individual alumni to develop human and material resources for the University.

Alumni Association staff continually seek and receive guidance from MSU's leadership to ensure that alumni activities are in harmony with the purposes of the institution and are contributing to University effectiveness. Annual reports of private gifts received and used are provided to the University community. Table 6.6.2 contains Alumni Association financial data from 1997-1998 tax reports.

**Table 6.6.2 Summary of 1997-1998 Alumni Association  
Revenue & Expenses**

<b>REVENUE</b>	
Contributions, gifts, grants	\$16,775
Program revenue, fees, contracts	16,968
Income from investments	184
Gross profit on inventory sales	12,838
Other miscellaneous revenue	<u>23,360</u>
<b>Total Revenue</b>	<b>\$70,125</b>
<b>EXPENDITURES</b>	
Benefits to or for members	\$ 7,516
Salaries, benefits	9,915
Professional fees, contractor payments	34,983
Rent, utilities, maintenance	5,159
Travel, supplies	<u>13,108</u>
<b>Total Expenditures</b>	<b>\$70,681</b>
<b>Deficit for 1997-98</b>	<b>(\$556)</b>

The subcommittee was unable to find data related to assessment of effectiveness. It could not locate data which compared MSU's Alumni Association with associations of other, similar institutions in areas of service to alumni, benefits to the University, or success of fund raising. The only measures were reports of dollars raised and expended.

#### **The Kentucky Folk Art Center, Inc.**

The Kentucky Folk Art Center (KFAC) was incorporated in July, 1994, "to provide educational opportunities, benefits, and programs to the public to enhance the awareness of and foster an appreciation and understanding of contemporary folk art" (SD 336). A board of directors governs the corporation, with the number, qualifications, terms, voting procedures, election, and removal of members prescribed in the corporation bylaws. The bylaws adopted in

September of 1998 provide for no more than twenty-one directors to serve terms of three years. Corporate officers are elected annually by the board of directors.

On June 2, 1998, the MSU Board of Regents adopted a statement of intent that The Kentucky Folk Art Center become an affiliated foundation of the University. The change from non-affiliated to affiliated status was the result of public financial support provided to KFAC by the Commonwealth of Kentucky through the University. A \$200,000 state appropriation from the Commonwealth of Kentucky Education, Arts and Humanities Cabinet is currently being used to fund salaries, wages, benefits, building maintenance, and other expenses previously funded by the University. KFAC's executive board of directors approved the proposal on June 19, 1998, with full board approval at the September 11, 1998, meeting.

Day-to-day management of the Kentucky Folk Art Center is accomplished through full-time employees of the University. Staffing currently includes a director, curator/registrar, marketing coordinator, secretary, clerk typist, and various work study students. Income and expenditure budgets for 1998-1999 exceed \$300,000 each. Table 6.6.3 contains a summary of the KFAC 1998-1999 budget.

**Table 6.6.3 Summary of 1998-1999 KFAC Budget**

<b>REVENUE</b>	
Admission	\$10,000
Grants	15,000
Sponsorships	15,000
Memberships	8,000
State Appropriation	200,000
Museum Store Sales	<u>75,000</u>
<b>Total Revenue</b>	<b>\$323,000</b>
<b>EXPENDITURES</b>	
Personnel (wages and benefits)	\$150,000
Operating, travel, office	26,500
Exhibits, conservation, etc.	39,000
Capital	3,500
Store (purchases, etc.)	48,100
Special expenses	15,000
Building	<u>35,000</u>
<b>Total Expenditures</b>	<b>\$317,100</b>
<b>Retained Income</b>	<b><u>\$6,000</u></b>

The educational opportunities and programs provided by KFAC are directly related to MSU's mission to meet the educational needs of its service region. Students and professors in art, history, sociology, literature, education, and other programs can integrate KFAC's resources with learning objectives. KFAC also serves as a focal point for preservation of Appalachian culture and heritage.

Goals and objectives for 1998-1999 contained in the KFAC unit plan (SD 336) include several types of internal and external assessments. Statistical summaries, timelines, completed participant evaluations, budget audits, and internal evaluations are currently in use to measure effectiveness in meeting goals.

***The committee finds that Morehead State University is in compliance.***

**Suggestion: Periodic assessment of the University's related corporations should be conducted to measure alumni, faculty, staff, student, public, and administrator perceptions and to measure the effectiveness of the corporations in meeting their objectives.**

**Suggestion: The MSU Foundation should assess the cost effectiveness of fund raising efforts compared with that of other similar institutions and ensure that assessment results are widely available to University constituents.**

**Suggestion: The MSU Alumni Association should assess the effectiveness of alumni programs and services compared with that of other similar institutions and ensure that assessment results are widely available to University constituents.**

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