

**Self-Study Update  
March 16, 2018  
College of Business and Technology**

- I. **Eliminate: Program demonstrates ongoing low productivity, based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. Program elimination will be conducted in accordance with relevant policies and coordinated by the relevant academic deans.**

**School of Business Administration**

<b>Program</b>	<b>Recommended Action</b>	<b>Rationale</b>	<b>Update</b>			
B52-0601 BBA in Economics	ELIMINATE	Fall 2014 enrollment is 7 and has sustained low enrollment for many years.	<b>Actions Taken</b>			
			The BBA-Economics program was eliminated and a teach-out plan developed. The final BBA-Economics student will graduate in the 2017 fall semester.			
			<b>Data Synopsis</b>			
				<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
			<b>SCH</b>	NA – Program closed.		
			<b>SCH per FTE</b>			
			<b>Degrees Conferred</b>			
			<b>6-yr Grad Rate</b>			
			<b>Headcount majors (Fall)</b>			
			<b>Review Narrative</b>			
			Teach out has been completed.			
<b>Program response</b>						
Final BBA-Economics student has graduated.						

Program	Recommended Action	Rationale	Update					
M52-1201 MS in Management Information Systems	ELIMINATE	Fall 2014 enrollment is 11. Enrollment in program has struggled since inception.	<b>Actions Taken</b>					
			The MS-Management Information Systems program was eliminated and a teach-out plan developed. The final MS-MIS student will graduate during the 2017/18 academic year.					
			<b>Data Synopsis -- NA</b>					
						<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
			<b>SCH</b>			NA – Program closed.		
			<b>SCH per FTE</b>					
			<b>Degrees Conferred</b>					
			<b>6-yr Grad Rate</b>					
			<b>Headcount majors (Fall)</b>					
			<b>Review Narrative</b>					
			Teach out is near completion – expected during the spring 2018 term.					
<b>Program response</b>								

**School of Engineering and Information Systems**

<b>Program</b>	<b>Recommended Action</b>	<b>Rationale</b>	<b>Update</b>					
A15-0000 A15.0613  AAS in Engineering Technology	ELIMINATE  Assist MCTC in developing an ATMAE Accredited Associate Degree program in Engineering Technology. Phase out our A15-0000 program and develop an MOU with MCTC whereby there is dual enrollment and seamless transition of MCTC students to our B15-0000 programs in Engineering Technology or B15-1501 program in Technology Management.	This program has low enrollment and it is unclear whether it would be necessary or desirable once a nearby MCTC program achieves accreditation. With the new Manufacturing Center building for the new Rowen MCTC campus being built in the next few years and with recent discussions with MCTC administration about partnerships, there is an opportunity to develop pathways from MCTC to MSU. This action would not result in any immediate cost savings. But will ultimately result in more robust enrollment in our BS programs and elevated AET programs at MSU. It will also support the elevation of MCTC's Associate degree program and strengthen our connection with MCTC.	<b>Actions Taken</b>					
			Associate Dean did provide some guidance to MCTC with regard to positioning an engineering technology program for ATMAE accreditation. MSU did not, however, get space in the new MCTC facility to continue this relationship. The MOU was not developed. The MSU AAS program was not eliminated.					
			<b>Data Synopsis</b>					
				<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>	
			<b>SCH</b>	168	147	127		
			<b>SCH per FTE</b>	Data not available.				
			<b>Degrees Conferred</b>	9	2	1		
			<b>Headcount majors (Fall)</b>	17	12	11	10	
			<b>Review Narrative</b>					
			Since the AAS students are enrolled in the same courses as BS students, there is no additional cost associated with maintaining this program. Headcount and SCH has been declining over the three-year period. There is potential to increase enrollment by recruiting up to twenty in-service teachers hired by the KY OCTE to teach in the MSU service region ATC schools. The program is currently being examined as part of the MSU Academic Program Review process. This will then be sent to review by the CPE with a recommendation from MSU.					
<b>Program response</b>								
The AAS programs are meeting the needs for the state and service region. These programs are not a financial strain on the university as the faculty that teach these courses are also teaching in the BS and MS where applicable. Even though in previous years the head count has declined it has been growing this year. This is in line with the meeting of the school systems and industry to meet their needs of qualified individuals for gainful employment. The schools are hiring individuals that currently do not possess at least an associate's degree for their area of expertise. We cover the educational pedagogy and also the technical theory based instruction as to how to deliver this instruction to the students that will attend their courses. There is a potential to increase this enrollment with recruiting of the occupation-based teachers that need to meet the requirements of employment set forth by the EPSB and the KDE.								

II. **Modify: Program demonstrates low productivity, based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. The program requires immediate and targeted action.**

**School of Business Administration**

Program	Recommended Action	Rationale	Update																													
M31-0504 MA in Sport Management	MODIFY	<p>Fall 2014 enrollment is 12 and has ranged from 12-21 over past seven years. Current enrollment is not strong and there appears to be no growth potential as currently configured. Immediate requirement is to develop a new 30-hour, online MA-SPMT and a viable plan for increasing enrollment in this new program. Required plan components include:</p> <ul style="list-style-type: none"> <li>• Detailed description of new MA-SPMT program, included rationale for suggested curriculum changes</li> <li>• Analysis of SPMT graduate programs at several aspirant schools, noting differences (with rationale) between proposed MA-SPMT program and aspirant school programs. Should also include an analysis of additional faculty credentials/expertise needed to develop an even stronger program (e.g., what is missing that could take the program to the next level?)</li> <li>• Curriculum map for new program, with detailed course format (8 week, 16 week, summer school) and rotation information</li> <li>• 2-year staffing plan, including:               <ul style="list-style-type: none"> <li>○ Assignment of current faculty to all MA-SPMT courses and BA-SPMT courses</li> <li>○ Faculty workloads (each semester)</li> </ul> </li> </ul>	<b>Actions Taken</b>																													
			<p>Sport Management faculty prepared a 2015 report with responses to the self-study recommendations. In this report, the sport management faculty suggested changes to the MA-SPMT curriculum that would create a 30-hour online program. The faculty also suggested changes to the BA-SPMT program. Those suggested changes have not yet been advanced to curriculum proposals.</p> <p>As noted in an update to their 2015 report, the SPMT faculty did make changes to the admission requirements for the MA-SPMT program, creating GMAT/GRE waivers in certain instances and easier matriculation into the program for BA-SPMT students.</p>																													
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			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 7.5%;">2014-15</th> <th style="width: 7.5%;">2015-16</th> <th style="width: 7.5%;">2016-17</th> <th style="width: 7.5%;">Fall 17</th> </tr> </thead> <tbody> <tr> <td><b>SCH</b></td> <td>183</td> <td>261</td> <td>195</td> <td></td> </tr> <tr> <td><b>SCH per FTE</b></td> <td>245</td> <td>301</td> <td>285</td> <td></td> </tr> <tr> <td><b>Degrees Conferred</b></td> <td>5</td> <td>5</td> <td>10</td> <td></td> </tr> <tr> <td><b>Headcount majors (Fall)</b></td> <td>14</td> <td>19</td> <td>17</td> <td>19</td> </tr> </tbody> </table>						2014-15	2015-16	2016-17	Fall 17	<b>SCH</b>	183	261	195		<b>SCH per FTE</b>	245	301	285		<b>Degrees Conferred</b>	5	5	10		<b>Headcount majors (Fall)</b>	14	19	17	19
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			<b>Review Narrative</b>																													
<p>The SBA associate dean is continuing to work with the SPMT faculty to advance the curriculum proposals to move the MA to a 30-hour program and to implement the changes recommended in the Self-Study report. Continued viability of program remains a question.</p>																																
<b>Program response</b>																																
<p>The SPMT faculty continue to address curricular revision for the M.A. degree. All faculty are in agreement of a 30-credit hour, one-year program that would also function as a 4+1 program for current MSU sport management students. Curriculum revision discussions have revolved around topics such as analytics, sales, and intercollegiate athletics. The intent is to arrive at new or revised courses that will address industry needs and student's desires. Curriculum proposals will be ready for submission during the fall 2018 semester.</p>																																

		<ul style="list-style-type: none"> <li>○ Justification for additional faculty (e.g., adjunct instructor) resources <ul style="list-style-type: none"> <li>▪ Estimated adjunct instructor expenses (by semester)</li> <li>▪ Analysis of adjunct instructor availability</li> </ul> </li> <li>• Suggested promotional themes for new program, focused on uniqueness of new program</li> <li>• Student recruitment plans, specifically related to: <ul style="list-style-type: none"> <li>○ Matriculation of current BA-SPMT students <ul style="list-style-type: none"> <li>▪ BA-SPMT senior students enrolling in graduate SPMT courses, or 4+1 program</li> </ul> </li> <li>○ Graduates of undergraduate SPMT programs at other universities</li> <li>○ Graduates of non-SPMT undergraduate programs at MSU and other universities</li> </ul> </li> <li>• Projected demand for new MA-SPMT program and projected revenues that would be generated by the program</li> <li>• Needed changes to the BA-SPMT program (which directly or indirectly affect the continued viability of the MA-SPMT program), including: <ul style="list-style-type: none"> <li>○ Reduction in the number of required SPMT prefix courses <ul style="list-style-type: none"> <li>▪ Similar courses in BBA and COMS programs that would be utilized by BA-SPMT program</li> </ul> </li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>▪ Would permit development of a few specialized SPMT prefix courses</li> <li>▪ Reduction in the number of undergraduate SPMT prefix courses provides faculty resources needed to support new MA-SPMT program</li> <li>○ Internship course <ul style="list-style-type: none"> <li>▪ Fewer credit hours for internship course (3 or 6 hours vs. current 12 hours)</li> <li>▪ Enrollment in internship course after certain # of hours completed vs. at end of program</li> <li>▪ Inclusion of online junior/senior SPMT-prefix courses, thus permitting students to complete off-site internship and online SPMT-prefix coursework during internship semester <ul style="list-style-type: none"> <li>• Develop rotation of SPMT-prefix courses that would be offered online</li> </ul> </li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>▪ Revision of undergraduate SPMT internship guidelines <ul style="list-style-type: none"> <li>• Manner in which internship contact hours requirement is met (current guidelines are restrictive)</li> <li>• Strengthen guidelines regarding type of work permitted during internship</li> </ul> </li> <li>○ SPMT 450 course (field experience preparation) reduced to 1 credit hour</li> <li>• Plan for strengthening the working relationship with MSU Athletics</li> </ul> <p>Note plan development includes all curriculum proposals affiliated with changes to graduate and undergraduate SPMT programs</p>	
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**School of Engineering and Information Systems**

Program	Recommended Action	Rationale	Update																											
M13-1399 MS-CTE Joint program in AET and AS	MODIFY  Move the Graduate courses in the MS-CTE to the summer sessions. Use the 10th month + 3 hours of assigned time during the AY to meet the grant buyout obligation. Distribute the faculty members' remaining 21 workload hours to support the AG-Educ; AET-Educ; and AET program courses	The program is one of two such programs in the Commonwealth. It is supported by one full-time 10-month faculty member. MSU has a grant to maintain a program here at MSU that supports 44 days of a faculty member's salary, to serve the program that includes visits to schools and state meetings. The graduate program has continued low enrollment with fall headcount of 14 and there no significant future growth prospects. Moving it to a summer program allows the students to be served, and better uses the faculty member to serve the undergraduate programs in AS and AET where there is student demand, and allow a reduction of adjunct usage in AET.	<b>Actions Taken</b>																											
			The MS courses were not moved to the summer.																											
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			Changes were not implemented because students served in this program are not likely to be able to take many courses during the summer, slowing progression and possibly resulting in an enrollment decline.																											
			<b>Program response</b>																											
			Changes were not made to move the courses to summer because students served in this program are not likely to be able to take many courses during the summer, slowing progression and possibly resulting in an enrollment decline. The degree attracts both teachers in Kentucky and Extension Agents. The program has an ongoing recruitment process. The program coordinator and the department chairs from both programs are in the process of revising the curriculum to address international student need. Faculty in the MS program also teach in the CTE undergraduate courses which includes majors in Agriculture Education, Engineering and Technology Education, Occupation-Based Education and soon Business Education.																											
			The table below combines information from each department.																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">2014-2015</th> <th style="width: 15%;">2015-2016</th> <th style="width: 15%;">2016-2017</th> <th style="width: 15%;">2017-2018</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">19</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Graduated</td> <td style="text-align: center;">8</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td>SCH/FTE</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						2014-2015	2015-2016	2016-2017	2017-2018	Enrollment	15	16	19	24	Graduated	8	11	4		SCH/FTE										
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Currently, among the MS CTE-IET, MS CTE-AGR, and MS CTE-Principalship there are 30 active students. Three students finished in the Fall of 2017 and at least 4 will finish in the Spring of 2018																														



III. **Monitor: Program demonstrates moderate to low productivity or is experiencing adverse trends based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. Specific challenges and opportunities associated with the program have been identified. Improvement plans must be presented to the relevant dean implemented by no later than fall 2016.**

**School of Business Administration**

Program	Recommended Action	Rationale	Update																													
B52-1201 BBA in Computer Information Systems	MONITOR Update curriculum to take effect by fall 2016	Fall 2014 enrollment is 69 – an increase of nearly 50% from fall 2013. Program moved to an all online model beginning with fall 2014 term. This may account for most of the enrollment gains. IS faculty have submitted a proposal to significantly revise the program with an increased analytics focus. Recommendation is to combine BBA in Computer Information Systems with BS in Computer Science in the creation of a new department. Will charge faculty in new unit to reexamine all curricula with likely significant curriculum revisions to be in effect for fall 2016.	<b>Actions Taken</b>																													
			New department of Computer Science and Information Systems was created. The CIS faculty have changed the CIS program requirements and have moved to a hybrid delivery format. However, the faculty have not yet submitted a proposal for the creation of a program with a significantly different analytics focus.																													
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Just as the reorganization that created the new Department of Computer Science and Information Systems was finalized, the two computer science faculty members serving the program submitted their resignations. Since there were only two faculty members serving the program, we had a 100% faculty turnover with that program. This resulted in a delay of the conversations needed to advance the curriculum discussions.																																
<b>Program response</b>																																
The future of CIS looks good. According to the Bureau of Labor Statistics, employment of computer and information systems professionals is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations. Demand for computer and information systems managers will grow as firms increasingly expand their business to digital platforms. We at MSU must be prepared to meet this need.																																
The department’s SCH production ranks second among all the seven BBA programs. Our major count has remained steady over the last five years. The faculty of CIS plans to visit all the high schools in our service region at least once a year. The faculty will form a liaison with the computer teachers in these high schools and maintain a healthy working relationship with them. The CIS faculty will also establish contact with the community colleges to see if we can bring some community college students into our program. The faculty are open to offering face-to-face classes (to accommodate international students and students who prefer the interaction with faculty) and online classes (in an effort to help students living outside our service region). A new data analytics course was offered as a pilot course to determine the acceptance of such a course by students. After observing the student response in the last two semesters other analytics courses will be added to the curriculum. More emphasis will be placed on internships and co-ops so that our graduates are well prepared for the job market.																																

Program	Recommended Action	Rationale	Update																													
B52-0201* BBA in Small Business Management/ Entrepreneurship  *Program data is captured in the BBA Mngt program because SBME does not have its own CIP code.	MONITOR <ul style="list-style-type: none"> <li>Update curriculum to be in effect by fall 2016</li> <li>Correct CIP classification code by fall 2015</li> </ul>	Fall 2014 enrollment is 38. Program needs significant curriculum revisions to develop a more relevant entrepreneurship focus. Program being positioned as a niche program in business school. Currently searching for an endowed chair in entrepreneurship to lead curricular revisions. (*Note: Program is offered as a unique BBA program but is currently listed as a subprogram under the B52-0201 category. This will be addressed in 2015.)	<b>Actions Taken</b>																													
			Some curriculum discussions have taken place, but no significant curriculum proposals have been put forth with major curriculum revisions. The CIP code issue has not been addressed.																													
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Unsuccessful searches for an Endowed Chair in Entrepreneurship over the last three years have led to little progress in updating the Entrepreneurship curriculum. However, the Entrepreneurship faculty have begun development of a new BBA-Small Business Management & Entrepreneurship curriculum that is focused on Entrepreneurship, as well as a new Entrepreneurship Minor program. We currently have only one faculty member specifically dedicated to the program but we have a search in progress for the hire of a new assistant professor of entrepreneurship with an expected hire date of August 2018.																																
<b>Program response</b>																																
Although, our program has suffered unsuccessful searches to fill an Endowed Chair in Entrepreneurship position over the past three years and an Assistant Professor of Entrepreneurship recently, there are major initiatives in the region that our program is hopeful that will reap returns in the future of our program. For the past five years, the SBA has provided entrepreneurship education and entrepreneurship competitions to middle school students throughout our service region. In the 2017 fall semester, 812 middle school students (from 13 schools, 9 districts and 8 counties) participated, creating 284 businesses. Additionally, the SBA hosted their first high school entrepreneurship competition, with schools from Hazard, Knott, and Pike counties participating.  In addition, development of a new BBA-Small Business Management & Entrepreneurship curriculum, more focused on Entrepreneurship, has begun, as well as a new Entrepreneurship Minor program. The recent creation of the Booth Entrepreneurship Center will additionally provide a presence for entrepreneurship to be seen throughout the University, region and beyond. We look forward to providing entrepreneurship training so that more schools, districts, and counties can become excited about entrepreneurship.																																

Program	Recommended Action	Rationale	Update					
B13-1303 BBA in Business and Information Technology Education	MONITOR Program does not meet expected enrollment metrics but recommending no action as a no-cost program.	Fall 2014 enrollment is 9. This has remained a low enrolled program for past several years. Ranging from 5 to 13 students. No cost program to deliver. There is only one unique course to the program. Program is important to retain since it generates secondary school business teachers. This helps keep secondary school programs in business in place and serves as a feeder to our business school programs.	<b>Actions Taken</b>					
			The Self-Study Report included no specific recommended actions with respect to this program.					
			<b>Data Synopsis</b>					
				<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>	
			<b>SCH</b>	378	0	0		
			<b>SCH per FTE</b>	412	0	0		
			<b>Degrees Conferred</b>	1	0	0		
			<b>Headcount majors (Fall)</b>	9	4	4	6	
			<b>Review Narrative</b>					
			Although no changes were recommended in the Self-Study Report, due to the retirement of the sole faculty member in this area, oversight and advising for this program has been moved to another faculty member in the School of Engineering and Information Systems who manages the teacher education programs in that school. Limited number of graduates from this program over recent years may place program in jeopardy with CPE.					
<b>Program response</b>								
A new curriculum is being developed that focuses more on Business and Marketing Education vs. Information Systems and the program name will be changed to BBA in Business and Marketing Education. These changes reflect current business education needs in Kentucky high schools and mirror the Praxis exam content required of students in this program.								

Program	Recommended Action	Rationale	Update																													
M52-0101 Master of Business Administration	<b>MONITOR</b> <ul style="list-style-type: none"> <li>• Revise program admission requirements</li> <li>• Enhance marketing of program in now competitive market for online MBA programs</li> <li>• Review pricing relative to competition</li> <li>• Explore alternative delivery models such as 8-week terms.</li> </ul>	Fall 2014 enrollment is 135. Fallen from 219 in 2010. The business graduate faculty is being charged with examining factors contributing to decline and develop strategies to reverse this trend. This remains one of the highest enrollment graduate programs on campus but the enrollment trend is a concern.	<b>Actions Taken</b>																													
			Several changes to the MBA program have occurred since the self-study, including: <ul style="list-style-type: none"> <li>• The curriculum was changed such that the program is completed in 30 credit hours, with 21 hours of core MBA courses and 9 hours of electives. Combined with the new delivery model (see below), the MBA program can be completed in one calendar year.</li> <li>• Beginning the 2017/18 academic year, the program is delivered in 8-week course modules across the fall, spring, and summer sessions.</li> <li>• Program admission requirements were revised, providing opportunities for certain applicants to waive the GMAT/GRE admission requirement.</li> <li>• All MBA faculty and courses are Quality Matters Certified.</li> </ul> Pricing and promotion strategies related to the MBA program have not yet been addressed.																													
			<b>Data Synopsis</b>																													
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%;">2014-15</th> <th style="width: 10%;">2015-16</th> <th style="width: 10%;">2016-17</th> <th style="width: 10%;">Fall 17</th> </tr> </thead> <tbody> <tr> <td><b>SCH</b></td> <td style="text-align: center;">732</td> <td style="text-align: center;">717</td> <td style="text-align: center;">672</td> <td></td> </tr> <tr> <td><b>SCH per FTE</b></td> <td style="text-align: center;">481</td> <td style="text-align: center;">451</td> <td style="text-align: center;">609</td> <td></td> </tr> <tr> <td><b>Degrees Conferred</b></td> <td style="text-align: center;">44</td> <td style="text-align: center;">59</td> <td style="text-align: center;">47</td> <td></td> </tr> <tr> <td><b>Headcount majors (Fall)</b></td> <td style="text-align: center;">134</td> <td style="text-align: center;">136</td> <td style="text-align: center;">129</td> <td style="text-align: center;">124</td> </tr> </tbody> </table>						2014-15	2015-16	2016-17	Fall 17	<b>SCH</b>	732	717	672		<b>SCH per FTE</b>	481	451	609		<b>Degrees Conferred</b>	44	59	47		<b>Headcount majors (Fall)</b>	134	136	129	124
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The MBA faculty have implemented the program changes recommended in the Self-Study. Discussion regarding tuition pricing and promotion strategies are ongoing.																																
<b>Program response</b>																																
It's too early to determine how effective the program changes, implemented at the beginning of the Fall 2017 semester, have been at this point. Budgetary constraints have limited our ability to effectively promote the changes to the program to prospective students. Through the CBT Advising Center, more emphasis has been placed on getting students to enroll in the Early Graduate School Program which is a zero-cost strategy. Thus far, the amount of interest shown by students has been encouraging.  In addition, we have been communicating Early Graduate School information to current MSU students and are discussing different paths to the MBA for non-business disciplines (such as STEM disciplines) as a way to increase enrollment in the MBA program.																																

- IV. **Retain: Program demonstrates high productivity based on headcount, degree production, credit hour production, graduation rates, and other key performance indicators. Although retained, program must continue to seek out opportunities for improving academic quality and enrollment.**

**School of Business Administration**

- B52-0301: BBA in Accounting

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	3,393	3,522	3,444	
<b>SCH per FTE</b>	626	790	818	
<b>Degrees Conferred</b>	43	73	48	
<b>Headcount majors (Fall)</b>	202	216	210	197
<b>Review Narrative</b>				
Enrollment and efficiency remain strong in the accounting program.				
<b>Program response</b>				
The Accounting program remains very strong in terms of students majoring in accounting and graduates from the program. There are two items that concern us in relation to the program. First, there is the problem of understaffing of accounting faculty. Even with the addition of a new accounting professor this coming fall, the program is still short another full-time faculty position. Second, the number of online upper level accounting classes versus live classroom classes is a concern. Due to understaffing, we have not been able to offer a number of face-to-face accounting classes. Campus students have expressed ill feeling about having to take numerous online classes to complete their major. This could lead to a problem with retention.				

- B52-0801: BBA in Finance

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	2,410	1,923	1,663	
<b>SCH per FTE</b>	742	721	626	
<b>Degrees Conferred</b>	11	17	15	
<b>Headcount majors (Fall)</b>	64	72	69	77
<b>Review Narrative</b>				
Enrollment in the finance program has reached 20-year highs over the past few years. Efficiency remains strong as measured by SCH/FTE.				
<b>Program response</b>				
The BBA in Finance program has grown in recent years and has reached attained enrollment levels that are the highest in 20 years. The SCH per FTE is healthy. The program is classified as "Retain." The finance faculty are continuously looking at ways to improve the program. For instance, the faculty members reviewed the current finance electives to determine if they served the students and potential employers the best. The faculty found that one elective, FIN 252, should be updated. It is currently being revised.				

- B52-0201: BBA in Management

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	5,818	6,565	6,519	
<b>SCH per FTE</b>	905	991	906	
<b>Degrees Conferred</b>	24	38	41	
<b>Headcount majors (Fall)</b>	140	188	173	178
<b>Review Narrative</b>				
Enrollment and efficiency in the Management program remain strong. Resources are stretched in this program as evidenced by the consistently, very high SCH/FTE.				
<b>Program response</b>				
Given consistent very high SCH/FTE ratios, we would recommend additional resources be devoted to this program. This could allow for the offering of new course offerings as electives and/or new paths on specific management skills within the program. For example, enrollment in the health care management track has increased from 1 student in 2015 to almost 35 students in the current academic year. Additional electives and further development of tracks could continue to improve on the attractiveness of this program to students. Additional resources are needed to continue to grow the management program.				

- B52-1401: BBA in Marketing

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	1,877	2,087	1,638	
<b>SCH per FTE</b>	777	879	690	
<b>Degrees Conferred</b>	17	20	17	
<b>Headcount majors (Fall)</b>	76	85	90	94
<b>Review Narrative</b>				
Enrollment has been growing since the Self-Study. Program is managed efficiently as evidenced by the SCH/FTE.				
<b>Program response</b>				
The introduction of the General Business major in 2014 dramatically reduced the number of Marketing majors. However, in recent years students enrolled as Marketing majors have steadily grown (+23.7%). In addition, a Marketing minor launched after the self-study has attracted 18 students currently enrolled in the program. Headcount growth can be partially explained by faculty efforts to better meet students' individual demands and learning opportunities. For example, the revision of the Marketing curriculum reducing the required courses enables students to choose additional electives to customize their major to meet their individual interests. Also, outstanding student coursework is rewarded. Since 2014 six marketing students have presented research papers at national academic conferences with four of those students winning track awards. It is noteworthy that the past two recipients of the annual top SBA student award have been marketing majors.				

- B52-0101: BBA in General Business

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	2,568	4,095	5,934	
<b>SCH per FTE</b>	606	647	702	
<b>Degrees Conferred</b>	56	34	36	
<b>Headcount majors (Fall)</b>	261	229	224	189
<b>Review Narrative</b>				
While enrollment has declined slightly over the three-year period, it is still quite strong. Students appear to be shifting from the BBA in General Business to other BBA tracks including the Management track. SCH/FTE are consistent with a highly efficient program.				
<b>Program response</b>				
The BBA-General Business program remains strong from both a headcount and efficiency standpoint. Headcount has decreased slightly over the period as more students are returning to traditional business disciplines such as Management, Marketing, and Finance. The curriculum for the program was modified recently to provide students with added flexibility.				

- B31-0504: BA in Sport Management

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	1,896	1,941	1,677	
<b>SCH per FTE</b>	607	647	671	
<b>Degrees Conferred</b>	14	22	21	
<b>Headcount majors (Fall)</b>	105	96	91	90
<b>Review Narrative</b>				
Enrollment in the BA Sport Management program has been declining over the three-year period. Program efficiency continues to be good.				
<b>Program response</b>				
The B.A. in Sport Management continues to represent efficiency even with a slight decrease in enrollment over the three-year period. The faculty are actively involved in curriculum revision that will address 21 <sup>st</sup> century issues (i.e., sport analytics). The B.A. has a strong retention rate and the faculty are dedicated to improving retention and graduation through advising efforts, participating in open houses and meeting with perspective students and their family members. Continued and improved efforts in promoting the program have been discussed.				

**School of Engineering and Information Systems**

- B14-9999 BS in Engineering Management
- B15-1599 in Engineering Management for 2015/2016

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	915	0	1,092	
<b>SCH per FTE</b>	915	0	1,070	
<b>Degrees Conferred</b>	2	4	6	
<b>Headcount majors (Fall)</b>	28	34	32	27
<b>Review Narrative</b>				
<p>The CIP code for this program was changed from 14.9999 in 2015/2016 to 15.1599. But during this transition, the program data was comingled with the program data 15.0000. This explains the lack of data for 2015/2016 seen above. Number of graduates over past five years is below CPE threshold, but program is relatively new with enrollments at a level expected to generate an acceptable number of graduates within the next two years.</p>				
<b>Program response</b>				
<ul style="list-style-type: none"> <li>• The BSEM program is unique within the state. No other public institution offers a similar program. It is an Interdisciplinary program, which combines the practice of engineering with the practice of management.</li> <li>• The program has experienced continued growth in the number of applicants as well as number of admitted students. The students admitted to the BSEM program on average have higher HSGPA and average composite ACT scores as compared to other programs offered by the Department of Engineering and Technology Management. This is mainly due to the rigorous curriculum requirements, which include coursework in Calculus I, Calculus II, and other Math and Physics courses listed in the curriculum section in part I of this program review.</li> <li>• Recently, we significantly revised the program curriculum in order to prepare the program for the ABET (the Accreditation Board for Engineering and Technology) accreditation. The 2018-19 MSU catalog will have the revised program curriculum. The next step is to prepare and submit a preliminary self-study report to ABET for the Readiness Review once the 2018-19 catalog is out.</li> <li>• Over the last five years, the program attracted significant grants from private companies and non-profit organizations. With these grants, the department established MSU's 21<sup>st</sup> Century Center for Manufacturing Systems. The renovated lab spaces and the state-of-the-art hardware and software in the center significantly improved the quality of our lab courses and provided hands-on training opportunities for our students with industry-leading technology.</li> <li>• The program alumni are performing in a variety of technical and/or management positions. A large number of industrial organizations including Dayton Power &amp; Light, Accutronix Manufacturing, Lexmark International, Toyota, Boneal, Rogers Foam, Kentucky Power, Mazak, Cooper Tire &amp; Rubber Inc., Hitachi Automotive Products, Hoffman Engineering, Ashland Petroleum Company, Sealmaster Bearings, Clark Material Handling, Summit Polymers, Palmer Engineering, Intelligent Controls, KY Electric Steel, Blue</li> </ul>				



Star Plastics, and Guardian Automotive hire our graduates, donate equipment, and provide co-op opportunities to our students. A number of leading professionals and industrial managers from these corporations voluntarily serve on the program's Industrial Advisory Board. Our Advisory Board periodically reviews the BSEM program to assist us to stay at the forefront of the profession.	
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- B15-0000 BS in Engineering Technology

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	5,993	6,047	6,693	
<b>SCH per FTE</b>	693	714	704	
<b>Degrees Conferred</b>	21	47	53	
<b>Headcount majors (Fall)</b>	211	256	260	240
<b>Review Narrative</b>				
Enrollment has been significantly increasing and efficiency remains very strong.				
<b>Program response</b>				
<ul style="list-style-type: none"> <li>• The Engineering Technology program and its tracks in 1) Construction Management and Civil Engineering, 2) Design and Manufacturing Engineering, and 3) Electronics and Computer Engineering Technology were reaccredited by the Association of Technology, Management, and Applied Engineering (<a href="#">ATMAE</a>) in 2014 for 6 years. We are preparing for the team's visit in spring 2020.</li> <li>• The program has grown from 116 students in 2012 to 260 students in 2016, with an accompanying rise in graduates from the program, from 4 (after the last cohort of the old Industrial Technology degree) in 2012-13 to 53 in 2016-17.</li> <li>• The program attracts a large number of international students.</li> <li>• The BSET program, as the core component of the Department's academic programs, excels at taking average students, in the standardized test and high-school background sense, and outfitting them with the tools to seek and acquire technical employment and to make immediate contributions to the enterprise. This is evidenced not only by our students' employment rate at graduation and their average salaries at first employment (above \$50,000), but also by their career progress, as determined from one-year and five-year surveys of our graduates. More recently, within the review period, we have seen the academic qualifications of our students increasing, so that we are able to upgrade our mathematics requirements for finishing the program. Preparation of graduates with in-demand skills and strong placement with high salaries is the ET's major strength.</li> </ul>				

- B15-1501 BS in Technology Management

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	1,036	2,335	1,521	
<b>SCH per FTE</b>	691	742	614	
<b>Degrees Conferred</b>	15	16	15	
<b>Headcount majors (Fall)</b>	70	67	67	79
<b>Review Narrative</b>				
Steady enrollment with strong efficiency numbers as measured by SCH/FTE.				
<b>Program response</b>				
<ul style="list-style-type: none"> <li>• The Technology Management Program offers a degree program for people who have completed an associate degree in a technology-related field.</li> <li>• This two-year program is offered completely online so it is convenient for working professionals, allowing them to earn a degree at their own pace.</li> <li>• Students can choose between a “Technology Systems” track and an “Information Systems” track.</li> <li>• Due to the online nature of the program, we can recruit students nationally. There are no geographic restrictions.</li> <li>• The program extends higher education opportunities to non-traditional, employed and distance learners.</li> <li>• In many cases, students in the BSTM program are sponsored by their employers, so it gives the department opportunity to reach out to companies in our region.</li> </ul>				

- MS-0613/1501 MS in Engineering Technology

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	327	309	297	
<b>SCH per FTE</b>	575	267	356	
<b>Degrees Conferred</b>	13	7	12	
<b>Headcount majors (Fall)</b>	28	22	41	43
<b>Review Narrative</b>				
Program enrollment has grown significantly during the past few years.				
<b>Program response</b>				
<ul style="list-style-type: none"> <li>• The program was first time accredited by the Association of Technology, Management and Applied Engineering (ATMAE) in 2014. There are only 2 ATMAE accredited master’s degree program in Commonwealth of Kentucky.</li> <li>• Although there is fluctuation in enrollment data from year-to-year, the overall trend shows the student enrollment in the program is continuously increasing. In last 5 years, there is 150% increase in student enrollment in the MSETM program.</li> </ul>				

<ul style="list-style-type: none"> <li>• The MSETM program has been providing highly-skilled workforce to local and state’s economies. Its graduates have been enjoying high job placement rates.</li> <li>• Approximately 20% of MSETM students on average go on to pursue PhD degrees in engineering and technology disciplines at well-known schools in the country. At this time 4 MSETM graduate are pursuing PHD degrees in Syracuse University, Iowa State University, and New Jerzy Institute of Technology.</li> <li>• Program students regularly work with the faculty members as graduate research assistants and work on cutting edge research projects in Engineering and Technology. Students regularly present their research at the annual ATMAE (Association of Technology, Management, and Applied Engineering) conference, annual Kentucky Academy of Science conference, and MSU’s Annual Celebration of Student Scholarship.</li> <li>• Program faculty have very active research agenda. In Fall 17, three faculty members in the ETM department received MSU’s internal research grants.</li> </ul>	
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- B11-0101 BS in Computer Science

<b>Data Synopsis</b>				
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Fall 17</b>
<b>SCH</b>	1,146	1,095	1,302	
<b>SCH per FTE</b>	573	474	521	
<b>Degrees Conferred</b>	18	20	21	
<b>Headcount majors (Fall)</b>	131	139	124	135
<b>Review Narrative</b>				
There has been a slight decline enrollment over the three-year period while the program has been going through an organizational and personnel transition. Program efficiency is not as strong as other programs in the college.				
<b>Program response</b>				
<p>The Computer Science program is a 21<sup>st</sup> Century program and the job market is in high demand for this program. The faculty is revising the program revising to further strengthen the program by reorganizing the current required courses and including new courses.</p> <p>A number of upper-level courses will be required by the CS students in the new revision and this will improve the productivity as well. The Computer Science program is one of the promising programs at the university and there was an increase in the program enrollment in Fall 2017. We are expecting to continue to see an increase in the enrollment and the demand for new courses in this evolving field of study.</p>				