



2019

University Assessment Report

Questions? Please contact:

Dr. Shannon Harr, Director of University Assessment
Office of Planning, Performance and Effectiveness

2019-2020 University Assessment Report

Morehead State University recognizes the importance of measuring performance across the institution, as assessment measures critical learning, services, and processes in order to gather data that provides information about how the institution is meeting stakeholders' needs and expectations. Areas that engage in assessment include administrative units, educational support units, and educational programs. The following information summarizes the assessment results and highlights examples of improvements from each division during the 2019-2020 academic year.

Strategies to Improve Institutional Effectiveness

After a review of 2018-19 data, the Assessment Oversight Committee (AOC) recommended that a number of initiatives continue in 2019-20 based upon the improvements to the overall quality and quantity of university-wide assessment practices:

- Assessment Oversight Committee- Members of the AOC continued to provide leadership to ensure the overall direction and support to direct the operations of the campus-wide assessment system. The committee met twice to: 1) review the progress of assessment on campus, 2) formulate strategies to address identified areas for improvement, 3) review the timeline for assessment, and 4) identify topics for needed professional development on campus based upon an analysis of unit plans.
- Assessment Sub-Committees - Two subcommittees (one for administrative/education support units and one for educational programs) of the Assessment Oversight Committee met to review assessment plans as well as findings and action plans. The committee provided feedback to units/programs to improve the quality of the plans. Unit/program representatives revised the assessment documents based on the feedback for resubmission.
- Assessment Liaisons - Assessment committee members also served as assessment liaisons in their colleges/units. They were available to help colleagues with assessment issues, including, but not limited to, creating outcomes, choosing appropriate measures, etc. Liaisons were available to assist other areas during the writing of the assessment plan and when revising for submission.
- Training - Assessment training was offered each semester to administrative/educational support units and educational programs. The Director of University Assessment analyzed the rubrics used by the assessment sub-committees and provided assessment training in the areas most needed based on the sub-committee reviews.
- Communication – The Chief Planning Officer and Director of University Assessment continued to provide regular and timely communication regarding the assessment process for program/unit assessment as well as general education assessment. The Chief Planning Officer provided regular updates to members of the President's Senior Cabinet and President's Leadership Council regarding institutional progress on assessment and areas for improvement. The Director of University Assessment sent routine emails to those responsible for submitting assessment plans and their supervisors about due dates, required documentation, etc. on a regular basis. Status reports were provided to administrators so that they know which units/programs in their areas of responsibility completed required tasks.
- Statistical Analysis - The Director of University Assessment provided statistical analysis of general education data to academic administrators involved in overseeing general education, including the Director, General Education and the General Education Council, deans/associate deans and department chairs.

Summary of Improvements in Institutional Effectiveness

As a result of the initiatives implemented prior to the start of the 2019-2020 assessment cycle, MSU has experienced the following improvements from 2018-19 to 2019-20:

- An overall stability in the percentage of educational programs, educational support units, and administrative support units completing the assessment process.
 - The percentage of educational programs completing the assessment cycle remained at 95% in 2018-19 and 2019-20.
 - The percentage of educational support units completing the assessment cycle remained at 100% in 2018-19 and 2019-20.
 - The percentage of administrative support units completing the assessment cycle remained at 100% in 2018-19 and 2019-20.
- An overall increase in the number of improvements documented.
 - The percentage of educational program indicating improvement increased from 89% in 2018-19 to 92% in 2019-20.
 - The percentage of educational support units indicating improvement remained at 95% in 2018-19 and 2019-20.
 - The percentage of administrative support units indicating improvement increased from 82% in 2018-2019 to 90% in 2019-2020.

Summary of Professional Development Opportunities Provided to Campus

Using standardized rubrics, assessment subcommittees reviewed assessment plans and findings for all assessment documents submitted by educational programs, educational support units, and administrative units in 2019-2020. The Director of Assessment analyzed the collective findings to identify the following areas in need of improvement.

- Reporting Assessment Results (Academic Programs)
- Reporting Assessment Results (Administrative & Educational Support Units)

A number of professional development opportunities were provided in 2019-2020, including:

- Reporting Assessment Results – Best Practices – This session was offered separately for administrative units, educational support units and educational programs. It focused on interpreting and reporting assessment results and how to create effective action plans using the results.

Note – professional development scheduled for spring 2020 was postponed due to COVID-19 restrictions

Assessment Process

With the exception of general education assessment, programs/units submit assessment plans annually according to the institutional schedule for review by the appropriate University Assessment Sub-Committee (Educational Programs Sub-Committee or Administrative/Educational Support Sub-Committee). The 2019-20 assessment plans were reviewed using a rubric and returned with comments/suggestions for improvement. Assessment plans were then re-submitted and entered into WEAVE software. The same process was followed for assessment findings and action plans. General Education assessment is overseen by the General Education

Council and is not reviewed by the University Assessment Sub-committees; however, the assessment results are shared with the Assessment Oversight Committee.

Administrative Units

Administrative units are defined as campus entities that do not offer academic programs or student support functions but provide important support services for the institution. Administrative assessment is aligned with institutional comprehensive planning as units are asked to align assessment goals with institutional goals set forth in the University’s strategic plan.

In 2019-2020, 21 administrative units participated in assessment. The following chart (Table 1.1) indicates results of the assessment. (See [Appendix A](#))

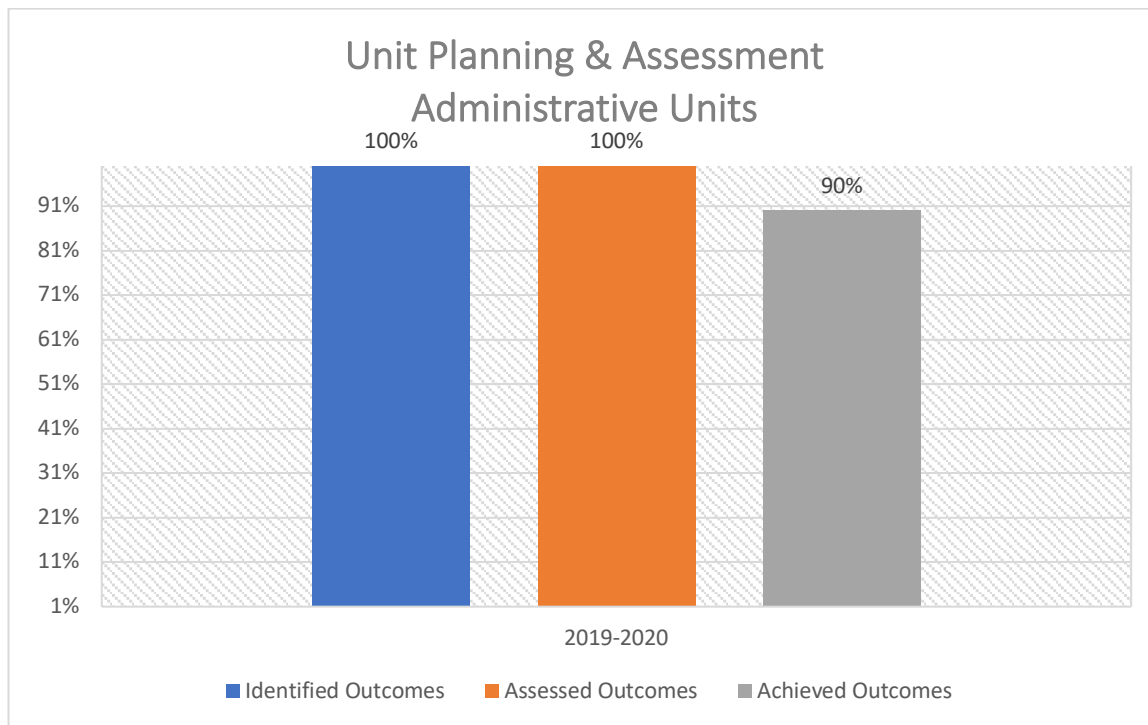


Table 1.1

As illustrated above, 100% of administrative units identified outcomes and assessed those outcomes, and 90% of units achieved the outcomes, either meeting or exceeding set targets in their respective unit assessment plan.

The Administrative Units achieving outcomes for 2019-2020 are as follows:

Administration -Accounting & Financial Services; Budgets & Financial Planning; University Store; Vending, Postal Services; Eagle Card; Eagle Trace; Construction Services & Engineering; Facilities Maintenance Services/Campus Services; Power Plant/Energy Management; Risk Management/Environmental Health & Safety; Payroll; Human Resources; Payroll; Information Technology; Procurement Services; and Planning, Performance & Effectiveness.

University Advancement - Alumni Relations & Development; Morehead State Public Radio; and Communications & Marketing

Specific examples of achievement in administrative units include:

- *Environmental Health & Safety* – A goal of the Environmental Health and Safety (EHS) unit was to increase the annual completion of EHS training in an effort to reduce risks of on the job injuries. The target for completion was 90% training compliance and lower worker compensations than the prior year. In 2018-2019, 9% of employees completed training and approximately 4% filed workers compensation claims. In 2019-2020, 92% of employees completed training, and only 1.3% of employees filed workers compensation claims.
- *Construction & Engineering* – In Facilities Management, the goal of reducing utilized campus space by 100,000 square feet was met. Using the Council on Post-secondary Education’s Space Needs Model, the Campus Facility Evaluation Taskforce was able to strategically relocate specific units from underutilized areas. Also, the leasing/leasing to sell of two buildings resulted in the reduction of 122,219 square feet of campus space, exceeding the target by 22,219 square feet. Action plans for Construction & Engineering include additional specific reductions in space utilization in 2020-2021.
- *Information Technology* – The Office of Information Technology endeavored to enhance protection of end-user personal identifiable information (PII) through a physical computer center inventory of systems defined as vulnerable or representing risks to the confidentiality, integrity, or availability of student, faculty and staff PII. The target was to eliminate the Open LDAP system and convert completely to a one directory service, Microsoft Active Directory. A second target was to eliminate all unnecessary physical hardware and equipment that could contain PII. As a result, the Open LDAP system was eliminated from production solutions and the computer center unified on Microsoft Active Directory. Also, over a dozen server racks containing 10-40 units of servers each were decommissioned from production, including hundreds of hard disk drives sent to eScrap for the destruction of an PII. The overall footprint of the Computer Center was reduced by over 50% and literal tonnage of weight in deprecated wiring has been recycled.

Table 1.2 illustrates the improvement in the quality of administrative unit assessment and the increase in participation over time. From 2018-2019 to 2019-2020, the percentage of administrative units with identified outcomes remained at 100%, units assessing outcomes remained at 100%, and units achieving outcomes improved from 82% to 90%.

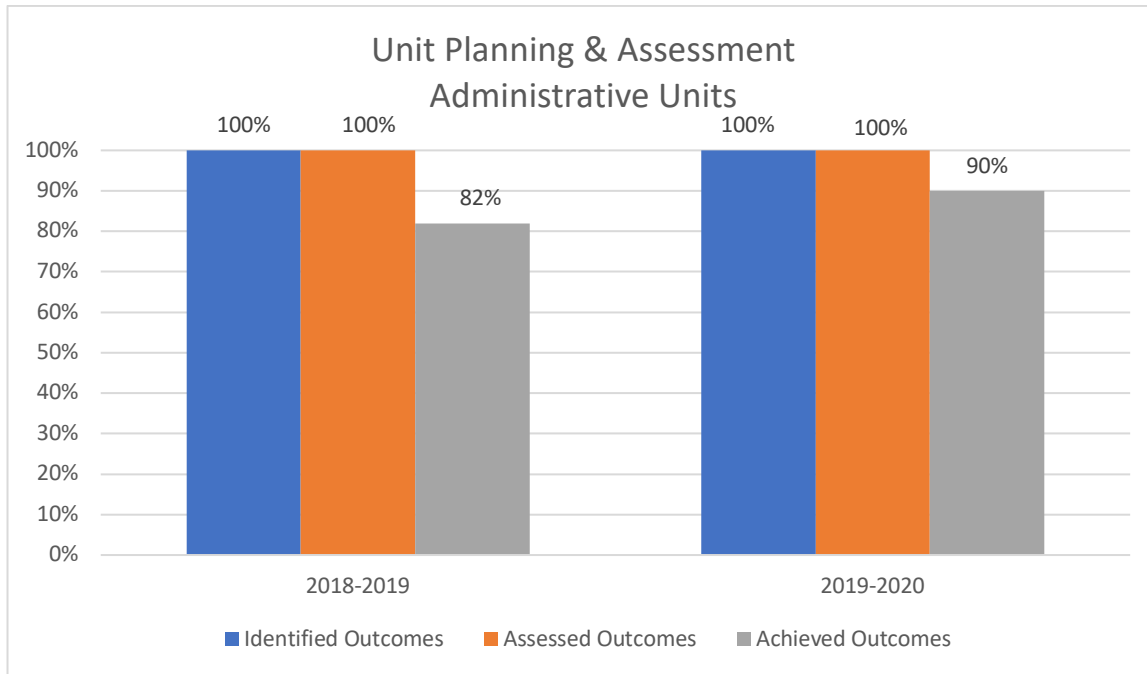


Table 1.2

Administrative units identify outcomes that directly support the goals of the strategic plan. Table 1.3 provides a summary of administrative unit outcomes linked to each goal of SOAR 2018-2022 and the outcomes achieved. (See [Appendix D](#))

Administrative Units	Student Success		Outcomes (PBF)		Academic Excellence		Rankings, Reputation & Regional Responsiveness	
	No. of Outcomes	Achieved Outcomes	No. of Outcomes	Achieved Outcomes	No. of Outcomes	Achieved Outcomes	No. of Outcomes	Achieved Outcomes
22	8	6	57	30	20	12	23	21

Table 1.3

Educational Support Units

Educational support units are defined as campus entities that do not offer academic programs, but provide support, services, and/or programs to students, faculty, staff and administrators.

In 2019-2020, 46 educational support units participated in assessment. The following chart (Table 1.4) indicates results of the assessment (See [Appendix B](#))

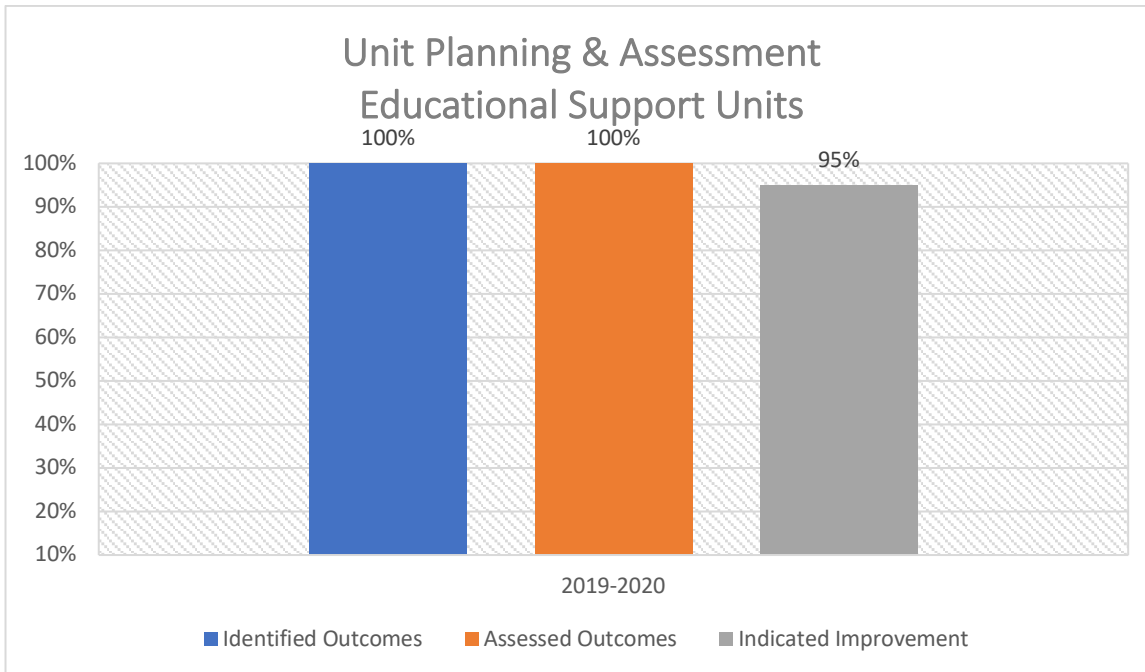


Table 1.4

As illustrated above, 100% of educational support units identified outcomes, 100% assessed those outcomes, and 95% of units indicated improvement based upon meeting or exceeding set targets in the unit assessment plan.

Educational support units indicating improvement for 2019-2020 are as follows:

Academic Affairs – Retention & Academic Advising; Registrar; Honors Program; English as a Second Language; Distance Education & Instructional Design; Faculty Center for Teaching and Learning; MSU Ashland; MSU Mt. Sterling; Camden-Carroll Library; Craft Academy; Adult Education Academy; Adult Education; Commonwealth Educational Opportunity Center; Educational Talent Search; Upward Bound; Student Support Services; MSU Corps; Retired Senior Volunteer Program; Today’s Youth; Research & Sponsored Programs/Graduate School; Community & Service Learning; Booth Entrepreneurship Center; Quality Assurance and Accreditation; Instructional Services - Reading; Educational Unit for Childcare Services; Art Gallery; Career Services

Student Affairs - Undergraduate Enrollment; Financial Aid; Early College & School Relations (Eagle Scholars); Transition Services; Military Initiatives; International Student Services; Housing and Residential Education; University Police; Student Disability Services; First Year Programs; Intercollegiate Athletics; Recreation and Wellness; Counseling and Health Services, Conference and Event Services

Specific examples of improvement in educational support units include:

- *Today’s Youth* – One of Today’s Youth’s goals is to place individuals into meaningful employment, postsecondary education, military, or advanced training. To track completion, staff track individuals enrolled in postsecondary, vocational, or GED training in order to verify if the individual earns a credential upon completion of chosen program/training. In 2017-2018, 75% of participants seeking a certificate or credential attained; in 2018-2019 80% attained; in 2019-2020, 90% attained, making a 3-year improvement rate of 15%.

- Registrar* – A goal of the Office of the Registrar is to review operations within the office in an effort to gain efficiencies and provide a better experience to students, faculty and staff. The staff devised a system to monitor processes for verifications, transcripts, demographic changes, transcript evaluation, etc. to determine if efficiencies could be gained in these areas. The target was set for two processes to see improvements – transcript ordering and transfer equivalencies. In 2019-2020, the office implemented a fully online transcript order system called E-Transcripts decreasing the time it takes for a patron to receive a transcript from 2 business days to 15 seconds. The office also implemented a new system giving patrons the ability to request their own enrollment verification via the MyMoreheadState portal, which was previously done in person in the Office of the Registrar. Again, resulted in a reduction from 2 business days to seconds. Going forward, the staff will continue to strive for efficiency improvements in other areas.
- Distance Education & Instructional Design (DEID)* – A goal of DEID was to increase the number of professional development opportunities offered for faculty, staff and students and to measure satisfaction of the sessions. The target was set at 100 hours of professional development. In 2018-2019, only 60 hours of professional development was made available, with no satisfaction surveys to accompany. In 2019-2020, the office exceeded their target by offering 109 hours of professional development. Additionally, satisfaction surveys revealed satisfaction rates between 70-90%. Plans for future professional development include summer workshops as well as asynchronous training throughout the semester in preparation for the new learning management system version rollout in 2021.

Table 1.5 illustrates improvement in the quality of educational support unit assessment and the increase in participation over time. From 2018-2019 to 2019-2020, the percentage of educational units with identified outcomes remained at 100%, units assessing outcomes remained at 100%, and units indicating improvement remained at 95%.

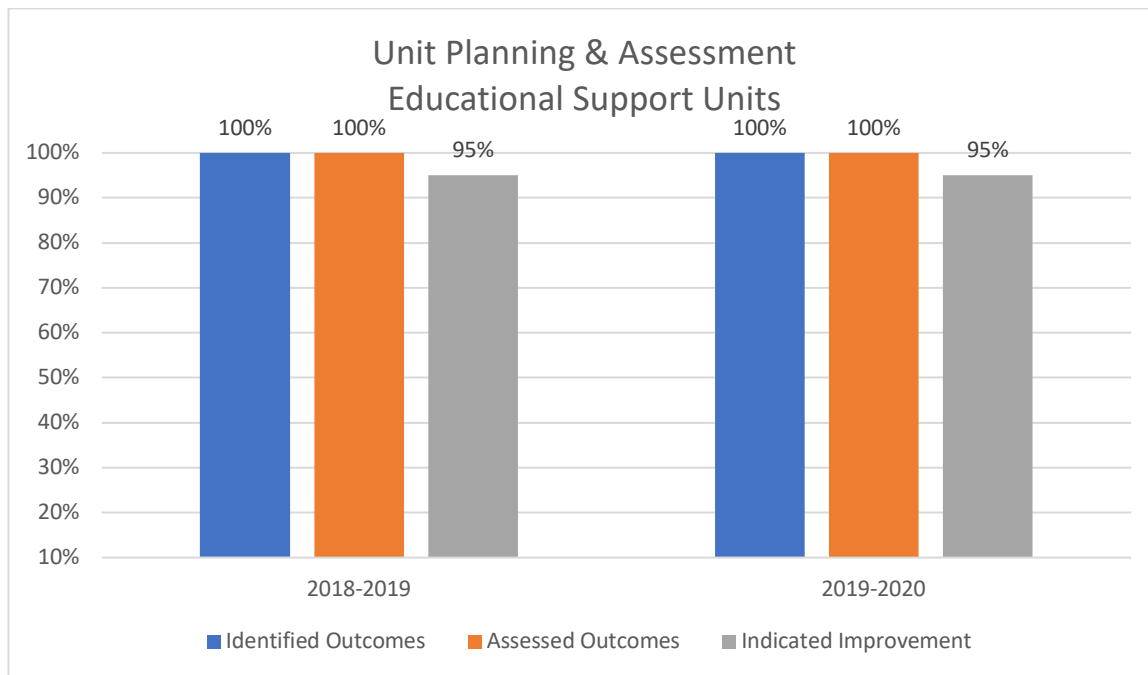


Table 1.5

Educational support units identify outcomes that directly support the goals of the strategic plan. Table 1.6 provides a summary of administrative unit outcomes linked to each goal of SOAR 2018-2022 and the outcomes achieved. (See [Appendix E](#)).

Educational Support Units	Student Success		Outcomes (PBF)		Academic Excellence		Rankings, Reputation & Regional Responsiveness	
	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement
46	169	101	46	23	94	61	66	38

Table 1.6

Educational Programs

Institutionally, educational (academic) programs are defined as undergraduate- or graduate degree- granting programs and any free-standing minors, each with its own set of student learning outcomes for purposes of assessment.

In 2019-2020, 96 educational programs participated in the assessment process. The following chart (Table 1.7) indicates results of the assessment. (See [Appendix C](#)).

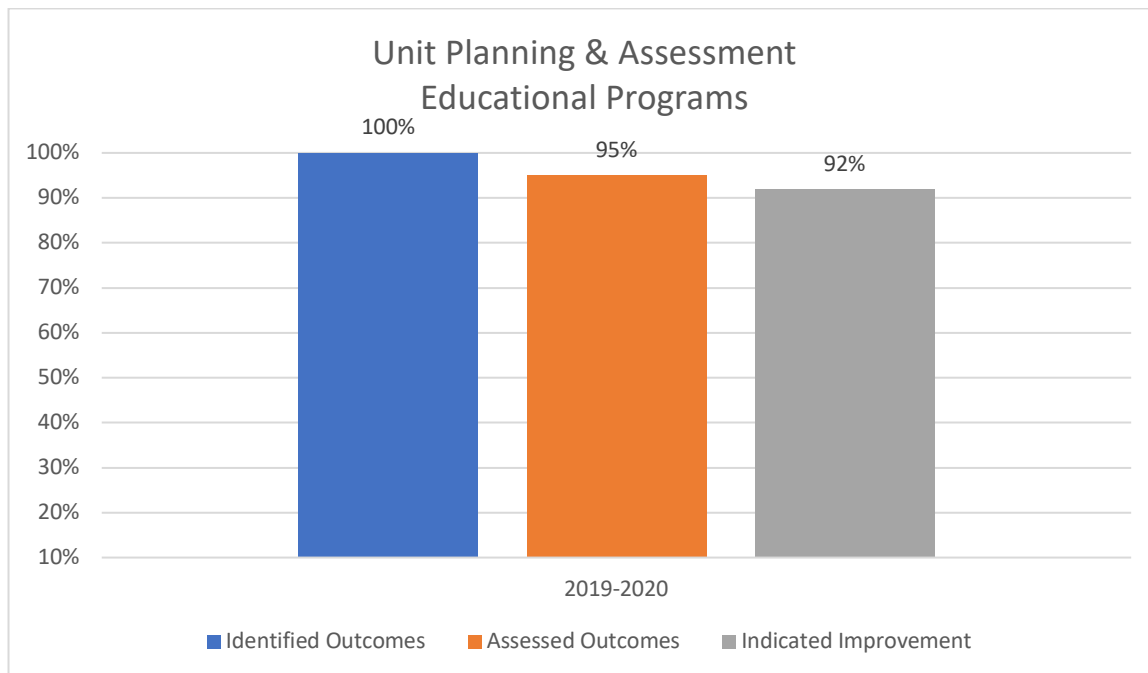


Table 1.7

As illustrated above, 100% of educational programs identified outcomes, 95% assessed those outcomes, and 92% indicated improvement based on results of assessment.

Educational Programs indicating improvement for 2019-2020 are as follows:

Caudill College of Arts Humanities & Social Sciences – Art (BA); Art (MA); Art Area (BFA); Art Education (BA); Music (BA); Music Education (BME); Music Education (MM); Music Performance (BM); Music Performance (MM); Traditional Music (BA); Theatre (BA); Theatre Teaching (BA); English (BA); English Teaching Area (BA); English (MA); Creative Writing (BFA); Communications (MA); Spanish (BA); Public Administration (MPA); Political Science (BA); History (BA); Global Studies (BA); Legal Studies (BA); Philosophy (BA); Social Work (BSW); Sociology (BA); Sociology (MA); Criminology/Criminal Justice (BA).

Smith College of Business & Technology – Business Administration (BBA); Business Administration (MBA); Accounting (BBA); Business Studies (AAS); Finance (BBA); Management (BBA); Marketing (BBA); Small Business Management/Entrepreneurship (BBA); Sport Management (BBA); Sport Management (MA); Computer Information Systems (BBA); Computer Sciences (BS); Career & Technical Education – IET (MS); Engineering & Technology Management (MS); Engineering Management (BS); Engineering Technology (BS); Technology Management (BS), Engineering Technology Management (AAS)

Volgenau College of Education – Early Childhood Education (BA); Early Elementary P-5 (BA); Special Education (BA); Community Support Services (BA); Childhood Development (BA); Middle Grades 5-9 (BA); Middle Grades/Secondary (MAT); Social Studies Education (BA); Adult & Higher Education (MA); Counseling (MA); Educational Leadership (EdD); Educational Technology (MA); Instructional Leadership (EdS); Teacher Leader (MA), MSU Teach.

College of Science – Agricultural Science (BS); Career & Technical Education - AHS (BS); Career & Technical Education - AHS (MS); Veterinary Science (BS); Veterinary Technology (AAS); Veterinary Technology (BS); Biology (BS); Biology (MS); Biomedical Sciences (BS); Chemistry (BS); Earth Systems Science (BS); Physics (BS); Space Science (BS); Space Science Engineering (MS); Computed Tomography/Magnetic Resonance (BS); Diagnostic Medical Sonography (BS); Exercise Science (BS); Health Promotion (BA); Wellness Promotion (MA); Leadership in Medical Imaging (BS); Radiologic Science (AAS); Mathematics (BS); Nursing (AAS); Nursing (BSN); Nursing Post-Licensure (BSN); Nursing (MSN); Psychology (BS/BA); Psychology (MA)

Specific examples of improvement in educational programs include:

- *Computer Science (BS)* – In 2018-2019, the faculty in Computer Science changed the target of 75% of students scoring a 75% or higher on the knowledge-based portion of the final presentation (scored using a rubric) to 80% of students scoring a 75% or higher. This change saw a 10% increase from 2018-2019 to 2019-2020, as 78% of students scored a 75% or higher in 2018-2019 and 88% of students scored 75% or higher in 2019-2020. Faculty mentor and advise students to focus on the knowledge-based portion of the project and will continue to assess the outcome in this manner for a period of time before re-evaluating targets again.
- *Bachelor of Science (BSN) – Nursing* - baccalaureate nursing majors are assessed using a number of measures, such as clinical performance and Health Education Systems Incorporated (HESI) standardized measures for nursing students. These learning outcomes are prescribed by the program accrediting body, the Commission on Collegiate Nursing Education (CCNE). The BSN program also gauges student learning utilizing licensure pass rates on the National Council Licensure Exam (NCLEX), the test required for nursing licensure across the United States. Although MSU's NCLEX passage rates have consistently been at or above the required 80% threshold required by the Kentucky Board of Nursing, recent years have seen passage rates well above the threshold, with graduates attaining 94%

in 2014, 100% in 2015, 97% in 2016, 100% in 2017, 94% in 2018, 94% in 2019 and 100% in 2020. Faculty review the NCLEX Test Blueprint periodically to make sure curricular content aligns with the test plan. If new testing areas are introduced, faculty will allow more instructional time on the content in upcoming semesters. If the passage rate percentage falls below the required 80% pass rate threshold, the faculty engage in a thorough analysis drilling down to the areas of concern and then develop a correction plan to enhance the curriculum and address the low scores. Note: This program was recently ranked among the top 10 best nursing programs in the nation by rncareers.com.

- *English (MA)* – In the English (MA) program, students are given a pre-test and post-test in all major authors courses, containing questions regarding research methods, MLA style, and library database use. The test allows students to demonstrate knowledge of proper investigative techniques and important scholar resources. Faculty have established the target as 70% of students will improve at least 10% from pre-test to post-test. In 2018-2019, only 60% of students met the benchmark. Faculty revised the rubric used to score the tests and 2019-2020, 100% of students achieved the benchmark of 10% improvement from pre-test to post-test.
- *Criminology/Criminal Justice (BA)* – In 2018-2019, a target was set that on a particular test, at least 70% of students would successfully identify at least two criminal justice concepts or two types of constitutional rights. Only 48% met the target. The associate dean and faculty implemented an improvement plan to supplement instruction with additional resources and materials. In 2019-2020, the same outcome was measured with a different instrument. The target was for 75% of students to score 75% or higher on exams in a particular course (CRIM 250). 96% of students met the target.
- *Adult and Higher Education (MA)* – Collectively, between 2018-2019 and 2019-2020, all outcomes assessed in the Adult and Higher Education program showed improvement. In 2019-2020, most targets were met at or near 100%. These improvements came after faculty evaluated the specific skills, competencies and knowledge students should be able to demonstrate within the program.

Table 1.8 illustrates improvement in the quality of educational program assessment and the increase in participation over time. Over time; the percentage of educational programs with identified outcomes has remained steady at or near 100%. From 2018-2019 to 2019-2020, units assessing outcomes remained at 95%; and units indicating improvement improved from 89% to 92%.

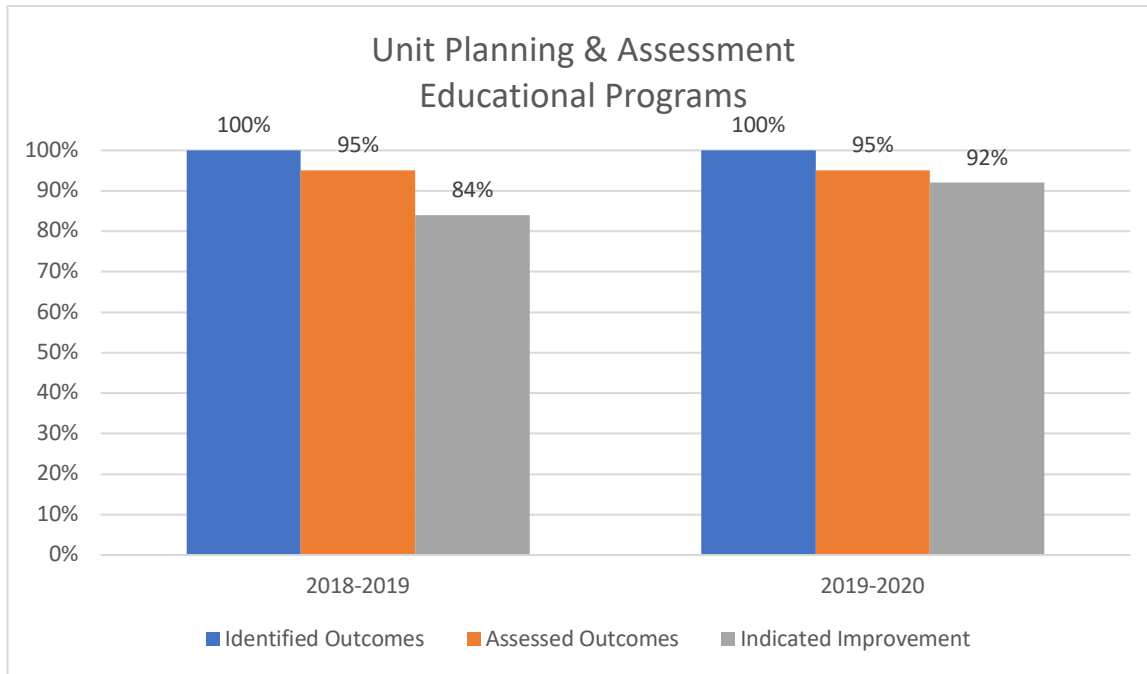


Table 1.8

Educational programs identify outcomes that directly support the goals of the strategic plan. Table 1.9 provides a summary of administrative unit outcomes linked to each goal of SOAR 2018-2022 and the outcomes achieved. (See [Appendix F](#)).

Educational Programs	Student Success		Outcomes (PBF)		Academic Excellence		Rankings; Reputation & Regional Responsiveness	
	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement
96	0	0	0	0	488	400	0	0

Table 1.9

General Education

The General Education Program is assessed as a whole by aggregating and summarizing results of course-embedded assessments (direct measures) to determine if student learning outcomes have been attained. The Director, University Assessment collects and analyzes this data each semester and discusses the results with the General Education Council (GEC) annually. Additionally, a survey (indirect measure) asks capstone students to determine if they believe they have obtained the knowledge associated with the general education student learning outcomes.

The graphic below (Table 1.10) represents the number of students assessed in general education courses and those attaining student learning outcomes (2019-2020).

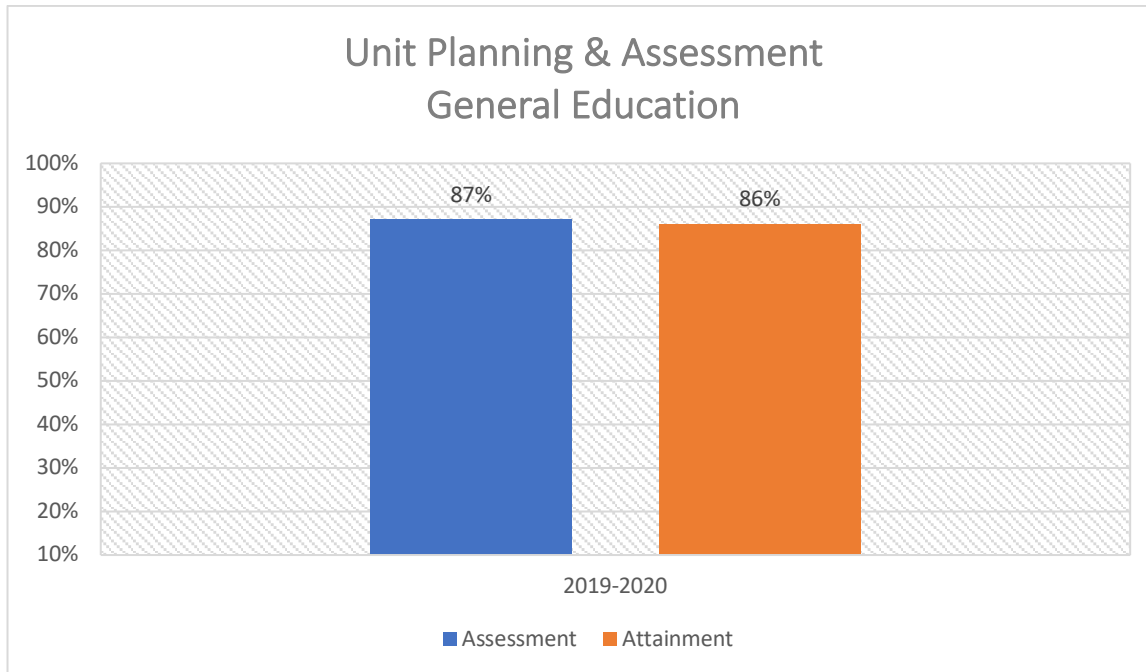


Table 1.10

As illustrated above, 87% of students enrolled in general education courses participated in assessment, with 86% of those students attaining the particular student learning outcomes for which they were assessed (attainment is determined by a score of 70% or higher).

Action Plan for Student Learning Outcome 2d – Articulate ethical consequences of decisions or actions

Attainment of SLO 2d fell below the attainment threshold of 70% (56%). This SLO was assessed only in the First-Year seminar course. The General Education Council devised action plans to increase attainment including:

- Current action plan continues from 2018-2019 including:
 - Point values for the assignment used for assessment be increased to 4% of the final grade in an effort to increase participation
 - Developed a new rubric for scoring
 - Changing the structure and wording of the assignment used for assessment
 - Reduce the number of questions/scenarios that are part of the assessment
- Additional action plan components
 - Additional training for instructors regarding the importance of general education student learning outcomes and assessment of the general education curriculum
 - Scoring rubrics for SLO 2d will be shared with instructors and students
 - Instructors will be provided with an ethical example related to the content of the course that can be orally discussed with students

Capstone Survey

Through questions evaluating general education student learning outcomes, the capstone survey asks students to affirm they have attained the knowledge and skills measured by each outcome. The 2019-2020 survey results indicate that students believe they have attained the knowledge and skills associated with the general

education student learning outcomes for 16 of the 21 student learning outcomes (a score of 4 or greater on a standard 5-point Likert scale, as determined by the General Education Council).

Students scored the following outcomes below a 4.00:

- 1D – Convey relationships using two or more of the following: equations
- 3A – Analyze problems using arithmetic; geometric; algebraic or statistical methods
- 3C – Verify answers to mathematical or scientific problems
- 6B – Analyze the aesthetic value of creative productions in a cultural or historical context

Students only scored slightly below 4 for each of these SLOs; and when considering frequency and response rate along with students’ lack of confidence in their ability versus actual ability (which direct measures indicate they have); the General Education Council was not concerned about these slightly below threshold scores.

Table 1.11 illustrates a year to year comparison of general education assessment and attainment. From 2018-2019 to 2019-2020, the percentage of general education student learning outcome assessment decreased by 1%; while student learning outcome attainment decreased by 2%.

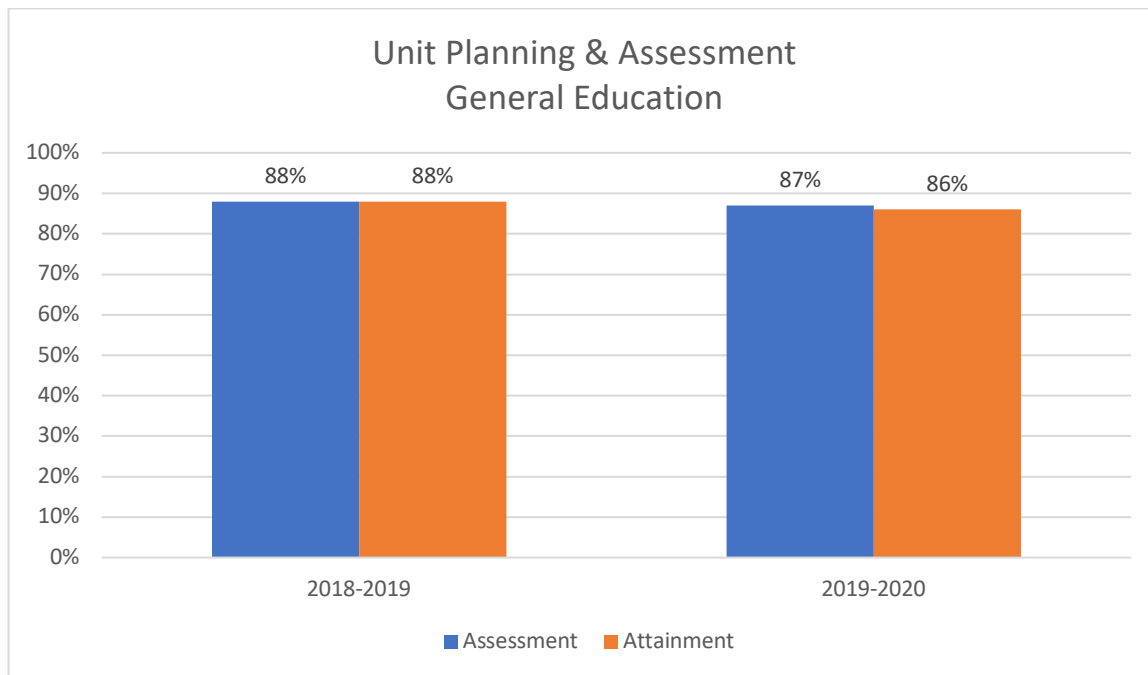


Table 1.11

Covid-19 Effect on Assessment

In March of 2020, the Covid-19 pandemic forced MSU to move all in-person classes to an online format for the remainder of the semester and non-essential employees were asked to work at home. Information was collected during the assessment findings reporting process to document the challenges faced by units/programs from the pandemic.

Academic Program Impact

- **Assignments used for assessment were modified for virtual instruction** - Art Area BFA, Studio Art BA, Business Studies AAS, Accounting BBA, Computer Systems BBA, Business Administration BBA, Management BBA, Marketing BBA, Sport Management BA, SBME BBA, Finance BBA, Physics BS, Strategic Communication BA, History BA, Wellness Promotion MA, Child Development BA, Philosophy BA, Theatre Teaching BA
- **Switch from in-person exhibition/jury/presentation to virtual review** - Art MA, Art Ed. BA, Art Area BFA, Studio Art BA, Music BA, Music Performance BM, Music Ed. BME, Creative Writing BFA
- **Field experience, observation, laboratory, and internship interruptions** – Art Ed. BA, Social Work BSW (required hours reduced for Spring '20), Radiologic Science (lab eval not measured), Sport Management BA (internship requirements modified), Social Studies Education, Health Promotion BA, Special Education BA, Community Support Services BA, Exercise Science BS, IECE Early Childhood BA, Child Development BA, Theatre Teaching BA, Neuroscience BS
- **Testing cancellations** – Political Science BA (could not give MFAT); Social Studies Education, Special Education BA, Middle Grades 5-9, MSU Teach, Elementary P-5, IECE Early Childhood BA (PRAXIS); Nursing AAS (national secure exams); Chemistry BS (ACS exam); Psychology BS/BA, Neuroscience BS (ACAT)
- **Lack of access to/understanding of technology** caused some students to fall behind, face challenges, or require individual modifications – Spanish BA, Music BA, Music Performance BM, Music Ed. BME, Exercise Science BS, IECE Early Childhood BA, Child Development BA
- **Interruptions to data collection** – CTE MS (IET), CTE MS (AHS) (could not receive info from employers); Global Studies BA (difficulty assessing all components of exam)
- **Other issues/interruptions** – English BA (cancellation of faculty meeting related to assessment), MSU Teach (Strategic Plan could not be reviewed), Legal Studies BA (could not give graduate survey), History BA (believed that pass/fail option negatively affected quality of student work)

Educational Support Unit Impact

- Shutdown negatively impacted usage/participation, data collection, ability to meet goals for improvement
 - **Usage impacted** – Student Center and Event Services, Art Gallery, Student Activities, Recreation and Wellness
 - **Data collection impacted** – Counseling and Health Services, Housing, Retention & Advising, Transition Services (could not administer surveys or survey response impacted)
 - **Improvement goals impacted** – Police (interactions), Human Resources (hiring), Eagle Scholars (enrollment)
 - One exception is in First Year Programs – Virtual SOAR programs actually had higher attendance
 - **Impact of reduced funding** – Retention & Advising (lack of funding to secure CRLA certification), Recreation and Wellness (lost revenue from camp cancellations would have been spent on student employment/opportunities)
- Impact of in-person business cancellations
 - **Many events, meetings, trainings, and programs were cancelled, postponed, or held virtually**, affecting ability to collect data and meet goals – Student Center and Event Services, Art Gallery, Service Learning, First Year Programs, Undergraduate Research, Research &

- Graduate Studies, Faculty Center for Teaching and Learning, MSU Mt. Sterling, Student Activities, Recreation and Wellness, Admissions, Military Initiatives
- **Some meetings and a few events were held virtually with little to no negative impact** – SOAR, Adult Education, Alumni Relations (met goals despite transition to virtual events), Retention & Advising, Talent Search
- **Impact of school cancellations** – MSU Prestonsburg, MSU Ashland (school visits cancelled), Booth Entrepreneurship Center (teacher survey cancelled), Talent Search (ability to obtain transcripts slowed down)
- **Testing/observation/field experience cancellations impacted data collection** – Quality Assurance and Accreditation, MSU Corps, English as Second Language program, Craft Academy, Educational Unit for Child Care Services, Admissions
- **Impacted by travel cancellations** – Craft, International Student Services & Admissions, Education Abroad
- Some units had to shift focus from typical business to COVID-related response
 - Library – focus on supporting courses transitioned to online

Administrative Units

- Shutdown negatively impacted usage/revenue, data collection, ability to meet goals for improvement
 - **Usage/revenue impacted** – Golf Course, Dining, Vending, Testing Center (Planning Performance and Effectiveness)
 - **Data collection impacted** – Dining, Eagle Card, Golf Course (could not administer surveys); Power Plant (data not suitable for comparison due to shutdown)
 - **Improvement goals impacted** – Document Services (customer service), Post Office (customer service), Human Resources (hiring), Facilities Maintenance (work orders & response time)
 - **Some meetings and trainings cancelled, postponed, or held virtually** - affecting ability to collect data and meet goals – Human Resources (title XI training), Procurement (audits)
- Some units had to shift focus from typical business to COVID-related response
 - **Focus on COVID communications** - Communications & Marketing
 - **Work delayed or put on hold due to modifications to staffing, budget restrictions, focus on PPE, etc.** - Construction & Engineering, Power Plant
 - **Shifted focus to COVID response, not able to meet inspection goals** - Environmental Health and Safety

Summary

Evidence of programmatic/unit assessment and continuous improvement is evident based on the information provided from administrative; educational support and educational programs at Morehead State University. Strategies to improve institutional and program/unit level assessment implemented prior to the start of the 2018-19 academic year (creation of an Assessment Oversight Group with subcommittees to provide direction and feedback; the identification of assessment liaisons in each area to increase support; the increase in targeted communication to supervisors and those coordinating program/unit assessment; and targeted professional development opportunities) have been effective both in terms of the quality of assessment and unit participation as shown in Table 1.12. From 2018-2019 to 2019-2020; the total percentage of units with

identified outcomes increased from 99% to 100%; units assessing outcomes improved from 93% to 98%; and achieving outcomes/showing improvement from 87% to 92%.

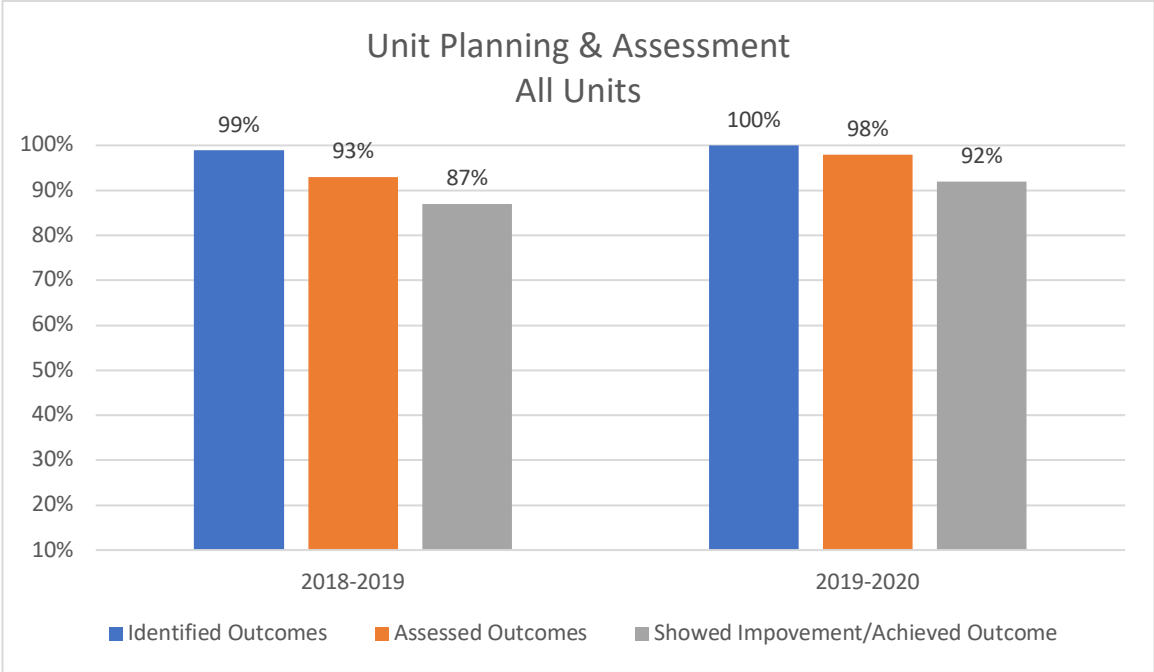


Table 1.12

APPENDICES

Appendix A: Administrative Unit Assessment Compliance 2017-2019

Administrative Units	2017-2018	2018-2019	2019-2020	Comments
Administration & Fiscal Services				
Accounting & Financial Services	✓	✓	✓	
Budgets & Financial Planning	✓	✓	✓	
Auxiliary Services				
University Bookstore	✓-	✓	✓	
Vending	✓	✓	✓	
Dining Services	✓	✓	✓-	
Postal Services	✓	✓	✓	
Document Services	✓-	✓-	✓-	
Eagle Card	✓-	✓-	✓	
Eagle Trace Golf Course	✓	✓-	✓	
Facilities Management				
Construction Services & Engineering	✓	✓	✓	
Building Services/Facilities Maintenance Services/Campus Services	✓-	✓	✓	
Power Plant & Energy Management	✓	✓	✓	
General Services/Campus Services	✓	✓	*	*unit combined with Facilities Maintenance/Campus Services
Risk Management/Environmental Health & Safety	✓	✓	✓	
Human Resources	✓	✓-	✓	
Payroll	✓	✓	✓	
Information Technology	✓	✓	✓	
Procurement Services	✓	✓	✓	
Planning Performance & Effectiveness	✓	✓	✓	

✓ = Completed assessment
 ✓- = Partially completed

<i>University Advancement</i>				
Alumni Relations and Development	✓	✓	✓	
Cultural Outreach and Preservation Education/Morehead State Public Radio	✓	✓	✓	
Communications and Marketing	✓	✓	✓	

Appendix B: Educational Support Unit Compliance 2017-2019

Educational Support Units	2017-2018	2018-2019	2019-2020	Comments
<i>Academic Affairs Non-Academic Programs</i>				
<i>Undergraduate Education and Student Success</i>				
Retention and Academic Advising	✓	✓	✓	
Registrar	✓	✓	✓	
Honors	✓	✓	✓	
English as a Second Language	✓-	✓	✓	
Distance Education and Instructional Design	✓	✓	✓	
Center for Leadership & Professional Development/Faculty Center for Teaching and Learning	**	✓	✓	**Assessment plan not available (not staffed in 17-18)
MSU@Ashland	✓	✓	✓	
MSU@Mt. Sterling	✓	✓	✓	
MSU@ Prestonsburg	✓	✓	✓-	
Camden-Carroll Library	✓	✓	✓	
Craft Academy for Excellence in Science and Mathematics	✓	✓	✓	
Career Services	✓	✓	✓	
Research & Sponsored Programs/Graduate School	✓	✓	✓	
<i>Adult Ed. & College Access</i>				
Adult Education Academy	✓	✓	✓	
Adult Education	✓	✓	✓	
Commonwealth Educational Opportunity Center	✓	✓	✓	
Educational Talent Search	✓	✓	✓	
Upward Bound Classic & Math/Science	✓	✓	✓	
Student Support Services	✓	✓	✓	
MSU Corps	✓	✓	✓	

✓ = Completed assessment
 ✓- = Partially completed

* New unit
 ** Assessment plan not available
 *** Unit closed

Retired Senior Vol. Prog. & Senior Medicare Prog.	✓-	✓	✓	
Today's Youth	✓	✓	✓	
Community and Service Learning	✓	✓	✓	
Small Business Development Center	✓	✓-	✓	
College Readiness/Developmental Reading/Instructional Services (VCOE)	✓	✓	✓	
Art Gallery (CCAHS)	✓	✓	✓	
Educational Unit for Child Care Services (VCOE)	✓	✓	✓	
Quality Assurance and Accreditation (VCOE)	*	*	✓	*New Unit
Booth Entrepreneurship Center (SCOB)	*	*	✓	*New Unit
Economic Education Center	✓	***	***	*** Unit closed
Teacher Education Services	✓	✓	***	*** Unit closed
<i>Student Affairs</i>				
<i>Enrollment Services</i>				
Undergraduate Enrollment	✓	✓-	✓	
Financial Aid	✓	✓	✓	
Early College & School Relations/Eagle Scholars	✓	✓	✓	
Transition Services	✓-	✓	✓	
Military Initiatives	✓	✓	✓	
International Student Services	✓	✓	✓	
<i>Dean of Students</i>				
Housing & Residential Education	✓-	✓	✓	
University Police	✓	✓	✓	
Counseling & Health Services	✓-	✓	✓	
<i>Student Engagement</i>				
Recreation and Wellness	✓-	✓	✓	
Student Activities, Inclusion & Leadership	✓-	✓	✓-	
Student Disability Services	✓	✓	✓	

First Year Programs	✓	✓	✓	
Intercollegiate Athletics	✓	✓	✓	

Appendix C: Educational Programs Compliance 2017-2019

Educational Program Units	2017-2018	2018-2019	2019-2020	Comments
Caudill College of Arts, Humanities and Social Sciences				
<i>School of Creative Arts</i>				
<i>Art and Design Department</i>				
Art (BA)	✓	✓	✓	
Art (MA)	✓	✓	✓	
Art Area (BFA)	✓	✓	✓	
Art Education (BA)	✓	✓	✓	
<i>Music, Theatre, and Dance Department</i>				
Music (BA)	✓	✓	✓	
Music Education (BME)	✓	✓	✓	
Music Education (MM)	✓	✓	✓	
Music Performance (BM)	✓	✓	✓	
Music Performance (MM)	✓	✓	✓	
Music Performance Jazz Studies (BM)	✓-	✓-	✓-	No students 2019-20
Traditional Music Studies Major (BA)	✓	✓	✓	
Theatre (BA)	✓	✓	✓	
Theatre-Teaching (BA)	✓	✓	✓	
<i>School of English, Communication, Media and Language</i>				
<i>English Department</i>				
English Area with Teacher Certification--Secondary (BA)	✓	✓-	✓	
English (BA)	✓-	✓	✓	
English (MA)	✓	✓	✓	
Creative Writing (BFA)	✓	✓	✓	
<i>Communication, Media and Languages Department</i>				
Convergent Media Area (BA)	✓	✓	✓-	

✓ = Completed assessment
 ✓- = Partially completed

* New program
 ** Assessment plan not available
 *** Program closed

Communication (MA)	✓	✓	✓	
Strategic Communication Area (BA)	✓	✓	✓-	
Spanish (BA)	✓	✓	✓	
School of Humanities and Social Sciences				
<i>History, Philosophy, Politics, International and Legal Studies Dept.</i>				
Public Administration (MPA)	✓-	✓	✓	
Government (BA)	✓	✓	✓	
History (BA)	✓	✓	✓	
International Interdisciplinary Studies/Global Studies (BA)	✓-	✓-	✓	
Paralegal/Legal Studies (BA)	✓	✓	✓	
Philosophy (BA)	✓-	✓	✓	
<i>Sociology, Social Work and Criminology Department</i>				
Social Work (BSW)	✓	✓	✓	
Sociology (BA)	✓	✓	✓	
Sociology (MA)	✓	✓	✓	
Criminology and Criminal Justice (BA)	✓	✓	✓	
College of Business & Technology				
School of Business Administration				
Business Studies (AAS)	*	*	✓	*New program
General Business/Bachelor of Business Administration (BBA)	✓	✓	✓	
Business Administration (MBA)	✓	✓	✓	
Accounting (BBA)	✓	✓	✓	
Finance (BBA)	✓	✓	✓	
Management (BBA)	✓	✓	✓	
Marketing (BBA)	✓	✓	✓	
Small Business Mgmt/ Entrepreneurship (BBA)	✓	✓	✓	
Sport Management (BA)	✓	✓	✓	
Sport Management (MA)	✓	✓	✓	

Business & Information Technology Ed (BBA)	✓-	***	***	*** Program discontinued
Computer Information Systems (BBA)	✓	✓	✓	
School of Engineering and Information Systems				
Computer Science (BS)	✓	✓	✓	
Career and Technical Education (BS)- IET	✓-	✓-	✓-	No students 2019-20
Career and Technical Education (MS)- IET	✓	✓-	✓	
Engineering and Technology Mangement (MS)	✓	✓	✓	
Engineering Management (BS)	✓	✓	✓	
Engineering Technology (BS)	✓	✓	✓	
Technology Management (BS)	✓	✓	✓	
Engineering Technology (AAS)	**	✓	✓	** Assessment plan not available
College of Education				
Early Childhood, Elementary and Special Education Dept.				
Early Childhood Education (BA)	✓	✓	✓	
Early Elementary Area P-5 (BA)	✓	✓	✓	
Special Education (BA)	✓	✓	✓	
Community Support Services (BA)	✓	✓	✓	
Child Development (BA)	✓	✓	✓	
Middle Grades and Secondary Education Department				
Middle Grades 5-9 (BA)	✓	✓	✓	
Middle Grades/Secondary (MAT)	✓	✓	✓	
Social Studies Education (BA)	✓	✓	✓	
Foundational and Graduate Studies in Education				
Adult and Higher Education (MA)	✓	✓	✓	
Counseling (MA)	✓	✓	✓	
Educational Leadership (EdD)	✓-	✓	✓	
Educational Technology (MA)	✓	✓-	✓	

Specialist in Education: Adult and Higher Education (EdS)	✓-	✓	✓-	No students 2019-20
Specialist in Education: Guidance and Counseling (EdS)	✓	✓	✓-	No students 2019-20
Specialist in Education: Instructional Leadership (EdS)	✓	✓	✓	
Teacher Leader (MA)	✓	✓	✓-	
College of Science				
<i>Agricultural Sciences Department</i>				
Agricultural Science (BS)	✓	✓	✓	
Career and Technical Education (BS)- AHS	✓	✓	✓	
Career and Technical Education (MS)- AHS	✓	✓	✓	
Veterinary Science (BS)	✓	✓	✓	
Vet Tech Program (AAS)	✓	✓	✓	
Vet Tech Program (BS)	*	*	✓	*New program
<i>Biology and Chemistry Department</i>				
Biology (BS)	✓	✓	✓	
Biology (MS)	✓	✓	✓	
Biomedical Sciences (BS)	✓	✓	✓	
Chemistry (BS)	✓	✓	✓	
<i>Earth and Space Sciences</i>				
Astrophysics	✓-	✓	✓	Astrophysics track assessed with Physics (BS)
Physics (BS)	✓	✓	✓	
Geology/Earth System Science (BS)	✓	✓	✓	
Space Science (BS)	✓-	✓	✓	
Space Systems Engineering (MS)	✓	✓	✓	
<i>Kinesiology, Health, and Imaging Sciences Department</i>				
CT/MR (BS)	✓	✓	✓	
DMS (BS)	✓	✓	✓	
Exercise Science (BS)	✓	✓	✓	

Health and Physical Education Teaching (BA)	✓	***	***	*** Program discontinued
Health Promotion (BA)	✓	✓	✓	
Health Promotion/Wellness Promotion (MA)	✓	✓	✓	
LMI (BS)	✓	✓	✓	
RSCI (AAS)	✓	✓	✓	
<i>Mathematics Department</i>				
Mathematics (BS)	✓	✓	✓	
<i>Nursing Department</i>				
Nursing (AAS)	✓	✓	✓	
Nursing (BSN)	✓	✓	✓	
Nursing (RN-BSN) Post-Licensure	✓	✓	✓	
Nursing (MSN)	✓-	✓-	✓	
<i>Psychology Department</i>				
Neuroscience Area (BS)	✓-	✓	✓-	1 student in 2019-20
Psychology (BS)	✓	✓	✓	
Psychology (MS)	✓	✓	✓	

Appendix D: Administrative Unit Outcomes Associated with MSU Strategic Plan

Administrative Units	Student Success		Outcomes (PBF)		Academic Excellence		Rankings, Reputation & Regional Responsiveness	
	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement
Accounting & Financial Services	2	2	2	2	0	0	1	1
Budgets & Financial Planning	0	0	0	0	1	1	2	2
University Bookstore	0	0	3	2	0	0	0	0
Vending	0	0	3	2	0	0	0	0
Dining Services	0	0	3	0	0	0	0	0
Postal Services	0	0	3	1	0	0	0	0
Document Services	0	0	3	0	0	0	0	0
Eagle Card	0	0	2	1	0	0	0	0
Eagle Trace Golf Course	0	0	3	1	0	0	0	0
Construction Services & Engineering	0	0	3	3	0	0	0	0
Facilities Maintenance Services/Campus Services	0	0	5	3	0	0	0	0
Power Plant & Energy Mgmt.	0	0	3	2	0	0	0	0
Risk Management/ Environmental Health & Safety	0	0	3	2	0	0	0	0
Human Resources	0	0	7	2	6	2	0	0
Payroll	0	0	5	4	5	4	0	0
Information Technology	4	3	4	3	4	3	4	3
Procurement Services	0	0	4	1	0	0	0	0
Planning, Performance & Effectiveness	1	0	1	1	4	2	1	1
Alumni Relations and Development	0	0	0	0	0	0	3	2
Morehead State Public Radio	1	1	0	0	0	0	3	3
Communications and Marketing	0	0	0	0	0	0	9	9
Totals	8	6	57	30	20	12	23	21

Appendix E: Educational Support Unit Outcomes Associated with MSU Strategic Plan

Educational Support Units	Student Success		Outcomes (PBF)		Academic Excellence		Rankings, Reputation & Regional Responsiveness	
	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement
Retention and Academic Advising	11	7	0	0	0	0	0	0
Registrar	3	3	0	0	0	0	0	0
Honors	4	4	0	0	4	4	0	0
English as a Second Language	3	1	0	0	3	1	0	0
Distance Education and Instructional Design	2	0	0	0	4	2	0	0
Faculty Center for Teaching and Learning	0	0	3	3	3	3	0	0
MSU@Ashland	1	1	0	0	3	2	2	1
MSU@Mt. Sterling	1	1	3	1	2	0	1	0
MSU@Prestonsburg	2	0	2	0	0	0	3	0
Camden-Carroll Library	4	3	0	0	4	3	0	0
Craft Academy for Excellence in Science and Mathematics	9	2	0	0	8	1	4	2
Career Services	14	11	1	1	14	11	0	0
Community and Service Learning	0	0	0	0	3	1	3	1
Undergraduate Research	0	0	0	0	3	0	0	0
Education Abroad	0	0	0	0	2	0	1	0
Research & Sponsored Programs/Graduate School	4	2	2	2	4	2	0	0
Adult Education Academy	3	2	0	0	3	2	1	1
Adult Education	3	2	0	0	0	0	0	0
Commonwealth Educational Opportunity Center	3	3	3	3	0	0	3	3
Educational Talent Search	3	3	0	0	3	3	3	3
Upward Bound Classic & Math/Science	3	3	1	1	0	0	0	0
Student Support Services	3	3	2	2	3	3	0	0

MSU Corps	3	2	0	0	0	0	3	2
Retired Senior Vol. Prog. & Senior Medicare Prog.	2	2	0	0	0	0	3	3
Today's Youth	3	3	0	0	3	3	0	0
Small Business Development Center	0	0	0	0	0	0	3	3
Booth Entrepreneurship	0	0	0	0	2	2	1	1
Quality Assurance and Accreditation	5	4	0	0	4	4	1	1
Developmental Reading	3	2	0	0	3	2	0	0
Art Gallery	3	2	0	0	0	0	2	2
Educational Unit for Child Care Services	0	0	0	0	4	4	0	0
Undergraduate Enrollment	10	3	6	0	0	0	8	2
Financial Aid	4	1	0	0	0	0	0	0
Early College & School Relations	4	2	3	1	0	0	4	2
Transition Services	6	2	6	2	0	0	6	2
Military Initiatives	12	8	4	2	4	2	8	6
International Student Services	7	4	7	4	0	0	0	0
Housing & Residential Education	2	0	2	0	2	1	1	1
University Police	4	1	0	0	1	0	0	0
Counseling & Health Services	4	4	0	0	0	0	0	0
Recreation and Wellness	3	1	0	0	0	0	0	0
Student Activities, Inclusion & Leadership	4	0	0	0	0	0	0	0
Student Disability Services	3	2	0	0	0	0	0	0
First Year Programs	3	2	1	1	0	0	0	0
Intercollegiate Athletics	6	5	0	0	5	5	4	2
Student Center and Event Services	2	1	0	0	0	0	1	0
Totals	169	102	46	23	94	61	66	38

Appendix F: Educational Program Unit Outcomes Associated with MSU Strategic Plan

Educational Program Units	Student Success		Outcomes (PBF)		Academic Excellence		Rankings, Reputation & Regional Responsiveness	
	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement	No. of Outcomes	Indicated Improvement
<i>School of Creative Arts</i>								
Art (BA)	0	0	0	0	7	5	0	0
Art (MA)	0	0	0	0	8	5	0	0
Art Area (BFA)	0	0	0	0	7	4	0	0
Art Education (BA)	0	0	0	0	4	3	0	0
Music (BA)	0	0	0	0	3	2	0	0
Music Education (BME)	0	0	0	0	3	3	0	0
Music Education (MM)	0	0	0	0	3	2	0	0
Music Performance (BM)	0	0	0	0	3	2	0	0
Music Performance (MM)	0	0	0	0	3	3	0	0
Music Performance Jazz Studies (BM)	0	0	0	0	3	0	0	0
Traditional Music Studies Major (BA)	0	0	0	0	3	3	0	0
Theatre (BA)	0	0	0	0	4	4	0	0
Theatre-Teaching (BA)	0	0	0	0	5	4	0	0
<i>School of English, Communication, Media and Language</i>								
English Area with Teacher Certification--Secondary (BA)	0	0	0	0	3	2	0	0
English (BA)	0	0	0	0	5	0	0	0
English (MA)	0	0	0	0	6	6	0	0
Creative Writing (BFA)	0	0	0	0	5	5	0	0
Convergent Media Area (BA)	0	0	0	0	5	0	0	0
Communication (MA)	0	0	0	0	7	7	0	0
Strategic Communication Area (BA)	0	0	0	0	5	0	0	0
Spanish (BA)	0	0	0	0	3	3	0	0

School of Humanities and Social Sciences								
Public Administration (MPA)	0	0	0	0	3	3	0	0
Political Science (BA)	0	0	0	0	6	5	0	0
History (BA)	0	0	0	0	3	3	0	0
Global Studies (BA)	0	0	0	0	3	3	0	0
Legal Studies (BA)	0	0	0	0	3	3	0	0
Philosophy (BA)	0	0	0	0	3	3	0	0
Social Work (BSW)	0	0	0	0	9	5	0	0
Sociology (BA)	0	0	0	0	3	3	0	0
Sociology (MA)	0	0	0	0	3	3	0	0
Criminology and Criminal Justice (BA)	0	0	0	0	3	2	0	0
School of Business Administration								
Bachelor of Business Administration (BBA)	0	0	0	0	3	3	0	0
General Business (Associate Degree)	0	0	0	0	3	3	0	0
Business Administration (MBA)	0	0	0	0	3	1	0	0
Accounting (BBA)	0	0	0	0	7	5	0	0
Finance (BBA)	0	0	0	0	5	5	0	0
Management (BBA)	0	0	0	0	7	7	0	0
Marketing (BBA)	0	0	0	0	6	4	0	0
Small Business Mgmt/ Entrepreneurship (BBA)	0	0	0	0	6	5	0	0
Sport Management (BA)	0	0	0	0	3	2	0	0
Sport Management (MA)	0	0	0	0	2	2	0	0
Computer Information Systems (BBA)	0	0	0	0	4	4	0	0
School of Engineering and Information Systems								
Computer Science (BS)	0	0	0	0	8	8	0	0
Career and Technical Education (BS)- IET	0	0	0	0	5	0	0	0
Career and Technical Education (MS)- IET	0	0	0	0	6	2	0	0
Engineering and Technology Management (MS)	0	0	0	0	3	3	0	0
Engineering Management (BS)	0	0	0	0	23	23	0	0
Engineering Technology (BS)	0	0	0	0	4	4	0	0
Technology Management (BS)	0	0	0	0	5	5	0	0
Engineering Technology (AAS)	0	0	0	0	3	3	0	0

Early Childhood, Elementary and Special Education Dept.								
Early Childhood Education (BA)	0	0	0	0	8	7	0	0
Early Elementary Area P-5 (BA)	0	0	0	0	8	7	0	0
Special Education	0	0	0	0	4	3	0	0
Community Support Services (BA)	0	0	0	0	4	3	0	0
Educational Unit for Child Care Services	0	0	0	0	4	4	0	0
Child Development (BA)	0	0	0	0	6	5	0	0
Middle Grades and Secondary Education Department								
Middle Grades 5-9 (BA)	0	0	0	0	8	7	0	0
Middle Grades/Secondary (MAT)	0	0	0	0	5	5	0	0
Social Studies Education (BA)	0	0	0	0	3	2	0	0
Foundational and Graduate Studies in Education								
Adult and Higher Education (MA)	0	0	0	0	10	10	0	0
Counseling (MA)	0	0	0	0	2	2	0	0
Educational Leadership (EdD)	0	0	0	0	9	9	0	0
Educational Technology (MA)	0	0	0	0	6	6	0	0
Specialist in Education: Adult and Higher Education (EdS)	0	0	0	0	3	0	0	0
Specialist in Education: Guidance and Counseling (EdS)	0	0	0	0	5	0	0	0
Specialist in Education: Instructional Leadership (EdS)	0	0	0	0	9	9	0	0
Teacher Leader (MA)	0	0	0	0	3	0	0	0
MSU Teach	0	0	0	0	4	3	0	0
Agricultural Sciences Department								
Agricultural Science (BS)	0	0	0	0	3	3	0	0
Career and Technical Education (BS)- AHS	0	0	0	0	5	5	0	0
Career and Technical Education (MS)- AHS	0	0	0	0	6	2	0	0
Veterinary Science (BS)	0	0	0	0	1	1	0	0
Vet Tech Program (AAS)	0	0	0	0	3	3	0	0
Vet Tech Program (BS)	0	0	0	0	3	3	0	0

<i>Biology and Chemistry Department</i>								
Biology (BS)	0	0	0	0	3	3	0	0
Biology (MS)	0	0	0	0	3	3	0	0
Biomedical Sciences (BS)	0	0	0	0	3	3	0	0
Chemistry (BS)	0	0	0	0	6	6	0	0
<i>Physics, Earth Science and Space Systems Engineering</i>								
Physics (BS)	0	0	0	0	4	3	0	0
Geology/Earth System Science (BS)	0	0	0	0	6	4	0	0
Space Science (BS)	0	0	0	0	6	6	0	0
Space Systems Engineering (MS)	0	0	0	0	6	6	0	0
<i>Kinesiology, Health, and Imaging Sciences Department</i>								
CT/MR (BS)	0	0	0	0	8	8	0	0
DMS (BS)	0	0	0	0	9	9	0	0
Exercise Science (BS)	0	0	0	0	5	4	0	0
Health Promotion (BA)	0	0	0	0	5	4	0	0
Wellness Promotion (MA)	0	0	0	0	4	3	0	0
LMI (BS)	0	0	0	0	4	4	0	0
RSCI (AAS)	0	0	0	0	10	9	0	0
<i>Mathematics Department</i>								
Mathematics (BS)	0	0	0	0	3	3	0	0
<i>Nursing Department</i>								
Nursing (AAS)	0	0	0	0	3	3	0	0
Nursing (BSN)	0	0	0	0	8	8	0	0
Nursing (RN-BSN) Post-Licensure	0	0	0	0	8	8	0	0
Nursing (FNP)	0	0	0	0	7	7	0	0
<i>Psychology Department</i>								
Neuroscience Area (BS)	0	0	0	0	3	0	0	0
Psychology (BS)	0	0	0	0	8	8	0	0
Psychology (MS)	0	0	0	0	4	4	0	0
Totals	0	0	0	0	488	400	0	0