ACADEMIC PROGRAM REVIEW FIRST REPORT

PRESIDENTIAL GREEN RIBBON COMMISSION ON ACADEMIC PRIORITIZATION AND BUDGET ALIGNMENT

Dr. Patricia Higgins, Chair

MARCH 26, 2018

KENTUCKY STATE UNIVERSITY
Academic Program Review Report

COMMITTEE MEMBERS AND OBSERVERS:
Presidential Green Ribbon Commission
on Academic Prioritization and Budget Alignment

Dr. Patricia Higgins—Chair, Green Ribbon Commission

GROUP 1:
Team Leader: Dr. Herman Walston—*Faculty*

1. Dr. Betty Griffin—*Retiree*
2. Dr. Phillip Clay Jr.—*Faculty*
3. Mr. Ron Moore—*Alumni*
4. Dr. Kenneth Andries—*Faculty*
5. Dr. Bonnie Marshall—*Consultant/Retiree*
6. Ms. Summer Gritton—*Student*

GROUP 2:
Team Leader: Dr. John Sedlacek—*Faculty*

7. Dr. Kirk Pomper—*Interim Dean*
8. Ms. Sheila Stuckey—*Library Director*
9. Dr. Margaret Davis—*Alumni*
10. Dr. Tamara Sluss—*Faculty*
11. Mrs. Cathy Thomas—*Alumni*
12. Dr. Crystal deGregory—*Director Atwood Institute for Race, Education, and the Democratic Ideal*
13. Mr. Jared Hubbard—*Student*

Group 3:
Team Leader: Dr. Farida Olden—*Faculty*

14. Dr. Cynthia Shelton—*Faculty/Interim Dean*
15. Dr. Jens Hannemann—*Faculty*
16. Mr. John Martin—*Faculty*
17. Mr. Joseph Goodman—*Staff*
18. Dr. Vida Pendleton—*Consultant Kentucky Department of Education*
19. Mrs. Francene Gilmer—*Staff*
20. Ms. Tyishuanea Simms—*Student*

GROUP 4:
Team Leader: Dr. Avinash Tope—*Faculty*

21. Ms. Delores Townsend—*Alumni*
22. Dr. Keith McCutchen—*Faculty*
23. Mr. Derrick Gilmore—*Staff*
24. Mr. Watez Phelps—*Student*

GROUP 5:
Team Leader: Dr. James Obielodan—*Faculty*

25. Dr. Wilfred Reilly—*Faculty*
26. Ms. Kimberly Sipes—*Faculty/Deputy Provost for Undergraduate Education and Faculty Affairs*
27. Dr. Johnny Sheppard—*Alumni*
28. Michael Weaver—*Student*

GROUP 6:
Team Leader: Dr. Emmanuel Amadife—*Faculty*

29. Ms. Yolanda Benson—*Registrar*
30. Dr. Lee Charles Harris—*Alumni/ Retiree*
31. Dr. A. Christopher Hayden—*Faculty/Acting Dean*
32. Mr. Garland Higgins—*Alumni/Retiree*
33. Ms. Briana Hodge—*Student Observers*
34. Dr. Debbie Thomas—*Provost and Vice President for Academic Affairs*
35. Dr. Kristen E. Broady—*Vice Provost for Graduate Studies and Academic Specialization*
36. Dr. Tierra M. Freeman—*SACSCOC Liaison*
37. Mrs. Dantrea Hampton—*President Faculty Senate*

March 26, 2018
First Report from the Committee

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Kentucky State University Academic Program Review

Presidential Green Ribbon Commission on Academic Prioritization and Budget Alignment

COMMITTEE MEMBERS

PROVOST OBSERVERS CHAIR

DR. DEBBIE THOMAS

DR. KRISTEN E. BROADY

DR. TIERRA M. FREEMAN

MRS. DANTREA HAMPTON

DR. PATRICIA HIGGINS

FACULTY

DR. TAMARA SLUSS

DR. PHILLIP CLAY JR.

DR. EMMANUEL AMADIFE

MS. KIMBERLY SIPES

MR. JOHN MARTIN

DR. JOHN SEDLACEK

DR. A. CHRISTOPHER HAYDEN

DR. AVINASH TOPE

DR. KEITH MCCUTCHEN

DR. HERMAN WALSTON

DR. FARIDA OLDEN

DR. JENS HANNEMANN

DR. CYNTHIA SHELTON

DR. WILFRED REILLY

DR. JAMES OBIELODAN

DR. KENNETH ANDRIES

DR. KIRK POMPER

STAFF

MR. JOSEPH GOODMAN

MS. YOLANDA BENSON

MS. SHELIA STUCKEY

MR. DERRICK GILMORE

MRS. FRANCENE GILMER

DR. CRYSTAL DEGREGORY

STUDENTS

MS. SUMMER GRITTON

MR. JARED HUBBARD

MS. TYISHUANEA SIMMS

MR. WATEZ PHELPS

MR. MICHAEL WEAVER

MS. BRIANA HODGE

ALUMNI

MRS. CATHY THOMAS

DR. LEE CHARLES HARRIS

MR. GARLAND HIGGINS

DR. MARGARET DAVIS

MRS. DELORES TOWNSEND

MR. RON MOORE

DR. JOHNNY SHEPPARD

KDE STAKEHOLDERS RETIREES

DR. VIDA PENDLETON

DR. BONNIE MARSHALL

DR. BETTY GRIFFIN

Kentucky State University Academic Program Review

Presidential Green Ribbon Commission on Academic Prioritization and Budget Alignment

COMMITTEE MEMBERS
AND ACADEMIC PROGRAMS REVIEWED

GROUP 1:
Team Leader: Dr. Herman Walston

1. Dr. Betty Griffin
2. Dr. Phillip Clay Jr.
3. Mr. Ron Moore
4. Dr. Kenneth Andries
5. Dr. Bonnie Marshall
6. Ms. Summer Gritton—*Student*

Programs Reviewed: 3
Elementary Education
IECE
Special Education

GROUP 2:
Team Leader: Dr. John Sedlacek

7. Dr. Kirk Pomper
8. Ms. Sheila Stuckey
9. Dr. Margaret Davis
10. Dr. Tamara Sluss
11. Mrs. Cathy Thomas
12. Dr. Crystal deGregory
13. Mr. Jared Hubbard—*Student*

Programs Reviewed: 4
Master's in Aquaculture and Aquatic Sciences
Master's in Environmental Studies
Mathematics
Chemistry

GROUP 3:
Team Leader: Dr. Farida Olden

14. Dr. Cynthia Shelton
15. Dr. Jens Hannemann
16. Mr. John Martin
17. Mr. Joseph Goodman
18. Dr. Vida Pendleton-KDE
19. Mrs. Francene Gilmer
20. Ms. Tyishuanea Simms—*Student*

Programs Reviewed: 3
Spanish
English
Liberal Studies

GROUP 4:
Team Leader: Dr. Avinash Tope

21. Ms. Delores Townsend
22. Dr. Keith McCutchen
23. Mr. Derrick Gilmore
24. Mr. Watez Phelps—*Student*

Programs Reviewed: 3
Social Sciences
Interdisciplinary Behavioral Sciences
Applied Information Technology—*In progress*

GROUP 5:
Team Leader: Dr. James Obielodan

25. Dr. Wilfred Reilly
26. Ms. Kimberly Sipes
27. Dr. Johnny Sheppard
28. Michael Weaver—*Student*

Programs Reviewed: 3
Music
Music Education
Fine/Studio Arts
African Studies

GROUP 6:
Team Leader: Dr. Emmanuel Amadife

29. Ms. Yolanda Benson
30. Dr. Lee Charles Harris
31. Dr. A. Christopher Hayden
32. Mr. Garland Higgins
33. Ms. Briana Hodge—*Student*

Programs Reviewed: 3
Political Science
Public Administration (Baccalaureate)
Business Administration-In progress

KENTUCKY STATE UNIVERSITY HISTORY AND BACKGROUND

From its modest beginnings as a small normal school for the training of black teachers for the black schools of Kentucky, Kentucky State University has grown and evolved to become the state's unique, small, liberal studies institution, serving students without regard to their race, age, sex, national origin or economic status.

The university was chartered in May 1886 as the State Normal School for Colored Persons, only the second state-supported institution of higher learning in Kentucky. During the euphoria of Frankfort's 1886 centennial celebration, when vivid recollections of the Civil War remained, the city's 4,000 residents were keenly interested in having the new institution located in Frankfort. Toward that end, the city donated $1,500—a considerable amount in 1886 dollars—and a site on a scenic bluff overlooking the town. This united display of community enthusiasm and commitment won the day. The new college was located in Frankfort in spite of competition from several other cities.

Recitation Hall (now Jackson Hall), the college's first building, was erected in 1887. The new school opened on October 11, 1887, with three teachers, 55 students and John H. Jackson as president.

In 1890, KSU became a land-grant college and the departments of home economics, agriculture and mechanics were added to the school's curriculum. The school produced its first graduating class of five students in the spring of that year. A high school was organized in 1893. This expansion continued into the 20th century in both name and programs. In 1902, the name was changed to Kentucky Normal and Industrial Institute for Colored Persons. The name was changed again in 1926 to Kentucky State Industrial College for Colored Persons. In the early 1930s, the high school was discontinued and in 1938 the school was named the Kentucky State College for Negroes. The term "for Negroes" was dropped in 1952. Kentucky State College became a university in 1972, and in 1973 the first graduate students enrolled in its School of Public Affairs.

Over the past 30 years, more than 30 new structures or major building expansions have enhanced Kentucky State University's 882-acre campus, which includes a 204-acre agricultural research farm.

PURPOSE OF THE PROGRAM REVIEW

The purpose of the program review is to determine the effectiveness of each program in carrying out the University's mission, goals, objectives and strategic plan and to promote continuous program improvement. Program reviews focus specifically on the components of instruction, research and public service, with primary emphasis on providing quality education. The review process is to generate diagnostic information that is needed for program and personnel improvement and resource allocation. The results of the program review will determine in part the programs that are to be continued without modification, continued with modification, consolidated, suspended or eliminated.

PROCESS CHART
FOR THE GREEN RIBBON COMMISSION

October 20, 2017

- President Brown announces the creation of the Green Ribbon Commission on Prioritization and Budget Alignment and asks Dr. Patricia Higgins to chair the task

December 11, 2017

- Dr. Higgins meets with President Brown to formalize the task and outline the purpose
- Drs. Brown and Higgins identify possible Commission participants
- 39 individuals are invited from KSU administrators; faculty and staff (active and retired); KSU alumni; KSU students; Kentucky Department of Education and retired educators

December 18, 2017

- First meeting of the Commission held at Alumni House
- Purpose of the Commission shared and roles of Commissioners identified
- Examined program reviews from other Kentucky universities and prior reviews completed for KSU
- Reviewed CPE expectations
- Eight groups established with table leaders and tasks to be accomplished

January 12, 2018

- Guidelines and criteria outlined to conduct the reviews
- Questions outlined to be considered when completing the program reviews

January 26, 2018

- Received corrected program data sheets from Dr. Kirk Pomper and Ms. Kimberly Sipes
- Decided to use average enrollment data for three years (2014–17) to determine programs for intensive review
- Used CPE guidelines for viable programs to make cutoff decisions based on enrollment
- 19 programs out of 37 were identified for intensive reviews
- Participated in discussions related to factors to consider for making decisions about program continuation and a rubric to use

- Agreed that chairs/faculty of programs being considered for elimination should have an opportunity to meet with Commission members to provide information about their programs

February 2, 2018

- Full-day retreat at Capital Plaza Hotel
- Group work to complete written program reviews and report on findings

February 16, 2018

- Dr. Higgins receives and reviews completed program reviews of 80 percent of programs

February 21–25, 2018

Rough draft of report sent to the chairs of the Commission groups, provost and the president. Report includes:

- Approved programs
- Current number of full-time and part-time employees
- Degrees awarded over three years
- Enrollment by gender and race over three years/retention rate
- Summary of findings on program continuation decisions
- Individual program review documents
- Number of grants that have impacts on students, program delivery instruction, etc.
- Program review summary, recommendations and rationales
- Summary of recommendations for continuation and budgetary implications
- Program recommendations sheets/guidelines for each intensely reviewed program
- Summary of program continuation decisions
- Individual pie charts for the 17 intensely reviewed programs
- Department budgets and average costs as of February 2018
- Example of one program, a rubric and the program review template (of what each program review consisted of)
- Progress chart of Commission actions

MISSION, VISION AND CORE VALUES

Mission Statement

Kentucky State University is a public, comprehensive, historically black land-grant university committed to advancing the Commonwealth of Kentucky, enhancing society and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research and public service to enable productive lives within the diverse global economy.

Vision Statement

Kentucky State University prepares today's students as global citizens, lifelong learners and problem solvers. To accomplish this, Kentucky State University must challenge itself and its students to be the best. It must recognize its strengths, expand and excel. Notwithstanding, it must also welcome change and quality improvement. By doing so, KSU will gain widespread recognition as one of the region's strongest universities.

As a university of distinction, Kentucky State University will create an environment where:

- Students are first.
- Diversity is valued, understood and respected.
- Diverse, motivated and talented students, staff and faculty are actively recruited and retained.
- An intellectual environment conducive to leadership in teaching, research and community service is encouraged and supported.
- Effective teaching is promoted both inside and outside the classroom.
- Students are taught how to obtain, evaluate and use information.
- Learning is lifelong.
- Effective and efficient fiscal management by the administration is the norm.
- Collegiality is the norm, not the exception.
- Each person is a change agent.
- Excellence starts with me.

Core Values

Through the core values, we—the faculty, staff, administration and students of Kentucky State University—communicate to all our stakeholders and constituents the way in which we choose to do business. The following values that we hold are essential to achieving the University's mission:

Student-Centered Philosophy
In everything we do, our students come first. We strive to create an environment that values the unique backgrounds, perspectives and talents of all our students and provide them with the academic, leadership and social tools to help them grow as responsible, knowledgeable and creative global citizens. We encourage attitudes and behaviors that lead to a desire to learn and a commitment to goals and respect for the dignity of others. Ultimately, we encourage attitudes and behaviors that build success.

Excellence and Innovation
We believe in students' potential to learn and to connect what they learn inside and outside the classroom to solving problems for productive changes. We strive to offer excellent academic programs; to encourage exploration and discovery through providing outstanding instruction, technology and facilities; and to ignite a curiosity toward the world and a passion for lifelong learning. We seek to reward the pursuit and achievement of excellence and innovation in an environment where freedom of thought and expression are valued. We want all members of our campus community to leave a mark through their creativity, curiosity, discovery, exploration and ingenuity.

Ethical Conduct

We encourage the sharing of information in an open and responsible manner while maintaining the highest ethical and moral standards. The standards are reflected in our commitment to accountability and to personal responsibility for our choices and actions. We encourage respect for the dignity, diversity and rights of individuals. We welcome all students who commit themselves to learning, knowing that students and faculty with diverse perspectives enhance our classroom experience.

Social Responsibility

We share responsibility for each other and are committed to providing opportunities for the participation in the economic, political and cultural life of our local, state, regional, national and global communities. We are sensitive to our surrounding community; therefore, we recognize the value of integrating classroom learning with the community experience. Our commitment is to provide leadership and to establish partnerships for addressing community and workforce needs and to make a positive difference in the City of Frankfort, the Commonwealth of Kentucky and the world.

APPROVED PROGRAMS

PROGRAM ID	ACTIVE (A)	DEGREE DESIGNATION	CIP	PROCESSING STATUS
	ASSOCIATE			
1683	*LIBERAL STUDIES	AA	24.0101	APPROVED
1692	*NURSING ADN	AAS	51.3801	APPROVED
	BACCALAUREATE			
1694	*AFRICANA STUDIES	BA	05.0101	APPROVED
1701	*COMMUNICATION AND JOURNALISM	BA	09.0499	APPROVED
1702	*COMPUTER AND INFORMATION SCIENCES	BS	11.0101	APPROVED
1703	*APPLIED INFORMATION TECHNOLOGY	BS	11.0103	APPROVED
1706	ELEMENTARY EDUCATION AND TEACHING	BA	13.1202	APPROVED
1713	*MUSIC EDUCATION	BME	13.1312	APPROVED
1714	*PHYSICAL EDUCATION TEACHING	BA;BS	13.1314	APPROVED
1719	SPANISH LANGUAGE AND LITERATURE	BA	16.0905	APPROVED
1722	*CHILD DEVELOPMENT AND FAMILY RELATIONS (NON-TEACHING)	BA	19.0701	APPROVED
1724	*ENGLISH LANGUAGE AND LITERATURE	BA	23.0101	APPROVED
1725	*LIBERAL STUDIES	BA	24.0101	APPROVED
1726	*BIOLOGY	BS	26.0101	APPROVED
1727	*MATHEMATICS	BA	27.0101	APPROVED
1728	*CHEMISTRY	BS	40.0501	APPROVED
1729	*PSYCHOLOGY	BA	42.0101	APPROVED
1730	*CRIMINAL JUSTICE	BA	43.0104	APPROVED
1732	PUBLIC ADMINISTRATION	BA	44.0401	APPROVED
1734	SOCIAL WORK	BA	44.0701	APPROVED
1735	*SOCIAL SCIENCES	BA	45.0101	APPROVED
1736	*POLITICAL SCIENCE	BA	45.1001	APPROVED
1739	*FINE/STUDIO ARTS	BA	50.0702	APPROVED
1741	*MUSIC	BA	50.0901	APPROVED
1742	*MUSIC PERFORMANCE	BM	50.0903	APPROVED
1746	*NURSING RN-TO-BSN	BS	51.3801	APPROVED
1748	*BUSINESS ADMINISTRATION	BA	52.0201	APPROVED
9891	*AGRICULTURE, FOOD, AND ENVIRONMENT	BS	01.0000	APPROVED
	MASTER'S			
1755	ENVIRONMENTAL STUDIES	MS	03.0103	APPROVED
1756	*AQUACULTURE AND AQUATIC SCIENCES	MS	01.0303	APPROVED
1757	*COMPUTER AND INFORMATION SCIENCES	MS	11.0101	APPROVED
1758	*SPECIAL EDUCATION WITH LEARNING AND BEHAVIOR DISORDERS	MA	13.1001	APPROVED
1759	PUBLIC ADMINISTRATION	MPA	44.0401	APPROVED
1761	*BUSINESS ADMINISTRATION	MBA	52.0201	APPROVED
9887	GERONTOLOGY	MA	30.1101	APPROVED
10311	*INTERDISCIPLINARY BEHAVIORAL SCIENCE	MA	42.2812	APPROVED
	DOCTOR'S DEGREE - PROFESSIONAL PRACTICE			
10312	*DOCTOR OF NURSING PRACTICE	DNP	51.3802	APPROVED

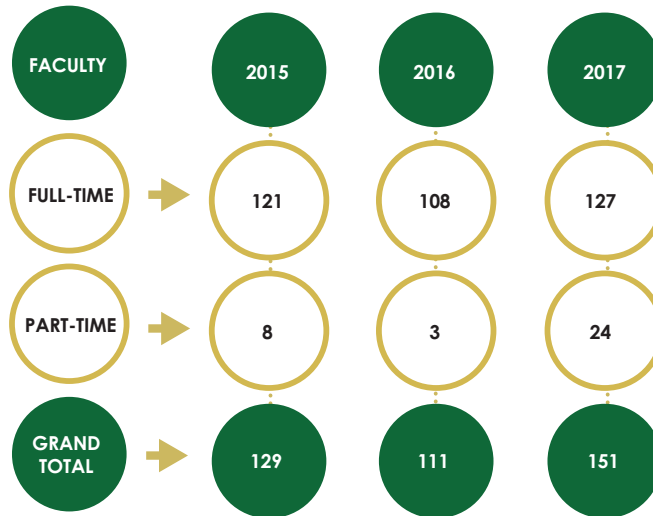| PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
	UNDERGRADUATE CERTIFICATE < 1 YEAR			
12041	AQUACULTURE	UCERT1	01.0303	
13924	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN AGRICULTURE BUSINESS MANAGEMENT	UCERT1	01.0101	
13925	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN ENVIRONMENTAL MEASUREMENTS	UCERT1	03.0104	
13926	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN FAMILY AND CONSUMER SCIENCE	UCERT1	19.0101	
13927	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN ELEMENTS OF FASHION AND HOME DÃ©COR	UCERT1	19.0601	
13928	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN FOOD SAFETY	UCERT1	01.1099	
13929	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN GEOSPATIAL TECHNOLOGY APPLICATION	UCERT1	03.0206	
13930	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN HUMAN HEALTH AND NUTRITION	UCERT1	19.0501	
13931	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN SUSTAINABLE AGRICULTURE SYSTEMS	UCERT1	01.0308	
13932	*COMPUTER TECHNICIAN	UCERT1	11.0103	
13933	*NETWORK ASSOCIATE	UCERT1	11.0103	
13934	*NETWORK PROFESSIONAL	UCERT1	11.0103	
13935	*CYBER SECURITY	UCERT1	11.0101	
13936	*MUSIC AND CULTURE OF THE AFRICAN DIASPORA	UCERT1	50.0905	
13937	*MUSIC INDUSTRY AND PRODUCTION	UCERT1	10.0203	

INACTIVE (CLOSED)

	ASSOCIATE			
1677	*ELECTRONIC TECHNOLOGY	AAS	15.0303	**APPROVED**
1679	*DRAFTING	AAS	15.1301	**APPROVED**
1680	*NURSING	AAS	51.3801	**APPROVED**
	BACCALAUREATE			
1696	ACCOUNTING	BA	52.0301	**APPROVED**
1709	BUSINESS TEACHER EDUCATION	BA	13.1303	**APPROVED**
1716	*MANUFACTURING TECHNOLOGY	BS	15.0613	**APPROVED**
1731	CRIMINAL JUSTICE/POLICE SCIENCE	BA	43.0107	**APPROVED**
1733	PUBLIC ADMINISTRATION	BA	44.0401.01	**APPROVED**
1737	SOCIOLOGY	BA	45.1101	**APPROVED**
1738	VISUAL AND PERFORMING ARTS, GENERAL	BA	50.0101	**APPROVED**
1747	BUSINESS/COMMERCE, GENERAL	BA	52.0101	**APPROVED**
1749	ACCOUNTING	BA	52.0301	**APPROVED**
1750	EXECUTIVE ASSISTANT/EXECUTIVE SECRETARY	BS	52.0402	**APPROVED**
1751	BUSINESS/MANAGERIAL ECONOMICS	BA	52.0601	**APPROVED**
1752	*MARKETING	BA	52.1401	**APPROVED**
1753	*HISTORY	BA	54.0101	**APPROVED**
	UNDERGRADUATE CERTIFICATE < 1 YEAR			
1754	SECRETARIAL	C	07.0606	

EMPLOYEES

Current Employees as of November 1, 2017

Faculty
Per IPEDS, exclude library faculty, but include teaching and research faculty

FACULTY	2015	2016	2017
FULL-TIME	121	108	127
PART-TIME	8	3	24
GRAND TOTAL	129	111	151

AS OF 1-NOV-2017

	FULL-TIME	PART-TIME	TOTAL
FACULTY	127	24	151
STAFF	345	28	373
TOTAL	472	52	524

Employees (cont.)

FULL-TIME FACULTY AS OF 1-NOV-2017

	FEMALE	MALE	TOTAL
AMERICAN INDIAN	1	0	1
ASIAN	2	8	10
BLACK, NON HISPANIC	16	25	41
HISPANIC	2	0	2
TWO OR MORE RACES	1	2	3
UNKNOWN	8	5	13
WHITE, NON HISPANIC	26	31	57
GRAND TOTAL	56	71	127

DEGREES AWARDED

	2014-15	2015-16	2016-17
ASSOCIATE	62	43	43
BACHELOR	270	276	315
CERTIFICATE	0	0	3
MASTER'S	52	45	40
TOTAL →	384	364	401

Note: Per CPE, degree files are being submitted to CPE for the period of summer-fall-spring.

LEVEL	2014-15	2015-16	2016-17
UNDERGRADUATE (Certificate, Associate & Bachelor)	332	319	361
GRADUATE (MASTER'S)	52	45	40

Note: Per CPE, degree files are being submitted to CPE for the period of summer-fall-spring.

ENROLLMENT BY GENDER AND RACE

FEMALE

RACE	FALL 2015	FALL 2016	FALL 2017
AMERICAN INDIAN/ALASKAN NATIVE	4	6	4
ASIAN	6	9	13
BLACK, NON HISPANIC	483	479	511
HAWAIIAN OR PACIFIC ISLANDER	3	0	0
HISPANIC	29	22	26
NONRESIDENT ALIEN	10	10	9
TWO OR MORE RACES	24	25	34
UNKNOWN	86	238	301
WHITE, NON HISPANIC	277	259	238
FEMALE TOTAL →	922	1,048	1,136

MALE

RACE	FALL 2015	FALL 2016	FALL 2017
AMERICAN INDIAN/ALASKAN NATIVE	0	1	3
ASIAN	9	11	13
BLACK, NON HISPANIC	329	325	407
HAWAIIAN OR PACIFIC ISLANDER	0	0	0
HISPANIC	18	14	10
NONRESIDENT ALIEN	7	12	25
TWO OR MORE RACES	13	14	20
UNKNOWN	60	138	176
WHITE, NON HISPANIC	228	173	136
MALE TOTAL →	664	688	790

	FALL 2015	FALL 2016	FALL 2017
TOTAL ENROLLMENT →	1,586	1,736	1,926

COURSES TAUGHT BY AT LEAST ONE FULL-TIME FACULTY

	2014-15	2015-16	2016-17
NUMBER OF COURSES →	813	794	873
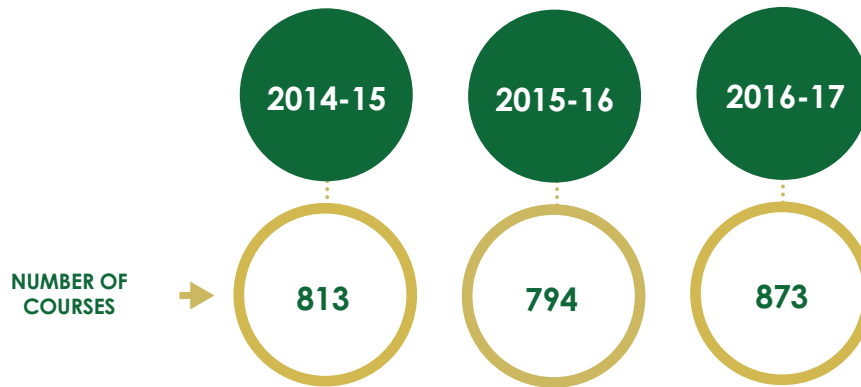
GRADUATE RATE OF PROGRAM MAJORS OVER THE PAST THREE YEARS

Calculated as percent of first-time freshmen bachelor degree seeking in one fall semester who completed bachelor degree within six years.

|	FALL 2008	FALL 2009	FALL 2010
AGRICULTURE, FOOD, ENVIRON	0	50.0%	0
APPLIED INFORMATION TECHNOLOGY	50.0%	66.7%	75.0%
BIOLOGY	75.8%	63.2%	81.4%
BUSINESS ADMINISTRATION	87.3%	88.0%	87.8%
CHEMISTRY	75.0%	50.0%	66.7%
COMPUTER SCIENCES	90.0%	66.7%	87.5%
CRIMINAL JUSTICE	85.2%	64.2%	75.6%
ELEMENTARY EDUCATION	84.6%	93.8%	87.5%
ENGLISH	72.7%	50.0%	66.7%
FINE/STUDIO ARTS	80.0%	50.0%	71.4%
HISTORY	0	0	50.0%
HUMAN DEVELOPMENT & FAMILY STUDIES	50.0%	45.5%	18.8%
INTERDISC EARLY CHILDHOOD EDU	50.0%	0	100.0%
LIBERAL STUDIES (GEN STUDIES)	19.0%	62.5%	46.7%
MASS COMMUNICATION AND JOURNALISM	75.7%	54.2%	64.5%
MATHEMATICS	85.7%	80.0%	66.7%
MUSIC	86.7%	100.0%	90.0%
NURSING	80.0%	100.0%	100.0%
PHYSICAL EDUCATION	76.0%	70.6%	88.9%
POLITICAL SCIENCES	88.9%	50.0%	70.0%
PSYCHOLOGY	58.1%	80.0%	75.0%
PUBLIC ADMINISTRATION	75.0%	0	100.0%
SOCIAL SCIENCES	100.0%	100.0%	60.0%
SOCIAL WORK	66.7%	78.6%	57.1%

RETENTION RATES

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
RETENTION RATE →	51%	44%	60%	60%	68%
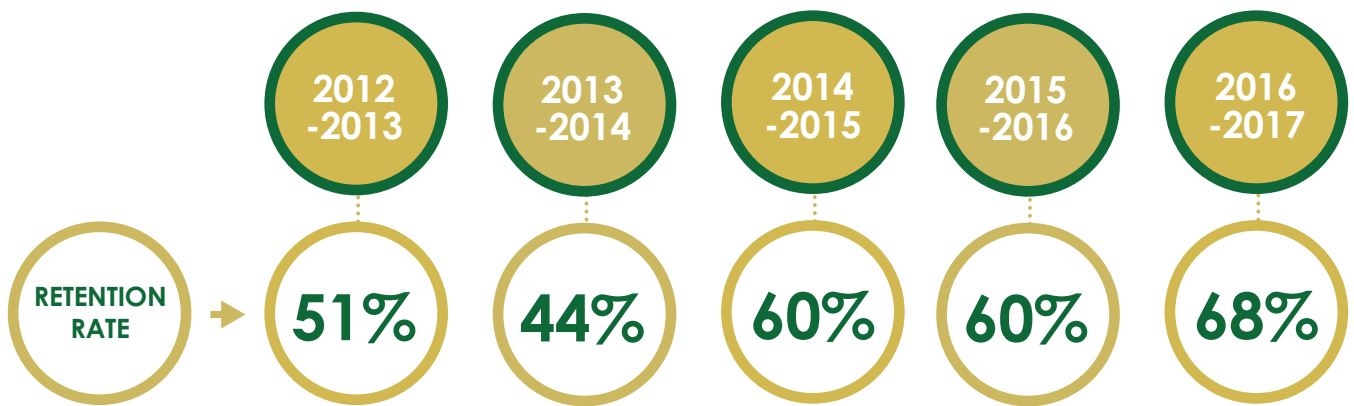
SUMMARY OF DRAFT FINDINGS
ON PROGRAM CONTINUATION DECISIONS

Presidential Green Ribbon Commission on Academic Prioritization and Budget Alignment

The 39-member **Green Ribbon Commission on Academic Prioritization and Budget Alignment** was formed by Dr. M. Christopher Brown II with input from Dr. Patricia Higgins in mid-November 2017. The purpose of the Commission was to determine the effectiveness of each program in carrying out the University's mission, goal, objectives and strategic plan and to promote continuous improvement. The review process is to generate diagnostic information that is needed for program and personnel improvement and resource allocation. The results of the program review will determine, in part, the programs that are to be continued without modification, continued with modification, consolidated, suspended or eliminated.

The Commission, which met in four whole-group and numerous small-groups sessions to perform its assigned task, reviewed a total of 37 degree-conferring programs. After reviewing data from OIRE, the Commission selected 19 (51.35%) bachelor- and master-level programs that failed to meet the Council on Postsecondary Education's threshold for program productivity. It was decided that the 19 "low-performing programs" would undergo an intensive review process.

The Council's Guidelines for Review of Academic Program Productivity [November, 1999] established the following thresholds to be used to identify programs for review:

- Associate programs—average of fewer than 12 degrees awarded during a five-year period

- Baccalaureate programs—average of fewer than 12 degrees awarded during a five-year period

- Master's programs—average of fewer than seven degrees awarded during a five-year period

- Doctoral programs—average of fewer than five degrees awarded during a five-year period

- (CPE, Review of Existing Academic Programs, p. 3)

Commission members expressed concerns over making program continuation recommendations from a one-dimensional *(degrees awarded)* look at selected programs; therefore, in addition to completing reviews for programs showing low productivity, Commission members were asked to make program continuation recommendations for KSU based on a 16-factor rubric:

1. Enrollment trends
2. Graduation rates
3. Faculty qualification
4. Instructional practices
5. Program demand
6. Financial contributions
7. Sufficiency of courses
8. Accreditation status
9. Impact on students
10. Curriculum
11. Equipment/facilities
12. Student performance
13. Persistence rates
14. Attempts to revitalize
15. Nonmonetary impact
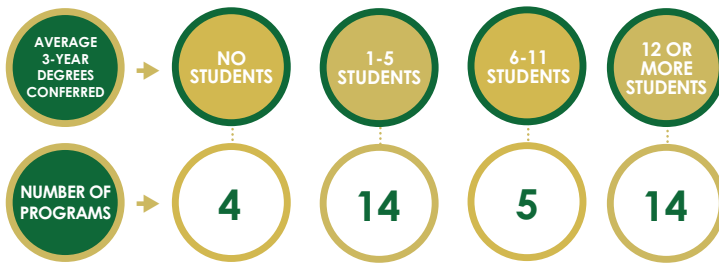16. Alignment to mission, vision, goal, core principles

This document is a summary of overall findings for each factor considered for the 19 programs that underwent intensive review.

ENROLLMENT TRENDS

Summary

The average three-year data on degrees conferred and enrollment trends did not meet guidelines established by the Council on Postsecondary Education (CPE) program productivity.

Below is a breakdown of the 37 programs that underwent reviews based on the average number of degrees conferred over a three-year period:

AVERAGE 3-YEAR DEGREES CONFERRED	NO STUDENTS	1-5 STUDENTS	6-11 STUDENTS	12 OR MORE STUDENTS
NUMBER OF PROGRAMS	4	14	5	14

Challenges

Challenges to reversing the downward trend in enrollment include, but are not limited to:

- An excessive amount of negative press
- Up-to-date recruitment brochures and materials
- Attracting college-ready students
- Reputation of the university for preparing job-ready individuals and stability
- Effective support and retention plans
- The appearance of instability based on leadership styles
- Greater opportunities for enrollment in historically white institutions
- Greater financial incentives from traditionally white universities
- Alumni chapters are less involved than in prior years

Budget Implications

Budgetary consideration should be given to funds needed:

- To publicize positive image of KSU (public relations)
- To offer more financial support for students with great potential but few financial resources
- For enhanced and targeted recruitment
- For recruitment materials
- To revitalize alumni groups

GRADUATION RATES

Summary

As in most universities, graduation rates are lower than enrollment because of the number of students who drop out or do not persist. The Institutional Research Factbook 2015–16 reveals graduation rates of less than 25 percent for three exiting cohorts (2007–13).

Challenges

- Increasing term-to-term persistence rates
- Reducing assistantships to two years
- Budget implications

Cohort Graduation Rate History

"The graduation rate is calculated as the percentage of those students in the cohort (after adjusted/minus exclusion) who completed their program within 150 percent of normal time to completion (within 6 years)." (KSU Factbook-2015–16)

	2012-2013	2013-2014	2014-2015
PERCENT OF COHORT COMPLETING IN 6 YEARS	18.2%	20.2%	22.1%

Budget Implications

Funds devoted to recruitment, retention, persistence, facilities, qualified and sufficient faculty, advertising and public relations would impact graduation rates.

FACULTY QUALIFICATIONS

Summary

An overwhelming majority of the full-time faculty have earned terminal degrees or have exceptional experience in the areas they are assigned to teach. They participate in professional growth opportunities and seek ways to bring finances and recognition to the university. A review of the faculty qualification chart and faculty evaluations will reveal how full-time faculty members demonstrate best practices in teaching, service and scholarship. Many full-time faculty members write and administer grants, collaborate within the community and take leadership roles in professional development in local schools and agencies.

Challenges

Although full-time faculty are prepared for the roles they serve, many programs have a significant number of adjunct and part-time faculty who may or may not be fully immersed in the missions, visions, goals and learner outcomes of the programs in which they teach. Faculty are "expected" to perform time-consuming and labor-intensive tasks that diminish time devoted to instruction/research. Another concern is equitable salary distribution. Some faculty believe that they are not compensated fairly. One faculty member described the unequal distribution of compensation as a "devaluation" of some faculty's service. Other faculty expressed feelings of being underutilized. They talk about not having had opportunities to serve in leadership roles. Some faculty are concerned that the newly employed faculty enter with salaries far above those of faculty who have been loyal and supportive of the university.

They also express concerns that they have demonstrated success in scholarship, service and teaching without financial reward.

Budget Implications

The budgetary allotment for faculty varies by expertise, experience, program and position. Some discontent was expressed over salary disparities between long-serving, tenured faculty and "newcomer administrators." While teaching faculty are qualified for the positions they hold, nearly all programs had concerns over the scarcity of full-time faculty to share the workload. However, low enrollments and graduation rates make it difficult to justify employing additional full-time faculty.

Funds are needed:
- To correct the inequitable distribution of salaries for all
- For more full-time faculty with demonstrated teaching skills
- For better screening and professional development for adjuncts
- To adjust faculty salaries to reflect more equitable distribution

INSTRUCTIONAL PRACTICES

Summary

Instructional practices vary within and across programs. Faculty members lecture; provide cooperative learning opportunities; incorporate peer teaching, standards-based content, project-based learning and technology (Blackboard, Campus labs); and use role play, simulations, discussion groups, problem solving and brainstorming practices to enhance learning. Faculty also write and submit Student Learning Outcomes that align with program and university missions.

Challenges

Challenges to effective instructional practices include limited student engagement, utilizing assessment to inform instruction, developing relevant and rigorous learning goals and building on students' prior knowledge. Monitoring instructional practices of adjunct faculty to ensure that best practices are conducted is also a challenge.

Budget Implications

For most HBCUs, financial resources to support professional development that enhances instruction practices come from Title III funding. Amounts established for professional development over the past three years are shown below.

Kentucky State Fiscal 2015–17 Department Budgets as of 2-12-18

"The information presented here is a dump of raw data, provided by the Office of Institutional Research and Effectiveness (OIRE) for the requestor. The data was retrieved from the University (Banner) system, and what was presented here accurately reflects what's being entered in the (Banner) system. OIRE is not responsible for any alteration, modification and/or calculation made using this raw data. If you have any questions about appropriate usage, handling and/or sharing the data, please consult with OIRE."

Funds are needed for:
- Professional development travel, lodging and registration that address specific needs and relate to learner outcomes and the university's mission
- Consultants to facilitate retreats and professional development
- Equalize professional development opportunities across the campus so that a larger segment of the faculty has an opportunity to learn and grow

PROGRAM DEMAND

Summary

Program demand is viewed in terms of demand for the programs at KSU and demand for graduates of the programs in the wider society. Reviewed programs with low three-year average graduation and enrollment rates are all programs for which the U.S. Department of Labor projects opportunities for gainful employment over the next several years. Although Commission members view the need for the reviewed programs as fair to good, students are not entering and exiting these programs at high numbers. KSU is not supplying a comparable number of graduates to other universities within the state. The daunting questions then become, "Why are students not enrolling in large numbers at KSU and pursuing degrees that lead to gainful employment opportunities? How are other schools attracting and graduating students? What needs to happen to make KSU's low-producing programs more competitive? Is money a barrier to revitalization?"
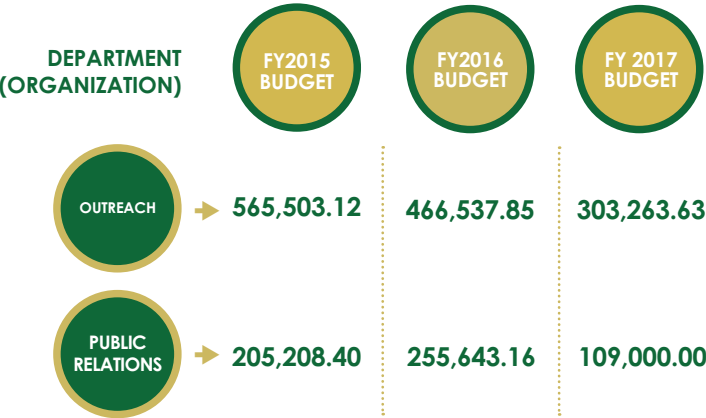
Challenges

Challenges faced by programs that are not meeting employment demands are:

- Competition from other state universities
- Knowledge of KSU program offerings
- Overcoming negative reputations about the preparedness of graduates
- Innovative program delivery
- Collaborations and partnerships that lead to employment
- Adequate numbers of faculty members to deliver courses in a timely manner
- Up-to-date equipment and facilities

Budget Implications

Funds established for outreach and public relations over the past three years are:

DEPARTMENT (ORGANIZATION)	FY2015 BUDGET	FY2016 BUDGET	FY 2017 BUDGET
OUTREACH	565,503.12	466,537.85	303,263.63
PUBLIC RELATIONS	205,208.40	255,643.16	109,000.00

Funds needed to produce more graduates to address employment demands include, but are not limited to, funds for:

- Advertising
- State-of-the-art laboratories and facilities
- Public relations blitz
- Incentives for employers to use KSU as its training and professional development site
- Incentives for attending KSU
- Incentives for employing KSU graduates
- Innovative program delivery plans
- Additional highly qualified faculty

FINANCIAL CONTRIBUTION TO THE UNIVERSITY

Summary

Outside funds for KSU are often obtained through grants that allow for program enhancements, financial gain for faculty, additional personnel, professional development, additional technology and/or scholarships. Reviewed programs make substantial contributions to the university. Data from the Office of Research and Sponsored Programs report the following funding information related to grants for fiscal years 15, 16, 17 and 18.

FY15 Grant Submission Overview: During FY15 a total of 67 proposals were submitted, with a requested total budget amount of $26,985,543. The indirect costs over the lifetime of these grants would yield $2,049,587.

FY16 Grant Submission Overview: During FY16 a total of 68 proposals were submitted, with a requested total budgeted amount of $21,223,345. The average amount of a proposal submitted in FY16 was $307,741, and the monthly overall average was $1,711,486. Forty-five percent of the proposals submitted by KSU were classified as research, 25 percent as public service, and 10 percent as student services. Agriculture and Natural Resources accounted for 20 percent of the total amount requested in FY16, while Aquaculture tallied 16.8 percent, Student Support Services 8 percent, Mathematics and Physics 6.4 percent, Land Grant & Extension 5.7 percent and Environmental Studies & Sustainable Systems 5.2 percent. The University requested a total of $915,646 in indirect costs (IDC) for administrative costs associated with grants and contracts. Based on 45 proposals that allow IDC, the average amount per proposal totaled $20,347.

FY17 Grant Submission Overview: During FY17, a total of 83 proposals were submitted, with a requested total budgeted amount of $23,725,327. The average amount of a proposal submitted in FY17 was $289,333, and the monthly overall average was $1,694,666. Sixty percent of the proposals submitted by KSU were classified as research, 25 percent as public service and 11 percent as student services. The College of Ag accounted for 61 percent of the total amount requested in FY17, while the Office of the President accounted for 13 percent, College of Professional Studies 11 percent and the Colleges of Arts and Sciences/Academic Affairs combined to make up the final 15 percent. The university requested a total of $1,301,022 in indirect costs (IDC) for administrative costs associated with grants and contracts. Based on 33 proposals that allow IDC, the average amount per proposal totaled $37,080, and the average requested IDC rate was 42.05 percent. In FY16, Kentucky State University had a total amount requested of $21,223,345. Thus, there was a $2M increase in this year compared to last year.

FY18 Grant Submission Overview: Forty-one proposals have been submitted through the month of January, with budgeted amounts totaling $21,621,874. The average amount of a proposal submitted in FY18 is $527,363. Thirty-three percent of the proposals submitted were classified as research, 23 percent were classified as public service and 17 percent were classified as extension. Instruction and student service proposals combined to make up the remaining 27 percent. The university requested a total of $409,004 in indirect costs (IDC) for grants and contracts. Based on 19 proposals that allow IDC, the average amount of IDC per proposal was $21,526, with an average IDC rate of 35 percent (ORSP, 2015–18).

The following charts from the ORSP show the most recent grant awards by colleges/units. These data reveal that, overall, reviewed programs make substantial contributions to KSU.

FY18 NUMBER OF SUBMISSIONS
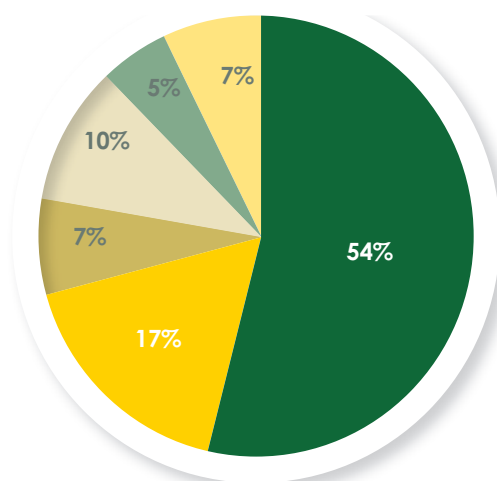
Pie chart segments: 54%, 17%, 7%, 7%, 10%, 5%, 7%

- ● COLLEGE OF AGRICULTURE FOOD SCIENCE AND SUSTAINABLE SYSTEMS
- ● COLLEGE OF ARTS AND SCIENCES
- ● ACADEMIC AFFAIRS
- ● COLLEGE OF PROFESSIONAL STUDIES
- ● OFFICE OF THE PRESIDENT
- ● COLLEGE OF BUSINESS AND COMPUTER SCIENCE

The above chart shows the number of submissions by college. See Appendix A for additional information on grants and financial support to KSU.

Challenges

- Time to research and write grants
- Awareness of existing funds
- Applying for new grants
- Utilizing grants that have been secured for the university

Budget Implications

KSU is home to approximately 127 full-time faculty. Faculty from reviewed programs have been awarded grants that have impacts on students, program delivery, equipment, additional instructors and faculty compensation for grant management. Without the dedication and innovation of many faculty, many programs would be under tremendous strain to maintain the level of support that exists; therefore, faculty are encouraged to continue applying for and managing grants that support the goals and mission of the university.

SUFFICIENCY OF COURSE OFFERINGS TO ENSURE REASONABLE COMPLETION OPPORTUNITIES
Summary

Sufficient courses are available to meet the needs of enrolled students and to ensure reasonable completion opportunities. Although some course enrollments are low, it has been the practice to offer the class, even if the minimum of six students are not enrolled. Offering the course with such low enrollment is done to address students' needs to stay on track for graduation.

Challenges

- Enough students to provide quality and meaningful learning experiences
- Consistent low enrollment

Budget Implications

Because of low enrollments, some faculty teach courses with fewer than five students. This does not appear to be a cost-effective way to utilize the time and expertise of faculty.

ACCREDITATION STATUS
Summary

The university is accredited by SACSCOC and is currently preparing for a review. Programs are accredited by their content area specialists. Programs are accredited when they demonstrate that they meet designated performance standards to a team familiar with certification criteria. University and program accreditation are primary marketing tools for recruitment and grant applications; therefore, accreditation status is an extremely important factor to consider in program continuation decisions. To date, university financial support for accreditation reviews and visits has not been problematic for any of the reviewed programs.

Challenges related to time and human resources rather than to funding:

- Maintaining and documenting high-level program performance
- Faculty participation in the accreditation visit preparation
- Time to prepare documents
- Unequal benefits to faculty leaders who facilitate accreditation reviews

Budget Implications

Funds allocated to support program accreditation for the past three years are:

DEPARTMENT (ORGANIZATION)	FY2015 BUDGET	FY2016 BUDGET	FY 2017 BUDGET
ACADEMIC ASSESSMENT & EVALUATION	-	82,614.00	172,500.00
ACADEMICS WITH ATTITUDE	172,021.94	-	-
ACCELERATED LEARNING	-	129,479.32	-
ASST PROVOST OUTREACH & EXTEND PROG	1,907,198.37	1,047,814.34	895,075.07
DIR STUDENT SUPPORT SERVICES	311.29	385,073.92	444,697.70
SACS COC	29,469.85	17,471.57	198,140.41

Funds to support program accreditation are needed for:

- Lodging, travel and food for accrediting team
- Materials and supplies to demonstrate adherence to standards

IMPACT ON STUDENTS
Summary

The impact on students varies across programs. Some programs graduate students who successfully compete for and secure employment in their areas of preparation.

Challenges

- Preparing students to supply the demands of employment
- Awareness of employment trends
- Developing business partnerships that encourage employment opportunities
- Lack of a career center or placement officer to assist with employment
- Funds are needed for enhancement of placement service activities (interviewing, resume writing, etc.)

GRADUATE SCHOOL ACCEPTANCE

Note: The information below is obtained from graduation clearance survey

	SPRING 2015	SPRING 2016	SPRING 2017
STUDENTS WHO PLANNED TO GO TO GRADUATE SCHOOL	32	21	11
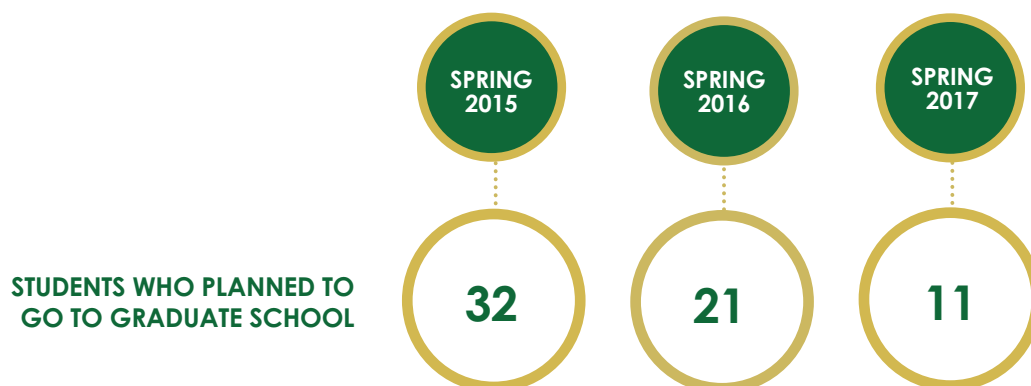
GRADUATE RATE OF REPORTED PROGRAM MAJORS OVER THE PAST THREE YEARS

Calculated as percent of first-time freshmen bachelor degree seeking in one fall semester who completed bachelor degree within six years.

	FALL 2008	FALL 2009	FALL 2010
AGRICULTURE, FOOD, ENVIRON	-	50.0%	-
APPLIED INFORMATION TECHNOLOGY	50.0%	66.7%	75.0%
BIOLOGY	75.8%	63.2%	81.4%
BUSINESS ADMINISTRATION	87.3%	88.0%	87.8%
CHEMISTRY	75.0%	50.0%	66.7%
COMPUTER SCIENCES	90.0%	66.7%	87.5%
CRIMINAL JUSTICE	85.2%	64.2%	75.6%
ELEMENTARY EDUCATION	84.6%	93.8%	87.5%
ENGLISH	72.7%	50.0%	66.7%
FINE/STUDIO ARTS	80.0%	50.0%	71.4%
HISTORY	-	-	50.0%
HUMAN DEVELOPMENT & FAMILY STUDIES	50.0%	45.5%	18.8%
INTERDISC EARLY CHILDHOOD EDU	50.0%	-	100.0%
LIBERAL STUDIES (GEN STUDIES)	19.0%	62.5%	46.7%
MASS COMMUNICATION AND JOURNALISM	75.7%	54.2%	64.5%
MATHEMATICS	85.7%	80.0%	66.7%
MUSIC	86.7%	100.0%	90.0%
NURSING	80.0%	100.0%	100.0%
PHYSICAL EDUCATION	76.0%	70.6%	88.9%
POLITICAL SCIENCES	88.9%	50.0%	70.0%
PSYCHOLOGY	58.1%	80.0%	75.0%
PUBLIC ADMINISTRATION	75.0%	-	100.0%
SOCIAL SCIENCES	100.0%	100.0%	60.0%
SOCIAL WORK	66.7%	78.6%	57.1%
SPANISH	-	-	100.0%

Summary

Overall, the curricula for the reviewed programs are current, and are built on standards-based content. They focus on concept and skill development, build on students' prior knowledge, employ research-based teaching methods and are relevant to the needs of employers and students. In a majority of the reviews, commission members rated the curriculum as good or excellent.

Challenges

- Making needed changes to curriculum to address student and employer needs
- Underutilization of technology
- Monopoly of single textbook companies
- The process of ordering textbooks
- Not enough instructors for online courses

Budget Implications

- Funds to support a sufficient number of faculty to teach online courses
- Up-to-date facilities, equipment and STEM labs
- Professional development funds to encourage curricular reviews and student engagement

EQUIPMENT AND FACILITIES

Summary

Commission members rated equipment and facilities as generally fair to good. Primarily, they identified improvements in technology as requiring most attention.

Challenges

- Maintenance of electronic equipment
- New and up-to-date equipment
- Training on data collecting systems
- Reliable, in-house food preparers
- Streamlined process for service request

Budget Implications

Funds established for equipment and facilities over the past three years are:

DEPARTMENT (ORGANIZATION)	FY2015 BUDGET	FY2016 BUDGET	FY 2017 BUDGET
BOILER PLANT	381,528.73	386,507.88	319,300.00
BUILDING SERVICES	280,119.85	80,615.72	162,900.00
BUSINESS ADMINISTRATION	878,242.48	1,067,096.28	923,900.00
BUSINESS OPERATIONS	93,899.23	32,110.00	96,000.00
BUSINESS SERVICES	452,378.00	302,702.88	680,100.00
CAPITAL PLANNING AND CONSTRUCTION	657,578.94	310,233.50	767,000.00
ELECTRICAL SERVICES	364,327.47	263,974.38	188,900.00
FACILITIES SERVICE	2,048,274.42	1,660,490.83	2,155,100.00
FACILITY RENTAL	-	665.51	-
MAINTENANCE SERVICES	300,524.20	522,126.63	183,500.00
MECHANICAL SERVICES	408,733.87	339,639.84	453,300.00
WAREHOUSE	39,960.49	59,401.10	58,600.00

Funds are needed for:

- Building enhancements
- New and refurbished equipment
- Regular cleaning of facilities and property

STUDENT PERFORMANCE

Summary

KSU students are required to have an overall grade point average of 2.0 on a 4.0 scale to graduate. Commission members rated student performance as fair-to-good. When students persist to their professional-level courses, they are focused on completion and generally are serious about doing well and meeting program goals. Many students who enter KSU are under-prepared and require time and support to enhance mathematics and writing skills.

Challenges

- Student travel for exposure to research
- Under-preparedness of students
- Passing required tests
- Consistent and regular advising

Budget Implications

Funds are needed to:

- Assist students who deplete their financial aid grants before completing their programs
- Incentivize students who achieve at high levels
- Recruit and retain college-ready students
- Design support programs for students who desire to enroll in KSU but are under-prepared that will not interfere with their financial aid awards

TERM-TO-TERM PERSISTENCE RATES

Summary

Many students enrolled at KSU are under-prepared and do not possess the prerequisite skills for college-level courses; therefore, many of them take developmental courses that cause them to use their financial aid on coursework that does not lead to requirements to graduation. By the time their financial aid runs out, they are forced to drop out or take reduced loads. These circumstances impact term-to-term student persistence rates. Meanwhile, the University has moved toward 15 hours per semester so that students will graduate in a timely fashion.

Challenges

- Depletion of financial aid because of developmental course requirements
- Developmental programs
- Students who enter prepared or who are supported to be prepared to matriculate from course to course and from term to term

BUDGET IMPLICATIONS - Developmental Courses Taken by Students

ACT English Score	SAT English Score	Placement English Course Name	Course Code	Followed by
15 or below	350 or below	Basic Writing I	ENG 089	ENG 099, ENG 101
16 - 17	351 - 399	Basic Writing II	ENG 099	ENG 101
18 or above	400 or above	English Composition I		

Funds are needed to provide financial assistance to students when they deplete their financial aid allocations.

ATTEMPTS AT REVITALIZATION

Summary

Attempts at revitalization vary across programs and include collaboration with other programs and units; revamping curricula, instructional practices and assessment methods; greater student engagement; and increased academic support for students.

Challenges

- Identifying the problems
- Low enrollment
- Publicized program effectiveness and success

Budget Implications

Funds are needed for release time for faculty to plan revitalization strategies

NON-MONETARY IMPACT ON THE COLLEGE

Summary

KSU continues to have the most diverse student and faculty populations within the institutions of higher education in Kentucky. In addition to being recognized as the most racially diverse IHE, KSU's faculty volunteer in the community to support schools and other organizations. Among the activities faculty provide to the community are professional development training, judges in competitions, collaboration on grant writing and working with individual teachers on instructional strategies. Student complete internships and service learning hours within the community. Activities such as these keep KSU's mission of service in the forefront. They also assist in eliminating some of the negative reputation that has emerged from what appears to be instability and inconsistent leadership.

Challenges

The greatest non-monetary impact on the college is reputation and confidence in the university's ability to prepare students to compete for gainful employment. KSU has some work to do in these areas.

Budget Implications

With an improved and positive reputation, the likelihood for growth in enrollment increases. Increased enrollment will be a financial asset to KSU.

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COMMITMENT TO THE MISSION, GOALS, VISION, AND CORE PRINCIPLES
Summary

The mission of KSU is:
Kentucky State University is a public, comprehensive, historically black land-grant university committed to advancing the Commonwealth of Kentucky, enhancing society and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research and public service to enable productive lives within the diverse global economy.

Challenges

- Maintaining the integrity of the mission while addressing the challenges of diversity and equity

PROGRAM REVIEW SUMMARY, RECOMMENDATIONS AND RATIONALES
Current Employees as of November 1, 2017

After conducting the intensive review of programs identified as having low productivity, and after considering factors to inform decisions about program continuation, the following recommendations emerged from Commissions members:

BACHELOR'S DEGREE PROGRAMS

STRENGTHS

AREAS OF NEEDED IMPROVEMENT

RECOMMENDATIONS AND RATIONALES

AFRICANA STUDIES

Strengths
- ▶ Offers an interdisciplinary and multicultural approach to understanding and analyzing the contributions, concerns and conditions of African and African-diasporic peoples
- ▶ Reinforces the liberal studies mission of the University while promoting the contributions of African and African-diasporic peoples and civilizations
- ▶ Increases respect for humanities while accepting responsibility as stewards of their own legacy
- ▶ Students learn to identify historic and contrary trends that characterize disadvantaged communities, create disparity and create policy

Areas of Needed Improvement
- ▶ The program was to have been jumpstarted by cross listed ASP course with honors special topic courses; but three years ago, the associate provost determined that no ASP courses should be offered because of budgetary concerns. Thus, there are no majors, no graduates and no data.

Recommendations and Rationales
RECOMMENDATION: CONSOLIDATE
- ▶ Make the Africana Studies program a specialization within another program (Behavioral Sciences or the Honors Program)

RATIONALE:
The program is relatively new and has not produced a graduate
- ▶ If 3-5-year enrollment and graduation data for the Africana Studies specialization do not meet the requirements for viability, then eliminate the program.

CHEMISTRY

Strengths
- ▶ High graduation rate
- ▶ Students graduate in four years, do research, make presentations
- ▶ Grants earned by the faculty
- ▶ Lab fees pay for lab costs (effective use of funds)
- ▶ Experiential learning/hands-on labs
- ▶ Instructor support
- ▶ Supports other majors at KSU

Areas of Needed Improvement
- ▶ Low number of faculty
- ▶ Same major requirements for many years
- ▶ Curriculum needs updating
- ▶ Little change in number of majors or graduates over time
- ▶ Math and sciences should conduct a thorough evaluation of the chemistry program using ACS accreditation standards to identify strengths and weaknesses. This evaluation is critical to inform decisions and direct actions.

Recommendations and Rationales
RECOMMENDATION: CONTINUE WITH MODIFICATION

RATIONALE:
- ▶ Conduct an objective evaluation of the chemistry program using ACS standards
- ▶ Provide ongoing semester reviews of established goals to discern what is working and what needs to be changed. The evaluation results can be effectively used to inform and support the construction of the partnership of the chemistry department with land grant.
- ▶ ***Chemistry faculty are beginning to develop a plan for new courses, and perhaps a B.A.A. new chemistry option and certificates will be considered.
- ▶ The program was reviewed several years ago and implementation of recommendation from that review may not have had time to bear fruit.

ELEMENTARY EDUCATION AND TEACHING

Strengths
- ▶ Students have the opportunity to earn observation hours
- ▶ Up-to-date classrooms that resemble the public education classroom based on standards, student learning outcomes, evidence based research.
- ▶ Problem/project based research and technology for instruction

Areas of Needed Improvement
- ▶ Alternative ways for students to obtain observation hours
- ▶ Marketing plan to increase student enrollment and improve alumni relations
- ▶ Pass rates on state-required tests & Praxis exams
- ▶ Additional full-time faculty
- ▶ Underutilization of resources

Recommendations and Rationales
RECOMMENDATION: CONTINUE WITH MODIFICATION

RATIONALE:
- ▶ The program demand for elementary teachers continues to be strong
- ▶ Historically, recognized for the quality of teachers in elementary education
- ▶ Underutilization of resources is an "easy fix."

BACHELOR'S DEGREE PROGRAMS	STRENGTHS	AREAS OF NEEDED IMPROVEMENT	RECOMMENDATIONS AND RATIONALES
ELEMENTARY EDUCATION AND TEACHING	▶ Students have the opportunity to earn observation hours ▶ Up-to-date classrooms that resemble the public education classroom based on standards, student learning outcomes, evidence based research. ▶ Problem/project based research and technology for instruction	▶ Alternative ways for students to obtain observation hours ▶ Marketing plan to increase student enrollment and improve alumni relations ▶ Pass rates on state-required tests & Praxis exams ▶ Additional full-time faculty ▶ Underutilization of resources	**RECOMMENDATION: CONSOLIDATE** ▶ Make the Africana Studies program a specialization within another program (Behavioral Sciences or the Honors Program) **RATIONALE:** The program is relatively new and has not produced a graduate ▶ If 3-5-year enrollment and graduation data for the Africana Studies specialization do not meet the requirements for viability, then eliminate the program.
ENGLISH LANGUAGE AND LITERATURE	▶ BA with specialty in education	▶ Enrollment ▶ Graduation rates ▶ No distinct professional path	**RECOMMENDATION:** **ELIMINATE but maintain the support courses/general education courses** **RATIONALE:** Continuous low productivity
FINE/STUDIO ART	▶ Wide array of career options ▶ Substantial revenue to the university ▶ Engaging instructional practices	▶ Faculty teaching outside their discipline ▶ Insufficient faculty to maintain program quality ▶ Not well funded ▶ Professional gallery	**RECOMMENDATION: CONSOLIDATE** **RATIONALE:** Studio Art is ▶ not well funded ▶ has insufficient faculty ▶ needs financial support to meet criteria for NASAD accreditation
INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION	▶ Faculty qualifications ▶ Instructional practices ▶ Financial contribution to the university ▶ Accreditation status ▶ Impact on students ▶ Curriculum ▶ Student performance ▶ Persistence ▶ Non-monetary impact	▶ Enrollment ▶ Better graduation rates ▶ Program demand ▶ Sufficiency of courses ▶ Equipment and facilities	**RECOMMENDATION: CONSOLIDATE** --Possible consolidation with the Child Development and Family Relations degree **RATIONALE:** ▶ Consolidating would be better utilization of human and other resources. ▶ The goals of the programs complement each other and have similar graduation and enrollment trends. ▶ Employer demand and existence of similar programs in the surrounding area.

BACHELOR'S DEGREE PROGRAMS	STRENGTHS	AREAS OF NEEDED IMPROVEMENT	RECOMMENDATIONS AND RATIONALES
MATHEMATICS	► The mathematics department is in collaboration with the University of Louisville's graduate school of biostatistics/bioinformatics	Mathematics and physics faculty have been proactive in curriculum development recruitment	**RECOMMENDATION:** CONTINUE WITH MODIFICATION **RATIONALE:** Data indicate that the math degrees have had a low number of graduates for a number of years.
MUSIC	► Music ambassadors ► Positive evaluations by NASM ► Student performance ► Quality of instruction ► Curriculum ► Dedicated and qualified faculty	► Improved enrollment and graduation rates ► Sufficient faculty ► Improvement areas identified by NASM	**RECOMMENDATION:** CONSOLIDATE **RATIONALE:** ► Data indicate that the music education and music programs are low in productivity. ► Consolidate the two programs with appropriate specializations or pathway to teaching certificate after earning a BA in music. ► Consolidating may create a synergy that can help facilitate im-provement in enrollment and graduation rates as well as save up to two faculty positions in the music programs.
MUSIC EDUCATION	► Qualified faculty ► Higher Education Arts Data Services rated the music education program's productivity as comparing favorably to other National Tier IV university music programs ► Improvements in persistence over the past two years ► Success of graduates will enter graduate programs ► Availability of courses ► Accredited by NASM ► Current and quality curriculum	► Equipment ► Additional faculty	**RECOMMENDATION:** CONSOLIDATE **RATIONALE:** ► Data indicate that the music education and music programs are low in productivity. ► Consolidate the two programs with appropriate specializations or pathway to teaching certificate after earning a BA in music ► Consolidating may create a synergy that can help facilitate improvement in enrollment and graduation rates as well as save up to 2 faculty positions in the music programs
POLITICAL SCIENCE	► Helps to fulfill the university's mission ► Situated in the capital city and students have access to the state seat of government ► Offered in various formats including face-to-face, virtual, and hybrid ► Provides service course for the Liberal Arts core ► Has lower attrition rate compared to the majority of programs at the	► Low student enrollment ► Lack of survey feedback ► No scholarships offered ► In need of recruitment and branding ► Instability	**RECOMMENDATION:** CONTINUE WITH MODIFICATION **RATIONALE:** ► The program's recent relocation to the School of Public Administration and Department of Government should provide supports such as access to additional faculty with a background in the discipline and a clearer pathway into the related MPA Program ► Political science is one of the core social sciences

BACHELOR'S DEGREE PROGRAMS

STRENGTHS

AREAS OF NEEDED IMPROVEMENT

RECOMMENDATIONS AND RATIONALES

PUBLIC ADMINISTRATION (UNDERGRAD)

▶ Located in the state capital

▶ Has ties to many state agencies, many of which employ KSU graduates

▶ Prepares students for the largest employment sector in the region, government

▶ State employees need to be better informed about the cabinets that have the tuition assistance program

▶ Tuition assistance should be expanded to all state agency cabinets

▶ ITV should be utilized as a means of providing greater access

▶ The program must secure funding to implement the Certified Public Managers program

**RECOMMENDATION:
CONTINUE WITH MODIFICATION**

RATIONALE:

▶ The most significant recommendation from this assessment would be to combine the political science and public administration program

▶ Six of the courses can be offered as cross reference classes. This would require students to take six courses, which could count toward the PUA or POS degrees in the major and taught by the same faculty member.

SOCIAL SCIENCES (SOCIOLOGY)

▶ New program that shows potential for growth

▶ Offers culturally sensitive settings for minority students for learning the discipline that strides along the criminal justice system, an area of ABSOLUTE CURREENT NEEDS

▶ Growth in graduation rates from single digit to double digit

▶ Added an African-American history course

▶ Qualified faculty

▶ Opportunities for research experience in multiple disciplines

▶ Three full-time faculty retirements

▶ Two full-time sociology and one full-time history professor

▶ Delay in hiring faculty

▶ Historically understaffed

**RECOMMENDATION:
CONTINUE WITHOUT MODIFICATION**

RATIONALE:

▶ This is a program that has been in existence for less than three years.

▶ The enrollment is growing and a new core class in African- Ameri-can studies has been added.

▶ The program has its challenges due to being understaffed be-cause of institutional limitations.

▶ The program is servicing the pro-jected market needs and has re-flected a potential for growth.

SPANISH LANG AND LITERATURE

▶ None provided

▶ Program is non-existent

**RECOMMENDATION:
ELIMINATE**

RATIONALE:
The program is non-existent. Eliminate the program but keep Spanish 101 and 102 as support courses.

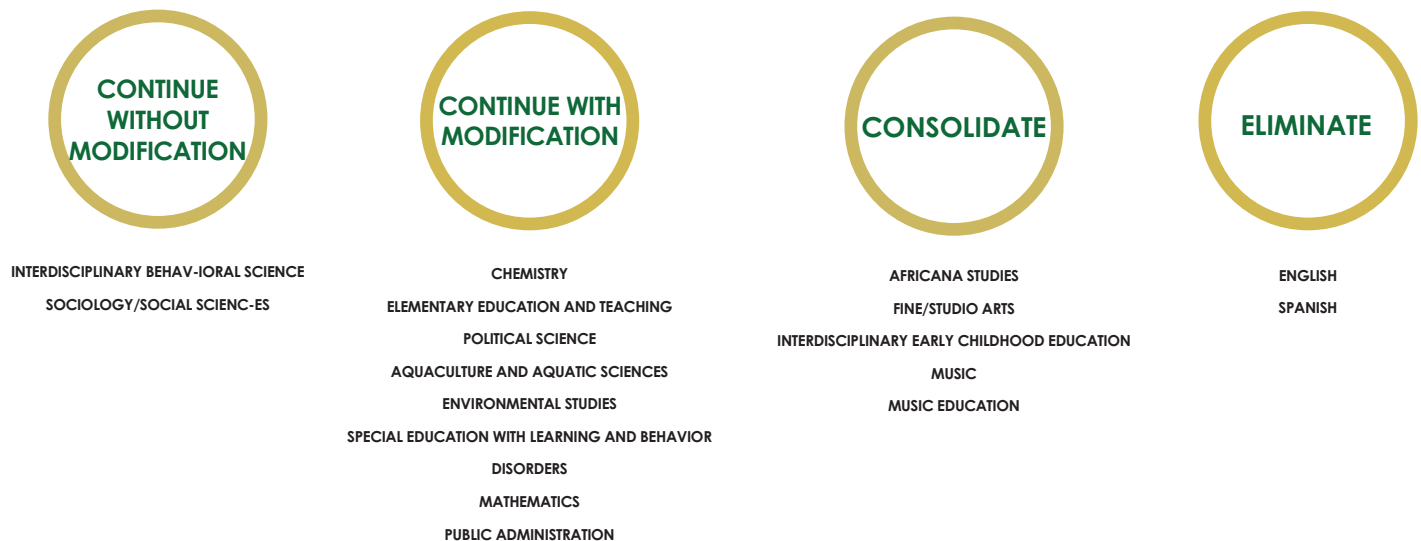| MASTER'S LEVEL PROGRAM	STRENGTHS	AREAS OF NEEDED IMPROVEMENT	RECOMMENDATIONS AND RATIONALES
AQUACULTURE AND AQUATIC SCIENCES	▶ Good facilities ▶ Granting ▶ Nationally and internationally recognized program and faculty ▶ Unique in Kentucky Professional development opportunities ▶ STEM degree ▶ Rapid job placement ▶ Excellent publication and granting ▶ Diverse faculty	▶ Student incentive to finish by reducing the length of assistantship support ▶ Permitted to enroll in two master's degree programs ▶ Recruiting diverse students ▶ No tuition waiver ▶ Lack of faculty diversity may lead to lower enrollment ▶ Students need additional writing experience	**RECOMMENDATION:** CONTINUE and EX-PAND WITH MODIFICATION **RATIONALE:** Modifications are already being planned ▶ A $50,000 in research funding will be utilized to add electronic jour-nal access to the KSU library in ag and aquaculture areas ▶ Excellent publication and granting
BUSINESS ADMINISTRATION MASTER'S	▶ No Information: Work in progress ▶ As of March 26, 2018, no report		
COMPUTER AND INFORMATION SCIENCES	▶ No information: Work in progress (Same as above)		
ENVIRONMENTAL STUDIES	▶ Nationally recognized program and faculty ▶ Unique in Kentucky professional development opportunities ▶ STEM degree ▶ Rapid job placement ▶ Excellent publication and granting ▶ Diverse faculty	▶ Facilities ▶ Student incentive to finish by reducing the length of assistantship support ▶ Permitted to enroll in two master's degree programs lengthen time to completion of the MES degree ▶ Large number of part-time students ▶ No tuition waiver ▶ Students need additional writing experience	**RECOMMENDATION:** CONTINUE WITH MODIFICATION **RATIONALE:** Nationally recognized program that is low cost to KSU since research and extension faculty teach part-time. There are 15 research and extension faculty who have partial teaching appointments for this program.
INTERDISCIPLINARY BEHAVIORAL SCIENCES (IBS)	▶ New program (three years) ▶ Graduated first cohort in three years ▶ Interdisciplinary by design ▶ Well positioned and is serving the market demand ▶ Very impressive publication record of faculty and students ▶ Very impressive extramural funding profile of teaching faculty ($2 million) ▶ Qualified, dedicated and committed faculty ▶ Excellent professional collaborations ▶ Offers students unique handson opportunities for research experience in multiple disciplines and possibilities for presenting research findings ▶ Growing enrollment	▶ Facilities ▶ Student incentive to finish by reducing the length of assistantship support ▶ Permitted to enroll in two master's degree programs lengthen time to completion of the MES degree ▶ Large number of part-time students ▶ No tuition waiver ▶ Students need additional writing experience	**RECOMMENDATION:** CONTINUE WITH MODIFICATION **RATIONALE:** Nationally recognized program that is low cost to KSU since research and extension faculty teach part-time. There are 15 research and extension faculty who have partial teaching appointments for this program.
SPECIAL EDUCATION WITH LEARNING AND BEHAVIOR DISORDERS	▶ Demand for graduates ▶ Instructional practices ▶ Accreditation status ▶ Program delivery method ▶ Curriculum ▶ Sufficiency of courses to meet students' needs	▶ Low enrollment and graduation trends over the past three years ▶ Too few faculty	**Recommendation:** CONTINUE WITH MODIFICATION **Rationale:** Consistent and involved leadership Current and up-to-date curriculum Program demand Program delivery is appealing

Additional reports not received yet:
- Applied Information Technology
- Liberal Studies

SUMMARY OF INITIAL RECOMMENDATIONS FOR CONTINUATION AND BUDGETARY IMPLICATIONS

CONTINUE WITHOUT MODIFICATION

INTERDISCIPLINARY BEHAV-IORAL SCIENCE

SOCIOLOGY/SOCIAL SCIENC-ES

CONTINUE WITH MODIFICATION

CHEMISTRY

ELEMENTARY EDUCATION AND TEACHING

POLITICAL SCIENCE

AQUACULTURE AND AQUATIC SCIENCES

ENVIRONMENTAL STUDIES

SPECIAL EDUCATION WITH LEARNING AND BEHAVIOR DISORDERS

MATHEMATICS

PUBLIC ADMINISTRATION

CONSOLIDATE

AFRICANA STUDIES

FINE/STUDIO ARTS

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

MUSIC

MUSIC EDUCATION

ELIMINATE

ENGLISH

SPANISH

Budget Implications

Most program reviewers identified the need for:

- Additional faculty
- Better recruitment and marketing
- Underfunding of program
- Scholarships/incentives

RECOMMENDATIONS FOR INTENSELY REVIEWED PROGRAMS

BACHELOR'S LEVEL PROGRAMS	AFRICANA STUD.				CHEMISTRY				ELEMENTARY EDU.				ENGLISH				FINE / STUDIO ART			
COMMISSION RECOMMENDATION	CONSOLIDATE A B C				CONTINUE WITH MODICATION A B C				CONTINUE WITH MODICATION A B C				ELIMINATE A B C				CONSOLIDATE A B C			
	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
ATTENDANCE TRENDS				X			X				X					X			X	
GRADUATION RATES			X			X					X					X			X	
FACULTY QUALIFICATIONS		X			X				X					X			X			
INSTRUCTIONAL PRACTICES		X				X					X				X		X			
PROGRAM DEMAND			X		X					X						X		X		
FINANCIAL CONTRIBUTIONS			X		X						X					X		X		
SUFFICIENCY OF COURSES			X			X			X						X				X	
ACCREDITATION STATUS			X			X			X							X			X	
IMPACT ON STUDENTS			X			X			X							X		X		
CURRICULUM			X			X			X					X			X			
EQUIPMENT/FACILITIES			X			X					X				X				X	
STUDENT PERFORMANCE			X			X				X						X		X		
PERSISTENCE RATES			X				X			X						X		X		
ATTEMPTS TO REVITALIZE			X				X			X						X			X	
NONMONETARY IMPACT			X				X			X						X	X			
MISSION, VISION, GOAL, AND CORE PRINCIPLES		X				X			X						X		X			
TOTALS	0	3	12	1	3	9	4	0	6	5	5	0	0	2	4	10	5	5	6	0

A = CONTINUE WITHOUT MODIFICATION
B = CONTINUE WITH MODIFICATION
C = CLOSE IN ____ YEARS

KEY:
E = EXCELLENT
G = GOOD
F = FAIR
P = POOR

Recommendations for Intensely Reviewed Programs (cont.)

BACHELOR'S LEVEL PROGRAMS	IECE				MATHEMATICS				MUSIC				MUSIC EDUCATION				POLITICAL SCIENCE			
COMMISSION RECOMMENDATION	CONSOLIDATE A B C				CONTINUE WITH MODICATION A B C				CONSOLIDATE A B C				CONSOLIDATE A B C				CONTINUE WITH MODICATION A B C			
	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
ATTENDANCE TRENDS			X		X							X				X			X	
GRADUATION RATES			X				X				X				X				X	
FACULTY QUALIFICATIONS	X				X				X				X				X			
INSTRUCTIONAL PRACTICES		X			X				X				X					X		
PROGRAM DEMAND			X			X				X				X					X	
FINANCIAL CONTRIBUTIONS	X						X				X				X				X	
SUFFICIENCY OF COURSES			X			X				X				X			X	X		
ACCREDITATION STATUS	X					X				X				X						
IMPACT ON STUDENTS	X				X						X				X				X	
CURRICULUM	X					X				X				X					X	
EQUIPMENT/FACILITIES			X			X					X				X				X	
STUDENT PERFORMANCE	X						X			X				X					X	
PERSISTENCE RATES		X					X				X				X				X	
ATTEMPTS TO REVITALIZE			X			X					X				X				X	
NONMONETARY IMPACT	X					X				X					X				X	
MISSION, VISION, GOAL, AND CORE PRINCIPLES	X				X				X				X				X			
TOTALS	8	2	6		5	7	4	0	3	6	6	1	3	5	7	1	3	5	8	0

A = CONTINUE WITHOUT MODIFICATION

B = CONTINUE WITH MODIFICATION

C = CLOSE IN _____ YEARS

KEY:

E = EXCELLENT

G = GOOD

F = FAIR

P = POOR

Recommendations for Intensely Reviewed Programs (cont.)

BACHELOR'S LEVEL PROGRAMS	AQUACULTURE				BUSINESS ADMINISTRATION				ENVIRONMENTAL STUD.				INTERDISCIPLINARY BEHAVIORAL SCIENCES				SPECIAL EDU.			
COMMISSION RECOMMENDATION	CONTINUE WITH MODICATION A B C				A B C				CONTINUE WITH MODICATION A B C				CONTINUE WITHOUT MODICATION A B C				CONTINUE WITH MODICATION A B C			
	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P	E	G	F	P
ATTENDANCE TRENDS			X								X				X			X		
GRADUATION RATES			X									X			X				X	
FACULTY QUALIFICATIONS	X								X				X				X			
INSTRUCTIONAL PRACTICES	X									X			X				X			
PROGRAM DEMAND	X									X				X			X			
FINANCIAL CONTRIBUTIONS	X										X				X				X	
SUFFICIENCY OF COURSES										X				X			X			
ACCREDITATION STATUS		X								X				X			X			
IMPACT ON STUDENTS										X				X			X			
CURRICULUM	X									X				X			X			
EQUIPMENT/FACILITIES		X									X			X			X			
STUDENT PERFORMANCE		X								X					X		X			
PERSISTENCE RATES		X									X				X			X		
ATTEMPTS TO REVITALIZE		X									X				X			X		
NONMONETARY IMPACT		X								X					X			X		
MISSION, VISION, GOAL, AND CORE PRINCIPLES	X								X				X				X			
TOTALS	7	7	2	0					2	8	5	1	3	6	7	0	10	4	2	0

KEY:

A = CONTINUE WITHOUT MODIFICATION   E = EXCELLENT

B = CONTINUE WITH MODIFICATION   G = GOOD

C = CLOSE IN _____ YEARS   F = FAIR

P = POOR

ORIGINAL MEMBERS, COURSES AND SCORES

Presidential Green Ribbon Commission on Academic Prioritization and Budget Alignment

Scores listed in red parentheses below the number (12) were targeted to be reviewed by each team leader and committee members

GROUP 1: Team Leader—Dr. Tamara Sluss
(Dr. Phillip Clay Jr., Mr. Joseph Goodman and Mrs. Cathy Thomas)

- Biology (14)
- Chemistry (3)
- Mathematics (5)

GROUP 2: Team Leader—Dr. Emmanuel Amadife
(Ms. Yolanda Benson, Dr. Lee Charles Harris and Dr. A. Christopher Hayden)

- Criminal Justice (29)
- Social Work (18)
- Political Science (5)
- Gerontology—Master's (Not on the list of degrees awarded)
- Public Administration—Master's (15)

GROUP 3: Team Leader—Ms. Kimberly Sipes
(Mr. John Martin, Dr. Vida Pendleton and Mr. Garland Higgins)

- Public Administration—Baccalaureate (9)
- Business Administration (5) Report in progress
- Computer and Information Sciences/Computer Science (12)
- Applied Information Technology (7) Report in progress
- Business Administration—Master's (5) Report in progress
- Computer and Information Sciences—Master's (11) Report in progress

GROUP 4: Team Leader—Dr. John Sedlacek
(Ms. Shelia Stuckey, Dr. Margaret Davis and Dr. Kirk Pomper)

- Agriculture, Food and Environment (12)
- Aquaculture and Aquatic Sciences—Master's (4)
- Environmental Studies—Master's (5)

GROUP 5: Team Leader—Dr. Avinash Tope
(Mr. Derrick Gilmore, Mrs. Delores Townsend and Dr. Keith McCutchen)

- Psychology (25)
- Social Sciences (6)
- Interdisciplinary Behavioral Science—Master's (3)

GROUP 6: Team Leader—Dr. Herman Walston
(Dr. Kenneth Andries, Mr. Ron Moore and Mrs. Francene Gilmer, Dr. Phillip Clay Jr., Dr. Bonnie Marshall)

- Elementary Education and Teaching (9)
- Child Development and Family Relations (Non-Teaching) (15)
- IECE (Not listed on CPE approved list)
- Physical Education Teaching (13)
- Special Education with Learning & Behavior Disorders—Master's (4)

GROUP 7: Team Leader—Dr. James Obielodan
(Dr. Wilfred Reilly, Dr. Crystal deGregory and Dr. Johnny Sheppard)

- Liberal Studies—Associate (7)
- Liberal Studies—Baccalaureate (24)
- Fine/Studio Arts (4)
- Music (3)
- Africana Studies (Not on OIRE degrees awarded list) Reviewed
- Communication and Journalism (18)
- Music Performance (Same as Music Education, as listed by CPE) (1)
- Music (3)

GROUP 8: Team Leader—Dr. Cynthia Shelton/Dr. Farida Olden
(Dr. Jen Hannemann & Dr. Betty Griffin)

- Nursing ADN—Associate (42)
- Spanish Language and Literature (On CPE approved list. Last awarded degrees- 2012–13) Two degrees awarded.
- English Language and Literature (5)
- Nursing RN-to-BSN (23)
- Doctor of Nursing Practice—Doctor's Degree—Professional Practice ()

Programs reviewed with the possibility of continue without modification, continue with modification, consolidate or eliminate.

1. Chemistry (3)
2. Mathematics (5)
3. Political Science (5)
4. Public Administration—Baccalaureate (9)
5. Business Administration (5) No Report
6. Applied Information Technology (7) No report
7. Business Administration—Master's (5) No report
8. Computer and Information Sciences—Master's (11) No report
9. Aquaculture and Aquatic Sciences—Master's (4)
10. Environmental Studies—Master's (5)
11. Social Sciences (6)
12. Interdisciplinary Behavioral Science—Master's (3)
13. Elementary Education and Teaching (9)
14. IECE (Not listed on CPE Approved list) Reviewed
15. Special Education with Learning & Behavior Disorders—Master's (4)
16. Liberal Studies Associate (7)
17. Fine/Studio Arts (4)
18. Music (3)
19. Africana Studies (Not on OIRE degrees awarded list) Reviewed
20. Music Performance (Same as Music Education, as listed by CPE) (1)
21. Spanish Language and Literature (On CPE approved list. Last awarded degrees 2012–13.) Two degrees awarded.
22. English Language and Literature (5)

Total 22 Programs

Programs Reviewed in Good Standing
Three Years Average

1. Biology (14)
2. Criminal Justice (29)
3. Social Work (18)
4. Gerontology—Master's (Not on the list of degrees awarded)
5. Public Administration—Master's (15)
6. Computer and Information Sciences/Computer Science (12)
7. Agriculture, Food and Environment (12)
8. Psychology (25)
9. Child Development and Family Relations (Non-Teaching) (15)
10. Physical Education Teaching (13)
11. Communication and Journalism (18)
12. Nursing ADN—Associate (42)
13. Nursing RN-to-BSN (23)
14. Doctor of Nursing Practice—Doctor's Degree Professional Practice (December 2018—year 1)

Total 14 Programs

Programs Reviewed in Good Standing

Five Years Average   **3 YR vs 5 YR**

		3 YR	5 YR
1.	Biology	(14)/	(19)
2.	Criminal Justice	(29)/	(16)
3.	Social Work	(18)/	(5)—Down 13
4.	Gerontology—Master's (Not on the list of degrees awarded)		
5.	Public Administration—Master's	(15)/	(18)
6.	Computer and Information Sciences/Computer Science	(12)/	(2)—Down 10
7.	Agriculture, Food and Environment	(12)/	(Started 2013–14)
8.	Psychology	(25)/	(17)
9.	Child Development and Family Relations (Non-Teaching)	(15)/	(10)
10.	Physical Education Teaching	(13)/	(12)
11.	Communication and Journalism	(18)/	(9)
12.	Nursing ADN—Associate	(42)/	(30)
13.	Nursing RN-to-BSN	(23)/	(32)
14.	Doctor of Nursing Practice—Doctor's Degree—Professional Practice	N/A	

SUMMARY OF INITIAL PROGRAM CONTINUATION DECISIONS

CONTINUE WITHOUT MODIFICATION — **16**

Nursing (ADN), Agriculture, Food, and Environment, Biology, Business Administration (BS), Child Development and Family Relations (non-teaching), Computer and Information Sciences (BA), Criminal Justice, Communication and Journalism, Liberal Studies (BA) Nursing RN-to-BSN, Physical Education Teaching, Psychology, Social Work, Public Administration (MA), Interdisciplinary Behavioral Science, Sociology/ Social Sciences

CONTINUE WITH MODIFICATION — **7**

Chemistry, Elementary Education and Teaching, Political Science, Aquaculture and Aquatic Sciences, Environmental Studies, Special Education with Learning and Behavior Disorders, Mathematics

CONSOLIDATE — **6**

Africana Studies, Fine/Studio Art, Interdisciplinary Early Childhood Education (IECE), Music, Music Education, and Music Performance

SUSPEND — **0**

ELIMINATE — **2**

English
Spanish

AFRICANA STUDIES

POER 1	FAIR 12	GOOD 3	EXCELLENT 0
Enrollment rates	Graduation rates Program demand Financial contribution Sufficiency of courses Accreditation status Impact on students Curriculum Equipment/facilities Student performance Persistence rates Attempts to revitalize Nonmonetary impact	Faculty qualifications Instructional practices Mission, vision, goals	

- Poor ●
- Fair ●
- Good ●
- Excellent ●

## RECOMMENDATIONS

Commission's Recommendation **CONTINUE WITH MODIFICATION (CONSOLIDATE)**

Rationale:

- The program is relatively new and has not produced a graduate
- If 3- to 5-year enrollment and graduation data for the Africana Studies specialization do not meet the requirements for viability, then eliminate the program.

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

CHEMISTRY
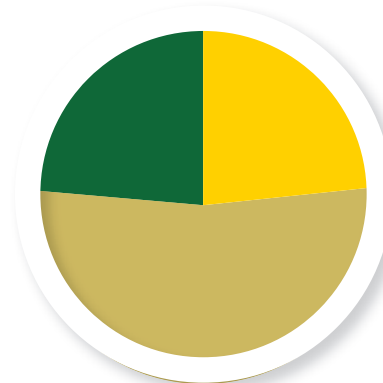
POOR 0	FAIR 4	GOOD 9	EXCELLENT 3
	Attendance trends Persistence rates Attempts to revitalize Nonmonetary impact	Mission, vision, goal, core principles Student performance Equipment/facilities Curriculum Impact on students Accreditation status Sufficiency of courses Instructional practices Graduation rates	Faculty qualifications Program demand Instructional practices

- Poor ●
- Fair ●
- Good ●
- Excellent ●

## RECOMMENDATIONS

Commission's Recommendation **CONTINUE WITH MODIFICATIONS**

Rationale:

- Conduct an objective evaluation of the chemistry program using ACS standards
- Provide ongoing semester reviews of established goals to discern what is working and what needs to be changed
- The evaluation results can be effectively used to inform and support the construction of the partnership of the chemistry department with land grants
- Chemistry faculty are beginning to develop a plan for new courses, and perhaps a B.A.A. new chemistry option and certificates will be considered
- The program was reviewed several years ago, and implementation of recommendation from that review may not have had time to bear fruit.

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

ELEMENTARY EDUCATION
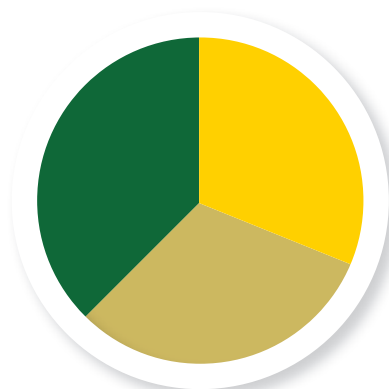
POOR 0	FAIR 5	GOOD 5	EXCELLENT 6
	Attendance trends	Mission, vision, goal, core principles	Faculty qualifications
	Persistence rates	Student performance	Program demand
	Attempts to revitalize	Equipment/facilities	Instructional practices
	Nonmonetary impact	Curriculum	
		Impact on students	
		Accreditation status	
		Sufficiency of courses	
		Instructional practices	
		Graduation rates	

Poor ●
Fair ●
Good ●
Excellent ●

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATION (CONSOLIDATE)**

Rationale:

- The program demand for elementary teachers continues to be strong
- Historically recognized for the quality of teachers in elementary education
- Underutilization of resources is an easy fix

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

ENGLISH

POOR 10	FAIR 4	GOOD 2	EXCELLENT 0
Attendance trends	Instructional practices	Faculty qualification	
Graduation rates	Sufficiency of courses	Curriculum	
Program demand	Equipment/facilities		
Financial contribution	Mission, goal, vision, core principles		
Accreditation status			
Impact on students			
Student performance			
Persistence rates			
Attempts to revitalize			
Nonmonetary impact			

Poor
Fair
Good
Excellent

## RECOMMENDATIONS

Commission's Recommendation   **ELIMINATE**

Rationale: Continuous low productivity

- Fifty eight percent in five years (2013–17) enrollment trend
- Average graduation: 7
- No distinct professional path
- Deactivation recommended

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

ENVIRONMENTAL STUDIES
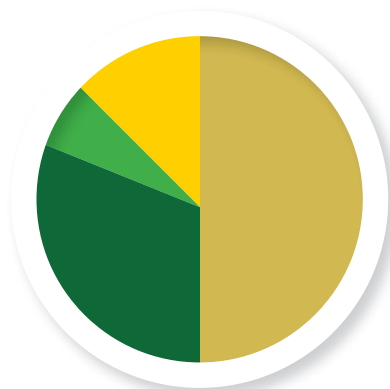
POOR 1	FAIR 5	GOOD 8	EXCELLENT 2
Graduation rates	Attendance trends Financial contribu-tions Equipment/facilities Persistence rates Attempts to revitalize	Instructional practices Program demand Sufficiency of courses Accreditation status Impact on students Curriculum Student performance Nonmonetary impact	Faculty qualifications Mission, vision, goal, core principles

- Poor ●
- Fair ●
- Good ●
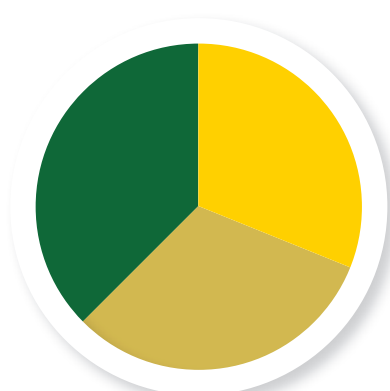- Excellent ●

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATION**

Rationale: Nationally recognized program that is low cost to KSU since research and extension faculty teach part-time. There are 15 research and extension faculty who have partial teaching appointments for this program.

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

FINE/STUDIO ART

POOR 0	FAIR 6	GOOD 5	EXCELLENT 5
	Attendance trends Graduation rates Sufficiency of courses Accreditation status Equipment/facilities Attempts to revitalize	Program demand Financial contribution Impact on students Student performance Persistence rates	Faculty qualifications Instructional practices Curriculum Nonmonetary impact Mission vision, goals, core principles

- Poor ●
- Fair ●
- Good ●
- Excellent ●

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATIONS (CONSOLIDATE)**

Rationale: Studio Art

- is not well funded
- has insufficient faculty
- needs financial support to meet criteria for NASAD accreditation

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION
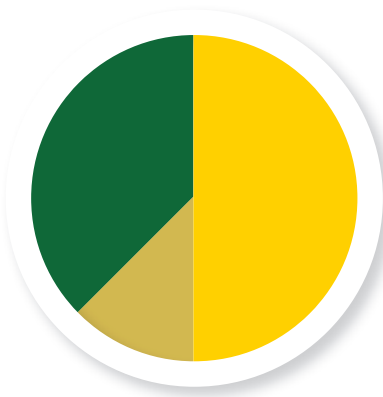
POOR 0   **FAIR** 6   **GOOD** 2   **EXCELLENT** 8

FAIR	GOOD	EXCELLENT
Enrollment trends	Instructional practices	Faculty qualifications
Graduation rates	Persistence rates	Financial contribu-tions
Program demand		Accreditation status
Sufficiency of courses		Impact on students
Equipment/facilities		Curriculum
Persistence rates		Student performance
		Nonmonetary impact
		Mission, vision, goals

Poor ●
Fair ●
Good ●
Excellent ●

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATIONS (CONSOLIDATE)**

Rationale:

- Consolidating would be better utilization of human and other resources
- The goals of the programs complement each other and have similar graduation and enrollment trends
- Employer demand and existence of similar programs in the surrounding area

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

INTERDISCIPLINARY BEHAVIORAL SCIENCES
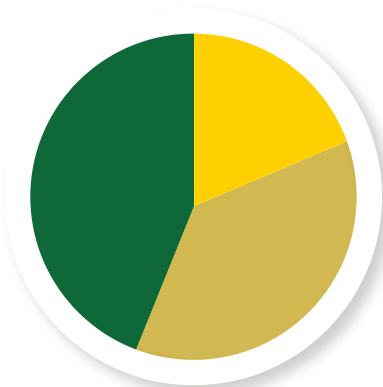
POOR 0   **FAIR** 6   **GOOD** 6   **EXCELLENT** 3

FAIR	GOOD	EXCELLENT
Attendance trends	Program demand	Qualified faculty
Graduation rates	Sufficiency of courses	Instructional practices
Student performance	Accreditation status	Mission, vision, goal,
Persistence rates	Impact on students	core principles
Attempts to revitalize	Curriculum	
Nonmonetary impact	Equipment/facilities	

Poor ●
Fair ●
Good ●
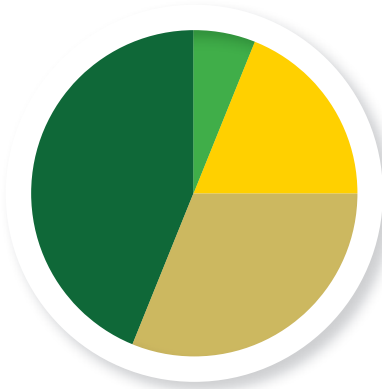Excellent ●

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATIONS**

Rationale: With due internal support, the program can perform at its full potential.

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

MUSIC EDUCATION

POOR **1**	FAIR **7**	GOOD **5**	EXCELLENT **3**
Enrollment trends	Graduation rates Financial contribution Impact on students Equipment/facilities Persistence Attempts to revitalize Nonmonetary impact	Program demand Sufficiency of courses Accreditation status Curriculum Student performance	Faculty qualifications Instructional practices Mission, vision, goal

Poor ●
Fair ●
Good ●
Excellent ●

RECOMMENDATIONS
Commission's Recommendation   **CONTINUE WITH MODIFICATIONS (CONSOLIDATE)**

Rationale:

- Data indicate that the music education and music programs are low in productivity
- Consolidate the two programs with appropriate specializations or pathway to teaching certificate after earning a BA in music
- Consolidating may create a synergy that can help facilitate improvement in enrollment and graduation rates as well as save up to two faculty positions in the music programs

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

MUSIC

POOR **1**	FAIR **7**	GOOD **5**	EXCELLENT **3**
Enrollment trends	Graduation rates Financial contribution Impact on students Equipment/facilities Persistence Attempts to revitalize Nonmonetary impact	Program demand Sufficiency of courses Accreditation status Curriculum Student performance	Faculty qualifications Instructional practices Mission, vision, goal

Poor ●
Fair ●
Good ●
Excellent ●

RECOMMENDATIONS
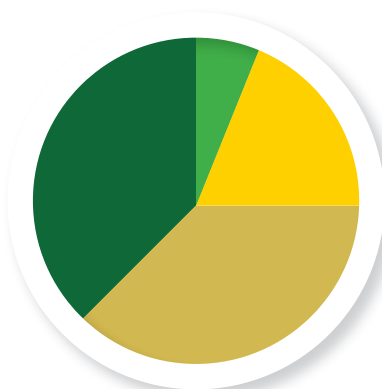Commission's Recommendation   **CONTINUE WITH MODIFICATIONS (CONSOLIDATE)**

Rationale:

- Data indicate that the music education and music programs are low in productivity
- Consolidate the two programs with appropriate specializations or pathway to teaching certificate after earning a BA in music
- Consolidating may create a synergy that can help facilitate improvement in enrollment and graduation rates as well as save up to two faculty positions in the music programs

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

POLITICAL SCIENCE
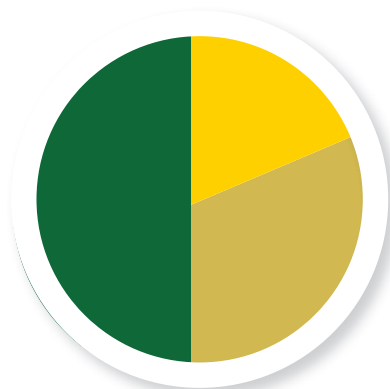
POOR 0	FAIR 8	GOOD 5	EXCELLENT 3
	Attendance trends	Instructional practices	Faculty qualifications
	Graduation rates	Sufficiency of courses	Accreditation status
	Program demand	Impact on students	Mission, vision, goal,
	Financial contribu-tions	Curriculum	core principles
	Student performance	Equipment/facilities	
	Persistence rates		
	Attempts to revitalize		
	Nonmonetary impact		

Poor •
Fair •
Good •
Excellent •

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATIONS**

Rationale:

- The program's recent relocation to the School of Public Administration and Department of Government should provide supports such as access to additional faculty with a background in the discipline and a clearer pathway into the related MPA Program

- Political science is one of the core social sciences

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

PUBLIC ADMINISTRATION - UNDERGRAD   **WORK IN PROGRESS**
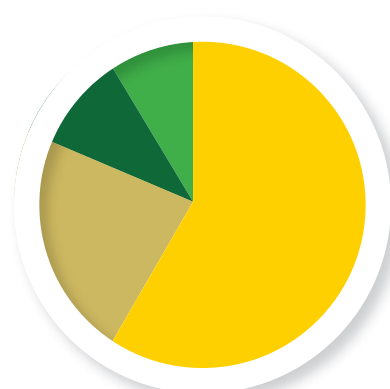
POOR 1.2	FAIR 1.4	GOOD 3.2	EXCELLENT 8.2

Poor •
Fair •
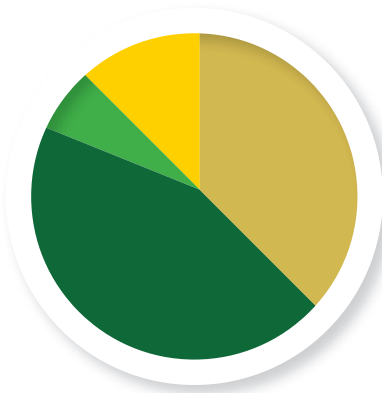Good •
Excellent •

RECOMMENDATIONS

Commission's Recommendation   Incomplete

Work in Progress

SOCIAL SCIENCES - SOCIOLOGY

POOR 1

Accreditation status

FAIR 7

Attendance trends
Graduation rates
Program demand
Financial contributions
Impact on students
Persistence rates
Attempts to revitalize

GOOD 6

Instructional practices
Sufficiency of courses
Curriculum
Equipment/facilities
Student performance
Nonmonetary impact

EXCELLENT 2

Faculty qualifications
Mission, vision, goal,
core principles

Poor ●
Fair ●
Good ●
Excellent ●

RECOMMENDATIONS

Commission's Recommendation   **CONTINUE WITH MODIFICATIONS**

Rationale:

- This is a program that has been in existence for less than three years.
- The enrollment is growing and a new core class in African-American studies has been added.
- The program has its challenges due to being understaffed because of institutional limitations.
- The program is servicing the projected market needs and has reflected a potential for growth.

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

SPANISH
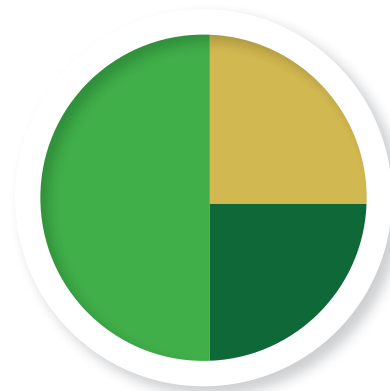
POOR 8

Enrollment trends
Graduation rates
Financial contributions
Impact on students
Student performance
Persistence rates
Attempts to revitalize
Nonmonetary impact

FAIR 4

Instructional practices
Sufficiency of courses
Curriculum
Equipment/facilities

GOOD 4

Faculty qualification
Program demand
Accreditation status
Mission, vision, goals

EXCELLENT 0

Poor ●
Fair ●
Good ●
Excellent ●

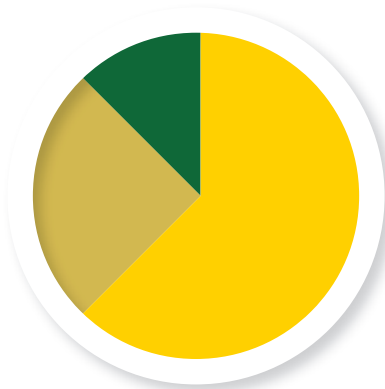## RECOMMENDATIONS

Commission's Recommendation   **ELIMINATE**

Rationale: the program is non-existent

Eliminate the program but keep Spanish 101 and 102 as support courses

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

SPECIAL EDUCATION

POOR 0	FAIR 2	GOOD 4	EXCELLENT 10
	Graduation rates Financial contributions	Enrollment trends Persistence rates Attempts to revitalize Nonmonetary impact	Faculty qualifications Instructional practices Program demand Sufficiency of courses Accreditation status Impact on students Curriculum Equipment/facilities Student performance Mission, vision, goals

Poor ●
Fair ●
Good ●
Excellent ●

RECOMMENDATIONS

Commission's Recommendation **CONTINUE WITH MODIFICATIONS**

Rationale:

- Consistent and involved leadership
- Current and up-to-date curriculum
- Program demand
- Program delivery is appealing

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

AQUACULTURE

POOR 0	FAIR 2	GOOD 7	EXCELLENT 7
	Attendance trends Graduation rates	Accreditation status Impact on students Equipment / facilities Student performance Persistence rates Attempts to revitalize Nonmonetary impact	Faculty qualification Instructional practice Program demand Financial contribu-tio Sufficiency of course Curriculum Mission, vision, goal core principals

Poor
Fair
Good
Excellent

RECOMMENDATIONS
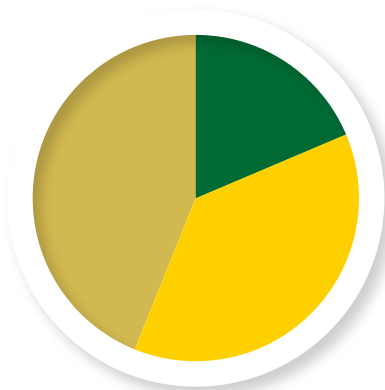
Commission's Recommendation **CONTINUE WITH MODIFICATIONS**

Rationale:

- Consistent and involved leadership
- Current and up-to-date curriculum
- Program demand
- Program delivery is appealing

***Recommendation made by the Commission, but ratings for pie chart based of narrative. No rubric ratings submitted.

KSU FISCAL 2015-17 DEPARTMENT BUDGETS AS OF 2-12-18

"The information presented here is a dump of raw data, provided by the Office of Institutional Research and Effectiveness (OIRE) for the requestor. The data was retrieved from the University (Banner) system, and what was presented here accurately reflects what's being entered in the (Banner) system. OIRE is not responsible for any alteration, modification and/or calculation made using this raw data. If you have any questions about appropriate usage, handling and/or sharing the data, please consult with OIRE."

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
ACADEMIC ASSESSMENT & EVALUATION	-	82,614.00	172,500.00
ACADEMICS WITH ATTITUDE	172,021.94	-	-
ACCELERATED LEARNING	-	129,479.32	-
ACCOUNTING OFFICE	337,268.01	288,599.36	196,900.00
ACCOUNTS PAYABLE	104,677.32	85,572.35	80,400.00
ADMISSIONS	511,925.63	508,615.02	774,400.00
AG & NATURAL RESOURCES	1,611,765.93	1,628,272.49	1,791,643.96
ALCOHOL & DRUG PREVENTION	115,370.28	113,887.60	106,300.00
ALUMNI - HOMECOMING	9,240.56	16,000.00	8,000.00
ALUMNI RELATIONS	143,885.72	153,930.00	151,300.00
APPLIED INFORMATION	90,037.44	-	1,000.00
AQUA POD	477,477.17	150,000.00	247,905.32
AQUACULTURE	3,964,541.55	5,604,583.08	6,337,371.41
AQUACULTURE MASTER	250,330.69	425,985.00	184,497.92
ART	230,971.01	235,512.55	161,490.00
ASSOC PROVOSTS OF ACADEMIC AFFAIRS	48,209.50	1,386.30	1,386.30
ASST PROVOST OUTREACH & EXTEND PROG	1,907,198.37	1,047,814.34	895,075.07
ATHLETIC ACADEMIC CENTER	32,631.92	13,137.04	71,600.00
ATHLETIC ADMINISTRATION	579,418.30	460,530.89	447,798.00
ATHLETIC TRAINING	99,792.71	9,407.94	20,000.00
AUXILIARY RESERVE	335,000.00	-	-
AVP ENROLLMENT MANAGEMENT	80,981.92	-	20,000.00
AVP STUDENT ENGAGEMENT & LEADERSHIP	92,546.05	-	-
BAND	112,774.72	118,823.77	139,850.00
BIOLOGY	436,274.47	510,113.98	452,973.02
BOARD OF REGENTS	8,718.14	25,371.36	10,000.00
BOILER PLANT	381,528.73	386,507.88	319,300.00
BOOKSTORE	-	-	220,000.00
BRADFORD HALL AUDITORIUM	59,617.76	53,374.92	67,800.00
BUDGET PLANNING & POLICY	228,931.93	135,634.35	-
BUILDING SERVICES	280,119.85	80,615.72	162,900.00
BURSAR	359,915.75	1,092,085.02	544,400.00
BUSINESS ADMINISTRATION	878,242.48	1,067,096.28	923,900.00
BUSINESS OPERATIONS	93,899.23	32,110.00	96,000.00
BUSINESS SERVICES	452,378.00	302,702.88	680,100.00
CAFSSS	217,647.48	236,913.36	143,172.31
CAFSSS HUMAN RESOURCES	-	-	(799.20)
CAPITAL PLANNING AND CONSTRUCTION	657,578.94	310,233.50	767,000.00
CAREER FAIR	9,000.26	11,164.00	6,000.00
CAREER PLANNING AND PLACEMENT	203,558.21	811.62	714,000.00
CASSIS, LIBERAL STUDIES - ASSOCIATE	261,362.10	278,963.33	148,900.00
CHAIR LITERATURE LANGUAGE	63,930.73	58,431.57	60,000.00
CHAIR OF AQUA	648.17	-	-
CHAIR OF BEHAVIOR SCIENCES	84,652.11	78,239.69	71,063.75
CHAIR OF FINE ARTS	81,322.78	73,590.00	73,500.00
CHAIR OF MATH AND SCIENCE	344,953.93	217,088.75	437,738.55
CHAIR, SCHOOL OF BUSINESS	25,687.14	69,091.64	71,500.00

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
CHAIR, SCHOOL OF EDUCATION	502,250.60	496,998.18	485,677.04
CHAIR, SCHOOL OF PUBLIC ADMIN	29,199.23	52,240.27	56,700.00
CHEERLEADERS	13,239.17	10,946.98	9,400.00
CHEMISTRY	548,345.07	388,129.98	444,093.35
CHILD DEV AND FAM	606,924.95	596,725.72	707,384.72
COMMENCEMENT ACTIVITIES	22,324.57	16,250.28	12,000.00
COMPUTER & TECHNOLOGY SCIENCE	118,163.72	123,464.94	114,600.00
COMPUTER SCIENCE	1,166,698.46	1,537,309.90	1,094,036.91
COMPUTER SERVICES	1,415,508.80	1,143,847.85	774,872.61
CONCERT CHOIR	1,215.18	3,006.25	2,000.00
CONTINGENCY - BUDGET	701,632.95	-	-
CONTRACT EDUCATION	930,560.00	1,132,300.00	1,000,000.00
COORDINATOR STUDENT ACTIVITIES	86.36	-	-
COORDINATOR STUDENT LEADERSHIP	909.97	-	-
CRIMINAL JUSTICE	218,646.53	229,160.29	229,700.00
DEAN MATH, SCIENCE, TECH & HEALTH	-	30,024.79	-
DEAN, COLLEGE OF ARTS & SCIENCES	70,073.71	(0.08)	3,900.00
DEAN, COLLEGE OF BUS AND COM SCIENCE	251,411.74	(0.36)	2,500.00
DEAN, COLLEGE OF PROF STUDIES	79,760.95	12.50	3,000.00
DEVELOPMENTAL ENGLISH	259,542.05	(0.08)	55,300.00
DEVELOPMENTAL MATHEMATICS	207,134.91	(0.04)	-
DIR ENHANCEMENT & RETENTION PROG	23,082.63	4,148.57	2,090.20
DIR ACADEMIC CTR FOR EXCELLENCE	441,387.16	1,527,065.26	1,754,291.40
DIR CTR ACAD PERSISTENCE & SUCCESS	2,347.37	3,692.82	1,000.00
DIR STUDENT SUPPORT SERVICES	311,819.29	385,073.92	444,697.70
DIRECTOR AUXILIARY ENTERPRISE	285,346.07	1,465.37	105,000.00
DIRECTOR BLAZER LIBRARY	1,255,808.97	1,458,296.97	1,895,518.00
DIRECTOR OF INFO & MGMT ANALYSIS	36.65	-	-
DIRECTOR STUDENT LIFE	220,849.95	50,443.00	244,200.00
DISABILITY SERVICES	112,403.63	71,212.27	45,500.00
DOCUMENT COPY/MAIL CENTER	407,000.00	231,343.77	75,000.00
DUAL CREDIT	-	39,150.00	70,600.00
EDUCATION	481,187.91	520,988.22	383,514.26
ELECTRICAL SERVICES	364,327.47	263,974.38	188,900.00
ENDOWED CHAIR	136,679.32	153,510.91	-
ENVIRON STUDIES & SUSTAIN SYS	1,899,990.02	2,392,049.01	2,307,329.34
ESL	-	3,304.56	3,300.00
EXTENSION	7,254,401.95	7,587,744.55	9,390,948.53
FACILITIES SERVICE	2,048,274.42	1,660,490.83	2,155,100.00
FACILITY RENTAL	-	665.51	-
FACULTY DEVELOPMENT	2,853.38	40,625.00	27,476.68
FACULTY HOUSING	20,033.00	10,581.16	-
FACULTY SENATE	13,060.26	12,886.35	12,469.00
FAMILY & CONSUMER SCI	1,895,112.30	1,764,032.16	2,514,073.49
FINANCE ADMINISTRATION	-	24,000.00	-
FINANCIAL AID	(41,994,195.41)	(57,618,410.33)	(71,071,131.13)

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
FOOD & ANIMAL SCIENCES	1,600,390.94	2,137,406.29	2,510,304.30
FOOD SERVICES	2,353,000.00	1,306,019.36	1,717,301.50
GENERAL COUNSEL	265,520.13	212,972.96	384,000.00
GENERAL INSTITUTIONAL	-	-	125,000.00
GENERAL SOCIAL SCIENCE	256,161.28	273,836.22	290,192.24
GLOBAL EDUCATION	25,079.26	0.04	20,000.00
GOSPEL ENSEMBLE	-	1,218.75	500.00
GRADUATE STUDIES	29,849.43	62,825.19	17,939.50
GRANT DEPARTMENT	139,667.19	132,610.89	55,900.00
GROUNDS	365,393.21	255,138.92	317,800.00
HEALTH CENTER	153,387.27	157,534.05	164,700.00
HOUSEKEEPING	811,250.70	891,072.28	1,088,600.00
HPER	89,263.88	176,196.92	237,300.00
HUMAN RESOURCE	499,443.37	404,952.20	469,700.00
INFORMATION TECHNOLOGY	975,152.57	1,365,874.17	1,743,825.36
INSTITUTIONAL RESEARCH	185,546.07	189,674.96	345,200.00
INTEGRATIVE	774.83	1,259.08	-
INTERNAL AUDIT	44,058.33	113,312.05	153,700.00
INTRAMURALS	121,344.09	96,236.25	128,400.00
LAND GRANT ADMINISTRATION	2,444,694.84	2,292,589.59	4,805,460.98
LAND GRANT CAPITAL CONSTRUCTION	(65.80)	(65.80)	(65.80)
LG MATCH UPD	4,433.27	-	-
LIBERAL STUDIES - BACHELOR	447,030.41	474,729.26	225,500.00
LITERATURE LANGUAGE & PHILOSOPHY	1,191,277.50	871,206.21	973,380.00
MAINTENANCE SERVICES	300,524.20	522,126.63	183,500.00
MATH & PHYSICS	682,565.82	657,189.01	605,920.00
MECHANICAL SERVICES	408,733.87	339,639.84	453,300.00
MEN'S BASEBALL	87,061.89	46,187.55	66,100.00
MEN'S BASKETBALL	179,826.37	139,116.13	146,100.00
MEN'S CROSS COUNTRY	21,578.27	3,265.17	10,900.00
MEN'S FOOTBALL	468,193.69	341,879.74	533,400.00
MEN'S GOLF	14,058.72	3,971.03	6,000.00
MEN'S TRACK	53,813.58	47,280.98	43,500.00
MOTOR POOL	119,240.57	245,186.56	109,948.99
MUSIC	718,103.67	616,167.54	513,925.00
NURSING ASSOCIATE	696,466.29	643,257.44	605,800.00
NURSING BACHELOR	86,645.36	92,960.15	179,100.00
NURSING DNP	-	192,600.40	186,300.00
NURSING INSURANCE	1,947.00	1,581.94	-
O&M RESIDENCE LIFE	2,279,550.58	207,767.36	588,000.00
OFFICE OF THE PRESIDENT	1,290,242.80	5,708,058.67	1,430,692.82
ONE STOP SHOP	618.34	221,586.00	123,434.87
OPERA HALF NOTE	1,938.29	3,493.76	-
OUTREACH	565,503.12	466,537.85	303,263.63
PAYROLL OFFICE	114,518.80	91,739.52	-

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
PROCUREMENT	145,111.93	166,611.51	125,700.00
PROJECT GRADUATE	-	3,250.00	-
PSYCHOLOGY	279,871.69	1,085,599.05	912,828.34
PUBLIC ADMINISTRATION	484,446.30	418,693.18	426,864.42
PUBLIC RELATIONS	205,208.40	255,643.16	109,000.00
REGIONAL STEWARDSHIP	1,380,893.29	1,385,131.88	1,350,703.75
REGISTER	372,831.59	332,966.24	289,300.00
RESEARCH	6,920,983.37	7,731,594.08	8,663,010.57
REVENUE	-	2,262,680.99	-
SACS	29,469.85	17,471.57	198,140.41
SAFETY	100,531.98	95,665.16	101,860.49
SCHOOL OF NURSING	239,135.10	195,406.94	202,994.45
SCHOOL RELATIONS	19,250.82	-	-
SOCIAL WORK	200,177.15	142,276.13	144,811.53
SOCIAL WORK & CRIMINAL JUSTICE	37,841.93	2,000.00	5,695.00
SPEECH COMMUNICATION/THEA	73,941.89	70,091.57	69,700.00
SPONSORED PROJECTS GRANTS & CONT.	895,079.23	1,065,567.78	1,249,460.58
STAFF COUNCIL	2,262.83	4,062.50	2,000.00
STUDENT AFFAIRS	547,665.13	773,928.95	813,000.00
STUDENT GOVERNMENT ASSOCIATION	41,673.34	19,221.13	24,600.00
STUDENT HEALTH INSURANCE	-	-	268,000.00
STUDENT HOUSING	723,303.79	72,723.05	255,000.00
STUDENT PUBLICATIONS	8,404.78	18,842.63	21,700.00
TEACHER EDUCATION SUPERVISION	14,287.90	13,294.13	10,000.00
TELECOMMUNICATIONS	182,475.16	(0.56)	315,302.00
TESTING	67,100.78	443.56	2,500.00
THOROBRED EXPRESS	-	4,357.00	-
TITLE III COORDINATOR	8,303,204.05	4,764,015.18	3,979,274.98
UNIV ADMIN EXTERNAL RELATIONS & DEV	512,682.06	873,986.46	1,103,835.52
UNIVERSITY GENERAL	7,125,650.65	252,986.19	1,261,053.67
UNIVERSITY OMBUDSMAN/DIRECTOR MEN	192.00	-	-
UNIVERSITY ORIENTATION	23,545.42	-	-
UNIVERSITY POLICE	1,152,703.51	974,277.89	981,500.00
UPWARD BOUND	407,150.67	434,198.69	442,892.01
VP ACADEMIC AFFAIRS/PROVOST	1,286,195.52	1,553,004.21	1,886,839.76
VP FINANCE AND BUSINESS AFFAIRS	498,390.96	333,730.36	446,300.00
WAREHOUSE	39,960.49	59,401.10	58,600.00
WHITNEY YOUNG	68,645.83	67,776.41	73,300.00
WOMEN'S BASKETBALL	180,055.29	136,429.27	267,339.59
WOMEN'S CROSS COUNTRY	27,332.65	26,519.37	13,800.00
WOMEN'S SOFTBALL	60,397.70	28,006.95	43,500.00
WOMEN'S TRACK	46,691.75	43,425.68	47,500.00
WOMEN'S VOLLEYBALL	89,522.56	52,422.95	95,200.00
WORK PROGRAM - INSTITUTION	175,877.00	25,472.64	100,000.00

Average Cost Summary

KSU FISCAL 2015-17 DEPARTMENT AVERAGE COSTS AS OF 2-12-18

"The information presented here is a dump of raw data, provided by the Office of Institutional Research and Effectiveness (OIRE) for the requestor. The data was retrieved from the University (Banner) system, and what was presented here accurately reflects what's being entered in the (Banner) system. OIRE is not responsible for any alteration, modification and/or calculation made using this raw data. If you have any questions about appropriate usage, handling and/or sharing the data, please consult with OIRE."

AVERAGE COST SUMMARY PER FTE

DEPARTMENT (ORGANIZATION)	FY 2015 AVERAGE COST	FY 2016 AVERAGE COST	FY 2017 AVERAGE COST
OFFICE OF THE PRESIDENT	74,475.34	59,002.04	25,359.26
TITLE III COORDINATOR	15,997.96	3,152.85	605.81
BOARD OF REGENTS	2,092.16	934.66	16,001.78
GENERAL COUNSEL	30,129.04	30,498.24	40,449.23
INTERNAL AUDIT	14,662.59	13,626.95	19,678.57
INSTITUTIONAL RESEARCH	23,319.76	23,808.92	26,563.13
ATHLETIC ADMINISTRATION	32,006.35	30,870.04	45,146.25
ATHLETIC ACADEMIC CENTER	3,986.34	10,589.25	3,601.82
ATHLETIC TRAINING	17,220.28	8,387.99	2,401.35
MEN'S FOOTBALL	37,624.71	36,092.58	39,485.21
MEN'S BASKETBALL	13,757.84	10,941.44	20,376.70
MEN'S BASEBALL	9,735.26	6,575.38	8,992.27
MEN'S TRACK	4,804.13	4,898.78	6,981.95
MEN'S GOLF	763.02	2,175.01	1,126.81
MEN'S CROSS COUNTRY	2,545.31	1,433.50	1,014.19
WOMEN'S BASKETBALL	14,060.30	13,055.22	9,428.19
WOMEN'S SOFTBALL	4,529.91	5,267.12	7,856.93
WOMEN'S VOLLEYBALL	11,391.62	10,626.65	7,707.01
WOMEN'S TRACK	4,732.21	4,973.37	6,661.79
WOMEN'S CROSS COUNTRY	2,518.59	1,599.04	1,276.36
SCHOOL RELATIONS	1,386.34	-	-
COMMENCEMENT ACTIVITIES	3,614.74	1,891.05	5,322.49
MEMBERSHIPS	-	-	-
STAFF COUNCIL	1,097.59	753.22	692.55
VP ACADEMIC AFFAIRS/PROVOST	21,856.36	16,884.86	11,444.12
FACULTY SENATE	1,496.88	67.86	2,148.89
ASSOC PROVOSTS OF ACADEMIC AFFAIRS	1,672.26	-	-
SACS	3,457.73	1,403.63	2,958.46
FACULTY DEVELOPMENT	-	1,538.96	5,207.28
ACADEMIC ASSESSMENT & EVALUATION	-	22,244.13	39,455.05
ACCELERATED LEARNING	-	-	-
DUAL CREDIT	-	5,506.25	3,199.29
PROJECT GRADUATE	-	-	-
DEVELOPMENTAL MATHEMATICS	40,967.36	-	-
DEVELOPMENTAL ENGLISH	51,858.21	8,783.83	4,896.14
DEAN MATH, SCIENCE, TECH & HEALTH	-	-	-
CHAIR OF MATH AND SCIENCE	5,789.87	5,202.74	4,093.00
BIOLOGY	42,178.65	38,013.40	38,904.20
CHEMISTRY	5,511.42	5,479.70	4,461.15
MATH & PHYSICS	48,039.08	51,988.32	46,866.53
NURSING DNP	-	-	-
SCHOOL OF NURSING	6,745.23	3,593.37	5,851.83
NURSING INSURANCE	1,903.48	617.65	-
NURSING ASSOCIATE	52,995.31	43,806.82	50,171.27
NURSING BACHELOR	8,146.13	8,309.50	29,300.22
DEAN, COLLEGE OF BUS AND COM SCIENCE	-	-	-
COMPUTER & TECHNOLOGY SCIENCE	19,696.45	16,918.46	11,715.77

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
COMPUTER SCIENCE	11,411.28	9,701.84	6,807.00
APPLIED INFORMATION	4,319.96	1,541.83	-
CHAIR OF AQUA	-	-	1,109.16
AQUACULTURE	6,820.43	6,279.20	6,180.99
DEAN, COLLEGE OF ARTS & SCIENCES	7,538.88	5,282.22	211.98
CHAIR OF BEHAVIOR SCIENCES	5,838.01	6,846.56	6,001.89
PSYCHOLOGY	10,130.25	8,547.78	7,919.39
GENERAL SOCIAL SCIENCE	31,265.12	13,712.26	15,364.68
POLITICAL SCIENCE	24,854.32	23,017.32	22,335.52
CHAIR OF FINE ARTS	7,643.50	7,695.40	11,316.77
ART	19,612.52	12,324.42	10,428.59
MUSIC	45,426.85	47,534.32	47,114.75
BAND	7,499.88	13,875.49	12,195.08
CONCERT CHOIR	150.64	525.94	477.68
GOSPEL ENSEMBLE	-	31.17	44.01
OPERA HALF NOTE	209.75	178.75	-
SPEECH COMMUNICATION/THEATER	10,369.66	7,600.30	5,836.52
BRADFORD HALL AUDITORIUM	8,499.64	9,624.10	12,871.02
CHAIR LITERATURE LANGUAGE	9,159.20	3,476.11	2,461.04
LITERATURE LANGUAGE & PHILOSOPHY	94,730.34	64,073.97	43,015.51
ENDOWED CHAIR	30,157.34	1,597.47	-
ESL	2,258.75	-	-
UNIVERSITY ORIENTATION	3,188.44	-	-
STUDENT PUBLICATIONS	2,641.99	353.82	1,001.56
WHITNEY YOUNG	6,772.93	7,692.51	9,933.77
CASSIS, LIBERAL STUDIES - ASSOCIATE	35,491.84	40,121.99	12,645.44
LIBERAL STUDIES - BACHELOR	54,070.98	39,119.66	24,347.26
INTEGRATIVE	3,005.66	2,910.85	6,334.31
DEAN, COLLEGE OF PROF STUDIES	3,844.47	8.76	100.21
CHAIR, SCHOOL OF BUSINESS	3,171.00	3,026.13	4,502.94
BUSINESS ADMINISTRATION	65,119.13	57,784.14	59,548.32
CHAIR, SCHOOL OF EDUCATION	1,727.50	1,279.87	1,158.40
CHILD DEV AND FAM	4,500.34	3,748.98	3,221.63
EDUCATION	18,087.82	8,073.69	6,192.58
HPER	8,472.55	11,600.40	13,655.59
TEACHER EDUCATION SUPERVISION	156.02	1,917.92	1,732.77
INTRAMURALS	9,121.45	10,102.83	1,347.46
CHAIR, SCHOOL OF PUBLIC ADMIN	2,473.83	2,362.38	11,022.68
PUBLIC ADMINISTRATION	14,510.24	12,153.61	13,982.93
SOCIAL WORK & CRIMINAL JUSTICE	4,454.71	3,491.39	255.83
CRIMINAL JUSTICE	20,632.55	24,430.74	30,291.67
SOCIAL WORK	6,878.83	4,677.46	3,088.53
DEAN, COLLEGE OF AGRICULTURE	429.91	815.50	-
LAND GRANT CAPITAL CONSTRUCTION	-	-	1,559.07
LAND GRANT ADMINISTRATION	3,277.20	2,140.68	3,740.57
RESEARCH	5,357.17	5,108.54	6,843.46
AQUA POD	14,673.31	19,202.69	9,205.61

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
MATCH BIO	-	2,750.32	300.00
EXTENSION	5,841.41	4,356.61	6,161.66
OUTREACH	2,683.18	3,854.69	2,929.69
ENVIRON STUDIES & SUSTAIN SYS	5,466.41	4,693.44	4,023.05
LG MATCH UPD	555.90	-	721.74
FAMILY & CONSUMER SCI	12,704.37	7,991.94	6,920.32
AG & NATURAL RESOURCES	9,008.83	6,678.99	6,348.19
FOOD & ANIMAL SCIENCES	8,027.95	6,457.47	6,061.36
CAFSSS HUMAN RESOURCES	-	676.34	-
AQUACULTURE MASTER	28,667.47	25,884.21	12,783.43
CAFSSS	33,219.54	11,357.36	11,104.42
DIRECTOR BLAZER LIBRARY	73,177.44	51,755.05	26,988.00
DIR ENHANCEMENT & RETENTION PROG	1,100.83	114.83	63.19
ACADEMICS WITH ATTITUDE	12,495.53	6,329.08	8.45
REGIONAL STEWARDSHIP	877.86	782.35	779.58
GRADUATE STUDIES	763.98	1,112.71	4,221.81
SPONSORED PROJECTS GRANTS & CONT.	6,302.29	4,206.52	2,122.18
ASST PROVOST OUTREACH & EXTEND PROG	8,072.56	2,617.25	2,366.58
FACULTY DEVELOPMENT	-	10.06	-
OCDE	-	-	-
UPWARD BOUND	3,364.63	2,889.23	2,461.56
DEAN, COLLEGE OF BUS AND COM SCIENCE	4,802.97	4,804.42	12,411.91
GLOBAL EDUCATION	-	-	-
STUDENT AFFAIRS	-	13,837.65	10,263.35
STUDENT AFFAIRS	19,651.31	13,843.18	36,194.06
DIRECTOR OF INFO & MGMT. ANALYSIS	-	-	-
UNIVERSITY OMBUDSMAN/DIRECTOR MEN	-	-	-
THOROBRED EXPRESS	5,733.90	1,121.11	-
AVP STUDENT ENGAGEMENT & LEADERSHIP	9,007.35	8.35	-
CHEERLEADERS	983.93	1,142.23	1,242.03
ASST VP RETENTION MGMT. & ADVISING	-	-	-
AVP ENROLLMENT MANAGEMENT	4,755.79	26.00	38.05
ONE STOP SHOP	56.25	8,855.86	5,703.18
FIRST YEAR EXPERIENCE	1,725.29	864.47	446.60
UNIVERSITY POLICE	65,150.43	49,986.61	53,896.96
ADMISSIONS	24,751.91	36,832.83	35,422.19
FINANCIAL AID	543,244.97	426,452.51	291,026.17
FINE ARTS	28.32	28.32	-
MERIT BASED	199,247.93	176,360.74	390,389.77
KY COMMONWEALTH	98,120.97	76,152.34	72,690.01
NEED BASED	253,750.75	123,867.25	30,383.16
TUITION WAIVER	-	-	-
CHEERLEADER	12,000.00	9,000.00	9,500.00
WORK PROGRAM - INSTITUTION	97,534.98	8,270.52	12,944.11
MATH AND SCIENCE	-	230.87	-
CAREER PLANNING AND PLACEMENT	13,213.82	15,707.46	5,174.36
CAREER FAIR	1,325.63	886.40	401.01

KSU Fiscal 2015-17 Department Average Costs as of 2-12-18 (cont.)

DEPARTMENT (ORGANIZATION)	FY 2015 BUDGET	FY 2016 BUDGET	FY 2017 BUDGET
STUDENT GOVERNMENT ASSOCIATION	8,522.31	10,602.60	4,710.66
PLANNING	7,829.26	7,423.09	2,123.98
COORDINATOR STUDENT ACTIVITIES	36.67	32.47	311.67
DIRECTOR STUDENT LIFE	4,229.67	6,394.13	10,964.03
COORDINATOR STUDENT LEADERSHIP	211.66	-	-
STUDENT HOUSING	15,454.07	11,591.90	22,856.37
TESTING	2,344.89	16.05	69.06
REGISTER	25,090.37	26,286.83	25,932.49
HEALTH CENTER	10,715.73	12,136.20	12,611.19
SIGN LANGUAGE INTERPRETER	-	-	2,106.00
ALCOHOL & DRUG PREVENTION	9,143.67	9,251.22	18,494.95
STUDENT HEALTH INSURANCE	-	-	-
GLOBAL EDUCATION	(17.64)	-	17,001.22
DIR ACADEMIC CTR FOR EXCELLENCE	11,358.17	10,620.88	9,502.09
DIR STUDENT SUPPORT SERVICES	5,088.17	3,643.66	3,640.13
DIR CTR ACAD PERSISTENCE & SUCCESS	41.07	34.93	48.70
VP FINANCE AND BUSINESS AFFAIRS	37,994.96	51,809.25	27,763.41
BUSINESS SERVICES	139,065.46	95,848.92	107,474.10
FINANCE ADMINISTRATION	-	13,432.82	-
BUSINESS OPERATIONS	11,859.80	20,832.15	23,437.23
ACCOUNTING OFFICE	17,890.53	9,635.27	20,683.67
PROCUREMENT	14,573.44	11,089.07	13,455.41
BURSAR	129,613.06	27,221.12	28,914.35
PAYROLL OFFICE	(2,700.02)	7,654.93	2,983.20
ACCOUNTS PAYABLE	11,379.13	9,655.08	9,092.77
ACCOUNTING OFFICE - YEAR END ENTRY	14,371.09	(55,734.69)	(125,033.68)
GRANT DEPARTMENT	9,477.86	9,029.16	6,696.69
CAPITAL PLANNING & CONSTRUCTION	95,110.41	85,545.20	56,797.30
HUMAN RESOURCE	29,398.26	34,852.83	16,314.20
DISABILITY SERVICES	4,000.91	4,384.56	518.80
BUDGET PLANNING & POLICY	16,653.96	14,076.66	5,994.35
UNIV ADMIN EXTERNAL RELATIONS & DEV	16,511.95	13,021.25	15,648.25
PUBLIC RELATIONS	17,133.06	11,563.45	17,559.33
ALUMNI RELATIONS	16,707.80	8,873.95	9,184.93
ALUMNI - HOMECOMING	1,863.94	3,076.81	2,360.83
CONTRACT EDUCATION	30,364.50	30,634.54	34,893.90
DEVELOPMENT & MAJOR GIFTS	-	-	398.38
INFORMATION TECHNOLOGY	38,152.55	38,100.16	16,338.70
COMPUTER SERVICES	41,838.59	38,571.88	41,624.69
TELECOMMUNICATIONS	64,513.45	77,337.21	45,003.04
ORACLE ERP PROJECT	169,533.25	86,937.18	292,378.67
ASV CAPITAL PLAN CONSTRUCT FACILITY	-	-	9,464.14
FACILITIES SERVICE	85,706.78	58,163.83	84,541.94
WAREHOUSE	6,111.61	7,921.65	6,366.71
SAFETY	5,938.55	1,720.06	3,072.22
ELECTRICAL SERVICES	39,910.12	27,973.16	16,762.11
HOUSEKEEPING	44,693.50	72,871.28	69,077.65

FY18 GRANT SUBMISSION OVERVIEW

Forty-one proposals have been submitted through the month of January, with budgeted amounts totaling $21,621,874. The average amount of a proposal submitted in FY18 is $527,363. Thirty-three percent of the proposals submitted were classified as research, 23 percent were classified as public service and 17 percent classified as extension. Instruction and student service proposals combined to make up the remaining 27 percent.

The university requested at total of $409,004 in indirect costs (IDC) for grants and contracts. Based on 19 proposals that allow IDC, the average amount of IDC per proposal was $21,526, with an average IDC rate of 35 percent.

PROPOSAL SUBMISSIONS BY COLLEGE/UNIT

The College of Agriculture is responsible for 22 of the 41 proposals submitted, totaling $18,173,317. The 22 proposals submitted by the College of Ag accounted for 54 percent of the total number of submissions. The College of Arts and Sciences submitted seven of the 41 proposals submitted, accounting for 17 percent.

FY18 NUMBER OF SUBMISSIONS

- COLLEGE OF AGRICULTURE FOOD SCIENCE AND SUSTAINABLE SYSTEMS
- COLLEGE OF ARTS AND SCIENCES
- ACADEMIC AFFAIRS
- COLLEGE OF PROFESSIONAL STUDIES
- OFFICE OF THE PRESIDENT
- COLLEGE OF BUSINESS AND COMPUTER SCIENCE
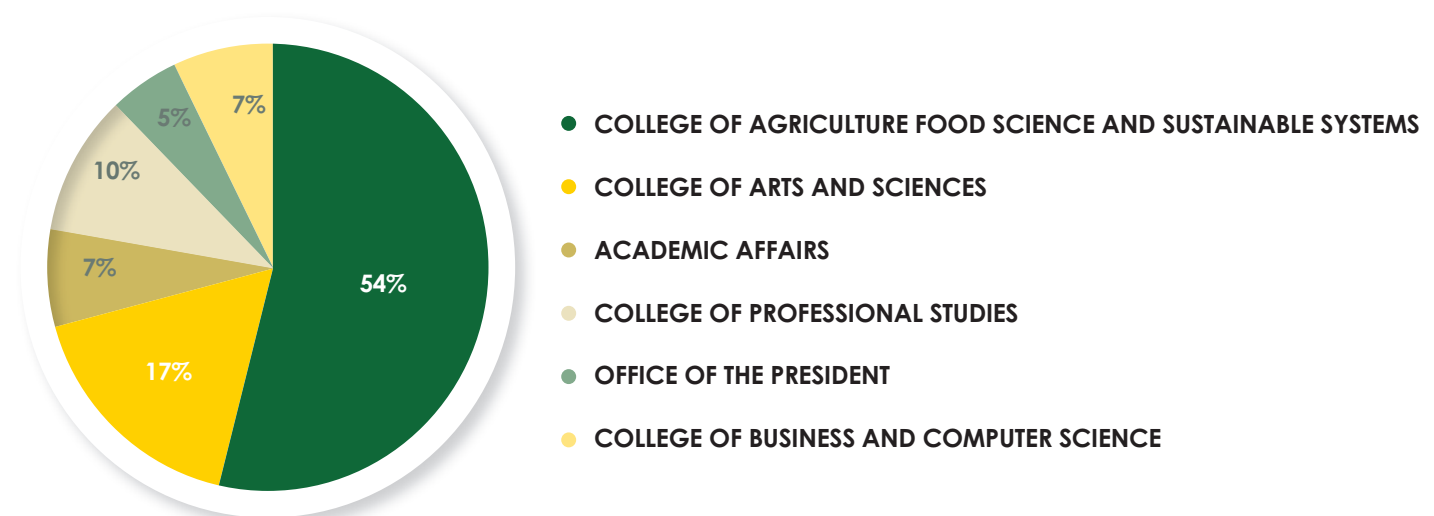
FY18 OSP AWARDS REVIEW

Through the month of January, 39 new awards were received and activated through the Office of Sponsored Programs, totaling $13,071,382. The average award amount is $335,163. The total IDC allocated for FY18 through the month of January is $330,701. Sixteen of the 39 awards allow IDC an average of $21,522 per award.

AWARDS FUNDED BY COLLEGE/UNIT

The College of Agriculture accounts for 67 percent of the total funded amount funded with a total of $8,652,271. Office of the President followed at 21 percent and then Academic Affairs at 5 percent.

FY18 AWARDS BY COLLEGE/UNIT

	Academic Affairs	College of Arts and Sciences	College of Agriculture Food Science and Sustainable Systems	College of Professional Studies	Office of the President	Business and computer science
Total Amount	$653,232	$242,930	$8,827,243	$597,798	$2,748,679	$1,500
# of Awards funded	6	4	19	6	3	1
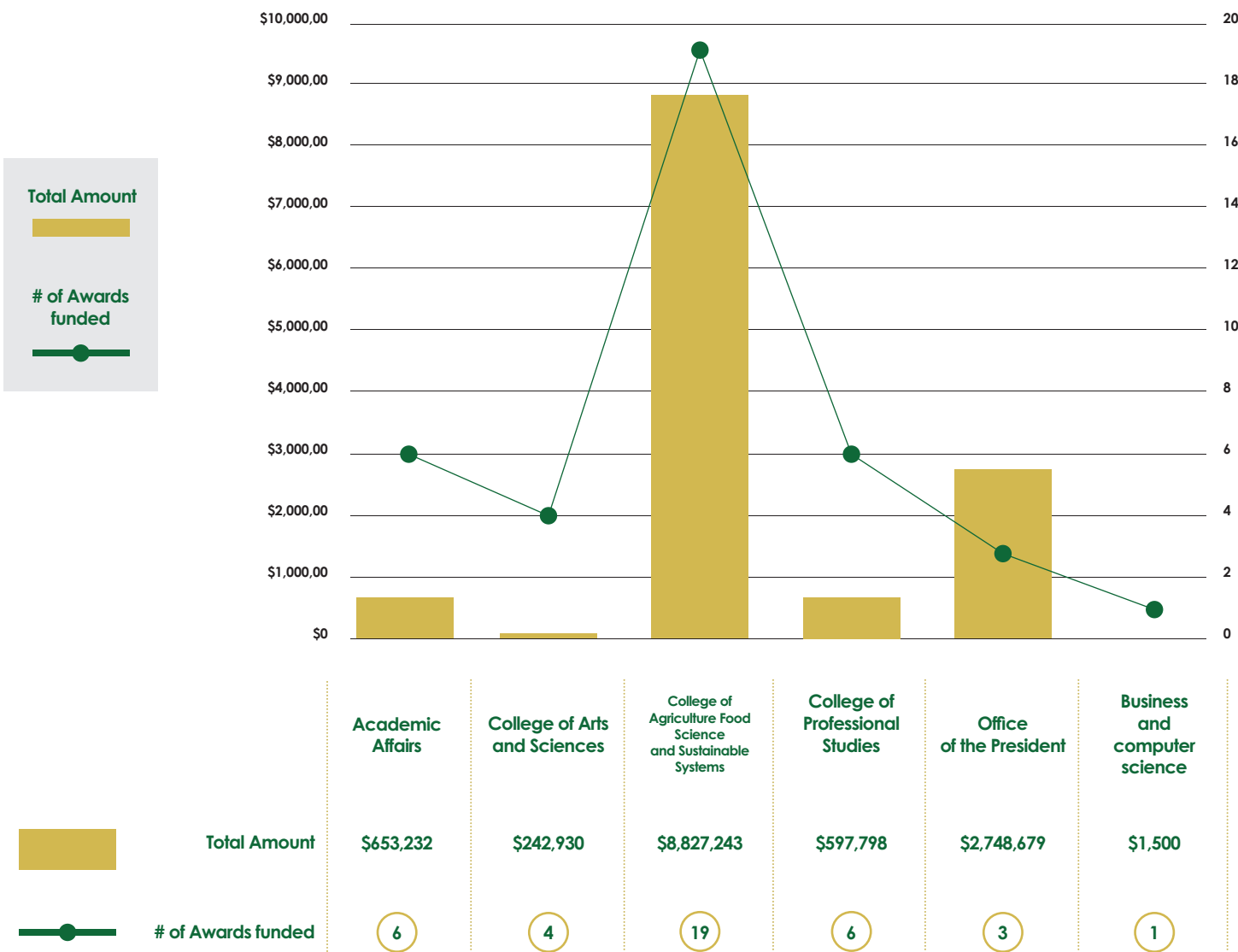
AWARDS FUNDED BY FUNDING AGENCY

Faculty and staff engaged in grantsmanship continue to engage a number of funding sources that support innovation through untraditional collaborations. The USDA-NIFA awarded KSU $7,371,901, which accounts for 56 percent of our total awards. Support from the U.S. Department of Education totaled $3,189,944 and accounts for 24 percent of our total awards funded for FY18 through the month of January.

FY18 - TOTAL AMOUNT FUNDED
OTHER, $1,121,549

56% USDA-NIFA $7,371,901

24% US DEPARTMENT OF EDUCATION $3,189,944

9% OTHER $1,121,549

5% COMMONWEALTH OF KENTUCKY $725, 445

3% DEPARTMENT OF HHS $345,640

1% EKU $125,635

1% NATIONAL TRANSPORTATION CABINET $113,451

1% UK RESEARCH FOUNDATION $77,817

TRAINING AND COMPLIANCE

During FY18 the Office of Sponsored Programs has facilitated three grants trainings in departments and units (College of Agriculture, Mathematics and Sciences and Behavioral and S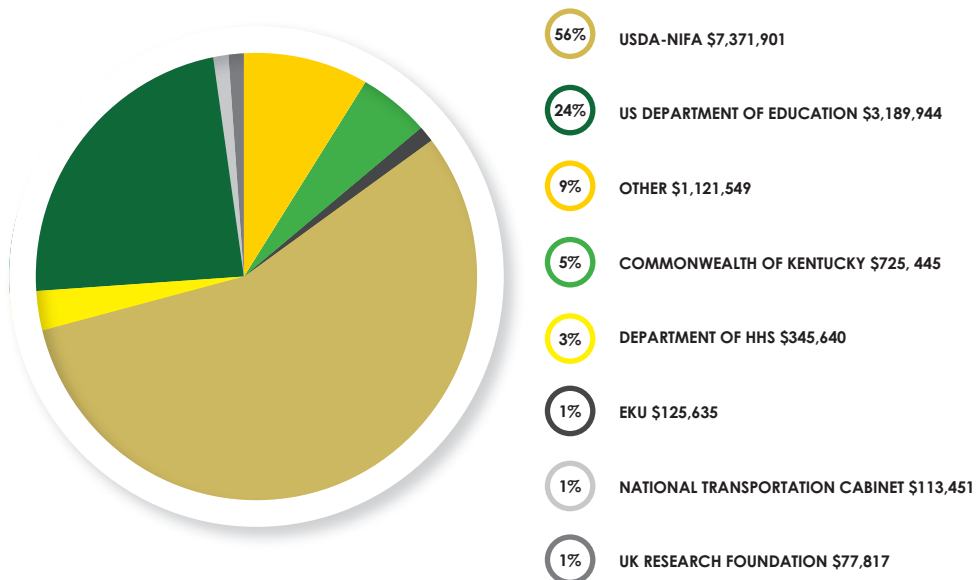ocial Sciences) across campus. Over 30 faculty have been engaged in reviews of means of seeking grants opportunities utilizing Cos-Pivot and grants.gov (link: http://kysu.edu/funding-databases/). Faculty were also provided reviews of internal processes for grants/contract pre/post award procedures and policies that govern grants management and compliance.

Resources for external training modules supported by OSP were also provided to faculty through the CITI Program (Link: http://kysu.edu/citi-program/), which provides training for faculty and staff on Human Subjects Protections (IRB), biohazard training, and animal care and Usage (IACUC). To date in FY18, five KSU faculty have completed applications and been approved by the IRB committee to facilitate human research studies, all classified as exempt/expedited per 45Code of Federal Regulation 46.110 and 21 CFR 56.110. At the present, one application is under review by the IACUC committee. Committee meeting for the IRB and IACUC are being coordinated and will be provided upon completion. The annual report on Animal and Plant Health Inspection is due December 2018.

PROPOSAL SUBMISSIONS FY18-SEPTEMBER

MONTH RECEIVED	PI	COLLEGE/UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AGENCY REQUEST
JULY 2017	TRAVELLA FREE	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	KENTUCKY TRANSPORTATION CABINET	Three week residential program that allows students to explore transportation industries	National Summer Transportation Institute	$113,451
JULY 2017	KAZI JAVED	COLLEGE OF ARTS AND SCIENCES	NSF	National Science Foundation	KY-WV LSAMP	$77,817
JULY 2017	BUDDHI GYAWALI	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA/AFRI	The overall goal of this proposal is to compile climate change risks, adaptation and mitigation education information in an online public domain for optimum forestland management.	Improving the climate change resilience and sustainability of family forest landowners in the US South	$130,000
AUGUST 2017	MARION SIMON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA/OAO	Incorporation of industrial hemp (Cannabis Sativa L.) into conventional crop rotations has increased dramatical-ly in Kentucky since passage of the 2014 US Farm Bill legalized its cultivation. Under the auspices of the Kentucky Department of Agriculture.	Kentucky Small Farmers are Improving the Sustainability of their Farms and Communities	$199,836
AUGUST 2017	BUDDHI GYAWALLI	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-RD	KSU intends to continue its efforts to provide technical assistance to the SDGs in rural counties in 2018 with addition-al financial support from USDA/RD.	Providing Technical Assistance to Socially- Disadvantaged Groups for increasing their Participation in USDA Programs	$174,971
AUGUST 2017	ABDUL TURAY	COLLEGE OF BUSINESS AND COMPUTER SCIENCE	U.S. DEPARTMENT OF EDUCATION	To develop a curriculum that will educate students, small farmers, and executives of small and medium business about the development and implementation of international business strategies.	Trade Strate-gies for Business Develop-ment: An Inter-national Eco-nomic Educa-tion Program	$33,200

Proposal Submissions FY - September (cont.)

MONTH RECEIVED	PI	COLLEGE/ UNIT	SPONSOR- AGENCY	DESCRIPTIVE TITLE	TITLE	AGENCY REQUEST
AUGUST 2017	RON CHI	OFFICE OF THE PRESIDENT	STANFORD INSTITUTE	KSU will utilize, design, and implement Sanford Inspire technologies to: integrate into educator preparation and teacher professional development coursework curriculum; provide P-12 school districts resource support and university outreach.	Sanford Education System Collaborative - Curriculum Development and Implementation of Sanford Inspire	$50,000
AUGUST 2017	KATRINA SEXTON	ACADEMIC AFFAIRS	EASTERN KENTUCKY UNIVERSITY	A comprehensive training and collaborative partnership with the Cabinet for Health and Family Services, Department for Community Based Services and multi public and private universities.	Professional Development and Training Project - Cultural Diversity	$6,981
AUGUST 2017	KATRINA SEXTON	ACADEMIC AFFAIRS	EASTERN KENTUCKY UNIVERSITY	The University Training Consortium is a comprehensive training and collaborative partnership with the Cabinet for Health and Family Services, Department for Community Based Services and multi public and private universities.	Professional Development and Training Project	$111,464
AUGUST 2017	MARION SIMON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	SOUTHERN AGRICULTURAL RESEARCH AND EDUCATION GRANTS	Sustainable Agriculture Research Education Professional Development Program	Southern Region SARE Professional Development Program	$11,111
AUGUST 2017	KAZI JAVED	COLLEGE OF ARTS AND SCIENCES	DOD	Five undergraduate student research projects are being proposed at Kentucky State University. Support for 12 undergraduate students over the three- year grant period is being sought.	Strengthening STEM Curricula through Research at Kentucky State University	$387,738
AUGUST 2017	ANDREW RAY	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA-AFRI	This project will examine several artificial sea salt mixtures in a variety of shrimp production systems and situations, including low-salinity ponds and indoor production systems. The project will fund the creation of economic models for both production	Practical Optimization of an Economical Salt Formulation for Inland, Rural Shrimp Production	$499,109
AUGUST 2017	RICHARD CRISTAN	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA	Kentucky State University's Maple Syrup Producer Assessment, Outreach, and Education Project in Kentucky is applying for an Acer Access and Development Program Grant as a Producer and Landowner Education type project.	Maple Syrup Producer Assessment, Outreach, and Education Project in Kentucky	$186,031

MONTH RECEIVED	PI	COLLEGE/ UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AGENCY REQUEST
AUGUST 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	KENTUCKY AGRICULTURAL DEVELOPMENT FUND	The objectives of this project are to foster development, increase production diversification, and improve profitability of tobacco-dependent small farms, as well as limited-resource farmers within the Commonwealth.	This project will provide assistance and mini-grants to underserved small-scale and limited- resource farmers statewide, in the areas of aquaculture, value-added products, or-ganics, food insecurity, and farmer educational support.	$990,000
AUGUST 2017	DERRICK GILMORE	ACADEMIC AFFAIRS	DOED	STEM High School Apprenticeship Program for Underrepresented Minorities	STEM High School Apprenticeship Program for Underrepresented Minorities	$205,995
AUGUST 2017	JO ANNE RAINEY	COLLEGE OF PROFESSIONAL STUDIES	COMMONWEALTH OF KENTUCKY	Minority Educator Recruitment and Retention	FY 18-MERR- KSU	$45,000
AUGUST 2017	SHAWN LUCAS	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA-AFRI	Incorporation of industrial hemp (Cannabis Sativa L.) into conventional crop rotations has increased dramati-cally in Kentucky since passage of the 2014 US Farm Bill legalized its culti-vation. Under the auspices of the Ken-tucky Department of Agriculture.	The Hemp Ef-fect: What Impact will incorporating hemp into traditional crop rotations have on the provisioning of agro- eco-system	$116,343
AUGUST 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Distribution of funds to the 1890s land-grant institutions.	1890 Cooperative Extension	$6,523,680
AUGUST 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Kentucky State University Environmental Education Center	RREA 18	$13,500
SEPTEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Distribution of funds to the 1890's land grant institutions.	Evans Allen Research FY2018	$7,369,376

Proposal Submissions FY - September (cont.)

MONTH RECEIVED	PI	COLLEGE/UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AGENCY REQUEST
SEPTEMBER 2017	JONI NELSON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	NRCS	Kentucky State University in partnership with the Kentucky Department of Fish and Wildlife Resources, the Kentucky Nature Preserves Commission, the Nature Conservancy, Round-stone Native Seed, and the Habitat Management Institute on improvement project.	Improving Wildlife and Pollinators on Farms	$450,000
SEPTEMBER 2017	TRAVELLA FREE	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	NATIONAL 4-H COUNCIL	The Tech Wizards project uses a small group mentoring approach for underserved middle and high school youth in Kentucky. Tech Wizards focuses on experiential (hands-on) technology learning and life skills.	4-H National Mentoring Program	$46,000
SEPTEMBER 2017	VIKAS KUMAR	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS		Assessing the feasibility of improving the nutrient utilization of terrestrially based proteins to fish and shrimp through dietary supplementation in freshwater conditions	Professional Development and Training Project	$86,760
SEPTEMBER 2017	JO ANNE RAINEY	COLLEGE OF PROFESSIONAL STUDIES	COMMONWEALTH OF KENTUCKY	KSU/CTE Kentucky Teacher Internship Program (CTE/KTIP)	Southern Region SARE Professional Development Program	$2,406
SEPTEMBER 2017	KIRK POMPER	COLLEGE OF ARTS AND SCIENCES	USDA-NIFA	Geospatial Characterization of Kentucky Forests for Agro-forestry and Bioenergy	Strengthening STEM Curricula through Research at Kentucky State University	$222,496
SEPTEMBER 2017	JENNIFER HUBBARD-SANCHEZ	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	KHLCF BOARD	KSU Environmental Education and Research Center Expansion	Practical Optimization of an Economical Salt Formulation for Inland, Rural Shrimp Production	$416,000
SEPTEMBER 2017	DENEIA THOMAS	COLLEGE OF ARTS AND SCIENCES	HBCU - CFE	KSU Suicide - Young Lives At Risk, Suicide Prevention	Maple Syrup Producer Assessment, Outreach, and Education Project in Kentucky	$7,500

Proposal Submissions FY - September (cont.)

MONTH RECEIVED	PI	COLLEGE/ UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AGENCY REQUEST
SEPTEMBER 2017	MARA MERLINO	COLLEGE OF ARTS AND SCIENCES	DEFENSE INTELLIGENCE AGENCY	To expand intelligence and national security curriculum and outreach activities to prepare students for careers in the U.S. intelligence and national security communities. KSU sub-award will allow students to receive financial support to attend workshops.	Bluegrass State Intelligence Community Center of Academic Excellence Sub-award	$80,106
OCTOBER 2017	CHRISTINA LEATH	OFFICE OF THE PRESIDENT	DOED		TIII 2017-2022 Y1 FY2018	$1,924,141
OCTOBER 2017	DENEIA THOMAS	COLLEGE OF ARTS AND SCIENCES	EASTERN KENTUCKY UNIVERSITY	The University Training Consortium is a comprehensive training and collaborative partnership with the Cabinet for Health and Family Services, Department for Community Based Services and multi-public and private universities that support.	University Training Consortium	$7,190
NOVEMBER 2017	SHAWN LUCAS	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA - SARE	Examining Salinity Remediation potential and soil quality impacts of an ion accumulating grass, cover crops, and irrigation with catchment rainwater in salt impacted high tunnel soils	Sustainable Agriculture Research Education Grant.	$292,687
NOVEMBER 2017	FREDERICK BEBE	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	KAS FOUNDATION	Assessment of skin cancer prevalence, knowledge and awareness in small and limited resource farmers in Kentucky	Assessment of skin cancer prevalence, knowledge and aware-ness in small and limited re-source farmers in Kentucky	$5,000
NOVEMBER 2017	THOMAS WEBSTER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS		This project will explore the utility of electronic sensors to detect volatiles, especially pheromones, from queen honey bees. The data will be used to predict the survival and viability of the queen bees in bee hives.	Evaluating Queen Bee Viability with Electronic Sensors	$27,000
NOVEMBER 2017	ABDUL TURRAY	COLLEGE OF BUSINESS AND COMPUTER SCIENCE	SPENCER FOUNDATION	Creating and Sustaining Inquiry Space for Teaching Research Nexus in Economics at Historically Black Colleges and Universities	Research Conference Workshop	$50,000

MONTH RECEIVED	PI	COLLEGE/UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AGENCY REQUEST
NOVEMBER 2017	ERIN GILLIAM	COLLEGE OF ARTS AND SCIENCES	NCAA	NCAA Innovation in Research and Practice Grant Proposal	Career Exploration and Sport Exit Strategies For Student-Athletes	$25,000
NOVEMBER 2017	ANDREW RAY	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	This project will evaluate an integrated food production system including shrimp aquaculture salt marsh grass production and ruminant production and to disseminate the findings to a broad audience.	Integrating Aquatic and Terrestrial Agricultural Systems to Enhance Sustainable Food Pro-ductions	$299,966
NOVEMBER 2017	ABDUL TURRAY	COLLEGE OF BUSINESS AND COMPUTER SCIENCE		An intense one-week faculty professional enhancement workshops to focus on linking teaching and research	Historically Black Colleges and Universities (HBCUs) in U.S., Southeast Asia and Japanese Institutions Collaboration Network	$100,000
NOVEMBER 2017	ALEXANDER LAI	COLLEGE OF ARTS AND SCIENCES	NSF	A mini-research institute to enhancing undergraduate research to attract, retain, and graduate majors in biological science	A mini- research institute to enhancing undergraduate research to attract, retain, and graduate majors in biological science	$283,019
DECEMBER 2017	HERMAN WALSTON	COLLEGE OF PROFESSIONAL STUDIES		Family Volunteer Day is a day of service that celebrates the power of families who work together to support their neighbors and neighborhoods.	Family Volunteer Day 2017	$500
DECEMBER 2017	JENNIFER HUBBARD-SANCHEZ	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	NATIONAL 4-H COUNCIL	4-H National Council and participating Subway® restaurants are partnering to bring more resources for local Healthy Living programming.	4-H Subway Healthy Living	$500
JANUARY 2018	FARIBA BIGDELI-JHED	COLLEGE OF PROFESSIONAL STUDIES		The project will scale and enhance the Accelerated Mathematics and English programs. The funds provide faculty and IC training and professional development, and establish coordinators for the Accelerated Mathematics and English programs.	Scaling Co-Requisite Education	$50,000

GRANT AWARDS FY18-SEPTEMBER

AWARD MONTH	PI	AWARD COLLEGE/UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AWARD TOTAL
JULY 2017	T'EBONY TORAIN	ACADEMIC AFFAIRS	COMMONWEALTH OF KENTUCKY	To close achievement gaps, and promote college and career readiness.	B.R.E.D. Scholars Program (GMSCPP)	$31,021
JULY 2017	KAZI JAVED	COLLEGE OF ARTS AND SCIENCES	UNIVERSITY OF KENTUCKY RESEARCH FOUNDATION	National Science Foundation	KY-WV LSAMP	$77,817
JULY 2017	TRAVELLA FREE	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	NATIONAL TRANSPORTATION CABINET	Kentucky State University Summer Transportation Institute is a residential program that allows students to explore transportation industries	National Summer Transportation Institute	$113,451
AUGUST 2017	HERMAN WALSTON	COLLEGE OF PROFESSIONAL STUDIES	DEPARTMENT OF HEALTH AND HUMAN SERVICES	A Mentoring Project for African-American And Hispanic Males	Please Call Me Mister	$345,640
AUGUST 2017	KATRINA SEXTON	ACADEMIC AFFAIRS	EASTERN KENTUCKY UNIVERSITY	The University Training Consortium is a comprehensive training and collaborative partnership with the Cabinet for Health and Family Services, Department for Community Based Services and multi-public and private universities.	Professional Development and Training Project	$111,463
AUGUST 2017	KATRINA SEXTON	ACADEMIC AFFAIRS	EASTERN KENTUCKY UNIVERSITY	The University Training Consortium is a comprehensive training and collaborative partnership with the Cabinet for Health and Family Services, Department for Community Based Services and multi-public and private.	Professional Development and Training Project- Cultural Diversity	$6,981

Grant Awards FY18 - September (cont.)

MONTH RECEIVED	PI	AWARD COLLEGE/ UNIT	SPONSOR- AGENCY	DESCRIPTIVE TITLE	TITLE	AWARD TOTAL
AUGUST 2017	JO ANNE RAINEY	COLLEGE OF PROFESSIONAL STUDIES	COMMONWEALTH OF KENTUCKY	Minority Education Recruitment and Retention program funds to provide forgivable loans to increase percentage of minorities who enter and complete four year teacher programs	FY18-MERR-KSU	$45,000
AUGUST 2017	T'EBONY TORAIN	ACADEMIC AFFAIRS	US DEPARTMENT OF EDUCATION	Upward Bound is a federally funded TRIO program designed to prepare 56 students that are first-generation and low-income or at risk for academic failure from Franklin County, Western Hills, and Frankfort High for college.	Upward Bound: Future Ready - Global Leaders	$257,500
AUGUST 2017	RON CHI	OFFICE OF THE PRESIDENT	OFFICE OF THE CHANCELLOR OF THE NATIONAL UNIVERSITY SYSTEM	KSU will utilize, design, and implement Sanford Inspire technologies to: integrate into educator preparation and teacher professional development coursework/ curriculum; provide P-12 school districts resource support and university outreach.	Sanford Education Center Collaborative	$50,000
AUGUST 2017	MARION SIMON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Small farmers improving the sustainability of their farms and communities	Southern Region SARE Professional Development Program	$11,111
AUGUST 2017	T'EBONY TORAIN	ACADEMIC AFFAIRS		Bold, Resilient, Educated Determined	B.R.E.D. Scholars Program (GMSCPP)	$14,001
AUGUST 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Kentucky State University Environmental Education Center	RREA 2018	$13,500
AUGUST 2017	JOSEPH GOODMAN	ACADEMIC AFFAIRS	DOED	Student Support Services	Student Support Services	$232,265

MONTH RECEIVED	PI	AWARD COLLEGE/ UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AWARD TOTAL
SEPTEMBER 2017	VIKAS KUMAR	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	OHIO SOYBEAN COUNCIL	The overall aim of our purposed project is increase the usage of EnzoMeal (EM) in aquafeed. The specific is to evaluate the replacement of fish-meal by EM and soybean meal, on production performance, feed efficiency, digestibility, etc.	Production Performance, Digestibility, and Physiological Response to Explore the Impact of Enzomeal	$102,322
SEPTEMBER 2017	JO ANNE RAINEY	COLLEGE OF PROFESSIONAL STUDIES	COMMONWEALTH OF KENTUCKY	KSU/CTE Kentucky Teacher Internship Program (CTE/KTIP)	KSU/CTE Kentucky Teacher Internship Program (CTE/KTIP)	$2,406
SEPTEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Geospatial Characterization of Kentucky Forests for Agroforestry and Bioenergy.	FY 2017 USDA McIntyre Stennis	$111,496
SEPTEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Distribution of funds to the 1890s land- grant institutions.	FY 2018 Cooperative Extension	$3,261,840
SEPTEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Kentucky State University Environmental Education Center	FY 2017 USDA RREA	$13,500
SEPTEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Distribution of funds to the 1890s land- grant institutions.	FY 2018 Cooperative Research	$3,684,688
OCTOBER 2017	CHRISTINA LEATH	OFFICE OF THE PRESIDENT	DOED	Title III	TIII 2017-2022 Y1 FY2018	$1,924,141

MONTH RECEIVED	PI	AWARD COLLEGE/UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AWARD TOTAL
OCTOBER 2017	CARLA JORDAN	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	PREVENT CHILD ABUSE KENTUCKY - CABINET FOR HEALTH AND FAMILY SERVICES	Child abuse prevention program, aimed at protecting Kentucky youths from different forms of abuse.	Prevent Child Abuse KY FY 18	$12,407
OCTOBER 2017	DENEIA THOMAS	COLLEGE OF ARTS AND SCIENCES	EASTERN KENTUCKY UNIVERSITY	The University Training Consortium is a comprehensive training and collaborative partnership with the Cabinet for Health and Family Services, Department for Community Based Services and multi- public and private universities that support.	University Training Consortium	$7,190
OCTOBER 2017	MARA MERLINO	COLLEGE OF ARTS AND SCIENCES	DEFENSE INTELLIGENCE AGENCY	To expand intelligence and national security curriculum and outreach activities to prepare students for careers in the U.S. intelligence and national security communities. KSU subaward will allow students to receive financial support to attend workshops.	BGIC-CAE Subaward	$80,106
OCTOBER 2017	KAZI JAVED	COLLEGE OF ARTS AND SCIENCES	NSF	National Science Foundation	KY-WV LSAMP Mid-Level Alliances	$77,817
NOVEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	ALLTECH	Collaboration between KSU and Alltech's Center for Animal Nutrigenomics and Applied Animal Nutrition to foster joint efforts related to the teaching, extension and research in the areas of animal, fisheries and crop science.	Alltech Sustainable Farming Alliance	$75,000
NOVEMBER 2017	KRISTOPHER GRIMES	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	COMMONWEALTH OF KENTUCKY	Supplemental Nutrition Assistance Program	FY 18 SNAP Ed	$647,018
NOVEMBER 2017	MARION SIMON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NRCS	Provide financial assistance and support to KSU in hosting the 2017-2018 Kentucky Small Limited Resource Minority Farmers Conference	17/18 Kentucky Small Limited Resource Minority Farmers Conference	$10,000

MONTH RECEIVED	PI	AWARD COLLEGE/UNIT	SPONSOR-AGENCY	DESCRIPTIVE TITLE	TITLE	AWARD TOTAL
NOVEMBER 2017	ABDUL TURAY	ACADEMIC AFFAIRS	U.S. DEPARTMENT OF EDUCATION	To develop a curriculum that will educate students, small farmers, and executives of small and medium business about the development and implementation of international business strategies.	Trade Strategies for Business Development	$1,500
NOVEMBER 2017	SHAWN COYLE	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	NSF	CNH: The Coupled Human Health and Environmental Dynamics of Schistosomiasis	CNH: The Coupled Human Health and Environmental Dynamics of Schistosomiasis	$119,836
NOVEMBER 2017	JOANNE BANKSTON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	KSU, University of Minnesota, and TSU have developed a multi-state approach to address educational disparities for children and youth at-risk.	CYFAR - Kentucky State University Connect Sustainable Community Project	$140,000
NOVEMBER 2017	KRISTOPHER GRIMES	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Expanded Food And Nutrition Education Program	2017 EFNEP	$122,266
NOVEMBER 2017	CHRISTINA LEATH	OFFICE OF THE PRESIDENT	DOED	Title III	SAFRA 2015-2020 Y3 FY 2018	$774,538
NOVEMBER 2017	MARION SIMON	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-OOAO	Kentucky's Small Farmers are Improving the Sustainability of their Farms and Communities	KY Small Farmers FY 17	$199,836
DECEMBER 2017	HERMAN WALSTON	COLLEGE OF PROFESSIONAL STUDIES	GENERATION ON	Family Volunteer Day is a day of service that celebrates the power of families who work together to support their neighbors and neighborhoods.	Family Volunteer Day 2017	$500

MONTH RECEIVED	PI	AWARD COLLEGE/ UNIT	SPONSOR- AGENCY	DESCRIPTIVE TITLE	TITLE	AWARD TOTAL
DECEMBER 2017	TRAVELLA FREE	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	NATIONAL 4-H COUNCIL	4-H National Council and participating Subway® restaurants are partnering to bring more resources for local Healthy Living programming.	4-H Subway Healthy Living	$500
DECEMBER 2017	KIRK POMPER	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-NIFA	Kentucky State University Environmental Education Center	RREA FY2018	$13,500
JANUARY 2018	BUDDHI GYAWALI	COLLEGE OF AGRICULTURE, FOOD SCIENCE AND SUSTAINABLE SYSTEMS	USDA-RURAL DEVELOPMENT	Providing Technical Assistance to Socially- Disadvantaged Groups for increasing their Participation in USDA Programs	Technical Assistance_SDG	$174,972
JANUARY 2018	ASHOK KUMAR	COLLEGE OF PROFESSIONAL STUDIES	NSF	Innovative, Broadly Accessible Tools for Brain Imaging, and Decoding & Modulation	Innovative, Broadly Accessible Tools for Brain Imaging, and Decoding & Modulation	$84,252
JANUARY 2018	KAZI JAVED	COLLEGE OF PROFESSIONAL STUDIES	NSF	Powering the Kentucky Bioeconomy for a Sustainable Future	NSF EPSCoR	$120,000

FACTORS TO CONSIDER
FOR PROGRAM CONTINUATION DECISIONS

FACTORS

RATINGS

FACTORS	EXCELLENT	GOOD	FAIR	POOR
ENROLLMENT TRENDS	Consistent five-year enrollment of more than 12 students	Average five-year enrollment of at least 12 students	Consistent five-year enrollment of less than 12 students; however, there is an articulated plan for improvement	Consistent five-year enrollment of less than 12 students WITHOUT a plan for improvement
GRADUATION RATES (DEGREES AWARDED)	five-year average for number of degrees awarded is more than 12	five-year average for degrees awarded is 12	Five-year average for number of degrees awarded is less than 12; however, there is a plan for improvement	Five-year average for number of degrees awarded is less than 12 and there is not a plan for improvement
FACULTY QUALIFICATIONS	All faculty are qualified to teach in their assigned areas	90 percent of the faculty are qualified to teach in their assigned areas	At least 70 percent of the faculty are qualified to teach in their assigned areas	50 percent or less of the faculty are qualified to teach in their assigned areas
INSTRUCTIONAL PRACTICES	Faculty consistently engage students via a variety of instruction strategies	Faculty varies instructional strategies to a moderate degree	Little variation in instructional practices	Lack of variety in instructional practices
PROGRAM DEMAND	High demand for skills acquired from this program	Moderate demand for skills acquired from this program	Low demand for skills acquired this program with a plan for improvement	Low demand for skills acquired this program
FINANCIAL CONTRIBUTION TO THE UNIVERSITY	Program generates substantial revenue for the university	Program generates some revenue the university	Program generates little revenue the university	Program creates a financial hardship on the university
SUFFICIENCY OF COURSE OFFERINGS TO ASSURE REASONABLE COMPLETION OPPORTUNITIES	All courses offered regularly and systematically to assure reasonable completion opportunities	Most (90%) of courses offered regularly and systematically to assure reasonable completion opportunities	At least 50% of courses are offered regularly and systematically to assure reasonable completion opportunities	Less than 50% of courses are offered regularly and systematically to assure reasonable completion opportunities
ACCREDITATION STATUS	Fully accredited by SPAs	Accredited with conditions by SPA	On probation by evaluation of SPA	Not accredited by SPAa
IMPACT ON STUDENTS	90 percent or more of the students compete for and secure employment in high demand positions	At least 80 percent of the students compete for and secure employment in high demand positions	70 percent of less of the students gain employment in positions other that their areas of preparation	Program does not prepare students to be competitive in high demand employment opportunities
CURRICULUM	**ALL COURSES** • Are current • Built on standards-based content • Focuses on concept and skill development • Builds on students' prior knowledge • Employs research-based teaching methods • Are relevant to needs of employers and students	**90% OF THE COURSES** • Are current • Built on standards-based content • Focuses on concept and skill development • Builds on students' prior knowledge • Employs research-based teaching methods • Are relevant to needs of employers and students	**70-80 PERCENT OF THE COURSES** • Are current • Built on standards-based content • Focuses on concept and skill development • Builds on students' prior knowledge • Employs research-based teaching methods • Are relevant to needs of employers and students	**50 PERCENT OR LESS OF THE COURSES (OUTDATED)** • Are current • Built on standards-based content • Focuses on concept and skill development • Builds on students' prior knowledge • Employs research-based teaching methods • Are relevant to needs of employers and students
EQUIPMENT AND FACILITIES	Equipment and facilities are up-to-date	80 to 90 percent of the facilities and equipment is up-to-date	At least 70 percent of the facilities and equipment is up-to-date	The equipment and facilities are outdated

FACTORS

RATINGS

	EXCELLENT	GOOD	FAIR	POOR
STUDENT PERFORMANCE	90% or higher of the students perform well on coursework and assessments	At least 80 percent of the students making passing scores on coursework and assessments	At least 70 percent of the students earn passing scores on coursework and assessments	Students perform poorly in most courses and on tests
TERM-TO-TERM PERSISTENCE RATES	High term-to-term persistence rates	Moderate term-to-term persistence rates	Low term-to-term persistence rates WITH a faulty plan for support and improvement	Low term-to-term student persistence rates WITHOUT a faculty plan for support and improvement
ATTEMPTS AT REVITALIZING THE PROGRAM	Several strategies have been implemented to revitalize the program with great success	Moderate effort has been made to revitalize the program with some success	Minimal effort has been made to revitalize the program with little success	No effort has been made to revitalize the program
NON-MONETARY IMPACTS ON THE COLLEGE (E.G. COMMUNITY AND INDUSTRY PARTNERSHIPS)	Excellent ratings on community surveys	Good ratings on community surveys	Fair ratings on community surveys	Poor ratings on community surveys
COMMITMENT TO THE MISSION, GOALS, VISION, AND CORE PRINCIPLES	Shows moderate evidence of adherence to the mission, core values, and vision of the university	Shows moderate evidence of adherence to the mission, core values, and vision of the university	Shows minimal evidence of adherence to the mission, core values, and vision of the university	Shows no evidence of adherence to the mission, core values, and vision of the university

***Factors to consider for recommending CONSOLIDATE

- Better utilization of human and other resources
- Goals of the programs complement each other
- Similar enrollment and graduation trends
- Employer demands
- Existence of similar programs in the surrounding area

The President's Green Ribbon Committee, Group 2, met on January 30, 2018, to continue discussion and review of two academic programs assigned: Political Science (POS) and the undergraduate Public Administration (PUA) programs. The committee convened at 4 p.m. and ended at 6:15 p.m.

EXAMPLE OF A PROGRAM REVIEWED

POLITICAL SCIENCE

The political science program contributes to the University's mission in various ways. The program prepares students to assume roles primarily in the government sector, as well as for graduate and professional school. The mission of the University is to serve the community and to improve the public good for citizens of the Commonwealth. Students who receive a degree from the University are prepared to enter the workforce and to make a direct contribution to better their communities.

The political science program offers both a major and minor, and it provides a service course in the liberal arts core (POS 101: American Government). Program faculty also teaches across divisions/departments in the Division of Behavioral and Social Sciences (BSS) and for the BSS Intelligence and Counter-Terrorism minor.

Most (94 percent) universities offer political science programs (Ginsberg, 2011). Political science is considered as one of the social sciences core programs in addition to psychology, sociology and history (to name a few). Since KSU is situated in the Commonwealth's state capital—the seat of government—it is fitting to offer a political science degree program.

Beginning in the spring 2018 semester, the political science program was relocated to the School of Public Administration and Department of Government. Public Administration is rooted in political science, and the relocation of this program should be attractive to students interested in pursuing these degrees.

The political science program helps to fulfill the University's strategic plan. For Goal 1, it provides access for students to develop careers in the government sector through internships with state agencies and in preparation for graduate and professional schools. For Goal 2, the program increases general education skills as a service course in the liberal arts core. For Goal 3, the program has a direct impact on the financial strength of the University in spite of the small number of declared majors. For Goal 4, the program collaborates with other universities as students participate in the pre-law society or attend graduate or professional schools. The program also regularly hosts political forums and other civic events for the community. For Goal 5, the program is periodically reviewed and, as an accredited program, participates in the Continuous Quality Improvement process.

Elimination of a program that is tailored to prepare students to become civic-minded, publicly engaged citizens seems counterproductive to the mission of the University.

The political science program informs and teaches students the role and function of government and citizens' participation in those processes.

Since 2013, the political science program has averaged 18 declared majors and averaged seven graduating students over the last three years. The number of declared majors has remained relatively stable during this period, although the number has dropped over the past decade. A number of factors likely contribute to this decline, such as higher education enrollment declines, declines in international student enrollment and the need for expanded recruitment. However, for political science programs, these trends are not new. In an article published by Mann (1996) over two decades ago, the research indicated significant declines in political science majors and enrollment. The author noted the decrease was associated with a decline in applications for law school and the appeal of other career programs (see www.jstor.org/stable/420838). In spite of these changes in the political science program, its percent enrollment change has been low (6 percent) compared to the majority of programs at the University—many having double-digit declines. The U.S. Department of Labor estimates 3 percent job growth in political science between 2016 and 2026.

The political science program is accredited nationally as a member institution of the American Political Science Association (APSA), and the curriculum is aligned with the association's learning goals.

There are two full-time political science faculty and zero part-time faculty. In FY 2017–18, both faculty members are teaching full course loads. Dr. Wilifred Reilly has five assigned courses (one to make up a reduced course load in the fall 2017 semester). Dr. Reilly will receive a one-course reduction due to an administrative appointment as university ombud beginning spring 2018, semester (thus, he has one paid overload for spring 2018). Dr. Amadife is teaching an integrative studies course in liberal studies and, therefore, has one paid overload for spring 2018.

The political science program was implemented at the University _____. During the period 2013–17, _____ students have graduated with political science as their major and _____ students with political science as a minor. The program offers three

concentrations: constitutional law, international relations and legislative/executive politics. The major requires 120 credit hours. The minor requires 21 credit hours.

The political science program uses technologies available at the University to support student learning. Black Board is the primary learning management system. Classrooms are equipped with overheads and several classrooms have SMARTboards. Technology is one area that should include more investment from the University to attract millennials and Gen Z. Perception of inadequate resources makes it difficult for the University to compete with other institutions that provide these supports.

PROGRAM REVIEW TEMPLATE

This program review will focus on:

- Program quality and student success
- Centrality to the institution's mission and consistency with state goals
- Program quality and student success
- Program demand
- Support resources/facilities/equipment
- Cost and funding
- Duplication
- Critical mass
- Future of this program/timeframe

MISSION STATEMENT

Kentucky State University, building on its legacy of achievement as a historically black, liberal arts and 1890 land grant university, affords access to and prepares a diverse population of traditional and nontraditional students to compete in a multifaceted, ever changing global society by providing student-centered learning while integrating teaching, research and service through high-quality undergraduate and select graduate programs. Kentucky State University is committed to keeping relevant its legacy of service by proactively engaging the community in partnerships on civic projects driven by the objective of positively impacting the quality of life of the citizens of the commonwealth.

VISION STATEMENT

Kentucky State University prepares today's students as global citizens, lifelong learners and problem solvers. To accomplish this, Kentucky State University must challenge itself and its students to be the best. It must recognize its strengths, expand and excel. Notwithstanding, it must also welcome change and quality improvement. By doing so, KSU will gain widespread recognition as one of the region's strongest universities. As a university of distinction, Kentucky State University will create an environment where:

- Students are first.
- Diversity is valued, understood and respected.
- Diverse, motivated and talented students, staff and faculty are actively recruited and retained.
- An intellectual environment conducive to leadership in teaching, research and community service is encouraged and supported.

- Effective teaching is promoted both inside and outside the classroom.
- Students are taught how to obtain, evaluate and use information.
- Learning is lifelong.
- Effective and efficient fiscal management by the administration is the norm.
- Collegiality is the norm, not the exception.
- Each person is a change agent.
- Excellence starts with me.

CORE VALUES

Through the core values, we—the faculty, staff, administration and students of Kentucky State University—communicate to all our stakeholders and constituents the way in which we choose to do business. The following values that we hold are essential to achieving the University's mission:

- Student Centered Philosophy
- Excellence and Innovation
- Ethical Conduct
- Social Responsibility

PROGRAM REVIEW TEMPLATE

I. **Mission Statements**

B. **Department's mission statement**

The School of Public Administration and Department of Government provide quality education to students in the professions of public administration, social work, criminal justice and political science. The School and Department produce pre-service graduates with the understanding and skills that allow them to obtain entry-level positions in government, the nonprofit sector and the business world. The School and Department also assist in-service professionals, helping them develop skills applicable to their advancement and improved performance of current duties.

C. **Program's mission statement**

Political science, as a discipline, involves the systematic study of politics and the political system. The political science program at Kentucky State University has a highly developed academic curriculum that prepares students for graduate study in political science or related areas such

as law or public administration. Political science requires the application of knowledge and critical thinking to assess, prevent and resolve political and social problems. Additionally, the curriculum addresses preparation of students for entry-level career position in the public and private sectors of employment.

II. Centrality to the Institution's Mission and Consistency with State Goals

A. Explain how this program has contributed to the institution's mission.

The political science program contributes to the University's mission in various ways. The program prepares students to assume roles primarily in the government sector, as well as for graduate and professional school. The mission of the University is to serve the community and to improve the public good for citizens of the Commonwealth. Students who receive a degree from the University are prepared to enter the workforce and to make a direct contribution to better their communities.

B. Is there a need for the program?

According to StudyPortals (2018), there are 1,235 bachelor degree programs in political science offered in the United States (www.bachelorsportal.com/study-options/269779260/political-science-united-states.html). Political science is considered one of the social sciences core programs in addition to psychology, sociology and history, and provides support to the University's liberal arts core through POS 101: American Government. Since KSU is situated in the Commonwealth's state capital—the seat of government—it is fitting to offer a political science degree program.

C. Can this program be combined with a similar or related program in the present department or in another department?

Beginning in the spring 2018 semester, the political science program was relocated from the Division of Behavioral and Social Sciences to the School of Public Administration and Department of Government. Public administration, political science, social work and criminal justice share unity of purpose. These disciplines are focused on the political, social and economic dynamics of communities and applying that knowledge to benefit the good of all citizens (Rutgers, n.d., see online.rutgers.edu/resources/articles/the-difference-between-public-administration-and-political-science/?program=mpa).

Public administration and political science programs have historical connection and are often found in the same departments at institutions.

D. How would the elimination of this program affect the achievement of the University's strategic plan?

The political science program helps to fulfill the University's strategic plan. For Goal 1, it provides access for students to develop careers in the government sector through internships with state agencies and in preparation for graduate and professional schools. For Goal 2, the program increases general education skills as a service course in the liberal arts core. For Goal 3, the program has a direct impact on the financial strength of the University in spite of the small number of declared majors. In spite of the program's small size for declared majors, its percent enrollment change has been low (6 percent) compared to the majority of programs at the University—many having double-digit declines. For Goal 4, the program collaborates with other universities as students participate in the pre-law society or attend graduate or professional schools; the program regularly hosts political forums and other civic events for the community. For Goal 5, the program is periodically reviewed and, as an accredited program, participates in the Continuous Quality Improvement process.

E. How would the elimination of this program affect the mission and vision of the University?

Elimination of a program that is tailored to prepare students to become civic-minded, publicly engaged citizens seems counterproductive to the mission and strategic plan of the University.

F. Describe the cultural/societal need for the program.

The Political Science program informs and teaches students the role and function of government and citizens' participation in those processes. Students interested in careers in public service to aid their governments and communities often pursue a degree in political science. StudyPortals (2018) states, "Political science encompasses studies of historical and cultural factors that mutually influence how governments operate and how political processes develop. The political science discipline also reflects the connections between political and economic structures and social institutions" (para Political Science studies) [www.bachelorsportal.com/disciplines/316/political-science.html].

G. Is Kentucky State University required to offer this program by CPE or other federal agency? If so, explain.

No.

III. Program Quality and Student Success

A. What is the quality of the program?

The political science program offers both a major and minor, and it provides a service course in the liberal arts core (POS 101: American Government). Program faculty also teaches across divisions/departments in the Division of Behavioral and Social Sciences (BSS) and for the BSS Intelligence and Counter-Terrorism minor. Since 2013, the political science program has averaged 18 declared majors per year and averaged seven graduating students over the last three years. The number of declared majors has remained relatively stable during this period. A number of factors likely contribute to this decline, such as higher education enrollment declines, declines in international student enrollment and the need for expanded recruitment. However, for political science programs, these trends are not new. In an article published by Mann (1996) over two decades ago, the research indicated significant declines in political science majors and enrollment.

The author noted the decrease was associated with a decline in applications for law school and the appeal of other career programs (www.jstor.org/stable/420838).

B. What indicators are used to assess the quality of the program?

Number of declared political science majors, number and percentage of graduates per year, average number of graduating seniors (three-year), percentage of enrollment increase or decrease, and course evaluations are used to assess program quality.

C. Is the program accredited or has accreditation been sought?

The political science program is accredited nationally as a member institution of the American Political Science Association (APSA) and the curriculum is aligned with the Association's learning goals.

D. How many full-time faculty members are teaching in this program? (FY17) ***See Appendix A for a chart.**

There are two full-time faculty teaching in political science in AY 2017–18.

E. How many part-time faculty usually teach in this program? (FY17)

There are no part-time faculty teaching in political science in AY 2017–18.

F. How many faculty have appropriate terminal degrees? (FY17)

Dr. Emmanuel Amadife and Dr. Wilfred Reilly possess Ph.D.s in their respective disciplines. Dr. Reilly also possesses a J.D. degree.

G. What is the average teaching load of the faculty in the program unit or division?

In AY 2017–18, both faculty members are teaching full course loads. Dr. Wilfred Reilly has five assigned courses (one to make up a reduced course load in the fall 2017 semester). Dr. Reilly will receive a one-course reduction due to an administrative appointment as university ombud beginning the spring 2018 semester (thus, he has one paid overload for spring 2018). Dr. Amadife is teaching an integrative studies course in liberal studies and, therefore, has one paid overload for spring 2018.

H. What is the percentage of reassigned faculty time per semester?

I. Are all courses offered in this program needed?

All courses offered are required for the political science major and required concentrations.

J. Are all courses offered in general education needed for general education?

All courses are required for the liberal arts core.

IV. Program Demand

A. Which courses in this program have consistently low enrollments?

Non-service courses, typically upper-division courses, tend to have low enrollment and reflect the small size of the political science program.

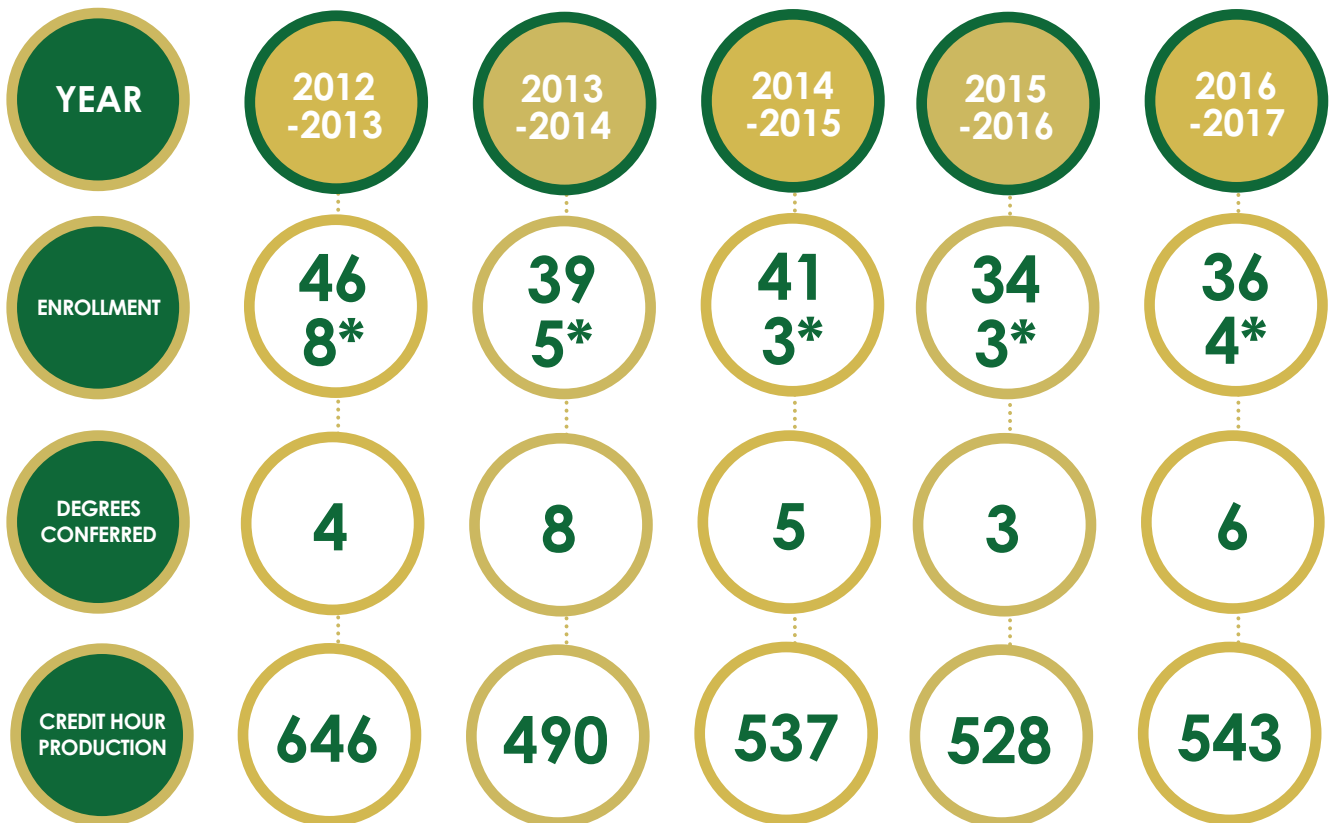These courses include the following enrollment for AY 2017–18.
POS 101: American Government (26) [Fall]
POS 101: American Government (21) [Fall]
{Dual Credit}

POS 101: American Government (15) [Fall] {Dual Credit}
POS 101: American Government (21) [Spring]
POS 101: American Government (26) [Spring] {Dual Credit}
POS 160: State and Local Government (9) [Fall]
POS 201: Metropolitan Government (11) [Spring]
POS 211: Introduction to Political Science (5) [Fall]
POS 311: Comparative Government (9) [Fall]

POS 322: Legislative Process (5) [Spring]
POS 331: American Constitutional Law (6) [Fall]
POS 361: World Politics (5) [Spring]
POS 431: Constitution/Civil Liberties (1) [Spring]
POS 446: American Political Executive (3) [Fall]
POS 462: Politics of Developing Nations (9) [Spring]
POS 491: Political Science Internship (3) [Spring]
POS 495: Directed Study (1) [Fall] (1) [Spring]
POS 499: Senior Colloquium (4) [Fall]

YEAR	2012 -2013	2013 -2014	2014 -2015	2015 -2016	2016 -2017
ENROLLMENT	46 8*	39 5*	41 3*	34 3*	36 4*
DEGREES CONFERRED	4	8	5	3	6
CREDIT HOUR PRODUCTION	646	490	537	528	543

V. Support Resources/Facilities/Equipment

A. Are library resources adequate to support this degree program?

Library resources (e.g., political science periodicals, books, videos) are needed. A review of the University's electronic journal index indicates availability of various political science academic journals, including Political Science Quarterly, Political Science Reviewer and other electronic databases with access to relevant political science journals. However, it was noted that in some cases access to full-text articles is no longer available. Students do have access to other resources through the KYVL consortium and the InterLibrary Loan program.

B. Are appropriate technological resources adequate to support this degree program?

The political science program uses technologies available at the University to support student learning. Black Board is the primary Learning Management System. Classrooms are equipped with overheads, and several classrooms have SMARTboards. Technology is one area that should include more investment from the University to attract millennials and Gen Z. Perception of inadequate resources makes it difficult for the University to compete with other institutions that provide these supports.

C. Is the allocated space (classroom, laboratory, faculty offices, etc.) adequate and appropriate for the program?

Yes. No concerns were noted.

D. Are there more support needed from (IT) Information Technology? If so, explain.

IT support is adequate. Although submitting a Helpdesk ticket for an IT issue may take several days for response and resolution, IT staff can also be contacted to offer individualized support.

E. How many years has this program been in place?

The program began in the 1970s.

F. How many majors and minors were enrolled in the program for the year 2013–14 through 2016–17? Are the numbers declining?

Per III(A):
2012–13 Majors: 46, Minors: 8
2013–14 Majors: 39, Minors: 5
2014–15 Majors: 41, Minors: 3
2015–16 Majors: 34, Minors: 3
2016–17 Majors: 36, Minors: 4

The number of majors has remained relatively stable for the past five years, although the number of minors has declined.

G. How many graduates does the program produce annually?

Per III(A):
2012–13 Graduates: 4
2013–14 Graduates: 8
2014–15 Graduates: 5
2015–16 Graduates: 3
2016–17 Graduates: 6

H. How many graduates pursue graduate and/or professional studies?

According to data from OIRE (Graduate Survey Results, 2013–17), students reported the following graduate/professional School plans:

2013: 60 percent
2014: 50 percent
2015: 100 percent
2016: 100 percent
2017: 60 percent

I. What are the job prospects for graduates?

The U.S. Department of Labor estimates 3 percent job growth in political science between 2016 and 2026.

J. How many and what courses did the program offer for the years 2013–14 through 2016–17? How many students were enrolled in these classes for the years 2013–14 through 2016–17?

Per III(A):
POS 101: American Government (26) [Fall]
POS 101: American Government (21) [Fall] {Dual Credit}
POS 101: American Government (15) [Fall] {Dual Credit}
POS 101: American Government (21) [Spring]
POS 101: American Government (26) [Spring] {Dual Credit}
POS 160: State and Local Government (9) [Fall]
POS 201: Metropolitan Government (11) [Spring]
POS 211: Introduction to Political Science (5) [Fall]
POS 311: Comparative Government (9) [Fall]
POS 322: Legislative Process (5) [Spring]
POS 331: American Constitutional Law (6) [Fall]
POS 361: World Politics (5) [Spring]
POS 431: Constitution/Civil Liberties (1) [Spring]
POS 446: American Political Executive (3) [Fall]
POS 462: Politics of Developing Nations (9) [Spring]
POS 491: Political Science Internship (3) [Spring]
POS 495: Directed Study (1) [Fall] (1) [Spring]
POS 499: Senior Colloquium (4) [Fall]

Political science courses are offered in the following sequence:

CRS	TITLE	SPR	SMR	F	SPR	SMR	F	SPR	SMR	F	SPR
POS 101	AMERICAN GOVERNMENT	1		1	1		1	1		1	1
POS 160	STATE/LOCAL GOVERNMENT				1			1			1
POS 201	METRO GOVERNMENT	1			1			1			1
POS 211	INTRO TO POLITICAL SCIENCE			1			1			1	
POS 300	STATISTICS			1			1			1	
POS 301	RESEARCH METHODS	1			1			1			1
POS 311	COMPARATIVE GOVERNMENT	1						1			
POS 322	LEGISLATIVE PROCESS	1						1			
POS 331	CONSTITUTIONAL LAW			1			1			1	
POS 355	POLITICAL THEORY				1						1
POS 361	WORLD POLITICS				1			1			1
POS 363	INTERNATIONAL ORGANIZATIONS			1						1	
POS 431	CONSTITUTION/CIVIL LIBERTIES	1						1			
POS 446	POLITICAL EXECUTIVE			1				1			
POS 461	LOCAL POLICY						1			1	
POS 462	DEVELOPING NATIONS						1				
POS 464	AFRICAN POLITICS				1						1
POS 291/ 391/ 491	INTERNSHIP	1		1	1		1	1		1	1
POS 495	DIRECTED STUDY	1		1	1		1	1		1	1
POS 499	SENIOR COLL	1		1	1		1	1		1	1

VI. Cost and Funding

A. How many credit hours are required for completion of the program?

The political science program requires 120 credit hours.

B. How many different concentrations or options are available in the program? Could some of them be consolidated or eliminated to reduce course proliferation and costs?

The program offers three concentrations: constitutional law, international relations and legislative/executive politics.

C. What is the average class size in the major courses?

The average class size (when including POS 101 as the service course) is 7.4 students in AY 2017–18. When factoring out POS 101, the average class size is 5.1 students.

D. Are these courses too expensive to offer?

The Bursar's Office offers the following tuition and fees schedule for the University:

FULL-TIME UNDERGRADUATE RESIDENTS

CREDIT HOURS	TUITION & FEES (PER SEMESTER)
12 - 18**	$3,897.00
19	$4,222.00
20	$4,547.00
21	$4,872.00

FULL-TIME UNDERGRADUATE NON-RESIDENTS

CREDIT HOURS	TUITION & FEES (PER SEMESTER)
12 - 18**	$9,624.00
19	$10,426.00
20	$11,228.00
21	$12,030.00

FULL-TIME UNDERGRADUATE DESTINY <1> AND LEGACY
(ONLY FOR ENROLLED CONTINUING STUDENTS)

CREDIT HOURS	TUITION & FEES (PER SEMESTER)
12 - 18**	$7,982.00
19	$8,647.00
20	$9,312.00
21	$9,977.00

PART-TIME UNDERGRADUATE STUDENTS

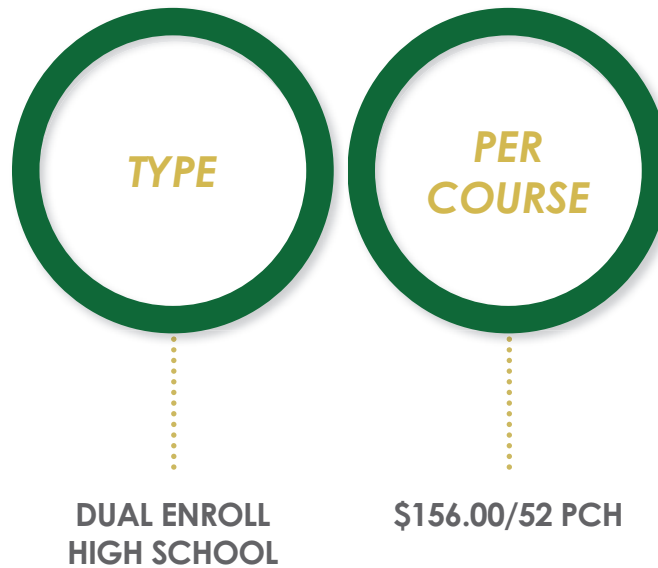| TYPE	PER CREDIT HOUR
RESIDENT	$325.00
NON RESIDENT	$802.00
DESTINY & LEGACY <1>	$665.00

PART-TIME GRADUATE STUDENTS

TYPE	PER CREDIT HOUR
RESIDENT	$439.00
NON RESIDENT	$661.00

PART-TIME ONLINE STUDENTS <2>

TYPE	PER CREDIT HOUR
UNDERGRADUATE	$411.00
GRADUATE	$500.00

DUAL ENROLLMENT (HIGH SCHOOL) STUDENTS

TYPE

PER COURSE

DUAL ENROLL HIGH SCHOOL

$156.00/52 PCH

Small programs that offer majors and do not include grant funding to supplement faculty and staff salaries, but depend on tuition revenue, are expensive. For example, a part-time, in-state student taking one political science course generates $1,233 in revenue. Assuming a full-time faculty member earns $50,000 per year in salary, clearly the tuition revenue generated by a small number of part-time students is insufficient to support the program. Even assuming all of the students are full-time (taking 12 credit hours), in-state, the revenue generated from tuition alone is insufficient to support the program. For example, the political science program has averaged 18 declared majors since 2013. For any given semester, 18 students x $3,897 = $70,146 in revenue generated by political science majors. The political science program, however, also contributes to the University's liberal arts core, as well as supporting Kentucky high school dual credit programs. For example, in the spring 2018 semester there were 21 students who enrolled in POS 101 for the service course. Assuming all students were full-time (12 semester hours), in-state, 21 x $3,897 = $81,837/4 (courses) = $20,459 generated by students who take the POS 101 service course. Sixty-two high school students enrolled in the POS 101 course through the dual credit program in AY 2017–18, generating an additional $9,672 in tuition revenue.

E. What are the yearly costs for specialized equipment, supplies and library resources to support the program?

The only annual direct costs for equipment, supplies and resources on a recurring basis for the political science program are copier expenses for individual faculty and any periodicals purchased by the library

(most are now available electronically). An estimate of copier costs for the political science program is $1,000 annually. According to the library, the cost of periodicals relating to political science in 2017–18 was $10,550.

F. If the space, equipment, supplies, and library resources are not adequate, what would it cost to make them adequate?

N/A

VII. Duplication

A. How does this degree program complement others at the University?

As noted elsewhere, the political science program provides one service course in the liberal arts core (POS 101: American Government), and during the spring 2018 semester the program relocated to the School of Public Administration and the newly created Department of Government. Given the historical connection between political science and public administration, faculty can teach across disciplines. Similarly, the program's affiliation with the Division of Behavioral and Social Sciences will persist, and faculty will teach courses in that area (e.g., BSS 300: Statistics and 301: Research Methods).

B. How could this degree program's objective be accomplished equally well through another program?

There is no similar program offered at the University. Although political science and public administration

are intrinsically related, there are differences. According to Rutgers (2018), "the fundamental difference between the two comes down to methodology. Political Science involves the creation of policy and strategy. Public Administration involves the implementation of that strategy…The schism between…is quite similar, although not identical" (Rutgers, 2018, para The fundamental) [online.rutgers.edu/resources/articles/the-difference-between-public-administration-and-political-science/?program=mpa].

C. What courses in this degree program are duplicated, in whole or in part, in other programs, unit or divisions?

Political science offers one course (POS 311: Comparative Government) that is comparable to another offered in the public administration program (PUA: 304: Comparative Administrative Systems and Policies). Political science majors take BSS 300 and BSS 301 (see VI(A)) in the Division of Behavioral and Social Sciences.

D. What can be done to eliminate the duplication of these courses?

The POS 311 or PUA 304 could be eliminated, although academic advisors can simply divert students in each program to one particular course as a suitable substitution, thereby eliminating the need to offer two courses.

E. What are the geographic, demographic, and cultural advantages to this degree program?

As with any program offered at the University as an HBCU, there is the unique opportunity to attract a diversity of students, especially females and racial minorities, to study political science. Located in the capital city, students are especially positioned to take advantage of the opportunities to see and participate in government activities, such as internships and legislative activities.

VIII. Critical Mass
A. How can this degree program be improved to make it more attractive to students?

Recruitment is crucial to program survival among any program, but more importantly, these efforts are needed for programs that are not widely known or understood. In an article by Jaschik (2010), the author (citing Röhss) states, "If you want to be relevant as a discipline…you have to recruit people who want to be relevant. And in this respect, [the]

American political science departments are not doing well" (para If you want) [www.insidehighered.com/news/2010/09/07/polisci]. The Task Force on Political Science in the 21st Century recommended change in political science programs to be more relevant. Jaschik (citing Skocpol) notes, "part of making political science 'attractive to a full range of undergraduates' is in fact to think about relevance…the discipline 'needs to be engaged in the most exciting real world issues'" (para A plan for). The author (citing Putnam) continues, "the 'most important' reform for the discipline is to focus 'on things that the rest of the citizens of our country are concerned about' and on research that relates to issues that 'ordinary Americans' think are important" (para A plan for). In addition, the tuition assistance program currently offered to state employees in selected agencies should be expanded to all state employees; this, too, will require recruitment of Cabinet Secretaries to support this effort. Courses should also be offered at non-traditional days and times, such as on Saturdays and in the evening to accommodate students working traditional schedules. Creation of a Public Service Leadership Institute housed at the University that provides applied, practitioner-focused training could strengthen interest in the program.

B. If this program should be discontinued, can the faculty members teaching in it be continued in this or a related area?

Yes, the faculty are credentialed to teach in public administration.

C. Should this program be discontinued, how many faculty would still be needed to teach?

Both faculty could be retained in the public administration program, which is currently in need of additional faculty to meet its master's in public administration accreditation standards.

D. Should the program be enhanced, suspended, consolidated or eliminated?

The subgroup recommends the continuation of the political science program. It is a unique program that helps to fulfill the mission of the University.

E. What would be the impact on the unit/division/University if this degree program were eliminated?

There are a number of impacts should the political science program be discontinued. As noted in V(D),

the program generates revenue for the University in spite of the number of declared majors through a service course in the liberal arts core and the high school dual credit program. Savings in terms of faculty salaries would not occur if the faculty is reassigned to another area, such as public administration. No direct impact on the Department of Government is foreseen.

IX. Future of This Program

A look at allocation, cost effectiveness, more efficient use of resources, personnel accountability and better improvement for student success.

A. Are alternative platforms for delivery of this program feasible? If so, how? If not, why not?

The program offers courses in a traditional face-to-face, virtual and hybrid formats. Courses could also be offered using ITV.

B. What are the opportunities for collaboration between this degree program and the Land Grant program?

There is potential to collaborate with the University's land-grant program, especially in the area of family and consumer sciences and cooperative Extension. These areas are concerned with the relationship between individuals, families, communities and the environment in which they live, which relate to political science.

C. What are the opportunities for collaboration between this degree program and other Universities?

Many public and private institutions offer a degree in political science in Kentucky (e.g., University of Kentucky, University of Louisville, Centre College, Murray State University, Berea College, University of the Cumberlands and Transylvania University, to name a few). Consortium agreements among universities are fairly common. There are many benefits to consortium agreements, such as students' use of resources among participating institutions. They can provide students with an opportunity to take courses at participating institutions that may not be available at their home institution.

D. What potential does this program have for growth in the next five (5) years?

As noted elsewhere, the field of political science itself is not expected to grow significantly over the next decade. Obviously, there is a direct correlation between political science programs producing graduates (supply) and growth in the field (demand). It is anticipated that the political science program will experience a similar pattern of growth based on current trends.

E. What evidence supports the potential for growth of this program?

Anecdotally, if the political science program averages 18 majors since 2013, it is not expected that this program will significantly increase enrollment in the near term without more extensive recruitment efforts.

X. Program Satisfaction

F. Please provide a summary of the results of a student satisfaction survey.

G. Please provide a summary of the results of an alumni satisfaction survey.

H. Please provide a summary of the results of an employer satisfaction survey.

SUMMARY

PROGRAM STRENGTHS

√ **Program helps to fulfill the University's mission**

√ **Program is situated in the capital city and students have access to the state seat of government**

√ **Program is a primer for law school, graduate and other professional schools**

√ **Program is offered in various formats including face-to-face, virtual and hybrid**

√ **Program provides service course for the liberal arts core**

√ **Program has lower attrition rate compared to the majority of programs at the University**

CHALLENGES/AREAS OF NEEDED SUPPORT OR IMPROVEMENT

≤ **Program has low student enrollment**

≤ **Program survey feedback is needed**

≤ **Program offers no scholarships**

≤ **Program recruitment/branding is needed**

≤ **Program's unit has had instability in recent years**

RECOMMENDATION FOR THE PROGRAM'S FUTURE AND RATIONALE

It is recommended by the subcommittee that the political science program should be continued and supported. Its recent relocation to the School of Public Administration and Department of Government should provide supports, such as access to additional faculty with a background in the discipline and a clearer pathway into the related MPA program.

INPUT FROM PROGRAM FACULTY

Comments from Dr. Wilfred Reilly, Assistant Professor.

KSU Political Science Program: Advantages and Disadvantages

Advantage Points

1) Contribution to Campus: POS is the sole department that teaches the U.S. Government/Intro American Government classes—generally two courses per semester—which are a requirement for students across campus. POS faculty also teach roughly half of the research methods classes required for all behavioral and social sciences students. Faculty would still be needed to teach all of these classes if the POS program were eliminated.

2) Relationship with New Minor, Larger Department: In addition to methodology courses, POS contributes two of the five instructors available to teach courses in the recently created Intelligence and Counter-Terrorism minor. Very arguably, some or all of the nine (?) annual graduates of ICT should be combined with our eight graduates when annual figures are calculated.

3) Quality of Faculty: Both POS faculty have terminal Ph.D. degrees in the discipline. Our Africanist is from Africa. Our Con. Law guy has a J.D. and a Ph.D. The junior member of the team has written a book and debated the founder of the alt-right. One hundred percent of POS classes are taught by credentialed faculty with a terminal degree.

4) Faculty-to-Graduates Ratio: POS averages only seven to nine graduates per year, but is a sub-unit of a larger division and employs only two faculty members. We do not employ adjuncts in POS. That's not a bad ratio of graduates to faculty: roughly four per FM per year. That ratio is well over the baseline of eight-graduates-per-four-years that would probably mean definite elimination. It also seems to be above the KSU median. KSU employs roughly 120 faculty members, but almost certainly had fewer than 480 graduates last year.

5) Fully Accredited Program: The POS program at Kentucky State is a fully accredited national-level program that offers a curriculum fully in accordance with American Political Science Association (APSA) learning goals. We offer three standard and well-designed specializations in the discipline—constitutional law, world politics and legislative/executive politics, as well as core courses in state and local government (POS 160), metropolitan government (201), introduction to politics (211), statistics (300) and classical political theory (355). As noted, we also co-lead classes including research methods (301), senior thesis paper (BSS 499) and terrorism (BSS 468). This is a good political science program, with a solid curriculum.

6) Necessity: Frankly put, almost all major U.S. universities—roughly 94 percent (Ginsberg 2011)—have political science programs. POS is one of the core social sciences, along with psychology and history, and generally teaches all of the basic government classes on a campus (we do here). It would be extremely odd if a land-grant state university located in a major state's political capital did not have a political science program.

7) Job Opportunities: Point #7 relates to Point #6. Kentucky State is located in the Kentucky state capital, roughly one mile by foot from the Capitol building, and job opportunities are unusually plentiful for POS graduates. The POS Department at Kentucky State administers our popular Legislative Research Council internship, which places three to four current students and graduates on state senatorial staffs annually. Dr. Reilly also oversees an independent senatorial internship program. Political entities such as the State Department, FBI and Border Patrol send representatives to each Kentucky State job fair, and specifically target POS students. Past POS graduates such as Jacob Turner-Barrett and Katelyn Drake—available

for comment—have experienced great success in moving from the program to law school or professional employment, and this is almost certain to continue.

Negatives

1) Small Size: Seven to nine graduates annually is NOT IDEAL. That is why we're here. We want to grow. You want us to grow.

2) Funding: Both current faculty members are primarily article writers, and could pursue more grants—to everyone's benefit on campus.

3) Overwork: As with virtually every KSU program, our faculty regularly teach four to six classes per semester. This can affect performance, and we cannot ethically change it until we get more students.

Comments from Dr. Emmanuel Amadife, Professor and Coordinator:

Political Science Program at KSU

As former chair of BSS for over 16 years and a faculty member in that content area, I strongly recommend that the POS program be continued without modification. The program has a fairly good faculty-to-graduate ratio that averages seven to nine graduates per year with only two full-time faculty. It also has great potential for growth, especially with the merging of POS to the newly created Department of Government/Public Administration.

Summary of faculty status, expertise, academic preparation, teaching activity and scholarly activity by program.

ACTIVITY BY PROGRAM

NAME	RANK/% OF TIME	DEGREES, DATES, SCHOOLS	APPT. DATE	TENURE STATUS	REGULAR TEACHING ACTIVITY (Classes taught on a regular basis)		MAJOR AREAS OF EXPERTISE	MAJOR AREAS OF SCHOLARLY ACTIVITY
EMMANUEL AMADIFE	PROFESSOR/100%	PH.D., UNIVERSITY OF CONNECTICUT	1996	TENURED	160 201 211 311 361 363 462 464	AMADIFE AMADIFIE AMADIFE AMADIFE AMADIFE AMADIFE AMADIFE AMADIFE	COMPARATIVE POLITICS AND AFRICAN POLITICS	
WILFRED REILLY	ASSISTANT PROFESSOR/75%*	SOUTHERN ILLINOIS UNIVERSITY	2015	TENURE-TRACK	301 322 331 355 431 446 461	REILLY REILLY REILLY REILLY REILLY REILLY REILLY	CONSTITUTIONAL LAW, CIVIL LIBERTIES, INTERNATIONAL RELATIONS	RACE RELATIONS

ACADEMIC PROGRAM REVIEW SUMMARY REPORT FOR UNIVERSITY ACTION

**PRESIDENTIAL GREEN RIBBON COMMISSION
ON ACADEMIC PRIORITIZATION AND BUDGET ALIGNMENT**

Dr. Patricia Higgins, Chair

MAY 2, 2018

COMMITTEE MEMBERS AND OBSERVERS:

Presidential Green Ribbon Commission on Academic Prioritization and Budget Alignment

Dr. Patricia Higgins, Chair

APRIL 30, 2018

GROUP 1:
Team Leader: Dr. Herman Walston - Faculty

1. Dr. Betty Griffin - Retiree
2. Dr. Phillip Clay Jr. - Faculty
3. Mr. Ron Moore - Alumni

GROUP 2:
Team Leader: Dr. John Sedlacek - Faculty

4. Dr. Kirk Pomper - Interim Dean
5. Ms. Sheila Stuckey - Library Director
6. Dr. Margaret Davis - Alumni
7. Dr. Tamara Sluss - Faculty
8. Mrs. Cathy Thomas - Alumni
9. Dr. Crystal A. deGregory – Director - Atwood Institute for Race, Education, and the Democratic Ideal

GROUP 3:
Team Leader: Dr. Farida Olden - Faculty

10. Dr. Cynthia Shelton - Faculty/Interim Dean
11. Dr. Jens Hannemann - Faculty
12. Mr. John Martin - Faculty
13. Mrs. Francene Gilmer - Staff

GROUP 4:
Team Leader: Dr. Avinash Tope - Faculty

14. Ms. Delores Townsend - Alumni
15. Dr. Keith McCutchen - Faculty

GROUP 5:
Team Leader: Dr. James Obielodan - Faculty

16. Dr. Wilfred Reilly - Faculty
17. Ms. Kimberly Sipes - Faculty/ Deputy Provost for Undergraduate Education and Faculty Affairs

GROUP 6:
Team Leader: Dr. Emmanuel Amadife - Faculty

18. Ms. Yolanda Benson - Registrar
19. Dr. Lee Charles Harris - Alumni/ Retiree
20. Dr. A. Christopher Hayden - Faculty/Acting Dean
21. Mr. Garland Higgins - Alumni/Retiree

SUMMARY OF PROGRAM CONTINUATION DECISIONS ACTION ITEMS

The Presidential Green Ribbon Commission reviewed the strengths and challenges of each programs listed below to determine if the programs should be enhanced, consolidated, suspended, or eliminated. Based on recommendations from the Commission, the following action items may be proposed during the Board of Regents.

The Commission's recommendations of findings are based on the following:

The Council's Guidelines for Review of Academic Program Productivity [November 1999] established the following thresholds to be used to identify programs for review:

- Associate programs - average of fewer than 12 degrees awarded during a five-year period.
- Baccalaureate programs - average of fewer than 12 degrees awarded during a five-year period.
- Master's programs - average of fewer than seven degrees awarded during a five-year period.
- Doctoral programs - average of fewer than five degrees awarded during a five-year period.

(CPE, Review of Existing Academic Programs, p.3)

- Rationale
- Program quality and student success
- Centrality to the institution's mission and consistency with state goals
- Program demand
- Plan for improvement and or implementation
- Curriculum/curriculum latter (course offered in general education needed)
- How many different concentrations or options are available in the program?
- Enrollments/projected enrollment
- Completers of the program/degrees conferred
- Credit hours production
- Licensure passage rates of (i.e. Praxis exams) etc.
- Job prospects for graduates
- Accreditation of the program if required
- Student impact
- Support resources/facilities/equipment
- Cost and funding/course proliferation and costs
- Duplication
- Critical mass/how can the program be improved?

- Can the program be combined with a similar or related program in the present department or in another department?
- Future of the program/cost effectiveness
- Cultural/societal need for the program
- Full-time faculty members/part-time faculty members
- Average teaching load
- Opportunities for collaboration between other universities
- Potential for growth in the next (3-5 years)/evidence supports for growth
- Attempts to revitalize

The data reviewed and discussed was also considering other factors such as expense, data trends, outside funding sources/grants, longevity, and special considerations, etc.

ACADEMIC PROGRAMS REVIEWED

1. Elementary Education
2. IECE
3. Special Education
4. Master's in Aquaculture and Aquatic Sciences
5. Master's in Environmental Studies
6. Mathematics
7. Chemistry
8. Spanish
9. English
10. Liberal Studies
11. Social Sciences
12. Interdisciplinary Behavioral Sciences
13. Applied Information Technology
14. Music
15. Music Education
16. Fine/Studio Arts
17. African Studies
18. Business Administration
19. Political Science
20. Public Administration

SUMMARY OF PROGRAM DECISIONS

The following programs are based on the recommendations of the Commission

ENHANCE:

- Elementary Education: Continue with support and modifications
- Special Education: Continue with support and modifications
- Master's in Aquaculture and Aquatic Sciences: Continue with modifications
- Master's in Environmental Studies: Continue with modifications
- Mathematics: Continue with modifications
- English: Continue with support and modifications
- Liberal Studies: Continue with support and modifications
- Social Sciences: Continue with support and modifications
- Interdisciplinary Behavioral Sciences: Continue with support and modifications
- Music: Continue with support and modifications
- Music Education: Continue with support and modifications

CONSOLIDATE:

- IECE: Consolidate with Child Development
- Chemistry: Consolidate with Biological Sciences
- Political Science: Consolidate with (BPA)
- Business Administration: Consolidate

SUSPEND:

- Applied Information Technology

ELIMINATE:

- Fine/Studio Arts
- African Studies
- Public Administration (Baccalaureate)
- Spanish

ACADEMIC COMMITTEE WORK AND SUB GROUPS

- Issue identified by recent data December – February - 2017-2018
- Committee discussion
- Leaders assignments
- Leaders presentation of requested data
- Committee discussion
- Consensus (vote) on committee recommendations
- Second review of committee recommendations to confirm
- Committee recommendations forwarded to full committee - April 30, 2018

37 degree-conferring programs reviewed

- Chairs were invited to provide additional data for sub-committee's consideration, particularly if it appeared suspension or elimination might be recommended.
- Programs categorized
  – Enhance (12)
  – Suspend (1)
  – Eliminate (4)
  – Consolidate (4)
- Review seems to indicate an ongoing need for more institutional discipline.

INSTITUTIONAL
RESPONSE

DATE: June 7, 2018
SUBJECT: Academic Growth and Innovative Structure
FROM: Office of Academic Affairs
ACTION ITEM: Yes

BACKGROUND:

The Kentucky State University Office of Academic Affairs is proposing to restructure its academic units in an effort to remove barriers to collaboration and communication and increase efficiencies between departments, schools, and colleges. Under the proposed plan, several current units will be renamed and restructured. The proposed structure is designed to better support existing degree programs and general education, and to provide context for the establishment of new academic offerings.

The proposed academic structure provides structural and operational expansion and reorganization of academic units or functions in order to achieve a performance based outcome that exceeds what could be achieved with the current organization. Over the past decade the academic structure, college names, and departmental clusters have been in continual flux. The Office of Academic Affairs has worked in tandem with the faculty and academic deans to propose a stable academic structure for Kentucky State University.

This academic structure is essential to ensure Kentucky State University has properly aligned its academic programs and administration in a manner, scope, and sequence allowing the University:

- To have distinctive programs that provide high-quality education;
- To attract top student scholars and faculty;
- To produce prepared, high-quality graduates and achieve academic excellence across all programs and colleges.

SUMMARY OF PROGRAMS/ACTIVITIES:

In accordance with The Gold Book: Bylaws of the Kentucky State University Board of Regents, the President recommends to the Board of Regents an administrative structure and plan of organization needed for the successful conduct of the University.

Current List of Deans Reporting to the Provost – AY 2017
1. Dean, College of Agriculture, Food Science, and Sustainable Systems
2. Dean, College of Humanities and Social Sciences
3. Dean, College of Professional Studies

Proposed List of Deans Reporting to the Provost – AY 2018
1. Dean, College of Agriculture, Communities, and the Environment
2. Dean, College of Business and Computational Sciences
3. Dean, College of the Humanities and Social Sciences
4. Dean, College of Natural, Applied, and Health Sciences
5. Dean, College of Public Service and Leadership Studies

This proposed academic structure promotes interdisciplinary engagement and supports the articulated development of the SACS Quality Enhancement Plan (QEP). While creating efficiencies and improving the alignment of academic majors, the stabilized academic structure has the potential for enhancing traditional majors alongside innovative inter-departmental programs for better response and adjustment to the demands of the job market. The administrative structure frames each academic major to ensure a rigorous general education foundation, focused on developing strong written and oral communication skills with interpersonal skills and creativity in problem solving skills that can lead to gainful employment.

Three primary considerations served as guiding criteria during the academic stabilization process - efficiency, growth, and excellence.
1. The efficiency criterion prioritizes the creation of synergy among programs, faculty, and students.
2. The growth criterion provides each college and unit with a likelihood of increased enrollment and higher retention and graduation rates.
3. The excellence criterion establishes intra-college options for securing new sources of extramural funding, possibilities for new research consortia, and a dynamic attractive to high caliber graduate students.

KENTUCKY STATE UNIVERSITY
Board of Regents

ALIGNMENT WITH STRATEGIC GOALS:

GOAL 1— Enhance student enrollment, improve student life and engagement, and improve student advising and career development.

The academic growth and innovative structure provides new and improved collaborative research, teaching, and service opportunities for faculty and students. Even more, it portends the anticipated development of new academic majors. New programs (particularly, at the graduate level) will serve as a magnet for faculty, students, stakeholders, industry, and government.

GOAL 2 – Achieve academic excellence across all programs and colleges, increase student general education skills, degree persistence, career readiness and graduation rates.

This structure supports the requisite curricular requirements of each of the existing Kentucky State University degree majors, Council on Postsecondary Education guidelines for general education, and provides rich context to the establishment of new academic offerings. Each of the academic college configurations results in significantly increased benefits and opportunities.

COMMITTEE/PROGRAM ACTION: N/A

PROGRAM IMPLICATIONS:

The proposed academic structure will lead to the organization of Kentucky State University Schools, Departments, and Programs organized by College.

FISCAL IMPLICATIONS: N/A

ATTACHMENTS:
- Kentucky State University Current Colleges, Proposed Colleges, and Colleges at CPE Universities
- CPE Approved Kentucky State University Programs
- Proposed Schools, Departments, and Programs Organized by College

RECOMMENDATION: Approve the proposed academic structure.

* COLLEGE OF AGRICULTURE, COMMUNITIES, AND THE ENVIRONMENT

School of Aquaculture and Aquatic Sciences
M.S. in Aquaculture and Aquatic Sciences

School of Agriculture, Food, and Environment
B.S. in Agriculture, Food, and Environment

- Certificate in Agriculture Business Management
- Certificate in Aquaculture
- Certificate in Elements of Fashion and Home Decor
- Certificate in Environmental Measurements
- Certificate in Family and Consumer Science
- Certificate in Food Safety
- Certificate in Geospatial Technology Application
- Certificate in Human Health and Nutrition
- Certificate in Sustainable Agricultural Systems

M.S. in Environmental Studies

School of Family and Consumer Sciences
B.A. in Child Development and Family Relations

GROWTH OPPORTUNITIES:
Nutrition (B.S.), Community Development (M.S.), Agricultural Leadership (D.Sc.)

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* COLLEGE OF BUSINESS AND COMPUTATIONAL SCIENCES

School of Business and Technology
B.A. in Business Administration

B.S. in Applied Information Technology

M.B.A. in Business Administration

School of Mathematics and Computer Science
B.A. in Mathematics

B.S. in Computer and Information Sciences

- Certificate in Computer Technician
- Certificate in Cybersecurity
- Certificate in Network Associate
- Certificate in Network Professional

M.S. in Computer and Information Sciences

GROWTH OPPORTUNITIES:
Executive Masters of Business Administration (E.M.B.A.), Cybersecurity (B.S., M.S.), General Robotics (B.S.), Digital Arts (B.S.)

* COLLEGE OF THE HUMANITIES AND SOCIAL SCIENCES

School of the Humanities and Performing Arts

A.A. in Liberal Studies

B.A. in Africana Studies

B.A. in Communication and Journalism

B.A. in English Language and Literature

B.A. in Fine/Studio Arts

B.A. in Liberal Studies

B.A. in Music

- Certificate in Music Industry and Production
- Certificate in Music and Culture of the African Diaspora

B.M. in Music Performance

B.M.E. in Music Education

B.A. in Spanish Language and Literature

School of the Social and Behavioral Sciences

B.A. in Psychology

B.A. in Social Sciences

M.A. in Interdisciplinary Behavioral Science

GROWTH OPPORTUNITIES:
Museum Studies (B.S.), Sociology (B.A.)

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* COLLEGE OF NATURAL, APPLIED, AND HEALTH SCIENCES

School of Natural Sciences

B.S. in Biology

B.S. in Chemistry

School of Nursing and Health Sciences

A.A.S. in Nursing ADN

B.S. in Nursing RN-to-BSN

D.N.P. in Nursing Practice

GROWTH OPPORTUNITIES:
Healthcare Management (A.S., B.S.), Phlebotomy (Cert.)

Red indicates recommended for elimination.

* COLLEGE OF PUBLIC SERVICE AND LEADERSHIP STUDIES

School of Education and Human Development

B.A. in Elementary Education and Teaching

B.A. in Physical Education Teaching

B.S. in Physical Education Teaching

M.A. in Special Education with Learning and Behavior Disorders

School of Government, Policy and Justice Studies

B.A. in Criminal Justice

B.A. in Political Science

School of Public Administration

B.A. in Public Administration

M.P.A. in Public Administration

School of Social Work

B.A. in Social Work

M.A. in Gerontology

GROWTH OPPORTUNITIES:
Exercise and Sports Science (B.S.), Early Childhood Education (B.S.), Urban Education (M.Ed.), Leadership Studies (M.S.), Sports Management (B.S.), Sports Leadership (M.S.), Educational Leadership (Ed.S).

REPURPOSED:
* Whitney Young Honors Collegium

KENTUCKY STATE UNIVERSITY CURRENT COLLEGES, PROPOSED COLLEGES AND COLLEGES AT CPE UNIVERSITIES

KSU PROPOSED COLLEGES AY 2018	EASTERN KENTUCKY UNIVERSITY	MOREHEAD STATE UNIVERSITY	MURRAY STATE UNIVERSITY	NORTHERN KENTUCKY UNIVERSITY	UNIVERSITY OF KENTUCKY	UNIVERSITY OF LOUISVILLE	WESTERN KENTUCKY UNIVERSITY
COLLEGE OF AGRICULTURE, COMMUNITIES, AND THE ENVIRONMENT			Hutson School of Agriculture		College of Agriculture, Food & Environment		
School of Agriculture, Food and Environment							
School of Family Studies							
School of Aquaculture							
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES	**COLLEGE OF LETTERS, ARTS, AND SCIENCES**	**CAUDILL COLLEGE OF ARTS, HUMANITIES & SOCIAL SCIENCES**	**COLLEGE OF HUMANITIES & FINE ARTS**	**COLLEGE OF ARTS & SCIENCES**	**COLLEGE OF ARTS & SCIENCES**	**COLLEGE OF ARTS & SCIENCES**	**POTTER COLLEGE OF ARTS & LETTERS**
School of the Social Sciences	Dept/ Anthropology, Sociology, & Social Work	Depts: History, Philosophy, Politics, International Studies & Legal Studies; Sociology, Social Work & Criminology; Military Science	Depts: History; Political Science & Sociology; Psychology		**MARTIN SCHOOL OF PUBLIC POLICY AND ADMINISTRATION** / **COLLEGE OF SOCIAL WORK** / **COLLEGE OF FINE ARTS** / **COLLEGE OF DESIGN**	21 Departments / **KENT SCHOOL OF SOCIAL WORK** / **SCHOOL OF MUSIC**	Depts: Art; Communication; English; Folk Studies & Anthropology; History; School of Journalism & Broadcasting; Modern Languages; Music; Philosophy & Religion; Political Science; Sociology; Theatre & Dance
School of the Humanities	School of Music	Depts: Art & Design; Communication, Media and Languages; English; Music, Theatre & Dance	Depts: Art & Design; English; Global Languages & Theatre Arts; Liberal Arts; Music				
COLLEGE OF BUSINESS AND COMPUTATIONAL SCIENCE	**COLLEGE OF BUSINESS & TECHNOLOGY**	**COLLEGE OF BUSINESS & TECHNOLOGY**	**ARTHUR J. BAUERNFEIND COLLEGE OF BUSINESS**	**HAILE/US BANK COLLEGE OF BUSINESS**	**GATTON COLLEGE OF BUSINESS & ECONOMICS**	**COLLEGE OF BUSINESS**	**GORDON FORD COLLEGE OF BUSINESS**
School of Business	School of Business	Depts: Accounting & Finance; Mangaement & Marketing	Depts: Accounting; Economics & Finance; Journalism & Mass Communications; Management, Marketing & Business Administration; Organizational Communication		**COLLEGE OF COMMUNICATION AND INFORMATION**	Schools: Accountancy; Computer Information Systems; Economics; Entrepreneurship; Equine Industry; Finance; Management; Marketing	Depts: Accounting; Economics; Finance; Information Systems; Managemnt; Marketing; MBA
School of Mathematics and Computer Science	School of Applied Sciences & Technology	Depts: Computer Science & Information Systems; Engineering & Technology Mangaement	Depts: Computer Science and Information Systems	**COLLEGE OF INFORMATICS**	**COLLEGE OF ENGINEERING**	**SCHOOL OF ENGINEERING**	**OGDEN COLLEGE OF SCIENCE & ENGINEERING**
							Depts: Agriculture; Biology; Chemistry; Geography & Geology; Mathematics; Physics & Astronomy; Psychological Sciences; School of Engineering and Applied Sciences
COLLEGE OF HUMAN ECOLOGY AND PUBLIC SERVICES	**COLLEGE OF EDUCATION**	**COLLEGE OF EDUCATION**	**COLLEGE OF EDUCATION & HUMAN SERVICES**	**COLLEGE OF EDUCATION & HUMAN SERVICES**	**COLLEGE OF EDUCATION**	**COLLEGE OF EDUCATION & HUMAN DEVELOPMENT**	**COLLEGE OF EDUCATION & BEHAVIORAL SCIENCES**
School of Education, Human Development, and Kinesiology	School of Clinical Educator Preparation	Depts: Early Childhood, Elementary & Special Education; Foundational & Graduate Studies in Education; Middle Grades & Secondary Education; Master of Arts in Teaching	Depts: Adolescent, Career & Special Education; Center for Communication Disorders; Community Leadership & Human Services; Early Childhood & Elementary Education; Educational Studies, Leadership and Counseling; Kentucky Academy of Technology Education; Teacher Education Services; Teacher Quality Institute		Depts: Curriculum & Instruction; Kinesiology & Health Promotion; STEM Education; Early Childhood, Special Education & Rehabilitation Counseling; Educational Policy Studies & Evaluation; Educational Leadership; Educational, School & Counseling Psychology; Academic & Student Services	Programs: Counseling & Human Development; Health & Sport Sciences; Educational Leadership, Evaluation & Organizational Development; Early Childhood & Elementary Education; Middle & Secondary Education; Special Education	Depts: Counseling & Student Affairs; Educational Administration Leadership and Research; Military Science; Psychology; School of Teacher Education
School of Government and Justice Administration	**COLLEGE OF JUSTICE AND SAFETY**						
School of Social Work							

KSU PROPOSED COLLEGES AY 2018	EASTERN KENTUCKY UNIVERSITY	MOREHEAD STATE UNIVERSITY	MURRAY STATE UNIVERSITY	NORTHERN KENTUCKY UNIVERSITY	UNIVERSITY OF KENTUCKY	UNIVERSITY OF LOUISVILLE	WESTERN KENTUCKY UNIVERSITY
COLLEGE OF NATURAL, APPLIED, AND HEALTH SCIENCES		COLLEGE OF SCIENCE	JESSE D. JONES COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY	COLLEGE OF HEALTH PROFESSIONS	COLLEGE OF HEALTH SCIENCES	SCHOOL OF PUBLIC HEALTH AND INFORMATION SCIENCES	COLLEGE OF HEALTH & HUMAN SERVICES
School of Natural Sciences	COLLEGE OF SCIENCE	Depts: Agricultural Sciences; Biology and Chemistry; Earth and Space Science; Kinesiology, Health, and Imaging Sciences; Mathematics and Physics; Nursing; Psychology; UK/MSU Physician's Assistant Program	Depts: Biological Science; Chemistry; Geosciences; Institute of Engineering; Mathematics & Statistics; Telecommunications Systems Management; Occupational Safety & Health; Watershed Institute		COLLEGE OF NURSING	SCHOOL OF NURSING	Depts: Allied Health; Communication Disorders; Consumer and Family Sciences; Kinesiology, Recreation & Sport; School of Nursing; Physical Therapy; Public Health; Social Work
School of Government and Justice Administration	COLLEGE OF HEALTH SCIENCES		SCHOOL OF NURSING AND HEALTH PROFESSIONS		COLLEGE OF PHARMACY		
				COLLEGE OF LAW	COLLEGE OF LAW	BRANDEIS SCHOOL OF LAW	
				SCHOOL OF THE ARTS - SOTA	COLLEGE OF MEDICINE	SCHOOL OF MEDICINE	
					COLLEGE OF DENTISTRY	SCHOOL OF DENTISTRY	
					COLLEGE OF PUBLIC HEALTH		UNIVERSITY COLLEGE

APPROVED PROGRAMS

PROGRAM ID	ACTIVE (A)	DEGREE DESIGNATION	CIP	PROCESSING STATUS
	ASSOCIATE			
1683	*LIBERAL STUDIES	AA	24.0101	APPROVED
1692	*NURSING ADN	AAS	51.3801	APPROVED
	BACCALAUREATE			
1694	*AFRICANA STUDIES	BA	5.0101	APPROVED
9891	*AGRICULTURE, FOOD, AND ENVIRONMENT	BS	1	APPROVED
1703	*APPLIED INFORMATION TECHNOLOGY	BS	11.0103	APPROVED
1726	*BIOLOGY	BS	26.0101	APPROVED
1748	*BUSINESS ADMINISTRATION	BA	52.0201	APPROVED
1728	*CHEMISTRY	BS	40.0501	APPROVED
1722	*CHILD DEVELOPMENT AND FAMILY RELATIONS (NONE TEACHING)	BA	19.0701	APPROVED
1701	*COMMUNICATION AND JOURNALISM	BA	9.0499	APPROVED
1702	*COMPUTER AND INFORMATION SCIENCES	BS	11.0101	APPROVED
1730	*CRIMINAL JUSTICE	BA	43.0104	APPROVED
1724	*ENGLISH LANGUAGE AND LITERATURE	BA	23.0101	APPROVED
1739	*FINE/STUDIO ARTS	BA	50.0702	APPROVED
1725	*LIBERAL STUDIES	BA	24.0101	APPROVED
1727	* MATHEMATICS	BA	27.0101	APPROVED
1741	*MUSIC	BA	50.0901	APPROVED
1713	*MUSIC EDUCATION	BME	13.1312	APPROVED
1742	*MUSIC PERFORMANCE	BM	50.0903	APPROVED
1746	*NURSING RN-TO-BSN	BS	51.3801	APPROVED
1714	*PHYSICAL EDUCATION TEACHING	BA;BS	13.1314	APPROVED
1736	* POLITICAL SCIENCE	BA	45.1001	APPROVED
1729	* PSYCHOLOGY	BA	42.0101	APPROVED
1735	*SOCIAL SCIENCES	BA	45.0101	APPROVED
1706	ELEMENTARY EDUCATION AND TEACHING	BA	13.1202	APPROVED
1732	PUBLIC ADMINISTRATION	BA	44.0401	APPROVED
1734	SOCIAL WORK	BA	44.0701	APPROVED
1719	SPANISH LANGUAGE AND LITERATURE	BA	16.0905	APPROVED
	UNDERGRADUATE CERTIFICATE < 1 YEAR			
13924	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN AGRICULTURE BUSINESS MANAGEMENT	UCERT1	1.0101	
13927	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN ELEMENTS OF FASHION AND HOME DECOR	UCERT1	19.0601	
13925	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN ENVIRONMENTAL MEASUREMENTS	UCERT1	3.0104	
13926	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN FAMILY AND CONSUMER SCIENCE	UCERT1	19.0101	
13928	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN FOOD SAFETY	UCERT1	1.1099	
13929	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN GEOSPATIAL TECHNOLOGY APPLICATION	UCERT1	3.0206	
13930	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN HUMAN HEALTH AND NUTRITION	UCERT1	19.0501	
13931	*AGRICULTURE, FOOD, AND ENVIRONMENT CERTIFICATE IN SUSTAINABLE AGRICULTURE SYSTEMS	UCERT1	1.0308	
13932	*COMPUTER TECHNICIAN	UCERT1	11.0103	
13935	*CYBER SECURITY	UCERT1	11.0101	
13936	*MUSIC AND CULTURE OF THE AFRICAN DIASPORA	UCERT1	50.0905	

PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
13937	*MUSIC INDUSTRY AND PRODUCTION	UCERT1	10.0203	
13933	*NETWORK ASSOCIATE	UCERT1	11.0103	
13934	*NETWORK PROFESSIONAL	UCERT1	11.0103	
12041	AQUACULTURE	UCERT1	1.0303	

MASTERS

PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
1756	*AQUACULTURE AND AQUATIC SCIENCES	MS	1.0303	APPROVED
1761	*BUSINESS ADMINISTRATION	MBA	52.0201	APPROVED
1757	*COMPUTER AND INFORMATION SCIENCES	MS	11.0101	APPROVED
10311	*INTERDISCIPLINARY BEHAVIORAL SCIENCE	MA	42.2812	APPROVED
1758	*SPECIAL EDUCATION WITH LEARNING AND BEHAVIOR DISORDERS	MA	13.1001	APPROVED
1755	ENVIRONMENTAL STUDIES	MS	3.0103	APPROVED
9887	GERONTOLOGY	MA	30.1101	APPROVED
1759	PUBLIC ADMINISTRATION	MPA	44.0401	APPROVED

DOCTOR'S DEGREE PROFESSIONAL

PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
10312	*DOCTOR OF NURSING PRACTICE	DNP	51.3802	APPROVED

INACTIVE (CLOSED)

ASSOCIATE

PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
1679	*DRAFTING	AAS	15.1301	APPROVED
1677	*ELECTRONIC TECHNOLOGY	AAS	15.0303	APPROVED
1680	*NURSING	AAS	51.3801	APPROVED
1673	ACCOUNTING, BOOKKEEPING, AND RELATED PROGRAMS, GENERAL	AAS	7.0101	
1690	AIRLINE/COMMERCIAL/PROFESSIONAL PILOT AND FLIGHT CREW	AAS	49.0102	
1681	CHILD CARE PROVIDER/ASSISTANT	AAS	19.0709	
1685	CRIMINAL JUSTICE TECHNOLOGY	AAS	43.0105	
1686	CRIMINAL JUSTICE/POLICE SCIENCE	AAS	43.0107	
1675	DATA PROCESSING AND DATA PROCESSING TECHNOLOGY/TECHNICIAN	AAS	11.0301	
1676	EARLY CHILDHOOD EDUCATION AND TEACHING	AAS	13.121	
1693	EXECUTIVE ASSISTANT/EXECUTIVE SECRETARY	AAS	52.0402	
1687	FIRE PROTECTION AND SAFETY TECHNOLOGY /TECHNICIAN	AS	43.0201	
1684	LIBRARY ASSISTING	AAA	25.0301	
1678	MANUFACTURING TECHNOLOGY/TECHNICIAN	BS	15.0613	
1691	NURSING (RN TRAINING)	AS	51.1601.	
1688	PUBLIC ADMINISTRATION	AA	44.0401	
1689	PUBLIC ADMINISTRATION	AA	44.0401.	
1672	REAL ESTATE	AAS	6.1701	
1674	SECRETARIAL	AAS	7.0606	

BACCALAUREATE

PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
1753	*HISTORY	BA	54.0101	APPROVED
1716	*MANUFACTURING TECHNOLOGY	BS	15.0613	APPROVED
1752	*MARKETING	BA	52.1401	APPROVED
1745	*NURSING, GENERAL	BS	51.1699.	

PROGRAM ID		DEGREE DESIGNATION	CIP	PROCESSING STATUS
1704	*WEB/MULTIMEDIA MGT	BS	11.1004	
1696	ACCOUNTING	BA	52.0301	APPROVED
1749	ACCOUNTING	BA	52.0301	APPROVED
1723	APPAREL AND TEXTILES, GENERAL	BA	19.0901	
1715	APPLIED SCIENCE - ENGINEERING TRANSFER	BS	14.9999.	
1708	ART TEACHER EDUCATION	BA	13.1302	
1695	BUSINESS AND MANAGEMENT, GENERAL	BA	6.0101	
1698	BUSINESS ECONOMICS	BA	6.0501	
1710	BUSINESS EDUCATION	BA	13.1303.	
1709	BUSINESS TEACHER EDUCATION	BA	13.1303	APPROVED
1747	BUSINESS/COMMERCE, GENERAL	BA	52.0101	APPROVED
1751	BUSINESS/MANAGERIAL ECONOMICS	BA	52.0601	APPROVED
1743	CLINICAL LABORATORY SCIENCE/MEDICAL TECHNOLOGY/TECHNOLOGIST	BS	51.1005	
1731	CRIMINAL JUSTICE/POLICE SCIENCE	BA	43.0107	APPROVED
1750	EXECUTIVE ASSISTANT/EXECUTIVE SECRETARY	BS	52.0402	APPROVED
1711	FAMILY AND CONSUMER SCIENCES/HOME ECONOMICS TEACHER EDUCATION	BS	13.1308	
1721	FOODS, NUTRITION, AND WELLNESS STUDIES, GENERAL	BS	19.0501	
1718	FRENCH LANGUAGE AND LITERATURE	BA	16.0901	
1707	JUNIOR HIGH/INTERMEDIATE/MIDDLE SCHOOL EDUCATION AND TEACHING	BA	13.1203	
1697	MANAGEMENT	BA	06.0401.	
1717	MANUFACTURING TECHNOLOGY/TECHNICIAN	BS	15.0613	
1699	MARKETING MANAGEMENT	BA	6.1401	
1720	MEDICAL TECHNOLOGY	BS	17.031	
1705	MICROCOMPUTERS	BS	11.9999.	
1744	NURSING (POST RN)	BSN	51.1601.	
1733	PUBLIC ADMINISTRATION	BA	44.0401.	APPROVED
1700	SECRETARIAL	BS	7.0606	
1737	SOCIOLOGY	BA	45.1101	APPROVED
1740	STUDIO ART	BA	50.0799.	
1712	TECHNOLOGY TEACHER EDUCATION/INDUSTRIAL ARTS TEACHER EDUCATION	BS	13.1309	
1738	VISUAL AND PERFORMING ARTS, GENERAL	BA	50.0101	APPROVED

UNDERGRADUATE CERTIFICATE < 1 YEAR

1754	SECRETARIAL	C	7.0606	

MASTERS

1760	PUBLIC ADMINISTRATION	MPA	44.0401.	