



**Morehead State University
College of Business**

**Accreditation Maintenance
2005/2006 Annual Report**

Prepared for:

**AACSB International
The Association to Advance Collegiate Schools of Business**

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EARNED EXCELLENCE



**THE BEST BUSINESS SCHOOLS
IN THE WORLD**

I. Introduction

Environmental Analysis

College of Business student enrollment continued its slide from the prior two years, but at a diminished rate. Combined undergraduate and graduate enrollment slipped from 983 students in the fall 2004 term to 921 students in the fall 2005 term. The cumulative declines in enrollment since the peak of 1390 students in the fall 2002 term have resulted in continued reductions in the number of full-time faculty in the business college – from 51 in the fall 2002 term to 48 in the fall 2005 term. Since the declines in enrollment have resulted in fewer course offerings, the College of Business has been able to maintain an appropriate level of instruction by participating faculty even with the decline in the number of full-time faculty.

The new MSIS program was launched in the fall 2005 term with 14 students.

Strategic Planning

The College of Business (COB) faculty and staff developed and adopted a comprehensive long term strategic plan in August of 2002. This very detailed plan was centered on three primary goals:

Goal 1 – Create an Environment of Academic Excellence

Goal 2 – Provide Regional Leadership

Goal 3 – Expand Global Involvement

Under each of these goals, the faculty developed strategic and tactical directions. Given the very comprehensive and detailed nature of the August 2002 Strategic Plan, it would be unwieldy without an annual review in which yearly priorities are identified. As such, each year, beginning with the summer of 2005, the administrative team of the College of Business and the faculty Strategic Planning Committee meet to review the progress toward meeting the strategic priorities from the prior year and to set those strategic priorities for the upcoming academic year.

Note: *In addition to the formal strategic planning process established with the development of the business college's first strategic plan in 2002, many strategic initiatives are promoted through the annual charges by the dean to standing and ad-hoc committees based on those priorities identified by the faculty in the planning process. The dean's charges to the committees are included as appendix materials to each annual maintenance report.*

II. Progress on Strategic Initiatives for 2005/2006

A. Goal 1 – Create an Environment of Academic Excellence

- *Create a 5-Year COB Development Plan: Conduct an external funding needs analysis and establish a plan to attract that funding. Such funding may be used for, but not limited to, professorships, student scholarships, additional research support, additional teaching support, the establishment of centers, and enhanced facilities. With respect to enhanced facilities, develop a needs analysis for the renovation of the Combs Building.*
 - During the spring of 2006, the university development office announced plans to launch a capital campaign. In consultation with the department chairs, faculty and staff of the

College of Business, the dean submitted the college plan which included a prioritized list of projects/programs for the overall university campaign. The dean is currently working with the development office to identify potential donors.

- *Develop and Propose a Variable Workload Model for Faculty: Such a model may be used for determining faculty teaching assignments that may allow for uniquely balanced workloads among teaching, research, and service.*
 - During the 2005/2006 academic year, the university moved toward a more decentralized model of decision-making with respect to the utilization of faculty resources. Given this university-wide change, the College of Business was given more latitude with respect to the use of faculty resources. The model assigns unused faculty salary funds (from late resignations and unfilled positions) to an escrow account within the control of the dean. The funds in this escrow account must be used to support the costs of part time or adjunct instructors in addition to other unique needs within the college. While this model will provide more latitude, the dean must still obtain approval from the provost for non-traditional workloads for faculty members. However, as the university continues to move in the direction of decentralization, we expect increased flexibility at the college level with respect to faculty workload assignments.

- *Develop a Plan to Provide Improved Services to Business Students: Continue to develop the undergraduate student advising center. Explore opportunities to improve career planning and placement services for COB undergraduate students. Possibly combine the advising and career planning services within a COB Student Services Center. Provide additional clerical support. Effectively communicate the center services to the students. Develop web strategies to both communicate and provide advising and career planning services for students.*
 - The undergraduate student advising center was continued under the same model used in 2004/2005. A single staff member served as director of the center with two faculty members assigned to assist. The schedule advising needs of all pre-business students were served by this center. Once admitted into the BBA program, the student advising needs are provided by faculty members in their chosen major.

During the spring of 2006, the dean applied for additional budgeted funds to support the growing needs of the center, but the request was denied. As a result, beginning with the fall 2006 term, the dean redesigned an existing staff position within the college to provide significantly increased clerical support to the center. Plans are in place to strengthen the request for budgeted support from the university for the 2007/2008 academic year.

- *Develop a More Comprehensive Co-Operative Education Program: Develop more contacts to increase the number of co-op opportunities available to BBA students. Construct a database of all external stakeholder contacts that may lead to co-op opportunities. Involve the SBDC and Innovation Center more directly with the co-op program. Re-examine the parameters with respect to faculty oversight of co-op students.*
 - The college made no significant progress on this goal during the 2005/2006 academic year.

- *Create an Enrollment Management Plan for the COB: Review recent year enrollments in the COB programs and determine potential causes for recent declines. Set enrollment and recruitment goals for each degree program. Develop a plan to reach enrollment and recruitment targets.*
 - Departmental and college plans were developed. The new MSIS was introduced in the fall 2005 term. Most of the enrollment growth of the university in recent years has been

at its extended campus centers or in online programs. Based on these statistics and on the importance stressed at the state level to increase the number of transfer students from the community college system, three undergraduate programs (accounting, finance, and small business management) were developed for online delivery during the 2005/2006 year, with introduction in the fall 2006 term.

- *Continue To Follow the Prescribed AACSB Timeline for Meeting the Assurance Of Learning Standards: This includes curriculum alignment with program goals, defining student learning outcomes, measuring learning outcomes, and making curricular adjustments as necessary. As part of curriculum alignment process, explore the potential for integrating ERP concepts and practices into undergraduate and graduate curricula.*
 - During the 2005/2006 academic year, the faculty reviewed the degree program goals and objectives developed in the prior year and completed the first phase of the curriculum alignment process. Some curricular changes were instituted beginning with the fall 2006 term. At the BBA level, these included:
 - The addition of our Introduction to Business course as a required course of all business majors. Many freshman business students do not have a clear idea of basic business concepts and often do not know what specific area of business they would like to study. The introduction to business course will provide students with a freshman level experience that will expose them to business foundation concepts and provide them with insight into a choice of majors (if they have not yet chosen one. Also, given that most business courses are taught at the upper level, a freshman level business course will allow the COB faculty an opportunity for earlier interaction with the students.
 - Since AACSB standards no longer require 50% of the students' coursework to be non-business courses, we were able to relax our curriculum requirements in a manner which makes double business majors more appealing.
 - In addition, plans were developed for integrating ERP concepts into several classes for the fall 2006: Further, we signed an academic partner's agreement with SAP.
 - *Develop a Communication Plan to Recognize Faculty and Staff Teaching, Research, and Service Accomplishments: Utilize web technologies to support this communication plan. Explore potential branding opportunities for the College of Business that will be used throughout this communication process.*
 - The full plan has not yet been developed. Components have been implemented including:
 - Branding initiative has begun with a logo contest to be initiated in the fall 2006 term.
 - Spotlight columns on the COB website have been used to highlight unique accomplishments of the faculty, staff, and students.
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B. Goal 2 – Provide Regional Leadership

- *Develop Plan to Increase Focus on Regional Economic Development Research: Develop plan for specific use(s) of Booth Endowment in support of regional economic development research. Explore potential partnerships with IRAPP for applied research opportunities with COB faculty. Create opportunities for greater faculty and staff involvement in region through speaker's bureau and through more effectively communicating the successes and expertise of the COB faculty and staff throughout the region. Re-evaluate the potential to establish the proposed Center for Information Technology, Innovation, and Entrepreneurship. Involve the West Liberty ICC Satellite and the SBDC more directly in the activities of the COB.*

- Funds from the Booth Endowment will be used to encourage regional economic development research by establishing competitive summer grant proposals among the business faculty. This will begin in the summer of 2007.
 - The COB is partnering with the Institute for Regional Analysis and Public Policy (IRAPP) to develop a regional economic impact study for the university. The work will begin in the fall 2006 term.
 - The speaker's bureau has not been created.
 - The Center for Information Technology, Innovation, and Entrepreneurship has not been created. However, the project described in the next ACTION summary (below) may help attract the funds to establish the center and serve as its pilot project.
 - The SBDC has launched a program in the fall 2006 term that will utilize faculty as consultants for some of its clients. The program, titled BEET (Bringing Entrepreneurs and Educators Together) is designed to develop and enhance the relationship between potential and existing small businesses and the business college by creating a channel for communication and support.
- *Develop Plan to Seek Strategic Alliances with External Stakeholders: Explore potential for collaborative plan with St. Claire Regional Medical Center and other regional or statewide partners to assist the healthcare industry with the move to electronic medical records. Explore opportunities to develop relationships with regional businesses that may include business conferences, seminars, CPE credit opportunities, etc.*
 - The partnership with St. Claire Regional Medical Center has progressed over the course of the year with the formation of the Northeast Kentucky Regional Health Information Organization. The project is led by Dr. Betty Regan, the chair of the Information Systems Department. A steering committee comprised of several members of the COB faculty and staff, along with St. Claire Regional employees and community leaders meets monthly. Discussions throughout 2005/2006 have been primarily educational in nature with a goal of developing a business plan by the fall of 2007.
 - In addition to the St. Claire project, the COB is collaborating with the Maysville Community and Technical College to open a new branch of the Small Business Development Center (SBDC). This collaboration will be supported by funding from three primary sources: Morehead State University, Maysville Community and Technical College, and the Maysville business community.
 - The SBDC continues to host its Annual Regional Entrepreneur Conference attracting vendors and participants from across eastern Kentucky. The conference is organized around two keynote addresses as well as several concurrent workshop sessions focusing on topics of interest to small business owners.
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C. Goal 3 – Expand Global Involvement

- *Engage More COB Faculty and Students in International Exchange Programs or Other International Travel Opportunities: Appoint a COB faculty member as the college's international studies director. Create a reward structure to encourage faculty to seek international educational opportunities (including sabbaticals). Work more closely with university grants office and international studies office to help identify funding to support enhanced international opportunities. Develop plan to more effectively communicate to faculty and students the international opportunities.*
 - The dean appointed a new director for the Magellan Exchange program but no significant progress has been made here. The dean committed up to \$500 per student participating in the Magellan Exchange program to help offset some of the travel costs and to encourage student participations. Two students, however, have expressed an

early interest in participating in the Magellan Exchange program for the spring 2007 term. No reward structure for faculty has yet been created.

- *Continue to Develop a Model for Delivery of MBA Program Abroad: Such a model could provide increased exposure for the COB on a global level, provide faculty with significant international experiences, and serve as a profit center to support other international initiatives.*
 - In its May 2006 report, the MBA Committee recommended not creating a new EMBA program for delivery abroad, but to use our existing online MBA program as a basis for building a combined online and face-to-face program to attract potential international cohorts for delivery abroad. The MBA committee work will continue into the 2006/2007 academic year, during which time, the committee will be expected to create a more specific model that can be used to attract international partners.
 - *Continue to Strengthen the Coverage of Global Perspectives throughout the Undergraduate and Graduate Curricula: During curriculum alignment process with goals and objectives, continue to focus on global issues integration. Explore the opportunities to recruit faculty located outside the U.S. to teach online courses.*
 - No significant changes were made to either the BBA or MBA curricula with respect to coverage of international issues. Continued development, though, of assessment criteria have been a focus of faculty efforts. These assessment measures will be utilized during the 2006/2007 academic year – after which more informed decisions may be made with respect to curricular changes.
 - The COB has not yet utilized faculty located outside the U.S. to teach online courses, but the COB is able to boast a full time contingent of international faculty, including faculty from Iran, Nigeria, Eritrea, Taiwan, Korea, Egypt, Australia, and India.
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III. Strategic Priorities for 2006/2007

(Note: While much progress was made on the strategic priorities for the 2005/2006 year, many of the strategies/projects identified have grown in complexity and were not completely finished in 2005/2006. As such, many of the strategic priorities for the 2006/2007 year are continuations of those established for the 2005/2006 year.)

A. Goal 1 – Create an Environment of Academic Excellence

- Continue Development of a 5-year COB Development Plan
- Reapply for university level funding (through the strategic planning process) to support a COB student services center. Such a center would support a centralized advising model as well as the creation of improved career planning and placement services within the college.
- Develop a plan to create more extensive co-op opportunities for business students.

B. Goal 2 – Provide Regional Leadership

- Implement plan to utilize Booth endowment funds to support summer research grants. These grants will be used to encourage faculty to engage in research related to applied regional issues.
- Create a speaker's bureau as a means to help align faculty expertise with community interests.

- Continue collaboration with St. Claire Regional Medical Center through development of business plan for the Northeast Kentucky Regional Health Information Organization.
- Continue to provide entrepreneurship conferences through the Small Business Development Center.
- Explore opportunity to create and publish a new academic journal related to stewardship of place or applied regional research topics.

C. Goal 3 – Expand Global Involvement

- Finalize model for delivery of MBA program abroad and begin to seek suitable global partners or cohorts through which the program will be delivered.
- Support the growth of the Magellan Exchange program (and other similar programs) with a goal of at least two student participants from Morehead to travel abroad during the 2006/2007 academic year.
- Complete outcomes assessment cycle and finalize the curricular models for the BBA and MBA programs for providing coverage of global perspectives.

IV. Status of Maintenance Review Issues Identified by AACSB Peer Review Team During Initial Accreditation Visit in February 2004

The following table lists the four primary issues raised by the Peer Review Team in its *Team Visit Report* from February 2004 and the current status of each.

Maintenance Review Issue	Current Status (September 2006)
1. Status of implementation of newly adopted Faculty Evaluation Plan (FEP) and its impact on the production of referred journal articles for graduate faculty especially in the accounting and business information systems areas.	The new FEP was adopted in January 2004. In the 2005/2006 academic year, the COB faculty produced a total of 18 journal articles. This compares to 17 and 28 in the prior two years. While the accounting faculty has not shown any gain, the business information systems faculty did produce 6 journal articles during the 2005/2006 year.
2. Status of the percent of faculty who are academically qualified without a doctorate.	3 of 46 full-time faculty serving during the 2005/2006 academic year are listed as <i>academically qualified without a doctorate</i> (i.e., AQ-6). The number of AQ6 faculty represents less than 10% of total faculty resources for the second year in a row.
3. Status of the full-time coverage for the off-site programs at Ashland, Prestonsburg and Jackson.	<p>The percentage of student credit hours (SCH) covered by full-time faculty at off-campus sites for classes taught in traditional face-to-face settings were as follows (respectively for the fall 2005 and spring 2006 terms):</p> <ul style="list-style-type: none"> • Prestonsburg 0% and 100% (only one FTF course was taught in fall 2006 in Prestonsburg and that was taught by a part time faculty member. • Ashland 10% and NA (only one FTF course was taught in Ashland in fall 2005, which was taught by an adjunct and no FTF classes were taught in spring 2006 in Ashland. • Jackson 100% and NA (no FTF classes taught in spring 2006 at Jackson. <p>As discussed in the 2004/2005 annual maintenance report, the true percentage of student credit hours taken by students at these remote sites that are taught by full time faculty are much higher. In 2004, the college began providing more (in some cases all) of the off-campus instruction through online delivery. In the fall of 2005, 100% of the internet SCHs was taught by full time faculty and in the spring of 2006, that percentage was 95%. Utilizing the internet delivery mode for most of these classes has allowed the college to move into compliance with the AACSB standards regarding coverage of courses with full time faculty at the off campus sites.</p>
4. Strengthened coverage of the legal/regulatory environment in the MBA program.	The MBA Committee will complete its outcomes assessment analysis in the 2006/2007 year. Based on this analysis, the committee will make a determination of whether or not the current approach of integrating legal/regulatory issues throughout the curriculum has been effective or if the program needs curricular revisions to address this issue.