

**DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT**  
**Academic Year 2005-06**

**I. Unit Title: Division of Accountancy, Computer Information Systems & Finance**

**School or College: Business**

**Unit Administrator: John P. Quon, Interim Chair**

**II. Educational Program Learning Outcome Assessment Plan**

<b>Learning Outcome</b> <i>Of Division of Accountancy,                      Computer Information Systems &amp;                      Finance</i>	<b>Data Collection and                      Analysis</b>	<b>Results of Evaluation</b>	<b>Use of Evaluation                      Results</b>
Division majors will demonstrate effective oral and written communication skills that are appropriate for accountants and those in the financial services industry.	1) At least 80% of the Division majors will earn credit on the writing proficiency and/or CAAP exam. Examine data from Writing Proficiency Exam and the CAAP,  2) At least 90% of the Division graduates responding to the Alumni/Graduate Survey will report that the Division programs enhanced their presentation/writing skills.  3) At least 75% of the employer responding to the Employer Survey will report that Division graduates demonstrated strong one-on-one interpersonal skills, written	1) Composite pass rate of Division majors on the Writing Proficiency Exam are for the following academic years: 2005-2006: 60.3% 2004-2005: 49.0% 2003-2004: 45.9%  2) Survey in progress.  3) Pending the results of the Alumni/Graduate Survey.	1) The departmental curriculum committees upon review of testing results will require additional writing exercises.  2) Departmental curriculum committees will review the adequacy of programs' priority on presentation/writing skills.  3) Departmental curriculum committees will review the adequacy of programs' priority on presentation/writing skills.

	<p>communication skills and oral presentation skills.</p> <p>4) Students through the University-conducted Survey of Graduates ranked the Division on a scale from 1 to 5 with 1 being the best score on whether students were helped to communicate effectively</p>	<p>4) The Survey of Graduates show the Division received the following scores on whether students were helped to communicate effectively: 2006: 1.7 2005: 1.8 2004: 1.7</p>	<p>4) Departmental curriculum committees will review the effectiveness of individual programs</p>
<p>Division majors will demonstrate the ability to use and manage business technology.</p>	<p>1) At least 80% of the Division majors will demonstrate proficiency on special projects. Syllabi of Division faculty will be reviewed for the incorporation of business technology into Division courses</p> <p>2) At least 90% of the Division graduates responding to the Alumni/Graduate Survey will report that the Division programs enhanced their ability to use and manage business technology.</p> <p>3) At least 75% of the employer responding to the Employer Survey will report that Division graduates demonstrated the ability to apply technology.</p>	<p>1) 87.5% of Division faculty made assignments requiring the use of business technology.</p> <p>It is by the nature of the courses taught by the Computer Information Systems (CIS) faculty that its contents include much of business technology.</p> <p>The Accountancy (ACC) curriculum requires an additional six hours of CIS courses in its major.</p> <p>2) Survey is in progress</p> <p>3) Pending the results of Alumni/Graduate Survey.</p>	<p>1) The departmental curriculum committees will encourage Division faculty to increase the use of business technology.</p> <p>2) Upon recommendation by the departmental curriculum committee, faculty will be encouraged to make additional assignments using technology where applicable.</p> <p>3) Review technology requirements in curriculum.</p>
<p>Division majors will demonstrate a broad understanding of the functional areas of business.</p>	<p>1) Division undergraduate students will score in the 50<sup>th</sup> percentile on the Major Field Achievement Test (MFT). <i>The ETS Field Achievement Test in Business is the U.S. standard benchmarking</i></p>	<p>1) Division undergraduate students scored on the average in the range of 36<sup>th</sup> percentile. The average scores by departments are: ACC: 70%</p>	<p>1) Each department's curriculum committee will re-evaluate the business core curriculum and, in turn, make recommendations which will be compiled by the Division's</p>

	<p><i>measure of business core administered to business seniors in a capstone course, MGT 499, Strategic Management. This test was given for the first time in spring 2006 where data analysis was available.</i></p>	<p>CIS: 36% FIN + Insurance &amp; Real Estate: 9%</p>	<p>representative to the business core committee. In addition, Division faculty will reinforce these concepts in their respective courses.</p>
	<p>2) Students through the University-conducted Survey of Graduates ranked the Division on a scale from 1 to 5 with 1 being the best score on the quality of courses in preparing for employment and/or graduate school.</p>	<p>2 ) The Survey of Graduates show the Division received the following scores on the quality of courses in preparing students for employment and/or graduate school: 2006: 1.6 2005: 2.1 2004: 1.6</p>	<p>2) Departmental curriculum committees will review the effectiveness of individual programs</p>
<p>Division students will demonstrate the ability to reason, analyze, define and solve problems, and make decisions.</p>	<p>1) Division undergraduate students will score in the 50<sup>th</sup> percentile on the Quantitative Business Analysis area of the Major Field Achievement Test (MFT). <i>The ETS Field Achievement Test in Business is the U.S. standard benchmarking measure of business core administered to business seniors in a capstone course, MGT 499, Strategic Management. This test was given for the first time in spring 2006 where data analysis was available</i></p> <p>2) At least 90% of the Division graduates responding to the Alumni/Graduate Survey will report that the College of Business program enhanced their ability to think critically and make decisions.</p> <p>3) At least 75% of the employers responding to the Employer Survey will report that the Division graduates demonstrated the ability to define business problems and to apply a</p>	<p>1) Division undergraduate students scored an average of 46% correct answers which approximates 49<sup>th</sup> percentile.</p> <p>2) In progress.</p> <p>3) Pending the results of Alumni/Graduate Survey.</p>	<p>1) Division faculty will be encouraged to revise assignments to include more problem solving and decision-making exercises.</p> <p>2) The departmental curriculum committees will encourage all of the Division faculty to include more problem solving and decision making assignments.</p> <p>3) The departmental curriculum committees will encourage Division faculty to make more assignments to include real-world case analysis.</p>

	systemic approach to solving business problems.		
Accounting students will demonstrate the ability to recognize ethical dilemmas and make ethical business decisions.	<p>1) Accounting undergraduate students will score in the 50<sup>th</sup> percentile on the Legal and Society area of the Major Field Achievement Test (MFT).</p> <p>2) At least 90% of the Accounting graduates responding to the Alumni/ Graduate Survey will report that the Accounting program prepared them to make ethical decisions.</p> <p>3) At least 75% of the employers responding to the Employer Survey will report that Accounting graduates demonstrated the ability to recognize ethical dilemmas and make ethical business decisions.</p>	<p>1) Accounting students scored an average of 47.2% correct answers which approximates 50<sup>th</sup> percentile.</p> <p>The Accountancy curriculum requires a course, ACC 477, Forensic Accounting, which addresses ethical issues.</p> <p>2) In progress</p> <p>3) Pending on responses of Alumni/Graduate Survey.</p>	<p>1) The Accountancy Department Curriculum Committees will encourage faculty to revise courses to include ethical situations.</p> <p>2) Include assignments involving ethical decisions through cases and short exercises in the various courses.</p> <p>3) Same as above.</p>
Accounting majors will demonstrate the ability to apply business knowledge to practice.	<p>1) Accounting undergraduate students will score in the 50<sup>th</sup> percentile on the Accounting functional area of the Major Field Achievement Test (MFT).</p> <p>2) At least 90% of the Accounting graduates taking licensure/certification examinations will successful complete the examinations.</p> <p>3) At least 75% of the employers responding to the Employer Survey will</p>	<p>1) Accounting students scored an average of 54.2% correct answers which approximates 55<sup>th</sup> percentile.</p> <p>2) In progress. However, privacy laws have been prohibitive of detail disclosures from examination boards. Reliance on candidates' notification of success of each examination part is not accurate for reporting purposes.</p>	<p>1) The ACC Department Curriculum Committee will review the balance of basic accounting versus broad coverage of topics.</p> <p>2) Evaluate curriculum to include all areas of business.</p>

	report that Accounting graduates demonstrated the ability to think strategically and creatively.	3) Pending the results of the Alumni/ Graduate Survey.	3) The ACC Department Curriculum Committee will encourage faculty to revise assignments to challenge students to think strategically and creatively.
Computer Information Systems majors will demonstrate the ability to work as a team member in solving business problems.	<p>1) Computer Information Systems majors will demonstrate the ability to work in teams on projects in CIS 451 or CIS 455.</p> <p>2) At least 90% of the Computer Information Systems graduates responding to the Alumni/Graduate Survey will report that the Computer Information Systems program enhanced their ability to work in a demographically diverse business environment.</p> <p>3) At least 75% of the employers responding to Employer Survey will report that Computer Information Systems demonstrated the ability to work as a part of a team.</p>	<p>1) Presentations to peers and faculty will reveal the students' active participation in projects.</p> <p>2) In progress.</p> <p>3) Pending the results of the Alumni/ Graduate Survey.</p>	<p>1) The CIS Department Curriculum Committee will recommend the revision of courses to encourage team leadership.</p> <p>2) The CIS Department Curriculum Committee will review teaching methods to encourage students to work in a diverse environment.</p> <p>3) The CIS Department Curriculum Committee will review courses for the extent of group work required in courses.</p>
Computer Information Systems students will demonstrate the ability to recognize ethical dilemmas and make ethical business decisions.	<p>1) At least 50% of the Computer Information Systems undergraduate students will score in the 50<sup>th</sup> percentile on the Legal and Society area of the Major field Achievement Test (MFT).</p> <p>2) At least 90% of the Computer Information Systems graduates responding to the Alumni/ Graduate survey will report that the Computer Information Systems program prepared them to make ethical decisions.</p>	<p>1) Computer Information Systems students scored an average of 43.2% correct answers which approximates 42<sup>nd</sup> percentile.</p> <p>2) In progress. However, privacy laws have been prohibitive of detail disclosures from examination boards. Reliance on candidates' notification of success of each examination part is not accurate for reporting purposes.</p>	<p>1) The CIS Curriculum Committee will recommend the revision of courses to include ethical situations.</p> <p>2) Include assignments involving ethical situations.</p>

	<p>3) At least 75% of the employers responding to the Employer Survey will report that Computer Information Systems graduates demonstrated the ability to recognize ethical dilemmas and make ethical decisions.</p>	<p>3) Pending results of to the Alumni/ Graduate survey.</p>	<p>3) Same as above.</p>
<p>Computer Information Systems majors will demonstrate the ability to apply business knowledge to practice.</p>	<p>1) At least 90% of the Computer Information Systems graduates taking licensure/certification examinations will successfully complete the examinations.</p> <p>2) At least 75% of the employers responding to the Employer Survey will report that Computer Information Systems graduates demonstrated the ability to think strategically and creatively.</p>	<p>1) In progress. However, privacy laws have been prohibitive of detail disclosures from examination boards. Reliance on candidates' notification of success is not accurate for reporting purposes.</p> <p>2) Pending the results of to the Alumni/Graduate survey.</p>	<p>1) Evaluate curriculum to include all areas of business.</p> <p>2) Revise assignments to challenge students to think strategically and creatively.</p>
<p>Finance and Insurance &amp; Real Estate majors will demonstrate the ability to recognize ethical business decisions.</p>	<p>1) Finance and Insurance &amp; Real Estate undergraduate students will score in the 50<sup>th</sup> percentile on the Legal and Society area of the Major field Achievement Test (MFT).</p> <p>2) At least 90% of the Finance and Insurance &amp; Real Estate graduates responding to the Alumni/ Graduate Survey will report that the Finance and insurance &amp; real estate programs prepared them to make ethical decisions.</p> <p>3) At least 75% of the employers responding to the Employer Survey will report that Finance graduates demonstrated the ability to recognize ethical dilemmas and make ethical business decisions.</p>	<p>1) Finance and Insurance &amp; Real Estate students scored an average of 38.2% correct answers.</p> <p>2) In progress. However, privacy laws have been prohibitive of detail disclosures from examination boards. Reliance on candidates' notification of success of each examination part is not accurate for reporting purposes.</p> <p>3) Pending the results of the Alumni/Graduate Survey.</p>	<p>1) The Finance Department Curriculum Committee will encourage the revision of courses to include ethical situations.</p> <p>2) Include assignments involving ethical situations.</p> <p>3) Same as above.</p>

<p>Finance and Insurance &amp; Real Estate majors will demonstrate the ability to apply business knowledge to practice.</p>	<p>1) Finance and Insurance &amp; Real Estate undergraduate students will score in the 50<sup>th</sup> percentile on the Accounting functional area of the Major Field Achievement Test (MFT).</p> <p>2) At least 90% of the Finance graduates taking licensure/certification examinations will successful complete the examinations.</p> <p>3) At least 75% of the employers responding to the Employer Survey will report that Finance and Insurance &amp; Real Estate graduates demonstrated the ability to think strategically and creatively.</p>	<p>1) Finance and Insurance &amp; Real Estate students scored an average of 28.6% correct answers which approximate 30<sup>th</sup> percentile.</p> <p>2) In progress.</p> <p>3) Pending the results of the Alumni/Graduate Survey.</p>	<p>1) The Finance Department Curriculum Committee will evaluate curriculum to include all areas of business with emphasis in accounting.</p> <p>2) Same as above.</p> <p>3) Revise assignments to challenge students to think strategically and creatively.</p>
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## **II. Division/Department Goals for 2005-06**

**A. Goal # 1:** Revise and update the curriculum as needed to better prepare the graduates for success in the business world.

**1. Institutional Goal which was supported by this goal:**

SP#1, QEP#1, QEP#4

**2. Evaluation Procedure(s):**

Faculty, the curriculum committee, and students review the course requirements of major of their respective degree program.

**3. Actual Results of Evaluation:**

The Survey of Graduates show the Division received the following scores on whether students were provided a curriculum that properly prepares students in their chosen field to complete licensure requirements, enter the work force, and continue advanced study in graduate or professional schools:

2006: 1.8

2005: 1.7

2004: 1.7

Accountancy faculty, Accountancy Curriculum Committee, and Student Accounting Advisory Council had noted that database management is unlikely to become a significant function of a practicing accountant. With the increased emphasis on technology, the Accountancy Curriculum Committee recommended requiring a computer course as a prerequisite to a junior-level accounting course.

**4. Use of Evaluation Results:**

Accountancy faculty, Accountancy Curriculum Committee, and students made a recommendation to delete CIS 455, Database Project, from the 2006-2007 Accountancy curriculum. Other business courses will be substituted in its place which will allow a more flexible program of study for accounting graduates.

The Accountancy Curriculum Committee recommended the addition of CIS 205, Microcomputer Applications, as a prerequisite to ACC 320, Managerial Accounting. More extensive spreadsheet problems can be assigned.

- B. Goal # 2:** Require majors to be proficient in the use of various software applications including word processing and spreadsheets. They should be literate in accounting software with applications such as general ledger and financial statement preparation, payroll, etc.

**1. Institutional Goal which was supported by this goal:**

SP#1, QEP#2, QEP#3

**2. Evaluation Procedure(s):**

The Survey of Graduates show the Division received the following scores on improving students' computer literacy by making computer services available and by facilitating the use of appropriate software throughout the curriculum.

2006: 1.8

2005: 1.8

2004: 1.7

Division majors must exhibit technology skills to warrant the minimum grade in each course of their discipline as they progress to higher levels.

**3. Actual Results of Evaluation:**

Seventy-six percent of the students earned the minimum grade in ACC 230, Financial Accounting II, of which the course content consists of one-fourth technology. Ninety-six percent of the students earned the minimum grade in the next course, ACC 305, Accounting Systems.

**4. Use of Evaluation Results:**

Computing assignments will be required in courses taught within the Division.

- C. Goal #3:** Expand communicative and group skills.

**1. Institutional Goal which was supported by this goal:**

SP#1, SP#3, QEP#1, QEP#3

**2. Evaluation Procedure(s):**

Students are required to make individual and group presentations. They are graded by fellow group members, by other students with constructive feedback, and by faculty.

**3. Actual Results of Evaluation:**

Students earn higher grades by becoming more adept with PowerPoint presentations. Student groups in ACC 312, Intermediate Accounting, achieved a rating by their peers of no less than ninety-seven percent. Voluntary individual reports based on research and presentation achieved the same results.

**4. Use of Evaluation Results:**

Allow more student-student and student-faculty interactions.

**D. Goal #4:** Increase enrollment of quality students in the undergraduate programs.

**1. Institutional Goal which was supported by this goal:**

SP#2, QEP#4

**2. Evaluation Procedure(s):**

In departmental meetings, with support from professional organizations, recruitment procedures of the division are reviewed.

**3. Actual Results of Evaluation:**

The Division faculty met with students and parents on visits within the state. Enrollment in the undergraduate program decreased due to demographics and the poor state of economy. However, the ACT scores for entering accountancy freshmen increased slightly. In addition, the Division participated with the Office of Recruitment in a 'High School Student Day'.

**4. Use of Evaluation Results:**

Recruiting efforts were increased. A database of high school counselors in the state was established. With poor participation in the past two formal recruitment efforts, individual high school teachers will be targeted to help promote the Division and University.

**E. Goal #5:** Prepare students for job placement, business protocol, and community service.

**1. Institutional Goal which was supported by this goal:**

SP#1, SP#4, QEP#2, QEP#3, QEP#4

**2. Evaluation Procedure(s):**

The Survey of Graduates show the Division received the following scores on opportunities to communicate with prospective employers.

2006: 1.8  
2005: 1.9  
2004: 1.9

The Survey of Graduates show the Division received the following scores on opportunities to communicate with prospective employers.

2006: 1.9  
2005: 1.8  
2004: 1.6

Increased hiring of students will indicate students are prepared for the workforce. Only one accountancy graduate remains unemployed.

**3. Actual Results of Evaluation:**

The Intermediate Accounting II course requires students to attend a resume and interview workshop, prepare an online resume, and volunteer for career fair.

**4. Use of Evaluation Results:**

The professional development requirement will remain as part of the Intermediate Accounting course.

### III. Data and information for department:

#### A. Enrollment by Majors

Undergraduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	123	133	148	116	122	102	114	100	129	119
CIS	192	173	202	180	166	159	159	149	148	129
FIN	38	31	32	34	36	38	41	33	33	29
IRR	37	31	34	43	38	33	35	33	44	41
Total	390	368	416	373	362	333	349	315	354	318

Graduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC – MPAC	4	3	1	1	1	1	0	0	2	9

#### B. Credit Hour Production:

Undergraduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	1302	1045	1107	1002	1053	1020	1134	951	1029	912
CIS	2460	2373	2587	2530	2043	2052	2112	2025	2007	1869
FIN	626	589	568	588	588	552	537	408	507	417
IRR	490	585	531	561	453	420	387	453	489	285
Total	4878	4593	4793	4681	4137	4044	4170	3837	4032	3483

Graduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	21	78	93	105	108	60	126	36	99	108
CIS	39	108	45	150	42	90	51	79	84	114
FIN	183	171	104	129	180	135	114	129	102	78
IRR	12	3	3	0	15	9	27	0	27	0
Total	255	360	245	384	345	294	618	250	312	300

C. Number of Graduates:

Undergraduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	6	14	6	15	7	12	11	13	4	4
CIS	14	20	18	24	28	29	15	24	17	15
FIN	6	9	4	8	33	3	7	9	3	3
IRR	5	5	7	7	11	9	5	7	2	7
Total	31	48	35	54	79	54	38	53	28	29

Graduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
MPAC (Reinstated Spring 2005)	2	0	0	0	0	0	0	0	0	0

D. Class Size

Undergraduate Lower Level	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	33.5	30.0	23.0	31.8	22.4	26.2	30.4	25.8	27.4	33.3
CIS	40.0	39.0	39.8	37.8	36.4	35.2	35.8	35.9	36.0	34.3

Undergraduate Upper Level	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	24.2	23.6	21.2	24.0	17.7	18.5	20.4	14.8	18.8	20.1
CIS	32.7	29.6	30.2	30.0	23.3	22.3	23.1	21.8	20.7	22.1
FIN	30.1	25.0	26.1	22.2	27.9	26.3	20.5	18.9	21.1	21.7
IRR	23.7	24.3	21.9	27.1	17.4	20.0	16.1	18.8	20.1	14.9

Graduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	13.0	16.0	31.0	18.5	33.0	19.0	21.0	12.0	20.0	13.3
CIS	10.0	31.0	2.0	49.0	6.0	1.0	0.0	21.0	8.0	13.5
FIN	18.7	18.7	9.3	43.0	17.3	42.0	16.0	21.5	9.3	12.8
IRR	2.5	1.0	1.0	0.0	2.5	1.5	4.5	0.0	2.0	0.0

### E. Average of Grades Awarded

Undergraduate	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC	2.10	2.14	2.01	2.06	2.11	2.18	2.14	2.03	1.77	1.97
CIS	2.82	2.89	2.73	2.79	2.85	2.74	2.68	2.81	2.71	2.59
FIN	2.80	2.89	2.92	2.73	3.02	2.58	2.61	2.59	2.41	2.38
IRR	2.69	2.74	2.60	2.65	2.89	2.67	2.46	2.52	2.42	2.30

### F. Writing Proficiency Exam Results

	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005	Sp 2006
ACC: Pass/Total = Pass Rate	6/9 67%	6/11 54%	7/11 64%	6/10 60%	6/9 67%	1/4 25%	4/7 57%	2/9 22%	10/18 56%	7/13 54%
CIS: Pass/Total = Pass Rate	8/11 73%	6/13 46%	1/7 14%	6/13 46%	2/5 40%	4/7 57%	4/13 31%	8/11 73%	8/11 73%	1/4 25%
FIN: Pass/Total = Pass Rate	0/1 0%	2/4 50%	1/2 50%	2/5 40%	1/3 33%	2/5 40%	1/2 50%	2/2 100%	4/4 100%	2/2 100%
IRR: Pass/Total = Pass Rate	1/2 50%	3/7 43%	0/1 0%	2/5 40%	1/3 33%	0/1 0%	2/4 50%	2/3 67%	0/0 0%	0/1 0%
Composite Pass Rate Annual Rate	65%	49% 55%	43%	48% 46%	50%	41% 46%	42%	50% 49%	67%	50% 60%

#### **IV. Personnel:**

##### **Noteworthy activities and accomplishments:**

The Division of Accountancy, Computer Information Systems, and Finance has twelve full-time faculty members and one administrator with a reduced teaching load. There are three vacant faculty positions due to retirement and death. Five members hold doctorates, and the remaining members are professionally qualified.

- John P. Quon, MBA, CPA – Interim Chair, Assistant Professor of Accountancy and John Yurkow Distinguished Professor
  - Received thirty-five year service pin.
  - Continues to serve as the faculty adviser of Delta Mu Delta, and faculty representative to the DSU Foundation Board of Directors and its Trusteeship Committee.
  - Serves on the University Academic Honors Committee, University Diversity Committee, Union Board, and Information Technology Strategic Planning Task Force.
  - Chairs the Accounting Scholarship Committee.
  - Chaired the Mississippi State Board of Public Accountancy.
  - Serves on the Education Committee of the National Association of State Boards of Public Accountancy.
  - Serves as the Treasurer of the Delta Chapter of Mississippi Society of Certified Public Accountants (MSCPA).
  - Serves on the MSCPA Awards, Education & Scholarship Committee.
  - Serves on the Board of Directors of the Mississippi Blood Services.
  - Attended two professional conferences and maintains his CPA license.
  
- Laurie A. Barfitt, PhD, CPA, CMA - Instructor in Accountancy
  - Anticipates to complete her doctorate by August 2006.
  - Made three presentations to national and local professional organizations.
  - Attended three professional conferences and maintains her professional licenses.
  
- Jimmie R. Blount, MPA, CPA – Instructor in Accountancy
  - Attended one professional conference and maintains his CPA license.
  
- James O. Brown, MBA - Instructor in Insurance
  - Serves on Faculty Senate and its Elections Committee.
  - Serves on the University Attendance Committee, College Outcome Assessment Committee, College and Departmental Scholarship Committees.

- Henri “Lynn” Byrd, MBA - Instructor in Computer Information Systems
  - Served as Student Engagement Champion
  - Converted all courses to web-enhanced using WebCT.
  - Serves on the University Academic Grievance Committee, University Attendance & Appeals Committee, University Courtesy Committee, and Hall of Fame Selection Committee, University Technology Across the Curriculum Committee, and College and Departmental Curriculum Committees.
  - Serves as Faculty Advisor for God’s Anointed Voices (nondenominational religious organization.)
  
- Chad H. Denson, DBA - Associate Professor of Economics & Finance
  - Made four presentations at off-campus conferences was a discussant at two conferences, and chaired two sessions at professional meetings.
  - Serves as the faculty advisor for the Financial Management Association.
  - Serves on the Departmental Curriculum Committee and as the Library Liaison for Finance.
  
- Sharon K. Ford, PhD, CPA - Associate Professor of Accountancy
  - Awarded tenure and promotion to Associate Professor.
  - Made two presentations at off-campus conferences and co-authored two papers.
  - Coordinated monthly on-campus scholarly presentations.
  - Serves on the Graduate Council, University Attendance & Appeals Committee, University Research & Publications Committee, University Research Grant Committee, and College Graduate Committee. She serves as the Library Liaison for the Division.
  - Maintains her CPA license.
  
- James R. Gray - EdS, CCP, CDE - Assistant Professor of Computer Information Systems
  - Retired with nineteen years of service to Delta State.
  - Granted emeritus status.
  
- Orice “Darry” Hardy, PhD, CDE - Professor of Computer Information Systems and Coordinator of CIS
  - Received twenty-five year service pin.
  - Chaired the University Outcome Assessment Committee.
  - Serves on the Faculty Senate.
  - Chaired Divisional Tenure & Promotion Committee.
  - Sponsor of the student chapter of Association of Information Technology Professionals (AITP).

- Walter “Val” Hinton, PhD - Professor of Economics & Finance
  - Died on January 24, 2006 with twenty-four years of service at Delta State.
  
- Jerry T. Kandies, PhD, CCP - Associate Professor of Computer Information Systems
 

He has authored and co-authored two presentations. He co-sponsors the student chapter of AITP. He is the Web Master for the College and Division. He serves on the University Computer Usage Committee and the Mission Statement Committee for the College.

  - Awarded tenure and promotion to Professor.
  - Presented one paper each to a regional and local conference.
  - Serves on University E-Learning Committee, University Technology Across the Curriculum Committee, University Information Technology Governance Committee, and College Business Grants Committee.
  - Co-sponsor of the student chapter of Association of Information Technology Professionals (AITP).
  - Web Master for College and Division.
  
- Eckward N. McKnight, Jr., ME - Instructor in Computer Information Systems
  - Is the Vice-President and President-elect of the Rotary Club of Cleveland, MS and is the President of the Bolivar County Drainage Commission.
  
- Lisa B. Sandifer, MBA, CPA - Instructor in Accountancy
  - Co-authored one paper and made six presentations regional conferences.
  - Coordinated monthly on-campus scholarly presentations.
  - Serves on the University Research & Publications Committee, MSCPA Awards, Education & Scholarship Committee, and as Treasurer of the University Courtesy Committee.
  - Serves as the faculty sponsor to Student Accountants and Business Administrators club.
  - Serves as Treasurer for the United Way of Washington County.
  - Attended four off-campus conferences and maintains her CPA license.
  
- K. P. Sridharan, PhD - Associate Professor of Finance
  - co-authored two papers.
  - Serves on the University Attendance & Appeals Committee, University Library Committee, College MBA Curriculum Committee, and Divisional Tenure & Promotion Committee.

- Vicki N. Webster, MBA, (ABD) - Instructor in Computer Information Systems
  - Anticipates to complete her doctorate by December 2006
  - Serves on the University Attendance & Appeals Committee, University Student Organizations, and University Graduate Programs Committee.
  - Co-sponsors God's Anointed Voices
  
- William Tony Wilson, MBA, CIA, CCA, CMA, CIA - Assistant Professor of Accountancy
  - Retired with twenty-five years of service to Delta State.
  - Granted emeritus status.

### **Student and Community Relations**

- Division faculty sponsored three student professional organizations. Each has a slate of student-officers who arrange for guest speakers and provide an opportunity to interact with business leaders and mentors.
  - Association of Information Technology Professionals (AITP)
  - Financial Management Association (FMA)
  - Student Accountants and Business Administrators (SABA)
    - Average student attendance for the SABA club meetings was 35. SABA held a raffle of a donated outdoor grill, which provided funds for meals at monthly meetings, annual cookout held in the spring, and \$3,000 in scholarships.
  
- Division faculty served as faculty advisors for two student honor societies at DSU as follows:
  - Accounting Honor Society
  - Delta Mu Delta business honor society
  
- Tripp Davis – ACC senior – was named NCAA Academic All-American for the third time.
- Gene Merlin – CIS senior – placed first in the student computer programming competition at the national convention of Association of Information Technology Professionals (AITP). This is considered the top honor among all other events. He competed against students from Louisiana State University, Penn State University, and Purdue University
  
- Over \$40,000 were awarded to Division students. Over \$100,000 have been contributed to endowment funds designated for the Division.

- The Department of Accountancy hosted the annual meeting of the Delta Chapter of MSCPA which was attended by 105 CPAs. In addition, two sessions of continuing professional education for a combined eleven hours were conducted. Combined attendance by CPAs exceeded 170.
- The Department of Accountancy has maintained the database of the Delta Chapter of MSCPA for past nineteen years...
- Computer Information Systems and Insurance faculties conducted seminars/workshops for local businesses and school districts.

**New position(s) requested, with justification:**

None

**Recommended change of status**

- Laurel A. Barfitt, change from Instructor in Accountancy to Assistant Professor of Accountancy.
- Vicki N. Webster, change from Instructor in Computer Information Systems to Assistant Professor of Computer Information Systems, upon her completion of her Doctorate.

**V. Degree Program Addition/Deletions and/or Major Curriculum Changes:**

- Delete CIS 455 from Accounting concentration.
- Require CIS 205 as prerequisite to ACC 320.

**Changes made in the past year**

- Allow substitution of CIS 235 for CIS 210 in the Accounting concentration.

**Recommended changes for the coming year(s)**

- Delete CIS 455 from Accounting concentration.
- Require CIS 205 as prerequisite to ACC 320.

## **VI. Division/Department Goals for 2006-07**

**A. Goal # 1:** Revise and update the curriculum as needed to better prepare the graduates for success in the business world.

**1. Institutional Goal which was supported by this goal:**

SP#1, QEP#1, QEP#4

**2. Expected results:**

A more well-rounded professional education will be attained through another course in its place. Thus, improvements in Division students' score on the Major Field Achievement Test should result.

**3. Evaluation Procedure(s):**

Faculty, the curriculum committee, and student of the discipline will review parts of the degree program.

**4. Use of Evaluation Results:**

**B. Goal # 2:** Increase enrollment of quality students in the undergraduate programs.

**1. Institutional Goal which was supported by this goal:**

SP#2, QEP#4

**2. Expected Results:**

Increase in average ACT scores of entering freshmen and average grade point average transferred in by transfer students.

**3. Evaluation Procedure(s):**

In departmental meetings, with support from professional organizations and campus recruiting, recruitment procedures of the division are reviewed.

**4. Use of Evaluation Results:**

Recruiting efforts were increased. A database of high school counselors in the state has been established and high-achieving students will be targeted.

- C. Goal #3:** Require majors to be proficient in the use of various software applications including word processing and spreadsheets. They should be literate in accounting software with applications such as general ledger and financial preparation, payroll, etc.

**1. Institutional Goal(s) supported by this goal:**

SP#1, QEP#2, QEP#3

**2. Expected Results:**

Increase in the proficiency of students in the use of software applications. Students will be more marketable for employment and Employer Survey results should improve.

**3. Evaluation Procedure(s):**

Re-evaluate courses based on Employer Survey and MFT scores.

**4. Use of Evaluation Results:**

Revise and increase spreadsheet and software applications assignments.

- D. Goal #4:** Expand communicative and group skills.

**1. Institutional Goal which was supported by this goal:**

SP#1, SP#3, QEP#1, QEP#3

**2. Expected Results:**

Students learn to communicate more effectively and to work in teams.

**3. Evaluation Procedure(s):**

Students are evaluated on oral presentations and group work.

**4. Use of Evaluation Results:**

Review courses to include presentation and group work.

**E. Goal #5:** Prepare students for job placement, business promotion and community service.

**1. Institutional Goal which was supported by this goal:**

SP#1, SP#4, QEP#2, QEP#3, QEP#4

**2. Expected Results:**

Increase hiring of students.

**3. Evaluation Procedure(s):**

Alumni/Graduate Survey will show employment information.

**4. Use of Evaluation Results:**

Revise requirements to include preparation activities for employment.