

**DIVISION OF MANAGEMENT, MARKETING AND
BUSINESS ADMINISTRATION**

**ANNUAL REPORT
2005-06**

DR. COOPER JOHNSON, CHAIR

June 1, 2006

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

I. Unit Title: Management, Marketing, & Business Administration School: School or College: College of Business

Unit Administrator: Dr. Cooper Johnson

Mission Statement:

The objective of the Division of Management, Marketing and Business Administration is to provide students degree programs which afford a broad range of career opportunities for individuals who desire to specialize in Management, Marketing, Hospitality Services Management, or General Business. In addition to a well-balanced background in general education, the curriculum includes core courses in accounting, economics, data processing, finance, and communication in order to establish a strong common body of knowledge in business administration.

Management: The management major is designed for the student with a broad interest in management activities and problems.

International Business and Development: The international business and development track is designed for students interested in international business.

Marketing: The marketing major is designed to develop individual skills for use in the dynamic area of business which matches the product offerings of a firm to the needs of its customers.

Hospitality Services Management: The hospitality services management major is to prepare students for an entry-level position in the service industry.

Gaming Management: The gaming management track in the hospitality services management major address needs of the gaming industry and provides individuals with skills required to succeed and advance within the gaming industry.

General Business: The general business major is designed to give students a basic understanding of all business areas. Students can also choose the Entrepreneurship track of study which allows them to focus on the skills and knowledge needed to operate a small business.

II. Educational Program Learning Outcome Assessment Plan

Division of Management/Marketing/Business Administration

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Division majors will demonstrate effective oral and written communication skills needed in the disciplines represented .</p>	<p>1) At least 80% of the Division majors will earn credit on the university-wide writing proficiency exam. Examine data from Writing Proficiency Exam.</p> <p>2) At least 90% of Division graduates responding to the Alumni/Graduate Survey will report that the College of Business program enhanced their presentation/writing skills</p> <p>3) At least 75% of the employers responding to the Division's Employer Survey will report that College of Business graduates</p>	<p>62% of Division majors passed the Writing Proficiency Examination in 2003-04.</p> <p>45% of Division majors passed the Writing Proficiency Examination in 2004-05.</p> <p>49% of Division majors passed the Writing Proficiency Examination in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the</p>	<p>Faculty require students to complete written assignments such as responding to short answer questions, completing discussion questions on exams, case studies, research papers and online assignments as part of course requirements. Faculty will continue to require these assignments and will be encouraged to do more of the same.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>

	<p>demonstrated strong one-on-one interpersonal skills, written communication skills and oral presentation skills.</p> <p>4) Division students enroll in online classes when such classes are available. These classes require students to develop and use communication skills. Examine course syllabi.</p> <p>5) Division majors complete classes that require oral and written communication skills. Examine course syllabi.</p>	<p>survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>In 2000-01 no instructors offered online classes. As of 2005-06 seven professors in the Division offered online classes requiring students to submit written assignments as components of the final course grade.</p> <p>From 2000-01 to 2005-06 classes have required forms of oral and/or written communication skills. 85% of classes in 2005-06 required oral and/or written communication skills.</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>Professors currently offering online classes will continue to do so, while others will be encouraged to make online classes a component of their instructional methods. Advisors will recommend online classes to students as a method of improving oral and written communication skills.</p> <p>Professors will continue to require oral presentations and/or written assignments. Encouragement will be given to increase the number of such assignments. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p>
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<p>Division majors will demonstrate the ability to use and manage business technology.</p>	<p>1) At least 80% of the Division professors will require use of technology in their classes as evidenced by course syllabi.</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 use and manage business technology.</p> <p>3) At least 75% of the employers responding to the Division Employer Survey will report that College of Business graduates demonstrated the ability to apply technology.</p> <p>4) Division students enroll in online classes when such classes are available. These classes require students to develop and use technology skills. Examine course syllabi.</p>	<p>Nine classes in 2000-01 required the use of technology by students. The number of classes requiring the use of technology increased to ten in 2002-03 and finally to the point where 85% of Division professors required the use of business technology in their classes in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>In 2000-01 no instructors offered online classes. As of 2005-06 seven professors in the Division offered online classes requiring students to develop and use technological skills to submit assignments as components of the final course grade.</p>	<p>Professors will continue to require the use of business technology in their classes. Students will use Smart carts, projection equipment, the internet, and computer software to complete class assignments and requirements.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>Professors currently offering online classes will continue to do so, while others will be asked to make online classes a component of their instructional methods. Advisors will recommend online classes to students as a method of improving technology skills. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will</p>
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			use current text books and instructional materials.
<p>Division majors will demonstrate a broad understanding of the functional areas of business.</p>	<p>1) Students will score in the 50th percentile on 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.</i></p> <p>2) Students complete classes that require application and understanding of the functional areas of business.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool. In 2005-06, the Division majors, on average, scored in the 51st percentile of the MFT. Data were analyzed by Chair and faculty representative.</p> <p>From 2000-01 to 2005-06 Division majors have been required to complete Strategic Management (business core capstone class). Marketing majors have been required to complete Marketing Management (marketing capstone course). These classes require students to integrate knowledge from the functional areas of business.</p>	<p>Students will review functional business concepts. Professors will suggest resources that can be used by students to improve their understanding of the functional areas of business. Examples of sources of materials include text books, internet sources, and class notes.</p> <p>Assignments requiring the integration of business concepts will be increased. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p>

Management

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Identifies and uses management core concepts</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from MGT graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate knowledge of management core concepts will be tabulated and cross-tabulated. Comparisons will be made</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. On average, management majors scored in the 51st percentile of the MFT. Management students performed the best in the areas of Quantitative Business Analysis, Management Core Concepts, and Legal and Social Environment. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>

	<p>with results of Business Graduate Survey. Once a baseline is established, data will be compared to previous years' results. At least 75% of the employers will report that management majors demonstrate the ability to identify and use management core concepts.</p> <p>3) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate knowledge of management core concepts will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a baseline is established, data will be compared to previous years' results. At least 90% of management majors will report that the College of Business program enhanced their ability to identify and use management core concepts.</p> <p>4) Management majors complete classes that require the use of management core concepts. Examine course syllabi.</p>	<p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>From 2000-01 to 2005-06 Management classes have stressed management core concepts. Students have been required to apply these concepts to assignments, exams, and projects. As of 2005-06 several senior level classes require students to apply these concepts (MGT 327, 484, and 499).</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>Professors will require students to apply management core concepts when completing assignments and projects, as well as exams. Encouragement will be given to increase the number of such assignments. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online</p>
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			components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.
Demonstrates problem solving, communication, and planning skills necessary for solving management issues.	<p>1) MFT testing will be conducted annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to use problem solving, communication, and planning skills. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. On average, management majors scored in the 51st percentile of the MFT. Management students performed the best in the areas of Quantitative Business Analysis, Management Core Concepts, and Legal and Social Environment. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>From 2000-01 to 2005-06 some senior level courses have required students to solve problems through case applications and projects. In 2003-04, online classes allowed additional focus on these skills. In 2005-06, most of the management major classes required use of these skills.</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The number of assignments will be increased that require problem solving, communication, and planning skills. Professors will adjust their assignments to reflect the use of these skills by students. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text</p>

	<p>3) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from MGT graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' results. At least 75% of the employers will report that management majors demonstrate problem solving, communication, and planning skills necessary for solving management issues.</p> <p>4) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a baseline is established data will be compared to previous years' results. At least 90% of management majors</p>	<p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>books and instructional materials.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	<p>will report that the College of Business program enhanced their problem solving, communication, and planning skills necessary for solving management issues.</p> <p>5) At least 80% of management majors will earn credit on The Writing Proficiency Examination.</p>	<p>60% of management majors passed the Writing Proficiency Examination in 2003-04.</p> <p>70% of management majors passed the Writing Proficiency Examination in 2004-05.</p> <p>59% of management majors passed the Writing Proficiency Examination in 2005-06.</p>	<p>Faculty will require students to complete written assignments such as responding to short answer questions, completing discussion questions on exams, case studies, research papers and online assignments as part of course requirements. Faculty will continue to require these assignments and will be encouraged to do more of the same.</p>
<p>Demonstrates the ability to work as a team member when completing management tasks.</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to work in teams to complete tasks. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. On average management majors scored in the 51st percentile of the MFT. Management students performed the best in the areas of Quantitative Business Analysis, Management Core Concepts, and Legal and Social Environment. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>From 2000-01 to 2005-06 some courses have required students to work in teams to solve problems and complete tasks (MGT 327, 499, 695).</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The number of assignments requiring teamwork will be increased. Professors will adjust their assignments to require additional</p>

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Marketing

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Identifies and uses marketing core concepts</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. On average, marketing majors scored in the 50th percentile of the MFT. Marketing students performed the best in the areas of Management Core Concepts, Legal and Social Environment, Marketing Core Concepts, and Quantitative Business Analysis. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p>

	<p>2) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from MKT graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate knowledge of marketing core concepts will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' results. At least 75% of the employers will report that marketing majors demonstrate the ability to identify and use marketing core concepts.</p> <p>3) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate knowledge of marketing core concepts will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a baseline is established data will be compared to previous years' results. At least 90% of marketing majors will report that the College of Business program enhanced their ability to identify and use marketing core concepts.</p>	<p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	<p>4) Pre/Post Marketing Test will be administered annually beginning in the fall 2006. This test will be administered in MKT 300 (pretest) and MKT 499 (posttest). Comparison of pre and post data will indicate level of improvement. Once a baseline is established data will be compared to previous years' results.</p>	<p>The marketing curriculum committee held preliminary discussions regarding the test in 2004-05. The committee developed the test in spring 2006.</p> <p>Test will be administered Fall 2006</p>	<p>The results of this test will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
<p>Demonstrates the ability to work as a team member when completing marketing tasks.</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to work in teams to complete tasks. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative.</p> <p>On average marketing majors scored in the 50th percentile of the MFT. Marketing students performed the best in the areas of Management Core Concepts, Legal and Social Environment, Marketing Core Concepts, and Quantitative Business Analysis. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>From 2000-01 to 2005-06 some courses have required students to work in teams to solve problems and complete tasks (MKT 330, 488, 499).</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The number of assignments requiring teamwork will be increased. Professors will adjust their assignments to require additional teamwork. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will</p>

	<p>3) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from MKT graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' results. At least 75% of the employers will report that marketing majors demonstrate the ability to work as a team member when completing marketing tasks.</p> <p>4) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a baseline is established, data will be compared to previous years' results. At least 90% of marketing majors will report that the College of Business program enhanced their ability to work as a team member when completing marketing tasks.</p>	<p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>use current text books and instructional materials.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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<p>Demonstrates problem solving, communication, and planning skills necessary for developing marketing strategies and a comprehensive marketing plan.</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to use problem solving, communication, and planning skills. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. On average, marketing majors scored in the 50th percentile of the MFT. Marketing students performed the best in the areas of Management Core Concepts, Legal and Social Environment, Marketing Core Concepts, and Quantitative Business Analysis. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>From 2000-01 to 2005-06 some senior level courses have required students to solve problems through case applications and projects (Mkt 330, 488, 499). In 2003-04, online classes allowed additional focus on these skills. In 2005-06, most of the major classes required use of these skills.</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The number of assignments will be increased that require problem solving, communication, and planning skills. Professors will adjust their assignments to reflect the use of these skills by students. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p>
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	<p>3) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from MKT graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate problem solving, communication and planning skills will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. At least 75% of the employers will report that marketing majors demonstrate problem solving, communication, and planning skills necessary for developing marketing strategies and a comprehensive marketing plan.</p> <p>4) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate problem solving, communication and planning skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. At least 90% of marketing majors will report that the College of Business program enhanced their ability problem solving, communication, and planning skills necessary for developing marketing strategies and a comprehensive marketing plan.</p>	<p>This survey is currently in progress. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05 Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	<p>5) Students will complete a Marketing Senior Portfolio annually.</p> <p>6) At least 80% of marketing majors will earn credit on The Writing Proficiency Examination.</p>	<p>The marketing curriculum committee held discussions regarding the portfolio in 2005-06. This will begin in the fall 2008 semester.</p> <p>50% of marketing majors passed the Writing Proficiency Examination in 2003-04.</p> <p>20% of marketing majors passed the Writing Proficiency Examination in 2004-05.</p> <p>30% of marketing majors passed the Writing Proficiency Examination in 2005-06.</p>	<p>Full-time marketing faculty will conduct examination and assessment of portfolios as proficient, adequate or unacceptable.</p> <p>Faculty will require students to complete written assignments such as responding to short answer questions, completing discussion questions on exams, case studies, research papers and online assignments as part of course requirements. Faculty will continue to require these assignments and will be encouraged to do more of the same.</p>
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General Business Administration

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrates an understanding of economic business conditions (inflation, employment, growth) and their impact on the U.S. economy</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative.</p> <p>On average general business majors scored in the 50th percentile of the MFT. General Business students performed the best in the areas of Quantitative Business Analysis, Management Core</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p>

	<p>2) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from GBA graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate knowledge of economic business conditions will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' results. At least 75% of the employers will report that general business majors demonstrate an understanding of economic business conditions (inflation, employment, growth) and their impact on the U.S. economy.</p> <p>3) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate knowledge of economic business conditions will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a baseline is established data will be compared to previous years' results.</p>	<p>Concepts, and Legal and Social Environment. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	At least 90% of general business majors will report that the College of Business program enhanced their understanding of economic business conditions (inflation, employment, growth) and their impact on the U.S. economy.		
Demonstrates problem solving, communication, and planning skills necessary for conducting business analyses and developing strategic business decisions.	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to use problem solving, communication, and planning skills. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. General Business students performed the best in the areas of Quantitative Business Analysis, Management Core Concepts, and Legal and Social Environment. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>From 2000-01 to 2005-06 some senior level courses have required students to solve problems through case applications and projects (MGT 499; ECO 450, 460). In 2003-04, online classes allowed additional focus on these skills. In 2005-06, additional general business major classes required use of these skills.</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An International Business and Development track has been added to the Management major providing opportunities for exposure to international concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The number of assignments will be increased that require problem solving, communication, and planning skills. Professors will adjust their assignments to reflect the use of these skills by students. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials. The feedback from this survey will be analyzed and necessary adjustments</p>

	<p>3) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from GBA graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate problem solving, communication and planning skills will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. At least 75% of the employers will report that general business majors demonstrate problem solving, communication, and planning skills necessary for conducting business analyses and developing strategic business decisions.</p> <p>4) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate problem solving, communication and planning skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. At least 90% of general business majors will report that the College of Business program enhanced their problem solving, communication, and planning skills necessary for conducting business analyses and</p>	<p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	<p>developing strategic business decisions.</p> <p>5) At least 80% of general business majors will earn credit on The Writing Proficiency Examination.</p>	<p>39% of general business majors passed the Writing Proficiency Examination in 2003-04.</p> <p>36% of general business majors passed the Writing Proficiency Examination in 2004-05.</p> <p>64% of general business majors passed the Writing Proficiency Examination in 2005-06.</p>	<p>Faculty will require students to complete written assignments such as responding to short answer questions, completing discussion questions on exams, case studies, research papers and online assignments as part of course requirements. Faculty will continue to require these assignments and will be encouraged to do more of the same.</p>
<p>Demonstrates the ability to work as a team member when completing management tasks.</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to work in teams to complete tasks. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>Data were analyzed by Chair and faculty representative. On average management majors scored in the 51st percentile of the MFT. Management students performed the best in the areas of Quantitative Business Analysis, Management Core Concepts, and Legal and Social Environment. Results showed weaknesses in the areas of Finance, Economics, Accounting, and International Issues.</p> <p>From 2000-01 to 2005-06 some courses have required students to work in teams to solve problems and complete tasks (MGT 499; ECO 450,</p>	<p>Economics professors will be encouraged to continue offering help sessions. Students will be encouraged to review core economics concepts. An Entrepreneurship track has been added to the General Business major providing opportunities for exposure to entrepreneurship concepts. The results will be shared with the Division of Accountancy, Finance, and Computer Information Systems for their review and action.</p> <p>The number of assignments requiring teamwork will be increased. Professors will adjust their assignments to require additional</p>

	<p>3) Employer Survey will be conducted every 5 years beginning spring 2006 using a mail survey. Mailing list will be obtained from MKT graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' results. At least 75% of the employers will report that management majors demonstrate the ability to work as a team member when completing management tasks.</p> <p>4) Business Graduate Survey will be conducted every 2 years beginning spring 2006 using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a</p>	<p>460). Beginning In 2003-04, online classes allowed additional focus on these skills.</p> <p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>teamwork. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	baseline is established data will be compared to previous years' results. At least 90% of management majors will report that the College of Business program enhanced their ability to work as a team member when completing management tasks.		
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Hospitality Services Management

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrates knowledge of hospitality industry principles and practices.</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) HSM majors complete classes that require the use of HSM principles and practices. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>There were no senior HSM majors this year.</p> <p>HSM classes offered in 2004-05 and 2005-06 have stressed hospitality industry principles and practices. Students are required to apply these concepts to assignments, exams, and projects in classes such as HSM 300 and HSM 315</p>	<p>Results of the test in 2006-07 will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>Professors will require students to apply HSM principles and practices when completing assignments and projects, as well as exams. Encouragement will be given to increase the number of such assignments. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet</p>

	<p>3) Employer Survey will be conducted every 5 years after the first HSM graduates using a mail survey. Mailing list will be obtained from HSM graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate knowledge of hospitality industry will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' results. At least 75% of the employers will report that hospitality services management majors demonstrates knowledge of hospitality industry principles and practices.</p> <p>4) Business Graduate Survey will be conducted every 2 years after the first HSM graduates using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate knowledge of hospitality industry will be tabulated and cross-tabulated. Comparisons</p>	<p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	will be made with results of Employer Survey. Once a baseline is established data will be compared to previous years' results. At least 90% of hospitality services management majors will report that the College of Business program enhanced their knowledge of hospitality industry principles and practices.		
Demonstrates the ability to work as a team member when completing hospitality management tasks.	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to work in teams to complete tasks. Examine course syllabi.</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>There were no senior HSM majors this year.</p> <p>HSM classes such as HSM 300 and 315 offered in 2004-05 and 2005-06 stressed the team concept. Beginning in 2005-06, online classes allowed additional focus on these skills.</p>	<p>Results of the test in 2006-07 will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The number of assignments requiring teamwork will be increased. Professors will adjust their assignments to require additional teamwork. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p>

	<p>3) Employer Survey will be conducted every 5 years after the first HSM graduates using a mail survey. Mailing list will be obtained from HSM graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Business Graduate Survey. Once a baseline is established data will be compared to previous years' result At least 75% of the employers will report that hospitality services management majors demonstrates the ability to work as a team member when completing hospitality management tasks.</p> <p>4) Business Graduate Survey will be conducted every 2 years after the first HSM graduates using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate teamwork skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. Once a baseline is established data will be compared to previous years' results. At least 90% of hospitality services management majors will report that the College of Business program enhanced their ability to work as a team member when completing hospitality management tasks.</p>	<p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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<p>Demonstrates problem solving, communication, and planning skills necessary for solving hospitality management issues.</p>	<p>1) MFT testing will be annually. Students will score in the 50th percentile on 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.</i></p> <p>2) Majors take classes that require students to use problem solving, communication, and planning skills. Examine course syllabi.</p> <p>3) Employer Survey will be conducted every 5 years after the first HSM graduates using a mail survey. Mailing list will be obtained from HSM graduates, career services and internship records from the past 5 years. Results of a series of questions designed specifically to rate problem solving, communication and planning skills will be tabulated and cross-</p>	<p>The major field test was administered to COB students in 2003-04 and 2004-05. Based on the results, the Dean chose to require the test of all COB students for us as an assessment tool.</p> <p>There were no senior HSM majors this year.</p> <p>HSM classes such as HSM 300 and 315 offered in 2004-05 and 2005-06 require students to complete assignments and projects using problem solving, communication, and planning skills. Online classes in 2005-06 provided opportunity for additional focus on these skills.</p> <p>This survey will be conducted upon the completion of the Business Graduate Survey. The Division held preliminary discussions regarding the survey in 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p>	<p>Results of the test in 2006-07 will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>The number of assignments will be increased that require problem solving, communication, and planning skills. Professors will adjust their assignments to reflect the use of these skills by students. Faculty will choose from the following instructional methods: guest speakers, cases, written assignments, online components, video lectures, service learning activities, and internet assignments. Faculty will take advantage of faculty development opportunities and will use current text books and instructional materials.</p> <p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p>
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	<p>tabulated. Comparisons will be made with results of Business Graduate Survey. At least 75% of the employers will report that hospitality services management majors demonstrates problem solving, communication, and planning skills necessary for solving hospitality management issues.</p> <p>4) Business Graduate Survey will be conducted every 2 years after the first HSM graduates using a mail survey. Mailing list of graduates from the past 5 years will be obtained from Alumni and department records. Results of a series of questions designed specifically to rate problem solving, communication and planning skills will be tabulated and cross-tabulated. Comparisons will be made with results of Employer Survey. At least 90% of hospitality services management majors will report that the College of Business program enhanced their problem solving, communication, and planning skills necessary for solving hospitality management issues.</p> <p>5) At least 80% of hospitality services management majors will earn credit on The Writing Proficiency Examination.</p>	<p>This survey is currently in progress. The Division held discussions regarding the survey from 2000-01 to 2004-05. Representatives from each area of study in the Division provided input into the development of the survey in 2005-06.</p> <p>No HSM majors took the Writing Proficiency Examination during 2005-06</p>	<p>The feedback from this survey will be analyzed and necessary adjustments will be made to the curriculum to improve the learning process.</p> <p>Results will be evaluated and measures taken if improvement is needed.</p>
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II. Division/Department Goals for 2005-06

- A. **Goal # 1** - To employ an additional faculty member to support and enhance the International Business and Development option of the management major.

1. Institutional Goal which was supported by this goal:

SP#1

2. Evaluation Procedure(s):

Analyze the division's budget.

3. Actual Results of Evaluation:

The faculty member was hired.

4. Use of Evaluation Results:

This position will allow the division to offer required classes for the International Business and Development option of the management major. The division will continue to provide educational opportunities to those seeking expertise in this area of study.

- B. **Goal # 2** - Improve computer skills for division students.

1. Institutional Goal which was supported by this goal:

SP# 1

2. Evaluation Procedure(s):

Analysis of division syllabi.

3. Actual Results of Evaluation:

Classes require written reports and/or research papers that must use word processing software and the Internet to conduct appropriate research.

4. Use of Evaluation Results:

Additional emphasis will be placed on the use of computers and software packages.

C. Goal # 3 - To develop a recruiting plan to increase the numbers of traditional students, non-traditional students, and off-campus students.

1. Institutional Goal which was supported by this goal:

SP#1

SP#2

2. Evaluation Procedure(s):

Analysis of the division's undergraduate majors.

3. Actual Results of Evaluation:

The division developed brochures outlining career opportunities for graduates, course requirements for various majors, and listing faculty phone numbers of each faculty member. Plans were developed to work in conjunction with the Admissions and Recruiting Office and other departments on campus to recruit additional students.

4. Use of Evaluation Results:

Will continue to evaluate the division's programs to ensure appropriate offerings, resulting in attracting additional majors.

Review times were determined to help in the continued development of recruiting efforts for the division.

D. Goal # 4 – To make classes available to non-traditional students by offering evening classes, correspondence courses, off-campus classes, and weekend classes.

1. Institutional Goal which was supported by this goal:

SP#1

SP#2

2. Evaluation Procedure(s):

Analysis of the division majors.

3. Actual Results of Evaluation:

Numerous off-campus classes were offered. The division taught numerous weekend classes in the EMBA and EBBA programs.

4. Use of Evaluation Results:

The division will continue to offer evening, off-campus, weekend, and on-line classes.

E. Goal # 5 - The Division will encourage students to participate in internship classes.

1. Institutional Goal which was supported by this goal:

SP#1
SP#2
SP#5

2. Evaluation Procedure(s):

Monitor the number of students who enroll in the classes.

3. Actual Results of Evaluation:

Several students successfully completed the internship programs.

4. Use of Evaluation Results:

The division will continue to work with industry to increase the opportunities for students interested in internships. Additional students will be encouraged to participate in the internship programs. Internship programs will be used to build and maintain a close relationship with industry.

F. Goal # 6 - Faculty is encouraged to engage and/or participate in service, research, and other scholarly activities.

1. Institutional Goal which was supported by this goal:

SP#1
SP#3
SP#5

2. Evaluation Procedure(s):

Analysis of division reports regarding service, research, and other scholarly activities.

3. Actual Results of Evaluation:

All faculty were engaged and/or participated in service, research, and other scholarly activities.

4. Use of Evaluation Results:

Faculty members contribute to the community and advancement of their professions through research, service, and other Scholarly activities. Faculty members bring fresh ideas and experiences to the classroom as a result of scholarly activities. Faculty members will continue their activities.

III. Data and information for department:

Mission Statement:

The objective of the Division of Management, Marketing and Business Administration is to provide students degree programs which afford a broad range of career opportunities for individuals who desire to specialize in Management, Marketing, Office Administration, or Business Education. In addition to a well-balanced background in general education, the curriculum includes core courses in accounting, economics, data processing, finance, and communication in order to establish a strong common body of knowledge in business administration.

Number of Majors: The following table displays the division's number of majors for 2005-06.

DELTA STATE UNIVERSITY ENROLLMENT BY MAJOR 2005-2006		
MAJOR	Fall 2005	Spring 2006
Business Education	6	6
General Business	175	164
Master of Business Administration	109	106
Management	112	121
Marketing	56	60
Office Administration	13	11
HSM	15	15
TOTAL	486	483

Credit Hour Production: The following table displays the division's credit hour production for 2005-06:

DELTA STATE UNIVERSITY CREDIT HOUR PRODUCTION FALL 2005-2006						
FALL 2005			SPRING 2006			TOTALS
Course Name	Undergraduate	Graduate	Course Name	Undergraduate	Graduate	
ECO	816	39	ECO	786	120	1761
GBA	339	0	GBA	288	0	627
MBA	0	42	MBA	0	126	168
MGT	1710	279	MGT	1617	210	3816
MKT	777	177	MKT	717	9	1680
OAD	198	27	OAD	327	0	552
HSM	81	0	HSM	126	0	207
TOTAL	3921	564	TOTAL	3861	465	8811

Number of Graduates: The following table displays the division's number of graduates for 2005-06.

DELTA STATE UNIVERSITY GRADUATES 2005-2006	
MAJOR	
OAD	3
BED	1
GBA	28
MBA	36
MGT	40
MKT	12
TOTAL	120

Fall 2005 Graduation Questionnaire Summary

Graduates of the division responded to questions seeking information specifically related to their major. Results show that nearly all of the responses rated the division from good to excellent. The division's results were equal to or better than the results for the College of Business. The results show that the division is doing a very good job of addressing important areas for students enrolled in the division's various majors. The following table displays the average results of the questionnaire.

Students were asked to rate the quality of each of the following in regards to their major:			
1 – EXCELLENT	2 – GOOD	3 – FAIR	4 – POOR
COMMENT	DIVISION	COLLEGE OF BUSINESS	
Availability of my advisor	1.5	1.5	
Willingness of my advisor to help me	1.4	1.4	
Quality of courses in preparing me for employment and/or graduate school	1.8	1.7	
Fairness of grading in my courses	1.7	1.7	
Quality of instruction in courses in my major	1.8	1.8	
Opportunities for interaction with faculty in my major	1.6	1.7	
Ample number of library holdings in my major	1.8	2.0	
Availability of professional activities or clubs in my major	2.2	2.1	
Quality of courses for providing a good general education	1.8	1.8	
Practicum or internship experiences in my major	2.4	2.5	
Laboratory facilities related to my major	2.3	2.3	
Classroom facilities related to my major	1.8	1.9	
Quality of career advising in my major	2.0	2.0	
Opportunities for formal student evaluation of instruction	1.9	1.9	
Professional competence of departmental faculty in my major	1.7	1.8	
My initial contacts and first impression with the department	1.8	1.8	
Overall quality of this department	1.7	1.7	

Selected Accomplishments

Teaching

- Course delivery methods: traditional, on-line, and hybrid classes.
- Courses offered during the day, evenings, weekends, and intersession.
- Students granted the freedom of choice to select the course format that is conducive to attaining their educational goals.
- Economic development activities by the division.
 - Interns in the division were employed by Delta area organizations as part-time employees and completed projects specific to these organizations.
 - Faculty provided assistance to organizations through the development of management training and development programs.
 - Economic development students completed research projects for the Cleveland-Bolivar Chamber of Commerce. The projects were based on the strategic plans of the Chamber and were presented to the director of the Chamber.
- The International Business and Development program continues to grow with an average class size of thirty per class. The program has been enhanced with David and Sherry Abney's generous financial contribution.
- The division faculty have prepared a survey that will be distributed to industry and alumni in order to receive feedback that will better inform the faculty of the needs of those who are in industry and to allow for the curriculum of the majors to reflect those needs

Information about the Gaming/HSM Programs

- A Gaming Management option has been added to the Hospitality Services Management major to address the needs of the gaming profession.
 - Meetings have been held with various gaming organizations and the first class is expected to be offered summer 06.
- The Hospitality Services Management major has shown growth which is expected to continue.
 - The addition of the gaming management option to the major provides growth opportunities as the division strives to meet educational needs in the hospitality and gaming industries.

International Business Symposium

- The first annual International Business Symposium was held bringing attention to the International Business and Development Program.
- The symposium helped to increase student interest in global business, recruit students, retain students, build community relations, and build university relations.
- The Division established relationships with the esteemed speakers in the field of international business.

Scholarship

- Faculty presented at state, regional, national or international conferences.
- Faculty published in journals, books, and conference proceedings.
- Several grants were also submitted for funding consideration.
- Faculty work with students to develop research projects for presentation at conferences.
- Several faculty members participated in DSU's Faculty Technology Institutes, which addresses the university's goal of increasing the use of technology in the classroom.

Student Recruitment

- Students granted the freedom of choice to select the course format that is conducive to attaining their educational goals.
- A Gaming Management option has been added to the Hospitality Services Management major to address the needs of the gaming profession.
 - Meetings have been held with various gaming organizations and the first class is expected to be offered summer 06.
- Student recruitment continues to be a goal of the division.
 - A marketing committee developed a marketing plan to promote the division and College of Business.
 - The division's web site provides information regarding majors, contact information for faculty, and additional information regarding the division.
- Faculty assists the admissions and recruiting office with recruitment of students.
 - The division assisted the admissions and recruiting office to sponsor the College of Business recruiting day.
 - Faculty members participated in parent orientation, student orientation, Delta Focus, college fairs, and visited high schools and community colleges, and business organizations in recruiting efforts.

Community Service

- Economic development activities by the division.
 - Interns in the division were employed by Delta area organizations as part-time employees and completed projects specific to these organizations.
 - Faculty provided assistance to organizations through the development of management training and development programs.
 - Economic development students completed research projects for the Cleveland-Bolivar Chamber of Commerce. The projects were based on the strategic plans of the Chamber and were presented to the director of the Chamber.

- Faculty participate in community development programs; workshops, training, and consulting for the community; and offer, when appropriate, seminars for the university and business community.
- Faculty members are active in civic, business, and community organizations.
- Faculty members participate in a variety of ways to ensure that business is supported by the university, such as training and development of employees and marketing research.
- The division will continue to build and strengthen relationships with professionals, political entities, and residents of the Delta community.

Instruction and Scholarly Activity

- Conference Presentations
- Conference Discussants
- Conference Session Chairs
- Attendance at State, Regional, and National Meetings
- Editorial Boards – Journals
- Journal Publications
- Proceedings Publications
- Books
- Consulting
- Workshop Presentations
- Training Presentations
- Memberships in Professional Organizations
- Faculty Web Pages
- On-line Courses
- Innovative Instruction
- Faculty Development
- Application Exercises
- Case Studies
- Guest Speakers
- Include Students in Faculty Research
- Faculty members were actively involved in professional associations
- Grants

Grants

A grant has been submitted to the Mattox Foundation

Plans are to submit a proposal to the Coleman Foundation.

Submitted a grant proposal titled “Doctoral Dissertation Research: What do they want? What it takes to recruit and retain quality healthcare employees in the Mississippi Delta”, National Science Foundation, February 2006.

Economic Development

In 2005-2006, the division participated in numerous economic development activities. Delta area businesses were served by students in internship and advertising courses. Advertising classes developed advertising campaigns for businesses. Interns in the division were employed by organizations as part-time employees and completed projects specific to these organizations. Faculty provided assistance to organizations through the development of management training and development programs.

The division will continue the following: to support internship classes; have faculty participate in community development programs; participate in business related workshops for the business community; and offer, when appropriate, seminars for the university and business community. Faculty members are active in civic, business, and community organizations which promote economic development. Faculty members also participate in a variety of ways to ensure that business is supported by the university, such as training and development of employees and marketing research. Additionally, economic development will be enhanced through the use of on-line instruction. These classes provide additional educational opportunities for individuals in the region.

Plan of Compliance

Minority faculty members are provided resources to encourage activities that will lead to promotions. Support was in the areas of research and other scholarly activities.

The division believes the fields of study offered in existing programs will attract other race students interested in the various areas of management and marketing. Fields of study are continuously monitored and changes are made to reflect demands of the business community.

An International Business and Development option has been added to the management major. Additionally, a Gaming Management option has been added to the Hospitality Services Management major. These options have the potential of attracting “other race” students and faculty.

Qualifying minority students are encouraged to apply for Community College Department Head scholarships and divisional scholarships. Effort is made to place “other race” students in internships.

Student Recruitment

- A Marketing Committee formed to address student recruitment.
- A Marketing Plan was developed to market the division and College of Business.
- A Web Site – division web site provides information regarding all majors in the division and contact information for the faculty and staff.
- Assist Admissions – the division continues to assist the admissions and recruiting office with recruitment of students.
- Online Classes – online class offerings have been increased to recruit additional students.
- Curriculum Changes – curriculum for all majors were updated to address changes dictated by industry. Specifically, an International Business and Development option has been added to the management major.
- The addition of a gaming management and international business and development program has resulted in increased interest of business students.
- Method of Delivery for all programs of study is evaluated to address the needs of students. Specifically, formats for the EMBA and EBBA programs are being examined.
- Delta Focus
- IHL Career Fair
- Athletics - Recruitment
- Parent Orientation
- Student Orientation
- College of Business Recruitment Day
- COB Advisory Committee
- Local High Schools
- Community Colleges
- Survey – Industry and Alumni
- Internship Programs
- Student Employment
- Current Students and Alumni

Additional Division Accomplishments

- Reduced the number of on-campus adjunct instructors.
- Efficient use of financial resources provided to the division.
- Actively participated in the Student Engagement Program.
- Actively participated in the QEP.
- A majority of students continue to use the services offered by Career Placement.
- Faculty members were involved in academic research, consulting, university service, or community service.
- Students took advantage of internship classes.
- Students improved technology skills by using contemporary software and equipment to complete class projects.
- Developed a recruiting plan to increase the number of traditional, non-traditional, and off-campus students.
- Increased the number of web-based classes offered by the division allowing improved access to educational opportunities.
- The division maintains a comprehensive program of student advisement to increase student retention and graduation rates.
- Improved student engagement by utilizing technology, in-class exercises, group work, and application exercises.
- Contributed to the university's reaccreditation by SACS.
- Contributed to the College of Business' reaccreditation process by ACBSP.
- Faculty served on division, college, and university committees to ensure accomplishment of the university's mission.
- Faculty assisted with recruitment of students by attending college recruitment fairs, orientation sessions, and meeting with individual students.

IV. Personnel:

Noteworthy activities and accomplishments:

PHYLLIS BUNN

Instruction:

Supervised Student Teaching, Fall 2005

Direct Business Communication, OAD 203 through Graduate and Continuing Education

Uses Thinkwave online grading so students have access to grades at all times

Uses various technologies to prepare students for the technologically advanced office systems that are currently used in business settings

Exceeds the number of office hours required of the university

Available to students over the phone and encourages her students to contact her at home

Uses case method and research projects in strategy classes

Uses guest speakers for classes

Uses case method and research projects in graduate classes

Teaching Innovation:

Created service learning internship opportunities for OAD 401, Office Procedures, having students complete volunteer hours in business offices on campus. This gave office administration students an opportunity to gain experience in a professional environment and be exposed to positive role models.

Required OAD 401 (Office Procedures) students to host a business breakfast for all Division of Management, Marketing and Business Administration students. Attendance was optional for division majors. OAD students had to learn business protocol, schedule the facility, work with the caterer to plan the menu, obtain a speaker, invite university and college administrators, publicize the breakfast, create the program, be a host, and participate on the program

Required OAD 600 (Managerial Communication) students to host a business dinner for selected University administrators, COB administrators, faculty and other invited guests. Students had to finance the event, learn business protocol, schedule the facility, work with the caterer to plan the menu, obtain a speaker, invite university and college administrators, publicize the breakfast, create the program, be a host, and participate on the program. This year Floyd Hubbel who travels all over the world selling technology innovations to large technology corporations was the speaker. His corporation is based in Los Angeles, California.

Awards:

Finalist, Kossman Outstanding Faculty Award, 2005

Bellsouth's Outstanding Faculty Teaching Award, College of Business, Delta State University, voted by students, April, 2005

HEADWAE, Higher Education Appreciation Day—Working for Academic Excellence, Mississippi Legislature, Delta State University Recipient, February, 2005

Service to the University:

Served on a task force for the DSU Faculty Senate

Advises all students in the field of Office Administration

Serves as Chair of the division's OAD curriculum committee

Represents division at college fairs and other recruitment events

Student Evaluation Committee

One Card Task Force Committee

Member Division of Management, Marketing and Business Administration Promotion and Tenure Committee, 2005-2006

Represented Division of Management, Marketing and Business Administration at the IHL Career Fair, Jackson, MS Fall and Spring 2004-2005; created display

Represented Division of Management, Marketing and Business Administration at the University Recruitment Day, created display

Chair, OAD Curriculum Committee, 1999-present

Chair, OAD Assessment Committee, 2005-present

Member, Business Education Curriculum Committee, 1995-present

Member, College of Business Grant Writing Committee, 2004-present

Member, International Business Symposium Committee, 2005-2006

Member, Division of Aviation Promotion and Tenure Committee, 2004-2005

Member, College of Business Graduate Programs Committee, 2003-2005

Faculty Prize Committee, 2006

Facilitator, Faculty Issues Session, ROMEA Conference, Delta State University, September 28, 2005

University Writing Proficiency Appeals Committee, 2003 to present.

University Graduate School Council, appointed by Dean Moore, 2003-2005

Member, University Benefits Committee, 1999-present

Member Parent Level of Green and White Fund, Athletic Department

Contributor to Delta State University Alumni Foundation, 1996-present

Member Division of Management, Marketing and Business Administration Promotion and Tenure Committee, 2005-2006

Grants:

Grant proposal, with Michael Thompson as co-director, has been submitted to the Mattox Foundation
Grant proposal is being reviewed by faculty in the Art Department

Service to the Community:

Serves as a volunteer at Bayou Academy Elementary School

Member, Exchange Club

Facilitator, Working Professionals Singles, First Baptist Church

Participate in child abuse prevention activities sponsored by Cleveland Exchange Club as well as other community projects that include play ground maintenance, boy scout hut maintenance and other community projects, 2000-present

Participate in Cleveland Garden Club Habitat for Humanity project to plant trees and shrubs at Habitat Houses and also participate in maintaining the Dahomey National Wildlife Refuge Reserve.

Participate in American Association of University Women (AAUW) projects to raise scholarship money and to help preserve the environment, to present

Greeter, 2004-present; outreach person Professional Singles Sunday School ages 26 to 45, 2000-present, First Baptist Church, Cleveland, MS

Scholarship:

Editorial board of Delta Pi Epsilon Journal

Editorial board of the Journal of Career and Technical Education

Articles submitted for publication consideration

Reviewed textbooks and manuscripts

Attended several conferences

Presenter of papers at conferences

Presentations:

Barfitt, L., Bunn, P. C., Sandifer, L., & Cooper, J. (2005, April). *Mississippi CPAs report communication and software skills needed by entry accountants*. Poster presentation at the May We Present: What Delta State University Professors Do Outside the Classroom, and How it Shapes our Teaching, Delta State University, Cleveland, MS

Publications:**National (Referred)**

Bunn, P. C., Barfitt, L., Cooper, J., Sandifer, L. (2005, Fall). CPAs in Mississippi: Communication Skills and Software Needed by Entry-level Accountants. *Delta Pi Epsilon Journal*, XLVII, 3.

Sections of Book

Encyclopedia of Business and Finance, (2005-On-line). New York, NY: Macmillan Reference, MA: Farmington Hills. (a division of the Thomson Gale Group)
Seven publications:

Fair Packaging and Labeling Act of 1966,
Staggers Rail and Motor Carrier Acts of 1980,
Federal Trade Commission Act of 1914,
Food, Drug, and Cosmetic Act of 1938,
Sherman Antitrust Act of 1890,
Robinson-Patman Act (1936), and
Consumer Product Safety Act of 1972

State (Referred)

Johnson, B. C., Long, J., Johnson, M. & Bunn, P. B. (2005). An assessment of workplace violence and the use of technology as a deterrent to violent behavior. *Texas Business and Technology Educator Association Journal: Building Bridges—Spanning Chasms*, IX, 1, p. 63.

Bunn, P. B., & Cooper, J. (2005). What do they want? Students' perceptions of importance of attributes on teacher evaluations. *Texas Business and Technology Educator Association Journal: Building Bridges—Spanning Chasms*, IX, 1, p. 63.

Bunn, P. C. (2005). Best Practice: Business Communication is Good Business. *Texas Business and Technology Educator Association Journal: Building Bridges—Spanning Chasms*, IX, 1, p. 63

Memberships in Professional Organizations:

Member, Mississippi Business Education Association Board as College Representative September 2002 to 2005

Member, Editorial Board, 2001-2005 Journal of Career and Technical Education, Omicron Tau Theta, National Career and Technical Education Society

KIMBERLY DEAN

Instruction:

Good student evaluations

Uses creative and innovative teaching methods in her classes

Holds numerous help sessions

Scholarship:

Dorsey, K.M. (2006). The Case of Licensed Funeral Directors: An Empirical Investigation of the Dimensions and Consequences of Emotional Labor. Paper presented at the Academic Business World International Conference, Nashville, TN.

Service to the University:

International Business Symposium Planning Committee *Treasurer*
America Reads Mississippi Advisory Board *Marketing/Public Relations Committee*
DSU Courtesy Committee
College of Business High School Recruitment Day (Management Division)
Management Curriculum Committee

Service to the Community:

Cleveland School District Mentoring Program

ROBERT FLEMING**Instruction:**

Used computer simulation in academic course
Required student group presentations in academic course
Attended FORBES faculty seminars
Attended College of Business Lecture Series
Participated in 3 faculty development workshops
Participated in International Business Symposium
Academic advisor for 2 majors
Received a rating of 3.80 out of a possible 4.00 on teaching evaluations
Received Teacher of the Year Award

Service to the University:

Faculty Senate Proxy
Served on 4 curriculum committees (chaired 2)
Served on 6 university, college and department committees (Chaired 3)
Library Liaison
Grader for Writing Proficiency Exams
Participated in Delta Focus

Participated in College of Business Recruitment Day
Brief prospective students for Admissions and Recruitment Office
Brief prospective students for Athletic Department
Division advisor for DSU transfer orientation

Service to the Community:

Professional Consulting
Willing to volunteer for various causes

Conferences Attended:

College of Business Annual Lecture Series
International Business Symposium

RENEE FOSTER

Instruction:

Recipient of Bellsouth Outstanding Faculty Teaching Award
Exceeds the number of office hours required of the university
Uses creative and innovative teaching methods in classes
Uses guest speakers for classes
Advises students for advertising competition

Scholarship:

Presented paper at the annual meeting of the Southern States Communication Association, Dallas, TX, April 2006
Attended 2005 Educators' Direct Marketing Symposium via webcast November 2005
Reviewed proposal/manuscript for new textbook for Fairchild Publications
Reviewed proposal/manuscript for next textbook for McGraw-Hill/Irwin Publications
Qualified for renewal of professional certification: Professional Certified Marketing, PCM, American Marketing Association

Service to the University:

Member of University Courtesy Committee
Member of College of Business Core Courses Curriculum Committee
Member of Marketing Curriculum Committee
Faculty Co-sponsor of Advertising Club
Represented the division during the College of Business Recruiting Day, Feb. 2006

Service to the Community:

Consulting for Memphis Clinical Laboratory

Consulting for Mr. Joey Tatum

Conducted client relations training for employees of Allen & Griffin Animal Hospital

Developed promotional materials for local blues musicians including Barbara Looney and Mickey Rodgers

Volunteer for 3rd Annual Juke Joint Festival in Clarksdale

Conferences Attended:

Educators' Direct Marketing Symposium

Writing Across the Curriculum

College of Business Annual Lecture Series

Consulting:

Memphis Clinical Laboratory

Memberships in Professional Organizations:

American Marketing Association

Sales & Marketing Executives International

ELISE JENKINS**Instruction:**

Nominated for S. E. Kossman teaching award (2005 and 2006)

Received "Teacher of the Month" recognition from Phi Mu and Kappa Delta sororities

Provided professionals in the fields of marketing research, advertising and personal selling as guest speakers in the classroom

Provided opportunities for students to meet both as groups and individuals with industry professionals in marketing and advertising

Supervised 8 to 10 student interns in marketing employment each summer

Recruited small business owners and Chamber of Commerce executives to be used in advertising and marketing research classes as clients in order to provide "real world" engagement opportunities for students

Supervised 4 student projects in advertising conducted on behalf of local business clients (every fall term)

Supervised 5 student projects in marketing research conducted on behalf of local business clients (every fall term)

Selected as the College of Business Student Engagement Champion for the coming year

Currently collaborating with the DSU Art Department (Allison Melton) on the expansion of the DSU Ad Fed Chapter to include graphic majors. We are in the process of re-establishing the Ad Fed Competition Team for District 7 competition.

Currently collaborating with University Relations for establishing marketing internships in their office
Currently developing (along with University Relations and the Art Department) a day-long conference/workshop on the Advertising Industry which will allow students to interact with industry professionals, compete for “Big Man on Campus”, and have portfolios reviewed by industry professionals. Plans are for this to be a state-wide event.

Scholarship:

Provided marketing research and business consulting services to 3 small business clients in addition to the clients used in marketing classes (Average about 2 clients per year)
Currently developing an economic impact report on Cleveland Octoberfest which will be the basis for a future article to be co-authored by Dr. Garret Ross
Developed survey instruments to be used by all College of Business degree programs for outcomes assessment measurements with graduates and employers
Currently conducting the Division of Management, Marketing & Business Administration outcomes assessment research project measuring employers’ and graduates’ perceptions of the degree programs and the College of Business
Provide marketing consulting for individuals who contact the DSU College of Business and are seeking professional marketing consulting

Service to the University:

Serving on the university-wide QEP steering committee
Served on the university-wide SACS Leadership Team, 2002-2004
Served as the Quality Enhancement Plan Chair, 2002-2004
Served as the National Survey of Student Engagement Coordinator, Spring 2004

Served one year on the university-wide Process Re-engineering Project Driving Team
Serving on the university-wide Marketing Management Committee, 2001 to present
Serve as faculty advisor to the AAF Collegiate Chapter, student chapter of the Mississippi Delta Ad Federation Chapter
Served on the University Selection Committee for the University Relations Director Search Committee
Served on the DSU Hall of Fame Nomination Committee
Served on the International Business Symposium Committee, College of Business
Serving on the College of Business Outcomes Assessment Committee
Serve as advisor for marketing majors
Serve on the DSU Student Publications Committee
Serve as President of the DSU Chapter of Phi Kappa Phi National Honor Society

Service to the Community:

Serve on the Cleveland-Bolivar County Chamber of Commerce

Serve on the Cleveland Main Street Board of Directors

Prepared promotional display for the DSU College of Business Hospitality Services and Gaming Management Program to be used at the Mississippi Heritage Trust Conference held in Cleveland, MS

Serve as the Chair of the Cleveland Octoberfest/Mississippi Delta Barbecue State Championship

Conferences Attended:

College of Business Annual Lecture Series

International Business Symposium

Memberships in Professional Organizations:

American Marketing Association

COOPER JOHNSON**Instruction:**

Teach overloads – no compensation

On-line classes via WebCT

All courses taught include WebCT component

Executive MBA and BBA classes

Case method and research projects

Uses internet technology in classes

Positive student evaluations

Uses creative and innovative teaching methods in classes

Willingly meets students at night for those who work

Uses statistical software to prepare students for business world

Uses guest speakers for classes

Conducts research with students for presentation at academic conferences

Team-teaches some classes

Prepares students for technologically advanced business systems

Demonstrates research techniques and conducts study sessions

Available to students by phone and encourages students to contact him at home should they need assistance

Smart Cart Training

Forum with Dr. Bill Graves, Collegis Instructional Technology Consultant

Mentor for new faculty

Service to the University:

Chair – Division of Management, Marketing, and Business Administration

Student Newspaper Publication Committee

SACS Accreditation Committees

ACBSP Accreditation Committees

Computer Usage Committee

Attendance and Academic Appeals Committee

Institutional Review Board

College of Business Promotion and Tenure Committee

Division Promotion and Tenure Committee

Division Curriculum Committees

Division Awards Committee

Division Faculty Search Committee

Member – Management Outcomes Assessment Committee, 2005-Present

Development Committee for the International Business and Development Program, 2005

Development Committee for the Gaming Management Degree and Certificate Programs, 2005-2006

International Business Symposium Committee, 2005-Present

Faculty Advisor to Kappa Delta Sorority

Evaluator – Writing Proficiency Exam

Assists the Admissions and Recruiting Office with recruiting efforts

College of Business High School Recruitment Day, 2006

Attended Forum with Collegis Instructional Technology Consultant, Dr. Bill Graves, 2006

Faculty advisor to management internship students

Correspondence courses - Division of Graduate and Continuing Education

Advisor to approximately 75 students

Service to the Community:

Mississippi Firefighters Memorial Burn Association

Cleveland-Bolivar County Chamber of Commerce, Cleveland, MS

United Way Campaign

Muscular Dystrophy

Conference Presentations:

- “Managing People from Different Cultures: A Successful Road to Expatriate Experiences” to be presented at the Hawaii International Conference on Business, Honolulu, Hawaii, May 2006
- “Practical Application of Cross-cultural Training and Selected Techniques for Improving Expatriate Success” presented at the annual Society of Business, Industry, and Economics Conference, Natchez, Mississippi, April 2006
- “The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas” presented at the College of Business FORBS Seminar, Cleveland, MS, October 2005
- “The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas” presented at the Frontiers in Southeast Council on Hotel, Restaurant and Intuitional Education Hospitality and Tourism Research Conference, Auburn, Alabama, October 2005
- “The Recruitment , Attraction, and Retention of Hospitality Professionals in Developing Areas” accepted for presentation at The International Conference for Hospitality and Tourism, Jamaica, October 2005

Conference Discussant:

Discussant at the 2005 SOBIE conference in Hot Springs, Arkansas

Session Chair

Session Chair at the 2005 SOBIE conference in Hot Springs, Arkansas

Publications:

- Long, Jamye, Johnson, Cooper, Green, Rex. Managing People from Different Cultures: A Successful Road to Expatriate Experiences *Proceedings of Hawaii International Conference on Business*, May 2006.
- Long, Jamye, Wilbanks, John, Johnson, Cooper, Johnson, Marilyn. Practical Application of Cross-cultural Training and Selected Techniques for Improving Expatriate Success *Proceedings of the Society of Business, Industry, and Economics Conference*, April 2006.
- Johnson, Cooper, Long, Jamye, Johnson, Marilyn, and Bunn, Phyllis. An Assessment of Workplace Violence and the Use of Technology as a Deterrent to Violent Behavior. Published in the *Texas Business and Technology Educators Association Journal*, 2006, Volume IX, No. 1, pp.63-69.
- Ross, Garret, Long, Jamye, Johnson, Cooper, Johnson, Zelma. The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas. *Proceedings of Frontiers in Southeast Council on Hotel, Restaurant and Intuitional Education Hospitality and Tourism Research Conference*, October 2005
- Johnson, Cooper, Long, Jamye, and Watson, Scott. Profiting from Globalization. Submitted for publication in *Proteus: A Journal of Ideas*, September 2005.

Grants:

Submitted a grant proposal titled “Doctoral Dissertation Research: What do they want? What it takes to recruit and retain quality healthcare employees in the Mississippi Delta”, National Science Foundation, February 2006.

Consulting:

Northwest Mississippi Medical Center

Training:

Northwest Mississippi Medical Center

Professional Meetings Attended:

Forum with Collegis Instructional Technology Consultant, Dr. Bill Graves, February 2006

Faculty Technology Workshop, “Smart Cart Training”, November 2005

Delta State University College of Business Annual Lecture Series, “Celebrating Academic Excellence”, Cleveland, MS, October 2005

Memberships in Professional Organizations:

Delta Mu Delta Honor Society

American Pulpwood Association

Society for the Advancement of Management

Mississippi Firefighters Memorial Burn Association

JAMYE LONG**Instruction:**

Front page article in *The Delta Statement* regarding the International Business and Development Program

Positive student evaluations

Uses creative and innovative teaching methods

All courses taught include WebCT component

Several online courses taught

Uses case method and research projects

Summer Faculty Technology Institute

Library Orientation

Smart Cart Training

Forum with Dr. Bill Graves, Collegis Instructional Technology Consultant

Coordinated the International Business and Development program’s first year

Conducts research with students for presentations at academic conferences

Service to the University:

Fall Faculty Technology Institute WebCT Seminar, August 2005
Coordinator of the International Business and Development Program, 2005-Present
Advisor to all International Business and Development Students, 2005-Present
Chair of the International Business Symposium Committee, 2005-Present
Member – Management Outcomes Assessment Committee, 2005-Present
College of Business Annual Lecture Series, “Celebrating Academic Excellence”, October 2005
Development Committee for the International Business and Development Program, 2005
Attended FORBS, 2005
Development Committee for the Gaming Management Degree and Certificate Programs, 2005-2006
Management Curriculum Committee, 2005-Present
Hospitality Services Management Curriculum Committee, 2005-Present
Panel Discussant for Mgt. 695 Presentations, 2005-Present
Division Awards Committee, 2005-Present
Brief prospective students through the Admissions and Recruitment Office, 2005-Present
College of Business High School Recruitment Day, 2006
Attended Forum with Collegis Instructional Technology Consultant, Dr. Bill Graves, 2006

Service to the Community:

Faurecia Automotive Seating, Cleveland, MS, 2005-2006
Cleveland-Bolivar County Chamber of Commerce, Cleveland, MS, 2005-2006
Chair of the International Business Symposium Committee, 2005-Present
Guest lecturer for Bayou Academy Economics class, 2006-Present

Workshops, Training, and Consulting Activities:

Faurecia Automotive Seating, Cleveland, MS, 2005-2006
Cleveland-Bolivar County Chamber of Commerce, Cleveland, MS, 2005-2006
Fall Faculty Technology Institute WebCT Seminar, August 2005
Forum with Collegis Instructional Technology Consultant, Dr. Bill Graves, February 2006
Grant Writing 101: An Overview of Grant Writing at Delta State University, 2006
Panel Participant for Senior Economics Course at Bayou Academy, 2005
Faculty Technology Workshop, “Smart Cart Training”, November 2005

Conferences Attended:

Hawaii International Conference on Business, Honolulu, Hawaii, May 2006
Society of Business, Industry, and Economics Conference, Natchez, Mississippi, April 2006
College of Business FORBS Series Seminar, Cleveland, MS, 2005-2006
Reaching Out to Mississippi Education in Action, Cleveland, MS, September 2005

Conference Presentations:

“Managing People from Different Cultures: A Successful Road to Expatriate Experiences” to be presented at the Hawaii International Conference on Business, Honolulu, Hawaii, May 2006
“Practical Application of Cross-cultural Training and Selected Techniques for Improving Expatriate Success” presented at the annual Society of Business, Industry, and Economics Conference, Natchez, Mississippi, April 2006
“The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas” presented at the College of Business FORBS Seminar, Cleveland, MS, October, 2005
“The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas” presented at the Frontiers in Southeast Council on Hotel, Restaurant and Intuitional Education Hospitality and Tourism Research Conference, Auburn, Alabama, October 2005
“The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas” accepted for presentation at The International Conference for Hospitality and Tourism, Jamaica, October 2005

Publications:

Long, Jamye, Johnson, Cooper, Green, Rex. Managing People from Different Cultures: A Successful Road to Expatriate Experiences *Proceedings of Hawaii International Conference on Business*, May 2006.
Long, Jamye, Wilbanks, John, Johnson, Cooper, Johnson, Marilyn. Practical Application of Cross-cultural Training and Selected Techniques for Improving Expatriate Success *Proceedings of the Society of Business, Industry, and Economics Conference*, April 2006.
Long, Jamye, Mathis, Paula. *Living and Working in Paradise: Why Housing Is Too Expensive and What Communities Can Do About It* by W.S. Hettinger, book review accepted for publication in the *Journal of the American Planning Association*, Winter 2006, Vol. 72, No. 1, p. 126.
Johnson, Cooper, Long, Jamye, Johnson, Marilyn, and Bunn, Phyllis. An Assessment of Workplace Violence and the Use of Technology as a Deterrent to Violent Behavior. Published in the *Texas Business and Technology Educators Association Journal*, 2006, Volume IX, No. 1, pp.63-69.
Ross, Garret, Long, Jamye, Johnson, Cooper, Johnson, Zelma. The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas. *Proceedings of Frontiers in Southeast Council on Hotel, Restaurant and Intuitional Education Hospitality and Tourism Research Conference*, October 2005

Johnson, Cooper, Long, Jamye, and Watson Scott. Profiting from Globalization. Submitted for publication in *Proteus: A Journal of Ideas*, September 2005.

Grants:

Submitted a grant proposal titled “Doctoral Dissertation Research: What do they want? What it takes to recruit and retain quality healthcare employees in the Mississippi Delta”, National Science Foundation, February 2006.

Professional Meetings Attended:

Forum with Collegis Instructional Technology Consultant, Dr. Bill Graves, February 2006

Grant Writing 101: An Overview of Grant Writing at Delta State University, 2006

Faculty Technology Workshop, “Smart Cart Training”, November 2005

Delta State University College of Business Annual Lecture Series, “Celebrating Academic Excellence”, Cleveland, MS, October 2005

LARRY MAGEE

Instruction:

Willing to meet students at night for those who work

Uses statistical software to prepare students for business world

Uses case method and research projects in graduate classes

Uses creative and innovative teaching methods in classes

Team-teaches some classes

Prepares students for the technologically advanced systems that are currently used in business settings

Exceeds the number of office hours required of the university

Service to the University:

Division Representative for Outcomes Assessment

Attendance Committee

Research Committee

Briefs prospective students for the Admissions and Recruiting Office

Briefs prospective students for Athletic Department

Management Search Committee

DSU Management Curriculum Committee

Management/Marketing Awards Committee

Faculty Senate

Division Faculty Search Committee

Service to the Community:

Willing to volunteer for various organizations and causes
Contributions to Poetry Night

Conferences Attended:

College of Business Annual Lecture Series

2005 Conference of the Society of Business, Industry, and Economics (SOBIE), March 2005, Hot Springs, Arkansas.

Spring 2006 Faculty Student Multidiscipline International Conference of the ooi Consortium for Teaching, Research, Learning, and Development (ooiCTRLD), May 2006, Ruston, Louisiana, May 2006.

Conference Presentations:

“The Four Horsemen of the Apocalypse: How Higher Education is Being Destroyed From Within,” Lawrence Magee and David Peak, Annual Conference of the Society of Business, Industry, and Economics, Natchez, Mississippi, April 2006.

“Analyzing Large-Scale Cross-Tabulated Likert Data: A Graphical Approach,” Lawrence Magee and David Peak, The Spring 2006 Faculty Student Multidiscipline International Conference on Research and Teaching of the ooiAcademy, Ruston, Louisiana, May 2006.

Conference Discussant:

Spring 2006 Faculty Student Multidiscipline International Conference of the ooi Consortium for Teaching, Research, Learning, and Development (ooiCTRLD), May 2006, Ruston, Louisiana, May 2006.

Journal Publication:

“Analyzing Large-Scale Cross-Tabulated Likert Data: A Graphical Approach,” Lawrence Magee and David Peak, The Spring 2006 Faculty Student Multidiscipline International Conference on Research and Teaching of the ooiAcademy, Ruston, Louisiana, May 2006.

Memberships in Professional Organizations:

American Society for Quality (ASQ), Milwaukee, Wisconsin.

Decision Sciences Institute (DSI), Atlanta, Georgia.

Society of Business, Industry, and Economics (SOBIE), Florence, Alabama.

ooi Consortium for Teaching, Research, Learning, and Development (ooiCTRLD), Ruston, Louisiana.

MICHELLE MATTHEWS

Instruction:

Taught International Trade and Finance, two Principles of Microeconomics and one Principles of Macroeconomics in the Fall
Taught Graduate Managerial Economics, one Principles of Microeconomics and one Principles of Macroeconomics in the Spring
First time teaching Graduate Managerial Economics required development of new materials

Supervised and helped students develop some excellent research paper topics for Managerial Economics. For example, a student evaluated the managerial decisions of the Yankees regarding salaries and measures of player performance. The instructor believes there is economics in everything, and the class looks for a topic of interest.

Graduate students in the International Trade and Finance class were required to do a research paper. They were asked to pick a country which they knew relatively little about, and report to the instructor who their primary trading partners are, what they are trading, how is their current account and which theory of economic trading patterns discussed in class does the country seem to be following.

The instructor gave out articles relating how to make the real world a part of all her classes. For example, one article from the Economist called “The Great Jobs Switch” on comparative advantage. The article explained that the fall in manufacturing employment in developed economies is a sign of economic progress, not decline.

Several articles from the Clarion Ledger and WSJ concerning gas prices were used to explain the basics of supply and demand. The class watched the fluctuations in the price of a barrel of oil (an input price into the production of gasoline), and watched the price of gas fluctuate.

In Macroeconomics, the difficulty with computing the Consumer Price Index was discussed; students were asked to compute their own Student Price Index following the same steps that economists use to compute the CPI. Over the semester, they compute their index and are able to tell the instructor if they are experiencing inflation or deflation.

Since materials in classes are presented in various ways, students learn in a variety of ways. The Instructor presents most material in three ways: in pictures, in words and with math. This usually puts students at ease because they know they will be able to understand the material in at least one of those ways.

The instructor gets excellent evaluations for her enthusiasm for economics, but students do tend to say that she is “too difficult.”

Service to the University:

Serve on the Core Curriculum Committee

Serve on the General Business Curriculum Revisions Committee

Service to the Community:

Member of the Lafayette County Republican Women, who staff the polls during elections among other philanthropic endeavors

Team Captain of a Group Cycling team who raise money for the Domestic Violence Project

Invited by Reed Abraham to visit and grade Bayou Academy’s economics class presentations

Taught Principles of Microeconomics in a fall mini-session format for Katrina victims.

Conferences Attended:

Attended Southern Economics Association Conference (Regional Organization)
Attended five Croft (International Studies) lectures at the University of Mississippi
Attended Lecture on Fulbright U.S. Faculty Program
Attended Political Pundit Mark Shields and Gov. William Winter's discussion on Race and Politics
Attended DSU's International Business Symposium

CAMERON MONTGOMERY**Instruction:**

Uses Internet technology in classes
Uses statistical software to prepare students for business world
Uses case method and research projects in graduate classes
Good student evaluations
Prepares students for technologically advanced business systems

Service to the University:

Served as chairman of the Graduate Programs Committee 2004-2006
Served as the chairman of the departmental Tenure and Promotions Committee
Attended the Winter Faculty Technology institute January 3-6
Served on the departmental Marketing Curriculum Committee
Served on the University Attendance and Appeals Committee
Served on the University Research Committee
Served as chairman and served on the University Tenure and Promotions Committee.
Served on the College of Business Scholarship Committee
Briefs prospective students for the Admissions and Recruiting Office
Management/Marketing Awards Committee

Service to the Community:

Member Greenville Elks Civic Club 2006
Member First Presbyterian Church

Conferences Attended:

Attended the 7th Annual Meeting of the Society of Business, Industry and Economics
Hot Springs Arkansas 2005

Attended the 8th Annual Meeting of the Society of Business, Industry and Economics Natchez, Mississippi 2006.

Conference Presentations:

Does Distance Matter: A Comparison of Intermodal Differences in Instructional Methodologies (2005) Presented at SOBIE April
2005 Hot Springs Arkansas

Factors that Contribute to Fan Attendance at a NCAA Division II Athletic Program
(2005) presented at SOBIE April 2005. Hot Springs Arkansas

How to Position a College of Business: An Empirical Study (to be presented) at SOBIE Natchez, Mississippi, April, 2006.

Conference Discussant:

Discussant at the SOBIE conference at Hot Springs, Arkansas, 2005

Session Chair

Session chair at the SOBIE conference at Hot Springs, Arkansas, 2005

Publications:

Does Distance Matter: A Comparison of Intermodal Differences in Instructional Methodologies (2005) SOBIE Proceedings. With Dr
Jerry Kandies

Professional Meetings attended:

Attended the International Business Symposium held at Delta State University Winter 2006.

GARRET ROSS**Instruction:**

Uses Internet technology in classes

Employs case method and research projects

Good student evaluations

Uses creative and innovative teaching methods in classes

Exceeds the number of office hours required of the university

Service to the University:

Developed new Hospitality Services Management Curriculum, and Gaming Management Tract.

Member, International Programs Committee, College of Business, fall 2005-present.

Member, Graduate Programs Committee, College of Business, fall 2005- present.

Member, Graduate Faculty College of Business, Delta State University, fall 2004- present

Member, College of Business, Publications Committee; Committee is responsible for encouragement of faculty research and publication in the College of Business. Fall 2004-present.

Chair, Hospitality Services Management Curriculum Committee; Responsible for development and introduction of courses and changes to the curriculum, Fall 2004-present

Member, Department of Management, Marketing and Business Administration Curriculum Committee; Committee is responsible for revisions to any courses within the department. Fall 2004-present.

Representative; Division of Management, Marketing and Business Administration,
2005 Delta State University, Clarksdale Annual Alumni Dinner

Representative Division of Management, Marketing and Business Administration, 2005 Memphis College Fair, Memphis, TN.

Service to the Community:

Member, Cleveland Chamber of Commerce

Member, Academy of Management

Member, International Society of Franchising

Member, ICHRIE, 1989- present

Conferences Attended:

Attended 20th International Society of Franchising Conference, Palm Springs, CA

Attended Southeast CHRIE Fall meeting, Auburn, Alabama

Attended International CHRIE conference – Las Vegas Nevada

Attended the 19th International Society of Franchising Conference, London England

Conference Presentations:

Ross, G.A., Long, J. Johnson, B.C., Johnson, Z. (2005) Human Resources Practices of Hospitality Professionals in Developing Regions. Southeast Council of Hotel Restaurant and Institutional Fall Conference. Auburn University.

Ross, G.A., Long, J, Johnson, B.C. (2005). The Attraction, Recruitment and Retention of Franchising Professionals to an Underdeveloped Region. International Society of Franchising Conference. London, England.

Publications:

Ross, G.A., Long, J. Johnson, B.C., Johnson, Z.(2005) Human Resources Practices of Hospitality Professionals in Developing Regions. Southeast Council of Hotel Restaurant and Institutional Fall Conference. Auburn University.

Ross, G. A., Long, J. Johnson, B.C.(2005) The Recruitment, Attraction, and Retention of Hospitality Professionals in Developing Areas. 1st University of Technology, Jamaica University of Delaware Conference on Hospitality and Tourism Research in Montego Bay, Jamaica. (Paper Accepted)

Ross, G.A., Long, J, Johnson, B.C. (2005). The Attraction, Recruitment and Retention of Franchising Professionals to an Underdeveloped Region. International Society of Franchising Conference. London, England.

Membership in Professional Organizations:

International Society of Franchising

International Council of Hotel Restaurant and Institutional Educators

American Culinary Foundation

MIKE THOMPSON**Instruction:**

Uses Internet technology in classes

Employs case method and research projects in graduate classes

Good student evaluations

Uses creative and innovative teaching methods in classes

Available to students over the phone and encourages students to contact him at home should they need assistance

Service to the University:

Briefs prospective students for the Admissions and Recruitment Office

Briefs prospective students for Athletic Department

Marketing Search Committee

DSU Marketing Curriculum Committee

Management/Marketing Awards Committee

Division advisor for DSU transfer orientation

Athletic Committee

Division Faculty Search Committee

Service to the Community:

Professional Consulting

Representative of Delta State Faculty to various business organizations

Volunteer for various organizations and causes

Publications:

Article in February 2006 Golf Digest

Workshops:

2005 Vocational Administrators Leadership Institute

East Central Community College, Faculty Development, August 2005.

Okthibeta Hospital, Customer Service “Train the Trainer”, March 2006

Delivered Seminar MIT “Critical Success Factors in Golf”, Feb 17, 2006

Customer Service Training Starkville Regional Hospital

CHARLES WAGONER**Instruction:**

Developed three WebCT based classes.

Involved graduate classes in two projects

Developed PowerPoint based materials for all principles level courses.

Introduced the use of appropriate news stories in Principles of Economics courses. Students are required to read at least one appropriate story per week and write a short (one page) summary of how the story utilizes or involves course material.

Required group presentations and papers based on current economic issues in graduate class.

Have developed a web based course in health care economics which will be offered through the nursing school. This interdisciplinary course is intended to increase cross disciplinary studies.

Integrated Smart-Cart technology in all classes taught.

Scholarship:

“An Empirical Test of Butler’s Resort Product Life Cycle: Forecasting Casino Winnings,” *The Journal of Travel Research*, 2003.

Wrote paper for presentation at SOBIE conference. “Does Membership Matter?” Paper is being submitted for inclusion in JOBIE Proceedings.

In final stages of writing a paper which utilizes maximum likelihood estimation to develop a new definition of the Delta based on economic and social conditions as opposed to purely geographic terms.

Co-authored paper with colleague which has been accepted for presentation at Rural Sociology Meetings.

Co-authoring paper on Social Security Sustainability and Private Accounts which will be completed over the summer.
“Sales Tax Distributions and Community Viability in Mississippi: Empirical Evidence,” 2004 SWEA Meetings.
Sustainability of Suspect: An In Depth Examination of Sustainability in Three Delta Counties,” 2003 Rural Sociology Meetings.
Agreed to serve as outside reader for doctoral student at Jackson State University.
Served as paper reader/editor for Southwestern Journal of Economics.

Service to the University:

Prepared Economic Impact of Delta State University Report for Alumni Foundation and Dr. Hilpert
Traveled to two local high schools to make presentations on stock market. The students were participants in the Mississippi Stock Picking Competition

Served on following University and College Committees:

- Represented DSU at IHL Recruiting Day
- Arranged for student to travel to New Orleans to hear presentation by Nobel Prize winning economist.
- Attendance Committee
- Briefs prospective students for the Admissions and Recruiting Office
- Division Curriculum Committee
- Honors Committee
- Grant Proposals
- Division Curriculum Committee
- Division Search Committee

Service to the Community:

Served As Secretary of Southwestern Economics Association
Provided data and analysis to Bolivar Commercial and WXVT Television
Provided consulting services for local attorneys
Gave several talks to local community/service organizations such as Lions and Exchange Club
Served on Governor’s Economic Advisory Panel
Assisted Bolivar County Friends of the Library fund raising event
Presented numerous lectures to area high school students

Conferences attended:

Attended Mississippi Outlook Conference 2003, 2004 and 2005
Writing across the curriculum
Service Learning
Enhanced use of technology in the classroom
Deep Learning
Faculty Champions Demonstration

Memberships in professional organizations:

Southwestern Economics Association

CLINT WOOD**Instruction:**

Good student evaluations
Uses creative and innovative teaching methods in classes
Attended legal seminars to remain current in field of instruction

Scholarship:

Wrote five (5) Expert Legal Opinion Letters on different issues of insurance law

Service to the University:

Faculty Senate
Briefs prospective students for the Admissions and Recruitment Office
Division Curriculum Committee
Honors Committee
Awards banquet committee
Division Faculty Search Committee
Student Court Faculty Advisor

Delta State University Student Business Services Seminar on Bankruptcy
Delta State University Small Business Development Center Seminar on the Legal Aspects of Business Documentation

Service to the Community:

Volunteer for various organizations and causes

Professional Consulting

Save-A-Life of Cleveland

Mississippi Center for Public Policy (formerly, Mississippi Family Council) Board of Directors

Statewide Federal Credit Union Board of Directors (\$58 million in assets)

Mississippi Engineering Society, Delta Chapter, Seminar on Ethics

Conferences/Seminars:

Legal seminar on Landlord & Tenant Law in Mississippi

Symposium on Business and Entrepreneurship in the Mississippi Delta

Insurance seminar on Insurance Agency Management

Consulting:

Consulted on six (6) civil trials as an expert witness regarding insurance contracts and general insurance practices and industry standards of care.

Memberships in professional organizations:

Mississippi Bar Association

Bolivar County Bar Association

National Alliance Research Academy

New position(s) requested, with justification:

An additional faculty member is requested to support and enhance the new Gaming Management Tract of the Hospitality Services Management Major.

A Gaming Management tract has been added to the Hospitality Services Management major to address the demands of industry for individuals trained in Gaming Management. The Gaming Management track supports Delta State University's Strategic Goal #1. Therefore, faculty with background in gaming management and hospitality management; is necessary for the division to offer classes in this new area of study.

Recommended change of status

Dr. Paul Starkey – promotion to Professor of Management

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

Changes made in the past year

A Gaming Management tract has been added to the Hospitality Services Management major to address the demands of industry for individuals trained in Gaming Management. The Gaming Management track supports Delta State University's Strategic Goal #1.

The Bachelor of Science in Business Education continues to be phased out due to a lack of demand for degrees in that area of study.

Changes have been made in course offerings and requirements for majors in all areas as deemed appropriate by the division's faculty.

Recommended changes for the coming year(s)

The Bachelor of Business Administration in Office Administration will be phased out due to a lack of demand for degrees in that area of study.

VI. Division/Department Goals for 2006-07

A. **Goal # 1-** The division will employ additional faculty members to support and enhance the Gaming Management track of the Hospitality Services Management major.

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

SP#1

2. Expected Results:

The division will be in a position to offer classes for the HSM and Gaming Management track.

3. Evaluation Procedure(s):

Analyze the division's budget.

4. Use of Evaluation Results:

Additional faculty will allow the division to offer required classes for the International Business and Development option of the management major. The division will continue to provide educational opportunities to those seeking expertise in this area of study.

B. Goal # 2 – The division will offer classes in various formats in an effort to increase enrollment.

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

SP#1

SP#2

2. Expected Results:

Enrollment for the division and college of business will increase.

3. Evaluation Procedure(s):

Division information (syllabi, schedule of classes, etc) will be evaluated.

4. Use of Evaluation Results:

The effectiveness of course formats and delivery methods will be examined. Appropriate changes will be implemented for improvement.

C. Goal # 3 – Recruiting efforts for the division will be addressed.

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

SP#1

SP#2

2. Expected Results:

Enrollment for the division will increase.

3. Evaluation Procedure(s):

Information addressing student enrollment provided by Institutional Research will be evaluated.

4. Use of Evaluation Results:

Enrollment for the division will increase. Additionally, the effectiveness of recruiting methods will be examined. Appropriate changes will be implemented for improvement

D. Goal # 4 – The division will encourage students to participate in internship classes.

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

SP#1
SP#2
SP#5

2. Expected Results:

Participants will gain valuable knowledge and work experience.

3. Evaluation Procedure(s):

Employer and instructor evaluations will be examined.

4. Use of Evaluation Results:

Internships provide opportunities for students to gain knowledge and work experience. Additionally, these classes provide a service to those organizations who hire students.

E. Goal # 5 – Faculty will engage in service, research, and other scholarly activities.

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

SP#1
SP#5

2. Expected Results:

Faculty will remain current in their field of instruction, will contribute to the body of knowledge, and will share information with stakeholders of the university.

3. Evaluation Procedure(s):

Faculty annual reviews will provide information to determine if the goal is met.

4. Use of Evaluation Results:

Faculty will bring current information to the classroom and share the information with stakeholders of the university.

F. Goal # 6 – The division will form advisory councils comprised of business people.

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

SP#1
SP#3
SP#4
SP#5

2. Expected Results:

The advisory councils will provide suggestions for improving curriculums.

3. Evaluation Procedure(s):

Suggestions offered by the advisory councils will be reviewed.

4. Use of Evaluation Results:

Suggestions will be used to make changes to curriculums which will ensure appropriate courses are being taught.

G. Goal # 7 – The division will increase fund raising efforts.

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

SP#1
SP#3
SP#4
SP#5

2. Expected Results:

Funds to support division activities will be generated.

3. Evaluation Procedure(s):

Review of the financial information related to the fund raising efforts

4. Use of Evaluation Results:

Funds will be used to support faculty development, scholarly activities, travel, and program improvements.

H. Goal # 8 – The division will evaluate and make changes to curriculums to meet stakeholder expectations.

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

SP#1

SP#2

2. Expected Results:

Curriculums will be current and will meet expectations of industry and other stakeholders.

3. Evaluation Procedure(s):

Evaluate curriculum committee meeting information.

4. Use of Evaluation Results:

Changes to curriculums will be made to meet the expectations of stakeholders. These changes will result in improvement to programs and services offered to the community.