COLLEGE OF BUSINESS
GRADUATE PROGRAMS

ANNUAL REPORT

for

Academic Year
2003 - 2004
I. Unit Title: Graduate Programs
   College: Business
   Unit Administrator: Carla A. Johnson

II. Data and Information for Department:

Mission Statement: The purpose of the graduate programs is to provide the student with a broad understanding of business concepts and operation.

Credit Hour Production: The following table displays credit hour production specifically for graduate and nontraditional programs (MBA, MCA, EMBA):

<table>
<thead>
<tr>
<th>Program Area</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA (Graduate)</td>
<td>1446</td>
<td>1334</td>
<td>1314</td>
<td>1623</td>
<td>1662</td>
</tr>
<tr>
<td>MCA (Graduate)</td>
<td></td>
<td></td>
<td></td>
<td>438</td>
<td>411</td>
</tr>
<tr>
<td>EMBA (Graduate)</td>
<td>683</td>
<td>475</td>
<td>699</td>
<td>717</td>
<td>636</td>
</tr>
<tr>
<td>Total Graduate Credit Hours</td>
<td>2129</td>
<td>1809</td>
<td>2013</td>
<td>2778</td>
<td>2709</td>
</tr>
</tbody>
</table>

➢ 2002 & 2003 data are listed on academic year basis.
➢ MBA credit hour production increased approximately 2.4 percent from 2002 to 2003. There was a modest decline in MCA credit hours (6.5%) and a significant decline in EMBA credit hour production (12.7%).
➢ It should be noted that traditional MBA and EMBA degree seekers are not differentiated in the IHL student file; therefore, EMBA credit hour production is included as part of each discipline’s credit-hour production report.
**Number of Graduates:** The following table provides data on the number of MBA, MCA, and EMBA, graduates for the years 1999 – 2003.

<table>
<thead>
<tr>
<th>Program</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>23</td>
<td>24</td>
<td>28</td>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td>MCA</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>EMBA</td>
<td>14</td>
<td>23</td>
<td>11</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Total Number of Graduates</td>
<td>37</td>
<td>53</td>
<td>48</td>
<td>50</td>
<td>62</td>
</tr>
</tbody>
</table>

- From 1999 through 2003, there has been a 67.6 percent increase in the number of graduates. There was a 24 percent increase between 2002 and 2003.
- Specifically, the number of MBA graduates increased approximately 61 percent from 1999 to 2003.
- For EMBA graduates, a 75 percent increase was achieved from 2002 to 2003. This followed the 75 percent increase observed in 2002.

**Number of Majors:** Average number of Graduate Programs majors is provided in the following illustration:
From 1999 to 2003, there has been a 21.6 percent increase in the number of students enrolled in graduate programs. The greatest increase has been in the traditional MBA enrollment, a 35 percent increase. The Coordinator of Graduate Programs and departmental/division faculty will continue intensive recruiting efforts during 2004.

EMBA enrollment has been variable. Following a sharp decline in 2001, enrollment increase in 2002 but declined modestly in 2003. The College of Business Graduate Program will explore different delivery methods for courses offered in the program.

The MCA program continued to experience steady growth. From 1999 to 2003, enrollment increased 263 percent. In 2002 the MCA program was made available on-line.

III. Personnel

Noteworthy activities and accomplishments

Dr. Moore was promoted to Dean, College of Business effective July 1, 2003.

Ms. Carla Johnson was named Coordinator, College of Business Graduate Programs.

Information about faculty members' accomplishments can be found in each Departments’ or Divisions’ Annual Report.

Ms. Johnson redesigned the Graduate Programs in Business web page.

Student records have continued to be established and maintained on all students. Required Admission Status, Programs of Study, evaluations, test scores, and transcripts were updated.

New positions requested with justifications

None

Recommended change of status (promotion/tenure/change in responsibilities)

None

IV. Degree Program Additions/Deletions and/or Major Curriculum Changes

All new EMBA cohorts are attending classes at the Greenville Higher Education Center in Greenville, Mississippi.

V. Division/Department Goals:

In an effort to fulfill their missions, the University and the College of Business have developed specific goals. The office of Graduate Programs in Business supports all of these goals but places primary emphases on the areas enumerated below as unit goals.
Unit Goal #1

A. Continued functioning of the Delta State University College of Business Advisory Council, to assist in areas of curriculum development, student recruitment, job placement, business protocol, and graduate faculty development.

B. Institutional Goal which was supported by this goal:
   University Goal 7: Strengthen the cooperative relationships with business and industry, service organizations, and other institutions.
   University Goal 14: Expand the pursuit of external funding for instruction, public service, research, student financial assistance, and other needs.

C. Expected Results: The College of Business Advisory Council held its annual meeting during 2003.

D. Evaluation Procedure(s): The College of Business Advisory Council will meet during 2003, and suggestions for curriculum enhancement and avenues to achieve external funding for programs will be addressed.

E. Actual Results of Evaluation: Admission requirements and appeal processes were revised during 2003 – a sliding scale was adopted.

F. Use of Evaluation Results: The Graduate Programs Committee was established beginning in fall 2003 and charged with developing a policy for admission and curriculum changes.

Unit Goal #2

A. Increase enrollment in the Master of Business Administration program.

B. Institutional Goal which was supported by this goal:
   University Goal 2: Attract and retain qualified and diverse students, faculty, and staff.
   University Goal 7: Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

C. Expected Results: To recruit new MBA majors, the Coordinator will participate in at least two career fairs and/or graduate fairs. MBA majors will increase by 20% by the end of 2003.

D. Evaluation Procedure(s): The Coordinator and faculty of various departments/divisions will participate in career fairs and graduate fairs at institutions not having graduate programs, as well as prepare and distribute promotional materials (brochures, etc.). The increased visibility should result in additional MBA majors, as evidenced by reports generated through Institutional Research and the Graduate Programs office.

E. Actual Results of Evaluation: The Coordinator participated in two career fairs during the Fall 2003 terms. For the Fall 2003 term, the number of MBA majors was 89. Comparing the Fall 2002 (82 majors) data, an increase of 8.5 percent has been achieved. This represents a 15.6 percent increase from 2001 (77 majors).
F. **Use of Evaluation Results:** The increase in MBA majors validates recruiting efforts of the Coordinator and College of Business faculty and justifies intensifying recruiting efforts during 2004. Further, to access a larger audience, a web page was designed for the MBA program. Additionally, the Coordinator will continue intensive recruiting to build the MBA program international student population.

***Unit Goal #3:***

A. **Evaluate the effectiveness of the MBA programs by surveys of graduates and their employers.**

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

*University Goal 1:* Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the workforce, and/or continue advanced study in graduate or professional school.

C. **Expected Results:** Survey responses of program graduates (75%) and employers (25%) will affirm effectiveness of MBA program effectiveness, as well as provide necessary feedback for curriculum enhancement and/or revision.

D. **Evaluation Procedure(s):** Program Evaluation survey instruments will be developed and distributed to MBA graduates and their employers. Survey responses will be analyzed, and findings will be used to enhance/revise MBA curriculum as appropriate. In addition, the ETS Business II MBA Exam (MFT) was administered to the MGT 695 (capstone course) during the Spring 2004 semester. This exam is designed to test students who have completed their MBA coursework and determine their level of proficiency.

E. **Actual Results of Evaluation:** While the survey instrument was developed, due to budget constraints, the surveys were not conducted. However, information provided by members of the College of Business Advisory Council was helpful in identifying areas of curriculum enhancement and/or change. The ETS Business II MBA Exam also provided valuable information.

F. **Use of Evaluation Results:** Because the surveys were not conducted, no results were available; however, it is anticipated that the surveys may be conducted during 2004-2005 if funding is available. The ETS Business II Exam results will be used to revise the curriculum and course delivery mechanisms as determined.

***Unit Goal #4:***

A. **Prepare students for job placement and business protocol.**

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

*University Goal 1:* Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the
work force, and/or continue advanced study in graduate or professional school. 
*University Goal 10:* Increase student retention and graduation rates by providing a support program which includes, but is not limited to, the following attributes: a comprehensive support program of advising and other services to enhance student development; increased financial support to students through scholarships, assistantships, grants, and loans; a developmental studies program for under prepared students; and opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

**C. Expected Results:** At least 75% of business graduates who return completed surveys will express satisfaction with the professional preparation they receive at Delta State.

**D. Evaluation Procedure(s):** On a scale of 1 to 4 (high to low), students completing the Graduating Exit Survey, will state, by assigning an average value between 1 to 2, that the extent to which degree prepared them for their chosen professional endeavors. Approximately two years and five years after graduation, each graduate will be asked to complete the Alumni Survey. On a scale of 1 to 5 (high to low), MBA, MCA, and EMBA graduates will state, by assigning a ranking of 4 or higher, the extent to which their degree was helpful in their current situation.

**E. Actual Results of Evaluation:** Graduating Exit Exam: College of Business graduate assigned a value of 1.6 (1 to 4, high to low) when asked the extent to which their degree prepared them for business protocol. Alumni surveys will be conducted during the 2004-2005 academic year.

**F. Use of Evaluation Results:** The attainment of this goal indicates that the standards currently in place are adequate. However, the Coordinator will continue to evaluate and make recommendations for additions or revisions to the curriculum necessary to stimulate students to excel. Additionally, the Coordinator will continue to work with Placement and College of Business divisions/departments in initiating and maintaining business/industry contacts to ensure maximum placement of MBA, as well as EMBA graduates.

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**Unit Goal #5**

**A.** MBA, MCA, and EMBA graduates will meet admission requirements of doctoral schools of business.

**B. Institutional Goal which was supported by this goal:**
*University Goal 1:* Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

**C. Expected Results:** At least 50% of the responding graduates who have applied for admission to a doctoral program will report that they were successful in gaining admission.

**D. Evaluation Procedure(s):** Approximately two years and five years after graduation, each graduate will be asked to complete the Alumni Survey.

**E. Actual Results of Evaluation:** While Alumni Surveys will be distributed during the 2004-2005 academic year. Antidotal, all graduates that reported application to a doctoral program were accepted.
F. Use of Evaluation Results: Survey responses will be analyzed, and findings will be used to enhance/revise curriculum as appropriate.

VI. Student Outcomes

Major: Master of Business Administration (Management)  Degree: MBA

Student Outcome #1

A. MBA and EMBA graduate students should be able to perform library research; should possess good writing skills; and should have the ability to think critically.

B. Expected Results: Sixty percent of all MBA students will earn a grade of B or better on research content and writing style on assigned papers. Eighty-five percent of students completing MGT 695, the capstone course for this program of study, will earn a grade of B or better on their final comprehensive project.

C. Evaluation Procedure(s): All College of Business graduate courses will require students to conduct research activities, write formal/informal correspondence and reports, and/or complete research cases. Teachers will record project grades in their grade books. Students will be required to take MGT 695, the capstone course for the MBA program of study, and earn grades of B or better on various writing/research projects.

D. Actual Results of Evaluation: Instructors report that the goal is being met in MGT 695 prerequisite courses. For 2003-2004, 93% of MGT 695 students earned a grade of B or better, of which, 63% earned a grade of A.

E. Use of Evaluation Results: Existing curriculum content for MGT 695 and prerequisite courses will be reviewed to identify possible areas where improvement and enhanced student performance may be achieved.

Student Outcome #2

A. MBA and EMBA graduate students must be literate in computer applications. They should be able to use various software applications, including word processing, spreadsheets, and databases.

B. Expected Results: At least 50% of students will demonstrate adequate computer knowledge and skills as they take their course examinations and prepare their capstone course projects, as evidenced by teacher evaluations.

C. Evaluation Procedure(s): Research papers and cases will be required to be prepared using word processing, database applications, and/or spreadsheets. Course assignments will require students to prepare and present electronic presentations. Computer applications courses will continue being integrated into all appropriate graduate courses. Teachers will record assignment/project grades in their grade books and observe students’ use of and skill development as they use technology to prepare their capstone course assignments and projects and take examinations.
D. Actual Results of Evaluation: Faculty teaching the various graduate courses indicates that more than 85 percent of students possessed adequate computer skills to prepare research papers, cases, comprehensive course examinations, and capstone course projects. For 2003-2004, 83 percent of students enrolled in CIS 600 earned a grade of B or better and percent earned a grade of A.

E. Use of Evaluation Results: As technology evolves, all graduate courses will be reviewed and evaluated to ensure they provide appropriate integration of curriculum and technology. Further, use of Internet for student assignments will be included in curriculum, and appropriate courses will be offered through online delivery. The MCA courses are delivered exclusively using on-line technology.

Student Outcome #3

A. MBA students should have completed an in-depth study of a major field of investigation while gaining the necessary skills required of all graduates.

B. Expected Results: At least 50% of the MBA and EMBA students will score in the 50th percentile on the Major Field Achievement Test (MFAT).

C. Evaluation Procedures: The MFAT will be administered to students enrolled in MGT 695, the graduate capstone course.

D. Actual Results of Evaluation: The MFAT was administered during the Spring 2004 semester. College of Business graduate students scored in the 20%

E. Use of Evaluation Results: Existing curriculum content for business core courses will be reviewed to identify where improvements can and enhanced performance may be achieved. College of Business graduate faculty will also explore methods of providing students will incentives to put forth maximum efforts on taking the exam. Students were offered little or no incentive to take the exam seriously. It is believed that this condition contributed to the low overall performance.

Major: Master of Commercial Aviation

Degree: MCA

Student Outcome #1

A. MCA graduate students should be able to perform library research; should possess good writing skills; and should have the ability to think critically.

B. Expected Results: Sixty percent of all MCA students will earn a grade of B or better on research content and writing style on assigned papers.

C. Evaluation Procedure(s): All MCA students will be required to take CAV 690 and earn grades of B or better on various writing/research projects.

D. Actual Results of Evaluation: For 2003-2004, 90% of CAV 690 students earned a grade of B or better, and 60% earned a grade of A.

E. Use of Evaluation Results: Existing curriculum content for CAV 690 and prerequisite courses will be reviewed to identify possible areas where improvement and enhanced student performance may be achieved.
Student Outcome #2

A. **MCA students should possess the ability to perform statistical analysis.**

B. **Expected Results:** At least 50% of students will demonstrate statistical analysis skills as they take their course examinations and prepare their course projects, as evidenced by teacher evaluations.

C. **Evaluation Procedure(s):** Analysis of the grade distribution in the CAV 605, Methods of Research and Statistics course.

D. **Actual Results of Evaluation:** For 2003-2004, 70 percent of students enrolled in CAV 605 earned a grade of B or better.

E. **Use of Evaluation Results:** As technology evolves, all graduate courses will be reviewed and evaluated to ensure they provide appropriate integration of curriculum and technology. Further, use of Internet for student assignments will be included in curriculum.