GRADUATE

AND

NONTRADITIONAL

PROGRAMS
GRADUATE AND NONTRADITIONAL PROGRAMS--BUSINESS

Annual Report
for the
Calendar Year, 1999
and
Budget Request, 2001
I. Unit Title: Graduate and Nontraditional Programs--Business  
   College: Business  

Unit Administrator: Mary Jean Lush  
   Coordinator of Graduate and Nontraditional Programs--Business  

II. Data and Information for Department:

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

<table>
<thead>
<tr>
<th>Nontraditional Credit Hours Produced (Graduate and Undergraduate)</th>
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<tbody>
<tr>
<td>MBA (Graduate)</td>
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<tr>
<td>MPA (Graduate)</td>
</tr>
<tr>
<td>EMBA (Graduate)</td>
</tr>
<tr>
<td>Total Graduate Credit Hours</td>
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<tr>
<td>EBBA (Undergraduate)</td>
</tr>
<tr>
<td>Total Graduate and Undergraduate Credit Hours</td>
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</tbody>
</table>

- MBA credit hour production has increased approximately 69 percent over the past four years. This increase is due, in large part, to increased recruiting efforts of the Coordinator and faculty of the various divisions/departments. Additionally, DSU’s web presence has provided a wider range of visibility for all of DSU programs.
- From 1996 to 1998, nontraditional EMBA credit hour production increased approximately 77 percent. As new cohorts became active in the EMBA and EBBA programs, nontraditional credit hour production continued to increase. However, in 1997, the maximum number of EMBA cohorts were in place, and a leveling effect was anticipated to occur. Additionally, some students “sat out” for courses they had previously taken; and that also impacted the level of credit hours produced. The combination of these two events resulted in a decrease of approximately 1 percent from 1998 to 1999. Revisions in the EMBA program to bring it more in line with the traditional MBA program, and increased accessibility to traditional students wishing to take courses in the weekend format should stimulate credit hour production for future years.
- Following a 68 percent decline from 1996 to 1998, MPA credit hour production increased from 1998 to 1999 64 percent. It is anticipated that changes in the MPA program, which were implemented in the Fall 1999 term, have and will continue to stimulate credit hour production.
With the addition of the second EBBA cohort in 1999, EBBA credit hour production increased approximately 110 percent. For the next year, EBBA credit hour production should continue to increase as additional cohorts are added.

It should be noted that traditional MBA and BBA, as well as nontraditional EBBA and EBBA degree seekers are not differentiated in the IHIL student file; therefore, EMBA and EBBA 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, MPA, EMBA, and EBBA graduates for the years 1996 – 1999.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>MPA</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>EMBA (Program began Fall 1998)</td>
<td>n/a</td>
<td>n/a</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total Number of Graduates</strong></td>
<td><strong>21</strong></td>
<td><strong>30</strong></td>
<td><strong>41</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

From 1996 through 1999, a 105 percent increase in total Graduate and Nontraditional Programs—Business graduates has been achieved.

Specifically, the number of MBA graduates increased approximately 44 percent from 1996 to 1999.

The number of MPA graduates increased approximately 60 percent from 1996 to 1997, declined by 33 percent in 1998, and remained steady for 1999.

For EMBA graduates, a 14 percent increase was achieved from the first graduating cohort in 1998 to the 1999 graduates.

The first cohort of EBBA students began in 1998; therefore, this program will show no graduates until 2001.

Program curriculum revision (which took effect in the Fall 1998 term for the MBA program and in the Fall 1999 term for the MPA program) has been and should continue to be a stimulus for student population growth. For the EMBA program, curriculum changes to more closely align the content with that of the traditional MBA program were approved and will be implemented with the Fall 2000 term. Those curriculum changes should continue to facilitate recruitment, retention, and graduation of additional MBA, EMBA, and MPA students over time.

**Number of Majors:** Average Graduate and Nontraditional Programs—Business number of majors is provided in the following illustration:
As displayed in the illustration above, after a 12 percent decline from 1996 to 1997, the number of MBA majors began to increase. From 1996 to 1999, a 25 percent increase in MBA majors has been achieved. In an effort to continue increasing the number of MBA majors, the College of Business Curriculum Committee revised the MBA program during 1998, and it is anticipated that the revision will make the program more attractive to potential MBA majors. The Coordinator of Graduate and Nontraditional Programs—Business and departmental/division faculty will continue intensive recruiting efforts during 2000.

The number of EMBA majors grew approximately 24 percent from 1996 through 1998. In 1999, the average number of majors rose to 51 (a 21 percent increase over 1998), and 68 prospects for Fall 2000 are currently being processed. Recruiting efforts, including developing a World Wide Web presence, will be intensified during 2000.

The number of MPA majors declined approximately 43 percent from 1996 through 1998, but increased approximately 64 percent from 1998 to 1999. This increase is due in part to a change in the MPA program of study, which was implemented beginning with the Fall 1999 term. This change reduced the number of credit hours required for graduation to 30. It was anticipated that reduced program hours would stimulate increased interest from potential majors, and that was the case. Further, the Coordinator of Graduate and Nontraditional Programs—Business and the Chair of the Department of Accountancy plan to intensify recruiting efforts during 2000.

For the Fall 1998 session, the new, nontraditional EBBA program registered its founding cohort of 29 majors. In 1999, the second cohort of 21 students entered the EBBA program. This number is lower than was anticipated, and it is possible that a delay in processing advertising invoices may have contributed to the reduced number of new EBBA majors. Currently, 36 students are being processed to enter with the Fall 2000 cohort. The Coordinator will continue intensive recruiting efforts during 2000 by attending career and job fairs at community colleges, contacting business/industry owners, and establishing routine advertising plans with various news and radio entities, as well as community college student newspapers.

III. Personnel

Noteworthy activities and accomplishments

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

At the end of the summer 1998 session, 12 of the founding Executive Master of Business Administration (EMBA) cohort completed their program of study. Thirty-two students began the program in Fall 1995; therefore, the completion rate was approximately 38 percent for the first EMBA cohort. Further, 14 Fall 1996 cohort students received their degree. Currently, three additional cohorts are progressing through the program, totaling 51 students. It should be noted that several students who left their original EMBA cohort for various reasons have now re-entered and are continuing their studies as part of a different cohort.

Dr. Lush has continued a comprehensive recruiting effort for the MBA, MPA, EMBA, and EBBA programs, including visiting and establishing dialog with community colleges in both Mississippi and Arkansas; four-year schools with no graduate program; and businesses/industries throughout the region.

Dr. Lush continued to serve during 1999 as publisher of Omicron Tau Theta=s (OTT) Journal of Vocational & Technical Education. This is a scholarly, peer-reviewed journal; and Dr. Lush has served as Publisher since 1990.

Dr. Lush also served (for a second term) during 1999 as Marketing Editor of the Business Education Forum.

Dr. Lush presented papers at professional conferences, had abstracts published in refereed proceedings, and contributed 13 articles to be published in the Encyclopedia of Business Finance.

New positions requested with justifications
None

Recommended change of status (promotion/tenure/change in responsibilities)
Change position title from Coordinator of Graduate and Nontraditional Programs—Business to Director of Graduate, Nontraditional, and International Programs. This change reflects additional responsibilities assigned to Dr. Lush associated with advising international students, both DSU traditional international students and those participating in the Magellan Exchange project. Particularly in international settings, the perception an individual’s organizational stature is essential to engendering respect and accomplishing goals. Globally, an individual whose title is Director is perceived as being more credible than one whose title is Coordinator.

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

The Department of Accountancy piloted an online graduate Accounting course during the Summer, 1999 term. Details of this pilot can be found in the Accounting/CIS narrative.

The College of Business Curriculum Committee, chaired by Dr. Lush, reviewed and revised the Executive Master of Business Administration (EMBA) program to bring it more in line with DSU’s traditional MBA program. Specifically, traditional MBA course numbers and titles replaced the original MBA designators and course titles. It is anticipated that these changes will reduce student concerns about course transferability, as well as facilitate fluid MBA and EMBA student movement between the programs as necessary to facilitate timely graduation.

V. Division/Department Goals for 1999:

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

A. Activate the Delta State University MBA Advisory Council, which was approved in 1995, 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 MBA Advisory Council will hold two meetings during 1999. As evidenced by the minutes of these meetings, suggestions on curriculum enhancement and avenues to achieve external funding for College of Business Graduate and Nontraditional Programs will be realized.

D. **Evaluation Procedure(s)**: The MBA Advisory Council will meet during 1999, and suggestions for curriculum enhancement and avenues to achieve external funding for programs will be addressed.

E. **Actual Results of Evaluation**: No action was taken on this initiative during 1999. However, the Coordinator was an active participant in the two meetings of the College of Business Advisory Council. Information provided and concerns expressed by COB Advisory Council members proved valuable for Graduate and Nontraditional Programs—Business and was considered/used in curriculum review/change decisions.

F. **Use of Evaluation Results**: For 2000, the Coordinator will visit potential members of the MBA Advisory Council and attempt to activate that group.

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**Unit Goal #2**

A. Master of Professional Accountancy program enrollment will increase.

B. **Institutional Goal which was supported by this goal:**
   *University Goal 5*: 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 MPA majors, the Coordinator will participate in at least two career fairs and/or travel to two community colleges. MPA majors will increase by 20% by the end of 1999.

D. **Evaluation Procedure(s)**: The Coordinator and Accounting faculty will participate in career fairs and graduate fairs of four-year institutions not having graduate programs. MPA Program visibility will be increased through developing, refining, and distributing promotional materials (brochures, media advertising, etc.). The increased visibility should result in additional MPA majors, as evidenced by Institutional Research data analysis.

E. **Actual Results of Evaluation**: The Coordinator visited two community colleges and participated in four career fairs during the Spring and Fall 1999 terms. For Fall 1999, the number of MPA majors was 23, an increase of approximately 64 percent over the number of Fall 1998 majors.
F. Use of Evaluation Results: The increase in MPA enrollment justifies the need for continuing intensified recruiting efforts of the Coordinator and Accounting faculty. Further, to access a larger audience, a web page will be designed for the MPA program; and the Coordinator will begin intensive recruiting efforts to build the MPA program international student population.

Unit Goal #3

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 travel to two community colleges. MBA majors will increase by 20% by the end of 1999.

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.

E. Actual Results of Evaluation: The Coordinator visited two community colleges and participated in four career fairs during the Spring and Fall 1999 terms. For the Fall 1999 term, the number of MBA majors was 66. Comparing the Fall 1998 (56 majors) and Fall 1999 data, an 18 percent increase has been achieved.

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 2000. Further, to access a larger audience, a web page will be designed for the MBA program. Additionally, the Coordinator will begin intensive recruiting to build the MBA program international student population.

Unit Goal #4:

A. Evaluate the effectiveness of the MBA and MPA 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 work force, 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 and MPA 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 and MPA graduates and their employers. Survey responses will be analyzed, and findings will be used to enhance/revise MBA and/or MPA curriculums as appropriate.

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.

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 2000-2001 if funding is available.

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**Unit Goal #5:**

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 underprepared students; and, opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

C. **Expected Results:** Sixty percent of MBA students completing OAD 600 (Managerial Communication) and sixty percent of EMBA students completing MBA 600 (Communication Skills for Managers) will earn a grade of B or better. Placement Office records will reveal at least a 15 percent increase in recruiting visits/interviews with MBA/MPA students.

D. **Evaluation Procedure(s):** Instruction on business protocol will be provided through OAD 600 and MBA 600 to enhance student success in the workplace. The Coordinator will work closely with the DSU Placement Office and other divisions/departments in the College of Business to gain input from employers of MBA and MPA graduates about their level of competence in their jobs and in the area of business protocol. Placement Office records will be reviewed to determine the level of MBA/MPA students participating in recruiting visits/interviews with potential employers.

E. **Actual Results of Evaluation:** One-hundred percent of MBA students completing OAD 600 earned a grade of B or better, and 52 percent earned a grade of A. For EMBA students completing MBA 600, 100 percent earned a grade of B or better, and 59 percent earned a grade of A. Placement Office career fair and employment interviews increased by 10 percent and resulted in placement for 53 percent of MBA and MPA graduates.
F. **Use of Evaluation Results:** The attainment of this goal indicates that the standards, and curricular activities currently in place are adequate. However, the Coordinator will continue to evaluate and make 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 and MPA, as well as EMBA graduates.

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**Unit Goal #6**

A. In accordance with graduate admission requirements, no student will register for more than 12 hours without having a satisfactory GMAT score on file and/or having earned full admission to the MBA or MPA program.

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:** All students earning full admission to the MBA, MPA, EMBA, and EBBA programs will have met all prerequisite graduate and undergraduate program entry requirements, as evidenced by student file audits and Banner student record reviews performed by the Coordinator.

D. **Evaluation Procedure(s):** Student records in the Banner system will be periodically entered, reviewed, and updated as necessary. Student files will be periodically audited to ensure that program admission requirements have been satisfied. A registration *Hold* will be placed on incomplete files (lacking GMAT scores and/or admission certificates, etc.).

E. **Actual Results of Evaluation:** All active MBA, MPA, EMBA, and EBBA student files have been entered into the Banner system and are updated each semester. Student files were audited to determine admission requirement completeness. Registration *Holds* have been placed on incomplete files.

F. **Use of Evaluation Results:** Now that a system for establishing and maintaining student records is in place, it will be continued next year. However, the system will continue to be monitored and upgraded as technology dictates.

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**Unit Goal #7**

A. In accordance with policies outlined in the *Graduate Bulletin*, every student must have a Program of Studies filed with the Coordinator of Graduate and Nontraditional Programs, before he or she registers for more than 12 hours of graduate work.

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

*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 underprepared students; and, opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.
C. **Expected Results:** All MBA, MPA, and EMBA students will have a Program of Studies filed with the Coordinator of Graduate and Nontraditional Programs--Business and the Dean of Graduate Studies before he or she registers for the fourth graduate course, as evidenced by a student file audit performed by the Coordinator.

D. **Evaluation Procedure(s):** Advisement procedures will be developed and implemented to ensure that all MBA, MPA, and EMBA students file a Program of Studies prior to registering for the fourth graduate course. Student files will be audited to determine whether programs of study are on file for students seeking to register for their fourth graduate course.

E. **Actual Results of Evaluation:** Advisement procedures were developed and implemented. Student files were audited prior to Fall and Spring registration. In 1999, 70 percent of graduate students, assisted by the Coordinator of Graduate and Nontraditional Programs, prepared and filed a Program of Studies prior to registering for the fourth graduate class.

F. **Use of Evaluation Results:** The Coordinator will review current admission/advisement procedures during 2000. Additionally, assumption of graduate administrative processing responsibilities should minimize delays in program of study preparation.

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**Unit Goal #8:**

A. To provide the necessary advisement assistance to ensure that 85 percent of students entering the program will graduate within five years of attaining full admission status.

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

*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 system 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 underprepared students; opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional school.

C. **Expected Results:** Eighty-five percent of MBA, MPA, EMBA, and EBBA students will graduate within five years of meeting full admission requirements, as evidenced by student file audits and graduate admissions/graduation data.

D. **Evaluation Procedure(s):** Programs of Study will be completed prior to the second semester and updated every semester thereafter. Graduate admissions and graduation data will be analyzed to determine if the goal has been met.

E. **Actual Results of Evaluation:** Programs of Study have been completed on all fully-admitted students. Approximately 70 percent of fully admitted MBA, MPA, and EMBA students completing in 1999 graduated within five years of achieving full admission.

F. **Use of Evaluation Results:** The Coordinator will continue intensive advisement and Program of Study review/update to facilitate timely graduation for MBA, MPA, EMBA, and EBBA students.

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**Unit Goal #9:**

A. **Support interdisciplinary centers that contribute to the regional missions of DSU and the College of Business.**

**New Goal**
B. Institutional Goal supported by this goal.

University Goal 5: Accommodate non-traditional students and the general public by offering a comprehensive program of continuing education, including off-campus classes, independent-study courses, non-credit courses, conferences, and workshops.

University Goal 7: Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

University Goal 11: Provide the resources, facilities, and the physical environment which contribute to the intellectual, cultural, ethical, physical, and social growth and development of the student and of the surrounding community.

C. Expected Results. The number of Graduate and Nontraditional Programs—Business majors will increase 40 percent during 1999, as evidenced by data generated through Institutional Research.

D. Evaluation Procedures. Various courses and nontraditional programs (EMBA and EBBA) will be provided through the new Greenville and Clarksdale Centers when they open. Further, appropriate courses will be offered through various distance-delivery methods (i.e., online courses, videotaped lectures, providing on-site instruction for businesses, etc.). Providing instruction through these methods should expand opportunities for current and additional students to enter and complete the programs. Further, development of web pages for the various programs in the College of Business should stimulate domestic and international student interest in the programs. Reports detailing the number of program majors (generated through Institutional Research) will be used to determine whether the goal has been met.

E. Actual Results of Evaluation. The Accounting program provided one online course during the summer, 1999, term, and on-site courses for Viking Range were offered through the Division of Management and Marketing during the past year. These courses provided additional positive visibility for the College of Business and student inquiries about the various programs offered have increased. Specifically, international students have seen web pages and requested program information. Specifically, international inquiries by students visiting the web pages have increased from 1998 to 1999 by 40 percent, and 2 percent increase in international program majors was achieved. Additionally (as detailed in the DSU Fact Book compiled by Institutional Research), Graduate and Nontraditional majors increased from 1998 to 1999 by approximately 23. It can be assumed that this increase may be attributed to intensified recruiting efforts of the Coordinator and division/departmental faculty, the development of online courses, the initiation of a web presence, and the delivery of on-site courses for business/industry. The Greenville and Clarksdale Centers are not yet open; therefore, no increases in the number of majors resulting from these operations can be reported at this time.

F. Use of Evaluation Results. Based on the increased number of majors achieved during 1999, course offerings in various distance formats will be continued. Further, when the Greenville Center opens, the nontraditional programs may be offered there as well.

Note: For 2000, existing unit goals will be reviewed and updated or replaced as appropriate by the current Coordinator of Graduate and Nontraditional Programs—Business.
VI. Student Outcomes

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

**Student Outcome #1**

A. MBA 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 gradebooks. 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 1999, 100 percent of MGT 695 students earned a grade of B or better, and 53 percent 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 graduate students must be literate in computer applications. They should be able to use various software applications, including word processing and spreadsheets.

B. **Expected Results**: Sixty percent of all students will earn a grade of B or better in courses where curriculum and technology are integrated. At least 50 percent of student will demonstrate adequate as they take their course examinations and prepare their capstone course projects, as evidenced by teacher observation.

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 gradebooks 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 indicate that more than 70 percent of students possessed adequate computer skills to prepare research papers, cases, comprehensive course examinations, and capstone course projects.

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, appropriate courses will be offered through online delivery.
Student Outcome #3

A. MBA students should possess strong interpersonal and communication skills. Managers and accountants must be able to relate to people at all levels of society. Also, they must be able to communicate technical information with co-workers and clients.

B. **Expected Results:** Eighty percent of students completing OAD 600 will earn a grade of B or better.

C. **Evaluation Procedures:** MBA students will be encouraged to take an active role in classroom discussions and to participate in College of Business campus activities. All graduate students will be encouraged to take OAD 600 (Managerial Communication).

D. **Actual Results of Evaluation:** For 1999, 100 percent of MBA students completing OAD 600 earned a grade of B or better, and 52 percent earned a grade of A.

E. **Use of Evaluation Results:** Students will be encouraged to continually upgrade their communication skills by becoming active in professional organizations, as well as campus and community organizations. Further, faculty will encourage students to participate in professional development seminars, professional functions, and classroom presentations.

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Student Outcome #4

A. MBA students must be aware of current practices and problems in the business environment.

B. **Expected Results:** MBA graduates (75%) and employers (30%) will respond to survey instruments affirming the positive impact gained from the MBA curriculum relating to workplace success. College of Business Advisory Council minutes will provide information on MBA curriculum program relevance to the work place. College of Business Advisory Council members will meet twice to provide information on MBA curriculum program relevance to the work place.

C. **Evaluation Procedures:** A MBA Program Evaluation survey instrument will be developed. Employers and alumni will be surveyed. Graduate surveys will be distributed at two- and five-year intervals to determine perceptions of their level of MBA program preparation as related to career success. College of Business Advisory Council will meet bi-annually to discuss MBA curriculum program relevance to the work place. College of Business Advisory Council minutes will provide information on MBA curriculum program relevance to the work place.

D. **Actual Results of Evaluation:** A survey instrument was developed to assess success for MBA, MPA, EMBA, and EBBA programs. However, due to budget constraints, only EMBA surveys were distributed. Input from College of Business Advisory Council members provided suggestions for improvement of programs and faculty expertise. The College of Business Advisory Council met twice and provided insight relating to the MBA program content’s relevance to the workplace.

E. **Use of Evaluation Results:** MBA faculty will be encouraged to complete summer internships with government or industry in their area of expertise every five years. Additionally, outside business consulting will be encouraged for MBA faculty. It is anticipated that surveys addressing the value of MBA curriculum as related to career success will be distributed in 2000. Further, the responses will be analyzed and the findings used to enhance the program in the year 2001. The College of Business Advisory Council will continue to meet and discuss MBA program content work place relevance.
**Student Outcome #1**

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

B. **Expected Results:** Eighty percent of students completing MBA 660, the capstone course for this program of study, will earn a grade of B or better on their final comprehensive project. Sixty percent of all EMBA students will earn a grade of B or better on research content and writing style on assigned papers.

C. **Evaluation Procedure(s):** All College of Business EMBA courses will require students to conduct research activities and/or complete research cases. Teachers will observe and report student progress toward applying good writing skills and critical thinking in completing assigned projects. Teachers will record project grades in their gradebooks. Students will be required to take MBA 660, the capstone course for the EMBA program of study, and earn grades of B on various writing/research projects.

D. **Actual Results of Evaluation:** Instructors report that the goal is being met in courses that are prerequisites for MBA 660. For 1999, 100 percent of MBA 660 students earned a grade of B or better; and 53 percent earned a grade of A.

E. **Use of Evaluation Results:** Existing curriculum content for MBA 660 and prerequisite courses will be reviewed to identify possible areas where improvement to facilitate student learning and retention of material may be achieved.

**Student Outcome #2**

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

B. **Expected Results:** Sixty percent of all EMBA students will earn a grade of B or better in all courses where technology and curriculum are integrated.

C. **Evaluation Procedure(s):** Computer applications will continue being integrated into all appropriate EMBA courses. Research papers and cases will be required to be prepared using word processing, database applications, and/or spreadsheets. Courses will require students to prepare and present electronic presentations. Instructors will record student grades on these projects in their gradebooks and observe student progress/level of expertise in using technology to accomplish the assignments.

D. **Actual Results of Evaluation:** Faculty teaching the various EMBA courses indicate that their observations and recorded assignment grades affirm that more than 75 percent of students possessed adequate computer skills to prepare research papers and cases. Computer applications will continue being integrated into all appropriate EMBA courses.

E. **Use of Evaluation Results:** As technology evolves, all EMBA courses will be reviewed, evaluated, and updated by division/department curriculum committees to ensure they provide appropriate integration of curriculum and technology. Further, where appropriate, online course delivery will be incorporated into the program.
Student Outcome #3  

A. Graduate students should possess strong interpersonal and communication skills. Managers and accountants must be able to relate to people at all levels of society. Also, they must be able to communicate technical information with co-workers and clients.

B. Expected Results: Eighty percent of students completing MBA 600 (Communication Skills for Executives) will earn a grade of B or better.

C. Evaluation Procedures: EMBA students will be encouraged to take an active role in classroom discussions and to participate in College of Business campus activities. Teachers will observe such participation and make appropriate gradebook entries. All EMBA students will be required to take MBA 600 (Communication Skills for Executives).

D. Actual Results of Evaluation: For 1999, 100 percent of MBA 600 students earned a grade of B or better, and 59 percent earned a grade of A.

E. Use of Evaluation Results: EMBA students will be encouraged to continually upgrade their communication skills by becoming active in professional organizations. Further, faculty will encourage students to participate in professional-development seminars, professional organizations and competitions, professional functions, classroom presentations, and campus and community organizations.

Student Outcome #4  

A. EMBA students must be aware of current practices and problems in the business environment.

B. Expected Results: EMBA graduates (75%) and employers (30%) responding to EMBA Program Evaluation survey instruments will affirm the positive impact of the EMBA curriculum on workplace success. College of Business Advisory Council members will provide information on MBA curriculum work place relevance.

C. Evaluation Procedures: Employers and alumni will be surveyed. Surveys will be distributed at two- and five-year intervals to determine graduate and employer perceptions of the level of EMBA program preparation for career success. College of Business Advisory Council minutes will outline discussions on MBA curriculum work place relevance.

D. Actual Results of Evaluation: A survey instrument was developed and distributed to members of the first and second cohorts, who graduated in 1998 and 1999 respectively. A total of 26 surveys were distributed to 12 cohort-one and 14 cohort-two graduates. A 35 percent response rate was achieved. Some respondents (33%) indicated that the program curriculum proved useful in obtaining promotions, 78 percent indicated that the program had helped in performing duties of their current jobs, and 100 percent indicated that the program experiences contributed to their professional growth. Fifty-six percent indicated not only that program instructors demonstrated command of the subject matter, but they were also sensitive and accommodating in meeting student needs. Sixty-seven percent indicated that recruitment efforts were good, fair, or poor. All respondents agreed that the category Very Good applied to the statement “The graduate program curriculum was integrated. (Courses complemented each other, and work experiences connected in some way to the course content.)” Most respondents (67%) indicated that their overall evaluation of the EMBA program would be in the Excellent category, and 100 percent of respondents indicated the length of graduate courses, and the entire program was Excellent or Very Good to ensure learning and retention of the various topics included. The College of Business Advisory Council met twice to discuss EMBA curriculum work place relevance.
E. Use of Evaluation Results: To ensure positive results for future graduates, EMBA faculty will be encouraged to complete summer internships with government or industry in their area of expertise every five years. Additionally, outside business consulting will be encouraged for EMBA faculty. Further, recruiting procedures (including advertising) will be reviewed with a view toward making the process more efficient and comfortable for the student. The College of Business Advisory Council will continue to provide guidance for the EMBA program through its bi-annual meetings during the 2000-2001 academic year.
Major: Master of Professional Accountancy
Degree: MPA

Student Outcome #1

A. MPA 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 MPA students will earn a grade of B or better on research content and writing style on assigned papers. After completing their MPA program of studies, students will sit for and pass the ATAG examination.

C. Evaluation Procedure(s): All College of Business MPA program courses will require students to conduct research activities, write appropriate reports, work in teams or individually, and/or complete research cases. Teachers will record student grades on these projects in their gradebooks and observe student ability to perform library research, write well, and think critically in accomplishing the assignments. After completing their MPA program of studies, students will sit for the ATAG examination.

D. Actual Results of Evaluation: Instructors report that the goal is being met in appropriate courses. For 1999, the MPA program curriculum was revised. The ATAG examination was reviewed by the College of Business Graduate Curriculum Committee and determined to be obsolete. Therefore, a capstone course (ACC 650—Federal Taxation Theory and Research) was designated. Evaluation of student performance in this capstone course was based on students earning a grade of B or better. One-hundred percent of MPA students who took ACC 650, the capstone course, earned a grade of B or better, and 60 percent earned a grade of A.

E. Use of Evaluation Results: Existing MPA curriculum content will be reviewed to identify possible areas where changes will result in improvement in student learning and retention of material.

Student Outcome #2

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

B. Expected Results: Sixty percent of all MPA students will earn a grade of B or better in all courses where curriculum and technology are integrated.

C. Evaluation Procedure(s): Computer applications courses will continue being integrated into all appropriate graduate courses. Students will be required to prepare research papers using word processing, database applications, and/or spreadsheets. Courses will require students to prepare and present electronic presentations. Grades on these research/writing/presentation activities will be recorded in instructor gradebooks, and instructors will observe student progress to determine whether the goal is being met.

D. Actual Results of Evaluation: Faculty teaching the various MPA courses indicate that grades earned on various curriculum projects as well as their observations, affirm that more than 60 percent of students possessed adequate computer skills to prepare research papers and cases.

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, where appropriate, online course delivery will be incorporated into the program.
Student Outcome #3  A. Graduate students should possess strong interpersonal and communication skills. Managers and accountants must be able to relate to people at all levels of society. Also, they must be able to communicate technical information with co-workers and clients.

B. **Expected Results:** Eighty percent of MPA students completing OAD 600 will earn a grade of B or better.

C. **Evaluation Procedures:** MPA students will be encouraged to take an active role in classroom discussions and to participate in College of Business campus activities. MPA students earning GMAT Analytical Writing scores below 4 will be required to take OAD 600 (Managerial Communication) and earn a minimum grade of B.

D. **Actual Results of Evaluation:** For 1999, 85 percent of OAD 600 MPA majors earned a grade of B or better, and 10 percent earned a grade of A.

E. **Use of Evaluation Results:** MPA students will be encouraged to continually strive to upgrade their communication skills, as well as to become active in professional organizations. Further, faculty will encourage students to participate in professional development seminars, professional functions, and classroom presentations.

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Student Outcome #4  A. MPA students must be aware of current practices and problems in the business environment.

B. **Expected Results:** MPA graduates (75%) and employers (30%), responding to survey instruments, will affirm the positive impact of the MPA curriculum as related to employee workplace success. College of Business Advisory Council minutes will provide information on MBA curriculum program relevance to the work place.

C. **Evaluation Procedures:** A MPA Program Evaluation survey instrument will be developed. Employers and alumni will be surveyed. Graduate surveys will be distributed at two- and five-year intervals to determine perceptions of their level of MPA program preparation for career success. The College of Business Advisory Council minutes will affirm the work place relevance of the MPA curriculum.

D. **Actual Results of Evaluation:** The alumni survey was developed. However, due to budget constraints, survey distribution to MPA graduates was delayed. The College of Business Advisory Council met twice and provided input on the value of MPA program content’s relevance to the workplace.

E. **Use of Evaluation Results:** MPA faculty will be encouraged to complete summer internships in their area of expertise with government or industry every five years. Additionally, outside business consulting will be encouraged for MPA faculty. It is anticipated that the surveys will be distributed and the responses analyzed during 2000. Survey analysis findings will be used to enhance the program in the year 2001. The College of Business Advisory Council will continue to provide guidance for the MPA program through its bi-annual meetings during the 2000-2001 academic year.
Major: Executive Bachelor of Business Administration

Student Outcome #1

A. EBBA 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 EBBA students will earn a grade of B or better on research content and writing style on assigned papers, as evidenced by instructors' gradebook information.

C. Evaluation Procedure(s): Appropriate College of Business undergraduate courses will require students to conduct research activities and/or do research cases. Grades on these research/writing activities will be recorded in instructor gradebooks and instructors will observe student progress to determine whether the goal is being met.

D. Actual Results of Evaluation: Instructors reported that the goal is not being met, as approximately 55 percent of students earned a grade of B or better in their research/writing assignments during the 1998-1999 academic year.

E. Use of Evaluation Results: Existing EBBA curriculum content will be reviewed by appropriate division/departmental curriculum committees to identify possible areas where improvement in student research/writing skills may be achieved.

Student Outcome #2

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

B. Expected Results: Sixty percent of all EBBA students will earn a grade of B or better in courses where technology and curriculum are integrated, such as OAD 423 (Technical Writing for Business).

C. Evaluation Procedure(s): Computer applications courses will continue being integrated into all appropriate EBBA courses. Research papers and cases will be required to be prepared using word processing, database applications, and/or spreadsheets. Courses will require students to prepare and present electronic presentations. Grades on these technologically generated research/writing activities will be recorded in instructor gradebooks, and teachers will observe students' progress working with technology on these projects to determine whether the goal is being met.

D. Actual Results of Evaluation: Faculty teaching OAD 423 indicated that 80 percent of EBBA students earned a grade of B or better, and 60 percent earned a grade of A. Further, faculty observed that students possessed adequate computer skills to prepare research papers, cases, and electronic presentations.

E. Use of Evaluation Results: As technology evolves, all undergraduate courses will be reviewed, evaluated, and revised by the appropriate department/division curriculum committee to ensure they provide appropriate integration of curriculum and technology.

Student Outcome #3

A. EBBA students should possess strong interpersonal and communication skills. Managers and accountants must be able to relate to people at all levels of society. Also, they must be able to communicate technical information with co-workers and clients.
B. **Expected Results:** Eighty percent of students completing OAD 423 (Technical Writing for Business) will earn a grade of B or better.

C. **Evaluation Procedures:** EBBA students will be encouraged to take an active role in classroom discussions and to participate in College of Business campus activities. All EBBA students will be required to take OAD 423 (Technical Writing for Business) or ENG 303 (Technical Writing).

D. **Actual Results of Evaluation:** For 1999, 89 percent of OAD 423 EBBA majors earned a grade of B or better, and 35 percent earned a grade of A.

E. **Use of Evaluation Results:** EBBA students will be encouraged to continue to improve their communication skills, as well as to become active in professional organizations. Further, faculty will encourage students to participate in professional-development seminars, professional functions, and classroom presentations.

**Student Outcome #4**

A. EBBA students must be aware of current practices and problems in the business environment.

B. **Expected Results:** The EBBA program founding cohort began their program of studies in Fall 1998, and a second cohort entered in the Fall 1999 term. EBBA students are generally working full-time for businesses and industries and have, therefore, a solid grounding in business environment nuances. Therefore, 95 percent of students in MGT 499 (Strategic Management), the EBBA capstone course, will earn grades of B or better. Further, employers (30%) and alumni (75%) responding to EBBA program evaluation surveys will affirm the positive impact of EBBA program preparation as related to organizational and career success. The College of Business Advisory Council will meet bi-annually to discuss the workplace relevance of the EBBA program curriculum.

C. **Evaluation Procedures:** Student outcomes in MGT 499 (Strategic Management), the EBBA capstone course will be analyzed. An EBBA Program Evaluation survey will be developed. Employers and alumni will be surveyed. Surveys will be distributed at two- and five-year intervals to determine EBBA graduates’ perceptions of the impact of the EBBA program preparation as related to organizational and career success. The College of Business Advisory Council minutes will provide insight as to the workplace relevance of the EBBA curriculum.

D. **Actual Results of Evaluation:** EBBA program will not have graduates until the year 2001. Therefore, collecting and analyzing survey data was not appropriate. Further, first-cohort EBBA students will not take MGT 499 until the Spring 2001 term. The College of Business Advisory Council met twice and discussed the workplace relevance of the EBBA program curriculum.

E. **Use of Evaluation Results:** To be determined after the founding EBBA cohort graduates in 2001. The College of Business Advisory Council will continue to provide guidance for the EBBA program through its bi-annual meetings during the 2000-2001 academic year.
VII. Unit Budget Plan

Graduate and Nontraditional Programs--Business budget requests are included in budget for Dean, College of Business.

<table>
<thead>
<tr>
<th>Account Number</th>
<th>Program Name</th>
<th>Previous Budget Request</th>
<th>Current Budget</th>
<th>New Budget Request</th>
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</table>
76140 Instructional Material 300
8250 Computers ***

Total Budget Request 51,975

* New account to facilitate student participation in international exchange programs

** Currently, advertising expenses are paid from funds in a special account (Org. 3006, Fund 10), which are generated through student registration in the EBBA and EMBA courses. It is anticipated that advertising funds will be available from that account for 2000-2001.

*** The four Cannon laptop computers purchased in 1996 were paid from funds in a special account (Org., Fund 10), which are generated through student registration in the EBBA and EMBA courses. It is anticipated that funds to upgrade these laptops will be available from that account for 2000-2001.

Justification:

61400—Clerical/Secretarial
1 Secretary (Level 6) @ $19,120/year (existing position)

62801—Regular Student Employment
Graduate Assistants
1 Super @ $2,650/semester x 2 semesters = $5,300
2 Regular @ $1,550/semester x 2 semesters = $6,200

Graduate assistants are essential in efficiently achieving Graduate and Nontraditional Programs goals. The Coordinator has assumed additional duties associated with international student advising for both traditional and exchange program international students. Specifically, graduate assistants will provide valuable support in duties associated with the international components.

63000—Fringe Benefits (@ 25%)
Secretary $19,120 x 25% = $4,780
Grad Assts. $11,500 x 25% = $2,875

7400—Travel (General)
The Coordinator of Graduate and Nontraditional Programs—Business must recruit majors for the MBA, MPA, EMBA, and EBBA programs. This entails traveling to various university, community college, and community career fairs. Further, ACBSP requires faculty members to participate in scholarly activities, including traveling to professional conferences to present papers. This supports Unit Goals #2 and #3 and University Goals #3, #7, #8, #11, and #13.

7400—Travel (Student Mobility) (new account)
The College of Business has become an active partner in the Magellan Exchange Program during the past year. Five European schools located in Pori, Finland; Hasselt, Belgium; Liege, Belgium, Aachen,
Germany; and The Netherlands comprise the European partners. This program is an excellent mechanism to increase student awareness of business operations globally, as well as to broaden the cultural perspectives of students in the United States and Europe. Further, these exchanges provide positive visibility for Delta State University throughout Europe and could potentially result in increased international students attending DSU, particularly in the MBA/MPA programs. Because most DSU students are constrained financially, these funds would be used to partially subsidize student travel and, thereby, be an incentive for students to participate in the project. This supports Unit Goals #2 and #3 and University Goals #2, #5, #10, and #11.

75210—Postage/Post Office Charges
These funds are requested for general organizational correspondence; responses to inquiries from potential students for the executive and traditional programs; communication with businesses/industries; distribution of student, graduate, and employer evaluative surveys; etc. This supports Unit Goals #2 and #3 and University Goals #2 and #11.

75220—Telephone, Local
These funds are necessary to facilitate general organizational and program recruitment communication within the local calling area. This supports Unit Goals #2 and #3 and University Goals #2 and #11.

75220—Telephone, Long Distance
These funds are necessary to facilitate general organizational and program recruitment communication outside the local calling area. This supports Unit Goals #2 and #3 and University Goals #2 and #11.

75240—Telephone, Installation/Maintenance
These funds are necessary to ensure problems with telephone equipment are resolved. This supports all Unit Goals and University Goal #11.

75410—Advertising
Approximately $4,800 is necessary to pay for advertising in local newspapers, community-college newspapers, and radio advertising generated to recruit majors for nontraditional programs in the College of Business. Traditionally, advertising funds have been paid from a special account (Org. 3006, Fund 10) generated by EMBA and EBBA tuition. It is anticipated that funds will be available from that account for the upcoming year. This supports all Unit Goals #2 and #3 and University Goals #2 and #5.

75660—Maintenance Contracts, Equipment
These funds will represent the share of Graduate and Nontraditional Programs—Business for College of Business copier maintenance. This supports all Unit Goals and University Goal #11.

75690—Repair/Service, Other Equipment
These funds will ensure that support equipment is good working order. This supports all Unit Goals and University Goal #11.

75790—Other Professional Fees
No funds are requested for this line item for 2000-2001.
75820—Dues
No funds are requested for this line item for 2000-2001.

75840—Subscriptions
No funds are requested for this line item for 2000-2001.

75870—Computer Software Acquisition
In 1996, Graduate and Nontraditional Program purchased four laptop computers with appropriate software applications (word processing, spreadsheet, etc.). Over the past four years, technological advances in software functionality have occurred. Traditionally, computer-related funds have been paid from a special account (Org. 3006, Fund 10) generated by EMBA and EBBA tuition. It is anticipated that funds will be available from that account for the upcoming year. This supports Unit Goal #5 and University Goals #6 and #11.

7600—Commodities
Various expendables (printer cartridges, general office supplies, etc.) are necessary for the efficient operation of Graduate and Nontraditional Programs—Business. This supports Unit Goal #9 and University Goal #11.

76110—Printing, Binding, etc.
These funds are necessary to print advertising brochures and other materials to recruit students and support office operations. This supports Unit Goal #9 and University Goal #11.

76120—Duplication
These funds are necessary to support office operations, general correspondence, and program recruiting efforts. This supports Unit Goals #2, #3, and #9 and University Goal #11.

76140—Instructional Material
These funds are required to provide appropriate instructional materials for students of Graduate and Nontraditional Programs. This supports Unit Goal #5 and University Goal #11.

8250—Computers
In 1996, Graduate and Nontraditional Programs—Business purchased four Cannon laptop computers to be used by faculty to technologically deliver instruction and to be used, as appropriate, by students to technologically demonstrate their accomplishments in various assignments. Particularly, these computers have been used as integral components of final projects in capstone courses. Technology has evolved over the past four years, and these computers are now obsolete. These computers were purchased from funds in a special account (Org. 3006, Fund 10) generated by EBBA and EMBA tuition. It is anticipated that sufficient monies (approximately $2,000) will be available in this account for the 2000-2001 year to begin a cycle of upgrade/replacement. This supports Unit Goal #5 and University Goals #6 and #11.
** Delta State University **

Unit Budget Plan

FY 2001 Budget

AS OF 07-MAR-2000

| PROGRAM: | 0105  Community Education |
| ACTIVITY: | Activity not budgeted |
| LOCATION: | Location not budgeted |

| ACCOUNT: | 50041 General Extension | 50078 Materials & Lab Fee | 61200 Faculty | 63000 Fringe Benefits | 75410 Advertising | 7600 Commodity |
| 1999 | 35,000.00 | 2,000.00 | 26,000.00 | 5,000.00 | 500.00 | 2,500.00 |
| 2000 Adj Budget | 32,800.00 | 2,000.00 | 24,000.00 | 4,800.00 | 500.00 | 2,500.00 |
| PHASE 1: ADJ TED | PHASE 2: CHANGE | PHASE 3: APPRV'D | PRIORITY |
| AMOUNT REQUEST | AMOUNT 2001 |
| .00 | .00 | .00 | .00 | .00 | .00 | .00 |
** Delta State University **  
Unit Budget Plan  
FY 2001 Budget  
AS OF 07-MAR-2000  

** ORGANIZATION: 3006  On Campus Credit Courses  **  
** FUND: 10  Unrestricted General Fund  **  

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<th>Phase 2: Change</th>
<th>Phase 3: Approv</th>
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<td>Amount 2001</td>
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** FUND TOTAL:** 

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** ORGANIZATION TOTAL:** 

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