COLLEGE OF BUSINESS
GRADUATE AND NONTRADITIONAL PROGRAMS

Annual Report
for the
Calendar Year, 2001
and
Budget Request, 2003
I. Unit Title: Graduate Programs  
College: Business  
Unit Administrator: Dr. Billy C. Moore, Director

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):

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</thead>
<tbody>
<tr>
<td>MBA (Graduate)</td>
<td>690</td>
<td>775</td>
<td>594</td>
<td>1166</td>
<td>933</td>
<td>1314</td>
</tr>
<tr>
<td>MPA (Graduate)*</td>
<td>288</td>
<td>195</td>
<td>171</td>
<td>280</td>
<td>401</td>
<td>*</td>
</tr>
<tr>
<td>EMBA (Graduate)</td>
<td>392</td>
<td>534</td>
<td>692</td>
<td>683</td>
<td>475</td>
<td>699</td>
</tr>
<tr>
<td><strong>Total Graduate Credit Hours</strong></td>
<td>1370</td>
<td>1504</td>
<td>1457</td>
<td>2129</td>
<td>1809</td>
<td>2013</td>
</tr>
<tr>
<td>EBBA (Undergraduate)</td>
<td>n/a</td>
<td>n/a</td>
<td>126</td>
<td>264</td>
<td>450</td>
<td>435</td>
</tr>
<tr>
<td><strong>Total Grad. &amp; Undergrad. Credit Hours</strong></td>
<td>1370</td>
<td>1504</td>
<td>1583</td>
<td>2393</td>
<td>2259</td>
<td>2448</td>
</tr>
</tbody>
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(* Program suspended)

- MBA credit hour production increased approximately 90 percent from 1996 through 2001. During calendar year 2000, however, a slight decline (19.9%) is evident. Credit hour production increased, however, in 2001 by 41%.
- Beginning with the Fall 2001 cohort, all EMBA courses will be held at the Greenville Higher Education Center. Revisions in the EMBA program, to bring it more in line with the traditional MBA program and increase accessibility through alternation locations, resulted in a 47% increase in credit hour production. This follows a 30% decline in 2000.
- With the addition of the second EBBA cohort in 1999, EBBA credit hour production increased approximately 110 percent. The third EBBA cohort during 2000 increased credit hour production approximately 71 percent from 1999 to 2000. EMBA credit hours declined by 3%. The fourth EBBA cohort was temporarily suspended in 2001.
- It should be noted that traditional MBA and BBA, as well as nontraditional EMBA and EBBA degree seekers are not differentiated in the IHL student file; therefore, EMBA and EBBA credit hour production is included as part of each discipline's credit-hour production report.
As the number of EBBA cohorts reached its maximum, a leveling off effect was observed.

**Number of Graduates:** The following table provides data on the number of MBA, MPA, EMBA, and EBBA graduates for the years 1996 – 2001.

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<tr>
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</thead>
<tbody>
<tr>
<td>MBA</td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>MPA</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>EMBA (Program began Fall 1996)</td>
<td>n/a</td>
<td>n/a</td>
<td>12</td>
<td>14</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>EBBA (Program began Fall 1999)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Number of Graduates</strong></td>
<td>21</td>
<td>30</td>
<td>41</td>
<td>43</td>
<td>56</td>
<td>48</td>
</tr>
</tbody>
</table>

- From 1996 through 2000, a steady increase in total Graduate and Nontraditional graduates has been achieved. There was a slight decline in EMBA graduates in 2001.
- Specifically, the number of MBA graduates increased approximately 75 percent from 1996 to 2001.
- The number of MPA graduates increased approximately 60 percent from 1996 to 1997, declined by 33 percent in 1998, remained steady for 1999, and rose during 2000. The number declined significantly in 2001.
- For EMBA graduates, a 14 percent increase was achieved from the first graduating cohort in 1998 to the 1999 graduates, and 64 percent increase was realized from 1999 to 2000. There was a 10% decline in 2001.
- The first cohort of EBBA students began in 1998. Six students became the first graduates of this program in 2001.
- Program curriculum revision for the EMBA program and MBA were approved for the Fall 2002 term. Those curriculum changes should continue to facilitate recruitment, retention, and graduation of additional MBA, and EMBA students over time.
Number of Majors: Average number of Graduate and Nontraditional Programs 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 through 2001, slightly more than 26 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 2001, and it is anticipated that this revision will make the program more attractive to potential MBA majors. The Director of Graduate Programs and departmental/division faculty will continue intensive recruiting efforts during 2002.

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 in 2000 the number of EMBA major increased by approximately 4 percent. Forty-eight students were processed in the Fall 2001. Due to insufficient numbers of students, courses were suspended until January 2002. Recruiting efforts, including developing a World Wide Web presence, will be intensified during 2002.

The number of MPA majors declined approximately 43 percent from 1996 through 1998, increased approximately 64 percent from 1998 to 1999, and decreased approximately 35 percent in 2000. Beginning with the Fall 1999 term, the number of program hours required for the MPA was reduced to 30 hours. It was hoped that reduced program hours would stimulate increased interest from potential majors, and that was the case. However, because of inadequate number of terminally qualified faculty necessary to teach MPA courses, as well as low enrollment, it was decided to suspend the MPA program beginning with the Fall 2001 term.

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. Because most students wishing to enter the 2000 EBBA cohort did not have the necessary
prerequisite hours, it was decided to establish a Pre-EBBA cohort and cancel the courses scheduled for the first-year EBBA core program. Eighteen students entered this pre-EBBA cohort.

- Recruiting and advertising responsibilities have been transferred to the Division of Continuing Education.

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.
- Dr. Lush resigned to accept a position at another institution.
- Dr. Moore was named director beginning in July 2001.
- Dr. Moore presented papers at professional conferences, and had abstracts published in refereed proceedings.

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

- Because of the lack of terminally qualified faculty and low course enrollments in the MPA, a decision was made to suspend the MPA program effective with the Fall 2001 term.
- All new EMBA and EBBA cohorts are attending classes at the Greenville Higher Education Center in Greenville, Mississippi. Because of this move, the Pre-EBBA Cohort was deleted.

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 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. Continued functioning of 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 held two meetings during 2001. 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 2002, and suggestions for curriculum enhancement and avenues to achieve external funding for programs will be addressed.

E. Actual Results of Evaluation: Admission requirements were revised during 2001 – a sliding scale was adopted.

F. Use of Evaluation Results: For 2002, the Coordinator will visit potential members of the MBA Advisory Council and secure continued functioning of this group.

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 Director 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 2002.

D. Evaluation Procedure(s): The Director 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 Director participated in two career fairs during the Spring and Fall 2001 terms. For the Fall 2001 term, the number of MBA majors was 77.
Comparing the Fall 2000 (67 majors) and Fall 2001 data, an increase of 13 percent has been achieved.

F. Use of Evaluation Results: The increase in MBA majors validates recruiting efforts of the Director and College of Business faculty and justifies intensifying recruiting efforts during 2002. Further, to access a larger audience, a web page will be designed for the MBA program. Additionally, the Director 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 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 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.

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 2002-2003 if funding is available.

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**: Sixty percent of MBA and EMBA students completing OAD 600 (Managerial Communication) 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 to enhance student success in the workplace. The Director 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 EMBA 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/EMBA 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 54 percent earned a grade of A. Placement Office career fair and employment interviews increased by 8 percent and resulted in placement for 48 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 Director will continue to evaluate and make additions or revisions to the curriculum necessary to stimulate students to excel. Additionally, the Director 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**

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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 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, 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 Director.

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, 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:** The system for establishing and maintaining student records will be continued next year. However, the system will continue to be monitored and upgraded as technology dictates.

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**Unit Goal #6:**

A. In accordance with policies outlined in the *Graduate Bulletin*, every student must have a Program of Studies filed with the Director of Graduate 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 under prepared students; and opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

C. **Expected Results:** All MBA and EMBA students will have a Program of Studies filed with the Director of Graduate and Nontraditional Programs before he or she registers for the fourth graduate course, as evidenced by a student file audit performed by the Director.

D. **Evaluation Procedure(s):** Advisement procedures will be continued to ensure that all MBA 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 continued. Student files were audited prior to Fall and Spring registration. In 2001, 85 percent of graduate students, assisted by the Director of Graduate Programs, prepared and filed a Program of Studies prior to registering for the fourth graduate class.

F. **Use of Evaluation Results:** The Director will review current admission/advisement procedures during 2002. Additionally, assumption of graduate administrative processing responsibilities should minimize delays in program of study preparation.
Unit Goal #7:

A. To provide the necessary advisement assistance to ensure that 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 under prepared 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, 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, as well as student folders, 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 88 percent of fully admitted MBA and EMBA students completing in 2001 graduated within five years of achieving full admission.

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

Unit Goal #8:

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

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 2002, 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.** 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. International inquiries by students visiting the web pages have increased from 1990 to 2000 by 28 percent, and 38 percent increase in international program majors was achieved. The total number of Graduate and Nontraditional majors remained relatively constant from 1999 to 2001.

F. **Use of Evaluation Results.** Based on the static nature of the number of majors achieved during 2000, attempts to increase the number of majors will be intensified during 2002. Course offerings in various distance formats will be provided, and it is anticipated that additional majors will result from interest in the Greenville Center and other off-campus initiatives.

*Note:* For 2002, existing unit goals will be reviewed and updated or replaced as appropriate.

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 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 2001, 100% of MGT 695 students earned a grade of B or better, and 79% 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.

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**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 students will demonstrate adequate computer knowledge and skills 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 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 indicate that more than 85 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, use of Internet for student assignments will be included in curriculum, and 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 2001, 100% of MBA students completing OAD 600 earned a grade of B or better, and 55% 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.

**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 workplace. College of Business Advisory Council members will meet twice to provide information on MBA curriculum program relevance to the workplace.

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 workplace. College of Business Advisory Council minutes will provide information on MBA curriculum program relevance to the workplace.

D. **Actual Results of Evaluation:** A survey instrument was developed to assess success for MBA, 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 2001. Further, the responses will be analyzed and the findings used to enhance the program in the year 2002. The College of Business Advisory Council will continue to meet and discuss MBA program content work place relevance.

**Major:** Executive Master of Business Administration  
**Degree:** EMBA

### 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 MGT 695, 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 grade books. Students will be required to take MGT 695, 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 MGT 695. For 2000, 81 percent of MGT 695 students earned a grade of B or better; and 72 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 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 grade books 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 OAD 600 (Managerial Communication) 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 grade book entries. All EMBA students will be required to take OAD 600 (Managerial Communication).

D. **Actual Results of Evaluation:** For 2000, 100 percent of OAD 600 students earned a grade of B or better, and 74 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 workplace 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 workplace relevance.

D. **Actual Results of Evaluation:** Because of financial constraints, the survey was not
conducted during 2001. 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 2002-2003 academic year.

Major: Executive Bachelor of Business Administration Degree: BBA

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’ grade book 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 grade books 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 45 percent of students earned a grade of B or better in their research/writing assignments during the 2001-2002 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.

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 grade
books, 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 indicated that 75 percent of EBBA students earned a grade of B or better, and 65 percent earned a grade of A in courses where technology and curriculum are integrated. 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 courses including technical writing components 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. Teachers will evaluate student communication skills through observation and other assessment techniques. All EBBA students will be encouraged to take ENG 303 (Technical Writing).

B. Actual Results of Evaluation: For 2000, teachers report that 89 percent of EBBA majors earned a grade of B or better in courses requiring technical writing components.

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, a second cohort entered in the Fall 1999 term, and a “prerequisite” cohort was initiated in Fall 2000 (in lieu of a core cohort). 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 work place 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 2001-2002 academic year.
VII. Unit Budget Plan

Graduate Programs request a separate budget for College of Business Graduate Programs.

<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>
<th>Priority</th>
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<td>Clerical/Secretarial</td>
<td></td>
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<tr>
<td>62801</td>
<td>Regular Student Employment</td>
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<td></td>
<td>11,500</td>
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<tr>
<td>63000</td>
<td>Fringe Benefits (20%)</td>
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<tr>
<td>7400</td>
<td>Travel (General)</td>
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<tr>
<td>*(new acct)</td>
<td>Travel (Student Mobility)</td>
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<tr>
<td>75210</td>
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* New account to facilitate student participation in international exchange programs
Justification:

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

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.

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

7400—Travel (General)
The Director of Graduate Programs must recruit majors for the MBA program. This entails traveling to various university, community college, and community career fairs. Further, ACBSR 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.

———Travel (Student Mobility) (new account)
The College of Business has become an active partner in the Magellan Exchange Program during the past year. Eight European schools located in Pori, Finland; Rovaniemen, Finland; Hasselt, Belgium; Liege, Belgium, Aachen, Germany; Sittard, The Netherlands; Rennes, France; and Murcia, Spain, comprise the European partners. This program is an excellent mechanism to increase student awareness of global business operations, 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 2001-2002.

75820—Dues
No funds are requested for this line item for 2001-2002.

75840—Subscriptions
No funds are requested for this line item for 2001-2002.

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 2001-2002 year to begin a cycle of upgrade/replacement. This supports Unit Goal #5 and University Goals #6 and #11.