COLLEGE OF BUSINESS
Executive Summary
Annual Report

for the

Academic Year
2003-2004
I. Unit Title: College of Business
   College: Business
   Unit Administrator: Billy C. Moore

II. Data and Information for Department:

   Mission Statement: The College of Business works cooperatively with other schools, the university staff, and outside entities to provide students the foundation for building productive and rewarding careers, to foster the economic and social development of the Mississippi Delta, and to contribute to the advancement of knowledge in the various disciplines.

   Credit Hour Production: The following table displays fall credit hour production for undergraduate, graduate, and nontraditional programs

<table>
<thead>
<tr>
<th>Credit Hours Produced</th>
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<tbody>
<tr>
<td>Program Area</td>
</tr>
<tr>
<td>BBA (Undergraduate)</td>
</tr>
<tr>
<td>BCA (Undergraduate)</td>
</tr>
<tr>
<td>EBBA (Undergraduate)</td>
</tr>
<tr>
<td>MBA (Graduate)</td>
</tr>
<tr>
<td>MCA (Graduate)</td>
</tr>
<tr>
<td>EMBA (Graduate)</td>
</tr>
<tr>
<td>Total Credit Hours</td>
</tr>
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</table>

   Number of Graduates: The following table provides data on the number of graduates for the years 1999 – 2003.

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<tr>
<th>Number of Graduates</th>
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<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>BBA</td>
</tr>
<tr>
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<tr>
<td>BSE</td>
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<tr>
<td>EBBA</td>
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</tr>
<tr>
<td>EMBA</td>
</tr>
<tr>
<td>Number of Graduates</td>
</tr>
</tbody>
</table>
Number of Majors: Average number of College of Business majors is provided in the following illustrations:

Undergraduate Programs in Business

Graduate Programs in Business
III. Personnel

Noteworthy activities and accomplishments

- Dr. Billy C. Moore was promoted to Dean, College of Business effective July 1, 2003.
- Dr. Moore published two articles and received the FMA Distinguished Case Writing Award.
- Ms. Carla Johnson was named Coordinator, College of Business Programs.
- Julie Clark, Michelle Matthews, and Tommy Sledge received terminal degrees.
- Increased racial and gender diversity of faculty and staff.
- ETS Business II (MFT) was administered to undergraduate & graduate students.
- Faculty members published and/or presented 38 articles and attended and/or conducted 36 workshops.
- Faculty members had three professional certifications renewed.
- Increase in the number of graduate students.
- DSU Precision Flight Team won 1st place in flying; 1st place in ground events; and 1st place overall in the Regional SAFECON competition.
- Strengthened ties with local community groups – partnered with Bolivar Community Action Agency and Center for Community & Economic Development to provide year-long training programs to minority entrepreneurs.
- Submitted largest number of grant proposals.
- Dr. Julie Clark, Associate Professor of Commercial Aviation, was elected Chair of the Faculty Senate for 2004-2005 academic year.
- Renewed College of Business Lecture Series
- Established four new college wide committees: (Assessment, Business Core, Mission Statement, and Graduate Programs).
- Accounting graduate passed CPA on first attempt with the highest score in the State. Student received the Gold Medal Award at the Mississippi Society of CPA’s Annual Convention.

New positions requested with justifications

None

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

None

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

- All new EMBA cohorts are attending classes at the Greenville Higher Education Center in Greenville, Mississippi.
V. Division/Department Goals:

In an effort to fulfill its mission the University developed specific goals. The College of Business supports all of these goals, but places primary emphasis on the areas enumerated below as unit goals.

**Unit Goal #1**

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

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

C. **Expected Results:** The College of Business Advisory Council will assist the College in the areas of curriculum development, student recruitment, job placement, business protocol, fund raising, and faculty development.

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

E. **Actual Results of Evaluation:** *The College of Business Advisory Council met in 2003 and made suggestions for curriculum enhancement, student recruitment, enhancing the College’s relationship with business and industry, and fund raising.*

F. **Use of Evaluation Results:** Four Committees (Assessment, Business Core, Mission Statement, and Graduate Programs) were established beginning in fall 2003 and charged with developing policy for admission and curriculum changes. Admission requirements and appeal processes for graduate programs were revised.
A. Increase enrollment and diversity in the College of Business programs, faculty, and staff.

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: A marketing plan will be developed to enhance student recruitment and retention. Administrators will enhance recruitment efforts for minority faculty and staff.

D. Evaluation Procedure(s): The administration, faculty, and staff will participate in career fairs and graduate fairs as well as prepare and distribute promotional materials (brochures, etc.). The increased visibility should result in additional majors, as evidenced by reports generated through Institutional Research. The Dean and Division/Department Chairs will interview potential candidates at professional conferences as well as advertise positions in journals, etc.

E. Actual Results of Evaluation: For the Fall 2003 term, enrollment in the MBA program increased by 8.5 percent when compared to Fall 2002 and 15.6 percent increase from 2001. The College hired two other race staff members.

F. Use of Evaluation Results: The increase in majors validates recruiting efforts of the College of Business administration, faculty, and staff and justifies intensifying recruiting efforts during 2004. Further, to access a larger audience, a web page was designed for the MBA program. Additionally, the College will continue intensive recruiting to build the MBA program for the international student population.
A. Increase exposure of business faculty and staff to in local communities, high schools, community colleges, and business organizations.

B. Institutional Goal supported by this goal.

*University Goal 3:* Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

*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. Increased visibility in local communities and involvement of faculty and staff in recruiting high school and community colleges will strengthen the cooperative relationship between the College and regional individuals and organizations.

D. Evaluation Procedures. Faculty participation in conferences, workshops, and programs sponsored the B.F. Smith Chair of Regional Development, Center for Community Development, Small Business Development Center, and Center for Business Research.

E. Actual Results of Evaluation. For 2003-2004, faculty conducted 36 workshops for local business and educational organizations. The Small Business Development Center counseled 314 clients, spending 864 hours in direct counseling.

F. Use of Evaluation Results. The College plans to increase the number of seminars and workshops offered. This will enhance the College’s recruiting efforts.
A. **Provide adequate faculty and staff development opportunities.**

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

*University Goal 3:* Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

*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.** Faculty will maintain currency in their disciplines by engaging in basic and applied scholarly research, participating in academic and professional conferences, and obtaining and maintaining professional certification designations.

D. **Evaluation Procedures.** Review of the number of faculty publications, participation in professional conferences, and professional designation certifications held. The percentage of faculty holding terminal degrees will also be analyzed.

E. **Actual Results of Evaluation.** For 2003-2004, three faculty members received doctoral degrees. Faculty members published 5 articles, attended 36 conferences, made 38 presentations at professional meetings, seminars, and conferences. Thirty-six percent of the faculty held professional designations (25 designations). Three faculty members renewed professional certifications. Three faculty members remained in doctoral programs and one faculty member achieved ABD status.

F. **Use of Evaluation Results.** The College plans to increase the funding available for faculty research and to assist faculty in obtaining terminal degrees.
VI. Student Outcomes

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<thead>
<tr>
<th>Student Outcome</th>
<th>Expected Results</th>
<th>Evaluation Procedure(s)</th>
<th>Actual Results of Evaluation</th>
<th>Use of Evaluation</th>
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</thead>
</table>
| 1. College of Business students will be prepared for job placement and business protocol. | 1) At least 75% of business graduates who return completed surveys will express satisfaction with the professional preparation they received at Delta State.  
2) At least 50% of the responding graduates who have applied for admission to a graduate school will report they were successful in gaining admission | 1) Graduating Senior Exit Survey  
2) Alumni Survey (on a scale of 1 to 5 (high to low), business majors will state, by assigning a ranking of 4 or higher, the extent to which their degree was helpful in their current position. | 1) Upon completion of their degree, each graduating senior completes the survey  
2) Approximately two years and five years after graduation, each graduate will be asked to complete the Alumni survey. | 1) Survey responses will be analyzed, and findings will be used to enhance/revise curriculum as appropriate. |
| 2. College of Business graduates will meet admission requirements of graduate schools of business. | At least 60% of the employers who respond to the Employers Survey will express satisfaction with the basic aptitude in common business practices and thorough knowledge and understanding in their areas of specialization, and overall performance of their DSU employees | Employers Survey | 1) Approximately two years after graduation department/division, chairs will mail surveys to employers of DSU graduates. (This information will be obtained from the Alumni Surveys.) | 1) Employer Surveys – Developmental Stage |
| 3. College of Business graduates should possess the ability to integrate the various business disciplines; and should have the ability to think critically. | 1) At least 70% of all undergraduate students taking MGT 499, the capstone course for undergraduate business majors will earn a grade of B or better on simulation projects and assigned presentations.  
2) At least 80% of all graduate students enrolled in MGT 695, the graduate capstone course for this program of study, will earn a grade of B or better on their final comprehensive project. | 1) The BBA Capstone course  
2) The MBA Capstone course | 1) Undergraduate majors will be required to take MGT 499, the capstone course for undergraduate business majors.  
2) Graduate majors will be required to take MGT 695, the graduate capstone course for the MBA program of study. | 1) Existing curriculum content for MGT 499, MGT 695 and prerequisite courses will be reviewed to identify where improvements and enhanced performance could be achieved. |

For 2003-2004, 93% of MGT 695 students earned a grade of B or better. 79 percent of the students enrolled in the MGT 499 earned a grade of B or better.
<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Expected Results</th>
<th>Evaluation Procedure(s)</th>
<th>Actual Results</th>
<th>Use of Evaluation</th>
</tr>
</thead>
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<tr>
<td>5. College of Business Graduates should possess strong interpersonal and communication skills.</td>
<td>1) At least 60% of the business majors will earn credit on the writing proficiency exam. 2) At least 75% of the College of Business majors enrolled in ENG 301 will earn at least a grade of “B.”</td>
<td>1) Business majors will be encouraged to register for ENG 300, the writing proficiency exam. Registration is optional because students can choose to enroll in ENG 301.</td>
<td>1) Business majors will be encouraged to register for ENG 300, the writing proficiency exam.</td>
<td>1) Students failing the Writing Proficiency Exam will take ENG 301. 2) Students will be encouraged to continually upgrade their communication skills by becoming active in campus and community organizations. Faculty will also consider implementing the Wall Street Journal in course work in addition to more classroom presentations.</td>
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<tr>
<td>6. College of Business graduate and undergraduate students must be literate in computer applications. They should be able to use various software applications, including word processing and spreadsheets.</td>
<td>1) At least 50% of all graduates will demonstrate adequate computer knowledge and skills as they take their course examinations and prepare their capstone course projects, as evidenced by teacher evaluations. 2) At least 80% of students enrolled in CIS 205 will earn at least a grade of “B” or better in the course.</td>
<td>1) CIS 600  2) MGT 695  3) CIS 205</td>
<td>1) CIS 600 and MGT 695 instructors will record students’ computer skills performance as they prepare projects. 2) CIS 205, the basic software computer course for business majors. For 2003-2004, 83% of students enrolled in CIS 600 earned a grade of B or better. 72 percent of students enrolled in CIS 205 earned at least a grade of B or better.</td>
<td>1) As technology evolves, all undergraduate and 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 the curriculum and appropriate courses will be offered through online delivery.</td>
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<tr>
<td>7. College of Business graduates should have completed an in-depth study of a major field of investigation while gaining the necessary skills required of all graduates.</td>
<td>At least 50% of the College of Business will score in the 50th percentile on the Major Field Achievement Test (MFT).</td>
<td>1) MFT</td>
<td>1) The MFT will be administered to students taking the MGT 499 and MGT 695, the undergraduate and graduate capstone courses. In Spring 04, MGT 499 students scored in 40th percentile and MGT 695 students scored in the 30th percentile on the Finance assessment indicator.</td>
<td>1) Existing curriculum content for business core courses will be reviewed to identify where improvements and enhanced performance may be achieved.</td>
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### Division of Management, Marketing, and Business Administration

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Specific Learning Outcome to be Measured</th>
<th>Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student utilization of technology in courses</td>
<td>Require students to use PowerPoint and other software for classroom presentations</td>
<td>Monitor the number of classes that require student use of technology</td>
<td>Increase use of technology in classroom</td>
</tr>
<tr>
<td>Increase student-on-student interaction</td>
<td>Require students to engage in in-class group exercises and discussions</td>
<td>Monitor the number of classes that require use of in-class and group exercises</td>
<td>Increase student-to-student interaction</td>
</tr>
</tbody>
</table>

### Department of Commercial Aviation

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Specific Learning Outcome to be Measured</th>
<th>Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student use of technology in their courses</td>
<td>Require CFI students to use PowerPoint presentations in their lesson presentations.</td>
<td>Monitor the grade given for presentation.</td>
<td>Increase use of technology in classroom</td>
</tr>
<tr>
<td>Increase student-to-student interaction</td>
<td>Use flight team and AHP members to tutor freshmen flight students.</td>
<td>Monitor grades in private ground class.</td>
<td>Increase student-to-student interaction</td>
</tr>
<tr>
<td>Unit Goal</td>
<td>Specific Learning Outcome to be Measured</td>
<td>Specific Means of Measuring the Outcome</td>
<td>Associated QEP Goal(s)</td>
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<tr>
<td>All students graduating will have basic problem solving and analytical skills.</td>
<td>Enhancing critical thinking skills and group communication skills.</td>
<td>Students work in groups on cases and projects and give class presentations. In addition, the peers in the class are asked to evaluate the presentation.</td>
<td>Student to student interaction is increased and student communication skills are reinforced.</td>
</tr>
<tr>
<td>All students graduating have basic computer skills.</td>
<td>Increase students’ ability to use technology.</td>
<td>Students complete projects on the computer using a variety of computer software (Excel, Access, Word, PowerPoint, Great Plains, general ledger software, TurboTax).</td>
<td>Use of technology in classroom activities and assignments.</td>
</tr>
<tr>
<td>All students graduating have opportunities to participate in three student professional organizations and two honor societies.</td>
<td>Increase students’ group interpersonal and communication skills.</td>
<td>Students participate in leadership roles and committee assignments.</td>
<td>Student to student interaction is increased and student communication skills are reinforced.</td>
</tr>
</tbody>
</table>
# Delta State University
## Annual Report
### For the 2003-2004 Academic Year

**I. College:** Business  
**Division:** Accountancy, Computer Information Systems and Finance  
**Interim Chair:** John P. Quon, CPA  

**II. Unit Data and Information for:**  
Bachelor of Business Administration - Accountancy (ACC)  
Bachelor of Business Administration - Computer Information Systems (CIS)  
Bachelor of Business Administration - Finance (FIN)  
Bachelor of Business Administration - Insurance and Real Estate (IRR)  
Master of Professional Accountancy (MPA), suspended  

### A. Enrollment by Majors  

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<td>149</td>
<td>133</td>
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<td>148</td>
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<td>191</td>
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<td>173</td>
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### B. Credit Hour Production:  

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C. Number of Graduates:

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D. Class Size

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E. Average of Grades Awarded

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F. Writing Proficiency Exam Results

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G. National Exam Performance

**Certified Public Accountants’ Uniform Examination**

The composite pass rate for Delta State University graduates in 2003 was 23.7% compared to 25.0% for all of the candidates in the State of Mississippi. Four graduates completed their examination requirements with one receiving the gold medal for having the highest grades and passing all four parts in first sitting. Commencing in April 2004, computerized testing was introduced, and candidates were allowed to sit for one part at a time.

H. Follow-up of Accounting Graduates

- **Accounting Alumni Database** – The list was maintained and coordinated with the University Alumni Association office to avoid duplicate and incomplete databases. The department uses the list for newsletter mailings and announcement.
- **Accounting Alumni Breakfast** – This breakfast was held on homecoming morning, November 1, 2003. Twelve alumni were present. Mr. Keith Crawford King was named the 2002-2003 Outstanding Accounting Alumni.
- **The fall 2003 issue of the Accounting Alumni Newsletter** was mailed to approximately 1,200 accounting alumni and friends of the Department. The newsletter provides updates on accounting alumni and faculty, solicits finds, and invites alumni to join the Accounting Alumni Association.

I. Other activities

**Student Relations**
• The Florene Eubank Campbell Johnson Memorial Scholarship was endowed at $20,000 by two of her family who were accounting graduates. Over $19,000 in scholarships were awarded to majors in the Division.

• Accounting Honor Society – recognizes outstanding academic achievement by students with an induction ceremony in the spring semester. Only students with a grade point average of 3.25 are invited to membership. Two members were inducted in spring 2004.

• Professional student organizations – The Division sponsors three student organizations to provide professional experiences for students:
  ■ Student Accountant and Business Administrators (SABA)
  ■ Association of Information Technology Professionals (AITP)
  ■ Financial Management Association

Each has a slate of student-officers who arrange for guest speakers and provide an opportunity to interact with business leaders and mentors. Average student attendance for the club meetings was 55, 25, and 15, respectively. SABA held a raffle of a donated outdoor grill, which provided funds for meals at monthly meetings, annual picnic held in the spring, and $2,000 in scholarships.

• Faculty recruit at community colleges and high schools, as well as through University-sponsored and IHL Board sponsored events.

• Faculty works with students to find suitable employment for them with area businesses, in the form of career placement, internships, and part-time jobs. Thirteen students performed six-hour internships during 2003-04.

• Division faculty served as Faculty Advisors for three student honor societies at DSU as follows:
  ■ Accounting Honor Society
  ■ Delta Mu Delta business honor society
  ■ Omicron Delta Kappa leadership honor society

Professional Community Relations

• DSU Accountancy faculty hosted a meeting of the Delta Chapter of CPAs which was attended by 115 local CPAs and staff.

• A DSU Accountancy faculty member served as treasurer of the Delta Chapter of CPAs.

• DSU Accountancy faculty serves on several committees for the Mississippi Society of CPAs.
• Mr. John Quon serves, by gubernatorial appointment, on the Mississippi State Board of Public Accountancy. He holds the position of Vice Chairman for the past two years.

• Mr. John Quon is a member of the Education Committee of the National Association of State Boards of Accountancy.

• DSU Accountancy faculty provides Continuing Professional Education opportunities for area CPAs.

• DSU Computer Information Systems and insurance faculties conducted seminars/workshops for local businesses and school districts.

• The Division maintains an active relationship with area accountants and computer technologists through the advisory boards. Meetings are held upon need that provides insights into the operations of the division and keeps practitioners abreast of the Division’s various curriculums. These advisory boards give the business community and our alumni information as to what is happening in the division and at DSU, and provides the division with a group of professionals from whom we can seek assistance.

J. Strengths, Weaknesses, and Potential Problems

Strengths

The strength of the Division is the teaching experience of the faculty. The average service at Delta State University is 11.8 years which speaks well for stability and continuity of the programs of study. Fifty-three percent of the faculty holds a terminal degree or is at the stage of all but dissertation. The remaining 47 percent hold a master's degree with at least 21 graduate hours in their respective field. All six accounting instructors hold a CPA license and three computer information systems instructors hold certification in their field.

Weaknesses

The lack of resources has hindered professional development and research. The faculty is struggling to keep abreast of innovations and developments within the academic area of the Division.

Financial constraints have hindered the recruitment and retention of doctoral faculty.
The Division of Accountancy, Computer Information Systems, and Finance has fifteen full-time faculty members and one administrator with a reduced teaching load. Seven members hold doctorates, and the remaining members are professionally qualified.

A. Faculty activities for 2003-04:

- John Quon, MBA, CPA - Interim Chair, Assistant Professor of Accountancy, and John Yurkow Distinguished Professor - continues to serve as the faculty secretary of Omicron Delta Kappa, the faculty adviser of Delta Mu Delta, and faculty representative to the DSU Foundation Board of Directors. He also serves on the University Academic Honors and Naming Committees, University Time Capsule Task Force, and the Union Board. He chairs the Accounting Scholarship Committee. Mr. Quon co-authored two research presentations. He attended four conferences and maintained his CPA license.

- Laurie A. Barfitt, MPAC, (ABD), CPA, CMA - Instructor in Accountancy - is on leave and continues her doctoral work at the University of Mississippi. She has passed her doctoral comprehensive examination.

- James O. Brown, MBA - Instructor in Insurance - presented two continuing education seminars for the Professional Insurance Agents. He serves on the University Attendance and Learning Services Committees. In addition, he is a member of both the College of Business and Finance Department Scholarship Committees.

- Henri “Lynn” Byrd, MBA - Instructor in Computer Information Systems - have developed all courses into web-enhanced courses using WebCT. She attended two workshops. She is a member of the University Courtesy and Attendance Committees. In the community she served on the Entrepreneurial Selection Committee for the Bolivar County Community Action Agency.

- Chad H. Denson, DBA - Associate Professor of Economics & Finance - made three presentations and was a discussant at two conferences. He serves as the faculty advisor for the Financial Management Association. He chaired the College Mission Statement Committee. In addition, he serves on the Finance Curriculum Committee and is the Library Liaison for Finance.

- Sharon K. Ford, PhD, CPA - Assistant Professor of Accountancy - has one article published in a research journal. She made three research presentations from papers she had co-authored. Dr. Ford serves on the University Attendance Committee and Graduate Council. She is a member of the College of Business Graduate Admissions Committee and serves as
the Library Liaison for the Division. She served on the Search Committee for the Dean. She attended two conferences and maintained her CPA license.

- James R. Gray - EdS, CCP, CDE, Assistant Professor of Computer Information Systems - is the graduation application advisor for CIS. He serves on the Business Core Committee in the College of Business. He has attended two conferences and was recertified by Institute for Certification of Computer Professionals.

- Orice “Darry” Hardy, PhD, CDE - Professor of Computer Information Systems and Coordinator of CIS - is the sponsor of the student chapter of Association of Information Technology Professionals (AITP). For the community he volunteers for computer workshops for Cleveland School District. He organized a fundraiser for an infirmed child of a DSU staff member.

- Walter “Val” Hinton, PhD - Professor of Economics & Finance - co-authored a presentation. He is a board member of Tri County Workforce. He serves on the University Athletic Committee and the College General Education Committee.

- Jerry T. Kandies, PhD, CCP - Associate Professor of Computer Information Systems - was selected as a DSU Faculty Technology Champion. He has authored and co-authored two presentations. He co-sponsors the student chapter of AITP. He is the Web Master for the College and Division. He serves on the University Computer Usage Committee and the Mission Statement Committee for the College.

- Eckward N. McKnight, Jr., ME - Instructor in Computer Information Systems

- Wayne N. Nix, DBA, JD, CPA - Assistant Professor of Accountancy - has two co-authored articles published in research journals. He serves on the University Faculty and Staff Benefits and General Education Study Committees. For the College of Business, he serves on the Graduate Curriculum Committee. Dr. Nix attended one conference and maintained his CPA and law licenses.

- Lisa B. Sandifer, MBA, CPA - Instructor in Accountancy – made two research presentations and co-authored four research presentations. She serves as the faculty sponsor to Student Accountants and Business Administrators club. Ms. Sandifer also serves on the University Courtesy Committee. She attended four conferences and maintained her CPA license.
• K. P. Sridharan, PhD - Associate Professor of Economics & Finance - co-authored a presentation. He serves on the University Library, Attendance, and the General Education Study Committees. For the College of Business, he serves on the Graduate Core Curriculum Committee.

• Mary H. Varner, MBA, CPA - Instructor in Accountancy - is the temporary replacement for Ms. Barfitt. She serves on the University Courtesy Committee. She is a CPA and holds a Series 7 Broker license.

• Vicki N. Webster, MBA - Instructor in Computer Information Systems - is continuing her doctoral work and will be taking her comprehensive examinations. She serves on the University Attendance, Student Organizations, and Quality Enhancement Planning Committees.

• William Tony Wilson, MBA, CIA, CCA, CMA, CIA - Assistant Professor of Accountancy— is the income tax information resource person to the general public and students. He co-authored two research presentations. He attended two conferences. Mr. Wilson maintains his CPA, CMA, CIA, CFSA, CCA, and SCEA certifications. He serves as one of the Faculty Senators for the Division. He is the sponsor of the DSU Accounting Honor Society, and Secretary-Treasurer of the DSU Accounting Alumni Association. He chairs the College of Business Scholarship Committee and serves on the College of Business Outcomes Assessment Committee. In addition, he serves on the University Attendance and Student Organizations Committees.

B. New Position Requested

None at this time

C. Changes of Status

• Dr. Darry Hardy was named Coordinator of Computer Information Systems.
• Dr. Wayne Nix has resigned his position of Assistant Professor of Accountancy.
• Ms. Laurie Barfitt returns from her leave of absence and will fill the budget position vacated by Dr. Nix.
• Mrs. Mary Helen Varner has resigned her position of Instructor in Accountancy.
• Mr. Jimmie Blount will fill the budget position vacated by Ms. Varner.

IV. Degree Program Additions/Deletions

The Curriculum Committee of the Department of Accountancy recommended the addition of ACC 477. Forensic Accounting, to the Accountancy Academic Major. The change was approved and will appear in the 2004-2006 catalog.
V. Division Goals for 2004

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

Institutional Goals: #1, #4, #6

Expected Results: Graduates will be better prepared to succeed in business.

Evaluation Procedures: Faculty, the curriculum committee, and students of the discipline will review parts of the degree program.

Actual Results: Accountancy faculty, Accountancy Curriculum Committee, and students made a recommendation for a course substitution within the degree program.

Use of Evaluation Results: Accountancy faculty, the Accountancy Curriculum Committee, and students made a recommendation to substitute CIS 235 for CIS 335 to enhance skills in PowerPoint presentations.

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

Institutional Goals: #1, #6

Expected results: Students must receive a “C” grade or better in computing and accounting courses.

Evaluation Procedures: Computing skills are used to complete writing and spreadsheet assignments in division courses. Homework problems utilizing computer skills are assigned on a frequent basis.

Actual Results: Students advancing to the higher levels must exhibit skills to warrant the minimum grade in each course.

Use of the Evaluation Results: Computing assignments will be required in courses taught within the Division.
Goal 3: Review the available resources to enable students to perform on-line research to prepare for licensure examinations.

Institutional Goals: #1, #6, #8

Expected Results: Graduates must possess research and communicative skills. They must be required to perform research that provides the basis for papers and oral reports in upper level courses. These exercises should parallel the procedures used in computer-based testing on the Uniform CPA Examination.

Evaluation Procedures: Students are required to justify their answers through cut and paste supporting passages in authoritative sources.

Actual Results: Students become familiar with various on-line databases which can also be used in the workplace as well as licensure examinations.

Use of the Evaluation Results: More research assignments may be required.

Goal 4: Expand communicative and group skills.

Expected Results: Graduates must develop communicative and group skills. Students are expected to respond in class.

Institutional Goals: #1, #10

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

Actual Results: Students earn higher grades becoming more adept with presentations.

Use of the Evaluation Results: Allow more student-student interaction.

Goal 5: Increase enrollment of quality students in the undergraduate programs.

Institutional Goals: #2, #10

Expected Results: Increased enrollment in programs offered by Division.
Evaluation Procedures: In departmental meetings, with support from professional organizations, recruitment procedures of the division are reviewed.

Actual Results: The division faculty meet with students and parents on visits within the state. Enrollment in the undergraduate program decreased due to demographics and the poor state of economy. However, the ACT score for an entering accountancy freshmen increased by nearly a point.

Use of the Evaluation Results: Recruiting efforts were increased. A database of high school counselors in the state was established.

Goal 6: Prepare students for job placement, business protocol, and community service.

Institutional Goals: #1

Expected Results: Students will be better prepared for job placement and business protocol.

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

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

Use of Evaluation Results: The professional development requirement will remain as part of the Intermediate Accounting course.
I. **Unit Title:** Commercial Aviation  
    **College:** Business  

**Unit Administrator:** Thomas N. Sledge

II. **Data and information for department:**

    **Mission Statement:** To provide for the educational preparation of our students for professional flight and non-flight positions in the airline/aerospace industry.

    - Undergraduate credit hour production decreased by 4 percent over the previous year.
    - The number of flight hours increased 2 percent.
    - Enrollment in graduate online courses remained steady.
    - The Department received funds from the Mississippi Legislature to purchase three new simulators. Delivery is to be in October, 2004. 

    **CAV News,** the departmental newsletter is being published once a year. The newsletter is mailed to over seven hundred alumni and parents of students.

III. **Personnel**

    **Noteworthy activities and accomplishments**
    Dr. Tommy Sledge and Dr. Julie Clark were awarded their terminal degrees in the Spring of 2004.
Dr. Sledge and Dr. Clark attended alumni meetings in Jackson, Greenville and Gulfport. 
Dr. Clark was elected Chair of the faculty senate. 
Dr. Clark was promoted to Associate Professor. 
A second A & P mechanic was hired full time to assist our present mechanic. As a result the number of aircraft grounded due to needed maintenance was substantially reduced. 
Mr. Charles Metcalf was appointed as a designated FAA examiner for the private pilot rating. 

**Recommended change of status (promotion/tenure/change in responsibilities)** 
None

IV. **Degree Program Addition/Deletions and/or Major Curriculum Changes** 
None

V. **Division/Department Goals for 2004**

A. **Commercial Aviation**

   A. **Unit Goal 1:**
      - Purchase a new video projector that can be used in room 128 and 129. This will allow faculty to do powerpoint presentations in the classrooms, improving the quality of instruction.

   B. **Method of Assessment:**
      Analysis of the Department Budget.

   C. **Results of Assessment:**
      - $17000.00 were allocated.

   D. **Improvements made as a result of assessment:**
      - Three new smart carts are on order.

   E. **Other Action Being Planned as a Result of Assessment:**
      - None

B. **Flight Operations**

   A. **Unit Goal # 1:**
      - Construct a new hangar at the airport.

   B. **Method Used for Assessment of Study:**
      Analysis of the Department budget

   C. **Results of Assessment:**
      - Funds were allocated but the bids exceeded the funds.

   D. **Improvements Made as a Result of Assessment:**
      - None

   E. **Other Actions Planned:**
Additional funds have been secured and the hangar has been rebid.

A. **Unit Goal 2:**
   Provide for a data transmission line direct from the airport to the campus to improve the efficiency of our accounting procedures.

B. **Method Used for Assessment:**
   - Analysis of the Department Budget.

C. **Results of Assessment:**
   - Funds were allocated

D. **Improvements Made as a Result:**
   - The airport now has internet and e-mail access.

E. **Other Action Being Planned as a Result of Assessment:**
   - None

**VI. Student Outcomes**

**Major:** Flight Operations  **Degree:** ...................... B.C.A.

A. **Student Outcome 1:**
   - Each graduate will be able to demonstrate the knowledge and skill associated with being a holder of a Commercial Pilot’s license.

B. **Expected Results:**
   - 80 percent of the students who take the Federal Aviation Administration Commercial Pilot Practical Test will pass the test on the first attempt.

C. **Evaluation Procedures:**
   - Review of results of the FAA Commercial Pilot Practical Test.

D. **Actual Results of Evaluation:**
   - Review of the results of the FAA Commercial Pilot Practical Tests taken by our students show that 94 percent of the students passed on the first attempt.

   **Date of most recent evaluation?** January, 2004

E. **Use of Evaluation Results:**
   - No changes necessary. This current goal will be continued for next year.
Major: Flight Operations

Degree: B.C.A.

A. **Student Outcome 2:**
   - Through oral presentations each graduate will be able to demonstrate knowledge of the fundamentals of instruction.

B. **Expected Results:**
   - 80 percent of the graduates will make a grade of B or higher in the senior capstone course, “Flight Instructor Ground & Flight”.

C. **Evaluation Procedures:**
   - Analysis of the grade distribution in the senior capstone course, “Flight Instructor Ground & Flight”.

D. **Actual Results of Evaluation:**
   - Analysis of the grade distribution revealed that 100 percent of the students who completed the course earned a grade of “B” or better in the course.

   **Date of most recent evaluation:** January, 2004

E. **Use of Evaluation Results:**
   - No changes necessary. This goal will be continued for next year.
Major: Flight Operations  
Degree: B.C.A.

A. Student Outcome 3:
- Each graduate will be able to demonstrate the knowledge and skill associated with being a holder of a Federal Aviation Administration Flight Instructor Certificate.

B. Expected Results:
- 80 percent of the students who take the Federal Aviation Administration Flight Instructor Practical Test will pass the Test on the first attempt.

C. Evaluation Procedures:
- Review of the FAA Flight Instructor Practical Test results.

D. Actual Results of Evaluation:
- Review of the results from the FAA written exams, showed that 92 percent of our students who took the FAA Flight Instructor Practical Test passed the test on the first attempt.

Date of most recent evaluation: March, 2004

E. Use of Evaluation Results:
- No change necessary. This goal will be continued for next year.
Major: Aviation Management  Degree: B.C.A.

A. **Student Outcome 1:**
   - Through class participation and written examination, each graduate will be able to demonstrate knowledge of the operation of Fixed Base Operations and the role they play in the aviation industry.

B. **Expected Results:**
   - 70 percent of the students who complete the course will make a grade of “B” or higher in the senior course, “Aviation Management”.

C. **Evaluation Procedures:**
   - Analysis of the grade distribution in the senior course, “Aviation Management”.

D. **Actual Results of Evaluation:**
   - Analysis of the grade distribution revealed that 100 percent of the graduates earned a grade of “B” or better in the senior course.

   **Date of most recent evaluation:** March, 2004.

E. **Use of Evaluation Results:**
   - No Changes necessary. This course is a spring semester only course.
A. **Student Outcome 2:**
   - Through class participation and written examination, each graduate will be able to demonstrate an understanding of the skills, knowledge, and attitudes that affect airport management.

B. **Expected Results:**
   - 70 percent of the students who complete the course will make a grade of “B” or higher in the senior course, “Airport Management”.

C. **Evaluation Procedures:**
   - Analysis of the grade distribution in the senior course, “Airport Management”.

D. **Actual Results of Evaluation:**
   - Analysis of the grade distribution revealed that 70 percent of the graduates earned a grade of “B” or better in the senior course.

   **Date of most recent evaluation:** April, 2004.

E. **Use of Evaluation Results:**
   - No changes necessary.
Major: Aviation Management  
Degree: B.C.A.

A. Student Outcome 3:
- Through class participation and written examination, each graduate will be able to demonstrate knowledge of the characteristics, scope, and economic significance of the aerospace industry.

B. Expected Results:
- 70 percent of the students who complete the course will make a grade of “B” or higher in the senior course, “Air Transportation”.

C. Evaluation Procedures:
- Analysis of the grade distribution in the senior course, “Air Transportation”.

D. Actual Results of Evaluation:
- Analysis of the grade distribution revealed that 36 percent of the graduates earned a grade of “B” or better in the senior course.

   Date of the most recent evaluation: April, 2004.

E. Use of Evaluation Results:
- Instructor of record has been changed.
Summary

1. Enrollment has continued to grow in the graduate online program.

2. Airline hiring came to an abrupt halt after the 9-11-01 incident. Our enrollment will hopefully remain stable for the next year as the airlines slowly return to profitability.

3. DSU’s aircraft maintenance program was visited by the FAA five times in 2003-2004. The program was rated as outstanding on each visit.

4. DSU students and pilots in the local area benefited from the ease and convenience of taking FAA written exams using the CAV Department’s computerized Testing Center.

QEP GOALS FOR 2004

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Specific Learning Outcome to be Measured</th>
<th>Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student use of technology in their courses.</td>
<td>Require CFI students to use PowerPoint presentations in their lesson presentation.</td>
<td>Monitor grade given for presentation.</td>
<td>Increasing use of technology in classroom.</td>
</tr>
<tr>
<td>Increase student on student interaction.</td>
<td>Use flight team and AHP members to tutor freshmen flight students.</td>
<td>Monitor grades in private ground class.</td>
<td>Increase student to student interaction.</td>
</tr>
</tbody>
</table>
I. Unit Title: Management, Marketing, & Business Administration    School: College of Business
Unit Administrator: Cooper Johnson

II. Data and information prepared by division:

Mission Statement:

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

- Off-campus credit hour production is expected to increase due to increased course offerings in Greenville, Clarksdale, Tunica, and other Delta communities.

- There was an average of 351 majors in the division.

- The division continues to offer an education program for Viking Range Corporation of Greenwood, MS.

- A majority of students used the services offered by Career Placement.

- All faculty members were involved in academic research, consulting, university service, or community service.

- Students continued to take advantage of internship classes.

III. Personnel

Noteworthy activities and accomplishments

All faculty members were involved in academic research, consulting, university service, or community service. Two additional faculty members, Dr. Garrett Ross and Ms. Kimberly Dean, were employed by the division. Faculty members served on university, college and division committees. Faculty members were actively involved in professional associations. Many faculty members engaged in community activities. Several faculty members provided training programs to the local community.
New positions requested with justifications:

One position is requested.  
One additional faculty member is needed to support EMBA, MBA, EBBA, and BBA programs.

**Recommend Change of Status (promotion/tenure):** No recommendations.

**IV. Degree Program Addition/Deletions:**

Division of Management, Marketing, and Business Administration continues to be extensively involved with course offerings for the Executive Bachelor of Business Administration program.

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

**V. Division Goals for 2003 and 2004**

**Goal 1:**

A. To employ one additional faculty member to support and enhance the EMBA, MBA, BBA, and EBBA programs.

B. **Institutional Goal which was supported by this goal:**  
Attract and maintain highly qualified and creative faculty skilled in teaching, service, research, and other scholarly activity. *(Institutional Goal #2)*

Maintain a strong graduate program which provides opportunities for advanced study and research in selected fields. *(Institutional Goal #4)*

Provide a curriculum that ensures majors are properly prepared in their chosen fields to complete licensure requirements, enter the work force, and continue advanced study in graduate or professional school. *(Institutional Goal #1)*

C. **Expected Results:**
   Competitive salary support and computing equipment support for this position.

D. **Evaluation Procedures:**
   Analysis of the Department budget.

E. **Actual Results of Evaluation:**
   The Division is currently attempting to hire one faculty member.

F. **Use of Evaluation Results:**
   This position will allow the Division to offer all required classes for the various degree programs without having to employ as many adjunct instructors.
Goal 2:
Improve computer skills for Division students.

A. Institutional Goal which was supported by this goal:
Improve computer literacy for all students by making computer services available and by facilitating the use of appropriate software packages in courses throughout the curriculum. (institutional Goal #6)

B. Expected Results:
Significant increase in computer requirements in curriculum.

C. Assessment Procedures:
Analysis of departmental syllabi for all courses.

D. Actual Results of Evaluation:
Many classes (undergraduate and graduate) require the use of specific software packages. Classes require written reports and/or research papers that must use word processing software and the Internet to conduct appropriate research.

E. Use of Evaluation Results:
Additional emphasis will be placed on the use of computers and software packages. Faculty will be encouraged to use computers in class assignments when appropriate.

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

A. Institutional Goal which was supported by this goal: Recruit students who can meet performance standards and contribute to the academic excellence of the University. (Institutional Goal #2)

B. Expected Results:
Increase enrollment in each academic area.

C. Evaluation Procedure:
Analysis of the Division's undergraduate majors.

D. Actual Results of Evaluation:
To continue this interest the Division developed brochures outlining career opportunities for graduates, course requirements for various majors, and listing faculty phone numbers of each faculty member. Brochures will be evaluated on a continuous basis. Plans were developed to work in conjunction with Recruitment and other departments on campus to recruit additional students.
E. Use of Evaluation Results:
Continued evaluation of Division programs to ensure appropriate offerings resulting in attracting additional majors. Review times were determined to help in the continued development of recruiting efforts for the Division.

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

A. Institutional Goal which was supported by this goal:
Recruit students who can meet performance standards and contribute to the academic excellence of the university. (Institutional Goal #5)

B. Expected Results:
The Division will offer night classes on campus and off-campus to students. Correspondence courses will be made available to students. Weekend classes will be offered on campus.

C. Evaluation Procedure: Analysis of the Division majors.

D. Actual Results of Evaluation:
Several off-campus classes were offered. The Division taught numerous weekend classes in the EMBA program and several classes for employees at Viking Range, Greenwood, MS.

E. Use of Evaluation Results:
The Division will continue to offer evening, off-campus, and weekend, and correspondence courses. Efforts will be made to increase the number of classes offered in each category.

Goal 5:
The Division will encourage all majors to participate in internship classes.

A. Institutional Goal which was supported by this goal:
Enhance educational experiences at all levels by providing student internships and other career development opportunities and by encouraging student research and other creative work. (Institutional Goal #1)

B. Expected Results:
Students will successfully complete all requirements of the internship program. Establishing and maintaining successful internship programs will be difficult because of downsizing by organizations.
C. **Evaluation Procedure:**
   Student performance in internship program. Monitor the number of students who enroll in the program.

D. **Actual Results of Evaluation:**
   Several students successfully completed the internship program. Demand by organizations for additional internship students is increasing.

E. **Use of Evaluation Results:**
   The Division will continue to work with industry to increase the opportunities for students interested in internships. Additional students will be encouraged to participate in the internship program. Internship programs will be used to build and maintain a close relationship with industry.

**Goal 6:**
Faculty is encouraged to engage and/or participate in service, research, and other scholarly activities.

A. **Institution Goal, which was supported by this goal:**
   Attract and maintain highly qualified and creative faculty skilled in teaching, service, research and other scholarly activities. *(Institutional Goal #2 & 3)*

B. **Expected Results:**
   Ninety percent (90%) of faculty will engage in service, research, and other scholarly activities.

C. **Evaluation Procedure:**
   Analysis of Division reports regarding service, research, and other scholarly activities.

D. **Actual Results of Evaluation:**
   All faculty were engaged and/or participated in service, research, and other scholarly activities.

E. **Use of Evaluation Results:**
   Faculty contributes to the community and advancement of their professions through research, service, and other scholarly activities. Faculty brought fresh ideas and experiences to the classroom as a result of scholarly activities. Skills were maintained and their activities allowed faculty to remain current in their fields of instruction.

**Goal 7:**
Ensure that all instructors incorporate appropriate use of technology and communication skills.

A. **Institutional Goal(s):** University Goals 1 and 6
B. **Expected Results:**
   1. All division classrooms will be equipped with a computer, Internet access, a computer projection device, and other audio-visual equipment as needed.
   2. All division classes will use the technology provided as appropriate.

C. **Evaluation Procedure(s):**
   1. Evaluating technology use documented in syllabi.
   2. Evaluating both formal and informal feedback from students.

**Goal 8:**
Maintain a comprehensive program of student advisement to increase student retention and graduation rates, including issuing up-to-date "advisement hints" to advisors and students and providing orientation for new advisors.

A. **Institutional Goal(s):** University Goal 10

B. **Expected Results:**
   1. A file documenting advisement will be maintained for each student.
   2. "Advisement hints" will be revised each semester.
   3. Chair will ensure completion of computerized applications for degree beginning in the students' junior year.

C. **Evaluation Procedure(s):**
   1. Analyzing problems which result in untimely graduation.
   2. Analyzing feedback from students.
VI. Student Outcomes

Major: Management and Marketing     Degree: BBA

Student Outcome 1:
By using a simulation the Management majors will demonstrate proficiency in integrating knowledge from all areas of business.

Expected Results:
A majority of students will make a "B" or better in the senior capstone course, "Strategic Management".

Evaluation Procedures:
Analysis of the grade distribution in the senior capstone course.

Actual Results of Evaluation:
A high percentage of students earned a grade of "B" or better in the senior course.

Use of Evaluation Results:
Changes have been made in the curriculum to improve the students' understanding of capital structure. This has been the area of greatest weakness. Additional time will be devoted to the discussion of capital structure.

Student Outcome 2:
Using a case oriented class, Marketing majors will demonstrate proficiency in integrating knowledge from all areas of marketing along with knowledge from Accounting, Economics, Finance, Management, and CIS.

Expected Results:
A majority of Marketing majors will make a "B" or better in the senior Marketing capstone course, "Marketing Management".

Evaluation Procedures:
Analysis of the grade distribution in the senior marketing capstone course.

Actual Results of Evaluation:
A lower percentage of students than expected earned a grade of "B" or better in the capstone course.

Use of Evaluation Results:
Changes have been made in the curriculum to improve the students' ability to integrate accounting procedures. This has been the greatest weakness. Additional time will be devoted to the discussion of basic accounting procedures. Guest speakers from the Department of Accounting and CIS will be used to address this weakness.
Student Outcome 3:
Management and Marketing majors will be encouraged to participate in internship classes.

Expected Results:
Management and Marketing students will successfully complete all requirements of the internship program. Establishing and maintaining successful internship programs will be difficult because of downsizing by organizations.

Evaluation Procedure:
Student performance in internship program. Number of students who enroll in the program.

Actual Results of Evaluation:
Several students successfully completed the internship program in 2004.

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

Student Outcome 4:
Graduates will find employment in their field.

Expected Results:
Many of the graduates will have found employment in the field within six months of graduation.

Evaluation Procedures:
Recent graduates survey questionnaire either by mail or phone,

Actual Results of Evaluation:
Funds were not available to survey students. Goal could not be assessed.

Use of Evaluation Results:
Results of this type of survey would provide critical information to instructors and Career Placement as to the skills employers are seeking in graduates. Also, the Division would be aware of which region of the country DSU students are finding employment. This information could assist with future placement efforts by the Division and Career Placement.
Major: Office Administration      Degree: B.B.A.

Student Outcome 1:
Each graduate majoring in OAD will demonstrate proficiency in managing and using office information systems (including intranets and the Internet) by completing an office simulation project.

Expected Results:
1. At least half of students enrolled in OAD 401 (Office Procedures) and 411 (Practicum) will earn a grade of B or higher.
2. Technology changes will expect to generate continued need for revision of both curriculum and delivery methods.

Evaluation Procedure(s):
Evaluation of the students' performance in OAD 401.
Ongoing evaluation of curriculum technological content.
Ongoing evaluation of course delivery methods.

Actual Results of Evaluation:
1. All OAD students enrolled in OAD 401 earned a grade of B or higher.
2. In an effort to maintain pace with office technology, inclusion of multimedia and Internet technology instruction into both curriculum and instructional delivery was continued.

Use of Evaluation Results:
1. Because of observed student enthusiasm, as well as the necessity to keep pace with business needs, multimedia and Internet technology instruction and practical application will continue to be part of the curriculum and delivery methods.
2. Students completed several projects and an office simulation project in which they demonstrated the ability to complete various office documents, including letters, memos, brochures, reports, flyers, and accounting records.

Student Outcome 2:
Each graduate majoring in OAD will demonstrate proficiency in preparing a variety of formats for business documents.

Expected Results:
1. For students enrolled in OAD 300, fifty words per minute will be achieved at 80 percent accuracy by 60 percent of OAD majors.
2. Seventy-five percent of the students who enroll in OAD 400 will make a B or higher.
**Evaluation Procedure(s):**
This goal will be assessed by evaluating OAD students' performance in OAD 300 and OAD 400.

**Actual Results of Evaluation:**
1. Due to schedule changes, no OAD 300 was offered during the calendar year.
2. Seventy eight percent of students enrolled in OAD 400 made a B or better.

**Use of Evaluation Results:**
Expected results for OAD 300 and OAD 400 will remain constant or improve.
Major: Business Education  
Degree: B.S.E.

Student Outcome 1:
Each graduate majoring in BED will demonstrate proficiency in managing and using office information systems by completing an office simulation project.

Expected Results:
1. It is anticipated that students will gain an understanding of the value of incorporating state-of-the-art technology into curriculum content delivery as well as applied learning tools in the classroom.
2. Students are expected to exhibit varying levels of technological expertise.
3. Students are expected to be more interested and involved in the learning process.
4. It is anticipated that 75 percent of BED students enrolled in OAD 401 (Office Procedures) will earn a grade of B or higher with 50 percent earning a grade of A.

Evaluation Procedure(s):
1. Evaluation of the students' performance in OAD 401 (Office Procedures), one of the BED capstone courses
2. Teacher observation of students' in- and out-of-class course-related activities

Actual Results of Evaluation:
All BED students enrolled in OAD 401 earned a grade of B or higher.

Use of Evaluation Results:
1. The use of technology to deliver course content will be continued.
2. The use of technology as applied learning tools in the course will be continued.

Student Outcome 2:
BED graduates will find employment in their field of study.

Expected Results:
It is anticipated that at least 85 percent of the BED graduates will have found employment in the field within six months of graduation.

Evaluation Procedure(s):
The Division conducted informal surveys of BED students, graduates, and employers to determine their perceptions of the program quality and content, as well as to determine the employment rate for BED graduates.

Actual Results of Evaluation:
1. The employment rate for BED graduates was 100 percent.
2. Informal communication with BED students and graduates revealed an expressed need for preparing our teachers to be highly technologically literate, given Mississippi State Department of Education's focus on including Tech Prep as an integral component of its educational initiative.
Use of Evaluation Results:

1. The BED/OAD Curriculum Committee will continue with meta-evaluation efforts to ensure program quality and relevance, as well as marketable graduates.

2. The BED/OAD Curriculum Committee will explore possible expansion of the program to offer endorsements in areas relevant to the tech prep initiative (i.e., marketing education, vocational education), as well as the traditional office procedures endorsement. The quality of instruction and the curriculum in this program will be continually assessed and refined to ensure conformity with guidelines and standards mandated by Mississippi State Department of Education, DSU School of Education, and accrediting entities (NCATE, SACS).

Summary:

1. The division offered ten on-line classes.

2. Faculty continue to be engaged in scholarly activities and community service.

3. Educational opportunities for all students improved by offering on-line classes.

QEP Goals for 2004-2005:

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Specific Learning Outcome to be Measured</th>
<th>Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student utilization of technology in courses</td>
<td>Require students to use PowerPoint and other software for classroom presentations</td>
<td>Monitor the number of classes that require student use of technology</td>
<td>Increase use of technology in classroom</td>
</tr>
<tr>
<td>Increase student-on-student interaction</td>
<td>Require students to engage in in-class group exercises and discussions</td>
<td>Monitor the number of classes that require use of in-class and group exercises</td>
<td>Increase student-to-student interaction</td>
</tr>
</tbody>
</table>
COLLEGE OF BUSINESS
GRADUATE PROGRAMS

ANNUAL REPORT

for

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

II. Data and Information for Department:

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

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>23</td>
<td>24</td>
<td>28</td>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td>MCA</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>EMBA</td>
<td>14</td>
<td>23</td>
<td>11</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Total Number of Graduates</td>
<td>37</td>
<td>53</td>
<td>43</td>
<td>50</td>
<td>62</td>
</tr>
</tbody>
</table>

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

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

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

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

III. Personnel

Noteworthy activities and accomplishments

- Dr. Moore was promoted to Dean, College of Business effective July 1, 2003.
- Ms. Carla Johnson was named Coordinator, College of Business Graduate Programs.
- Information about faculty members’ accomplishments can be found in each Departments’ or Divisions’ Annual Report.
- Ms. Johnson redesigned the Graduate Programs in Business web page.
- Student records have continued to be established and maintained on all students. Required Admission Status, Programs of Study, evaluations, test scores, and transcripts were updated.

New positions requested with justifications

None

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

None

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

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

V. Division/Department Goals:

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

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

B. Institutional Goal which was supported by this goal:

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

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

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

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

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

Unit Goal #2

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

B. Institutional Goal which was supported by this goal:

University Goal 2: Attract and retain qualified and diverse students, faculty, and staff.
University Goal 7: Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

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

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

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

**Unit Goal #3:**

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

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

*University Goal 1:* Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the 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. In addition, the ETS Business II MBA Exam (MFT) was administered to the MGT 695 (capstone course) during the Spring 2004 semester. This exam is designed to test students who have completed their MBA coursework and determine their level of proficiency.

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

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

**Unit Goal #4:**

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

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

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

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

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

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

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

Unit Goal #5

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

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

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

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

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

VI. **Student Outcomes**

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

### Student Outcome #1

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

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

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

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

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

### Student Outcome #2

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

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

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

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

**Student Outcome #3**

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

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

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

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

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

**Major:** Master of Commercial Aviation  **Degree:** MCA

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**Student Outcome #1**

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

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

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

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

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

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

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

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

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

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

Unit Administrator: John A. Conrad, Jr.

II. Data and information for department:

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<tbody>
<tr>
<td># of Clients</td>
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<tr>
<td></td>
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<tr>
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<td></td>
<td>307</td>
<td>272</td>
<td>285</td>
<td>310</td>
<td>142</td>
<td>421</td>
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<tr>
<td>Economic Impact on area</td>
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<td>$3,200,000</td>
<td>$4,515,000</td>
<td>$8,424,000</td>
<td>$8,575,000</td>
<td>$3,353,955</td>
<td>$3,909,147 (Estimated)</td>
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</table>

III. Personnel:

Noteworthy activities and accomplishments:

John A. Conrad:

- Began as Director April 1, 2003
- Received Counselor Certification - May, 2003.

Glendscene Williams:

- Began as Business Counselor July 1 2003.
- Began Doctorate Program August 2004
- Board Member of the AmeriCorps VISTA
Margaret M. Deters:

- Received Bachelor’s Degree December 2003.
- Began Master’s Program August 2004.

IV. Goals/Students Outcomes Assessments

Unit Goal 1:

- To provide “one-on-one” business counseling assistance to current and potential small business owners and managers in an effort to improve the prospects for success in today’s complex business environment.

University Goal:

- Strengthen the cooperative relationships with business and industry, service organizations, and other institutions.

Expected Results:

- The U.S. Small Business Administration, in conjunction with the Mississippi Small Business Development Center Network office, prepares numerical counseling goals for each quarter. They were for FY 2004:

<table>
<thead>
<tr>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>60</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

In addition, the Small Business Development Center is given a goal of 864 hours/year for counseling with clients.

Assessment Procedures:

- The Small Business Development Center keeps a “request for counseling” form, signed by the client, on file for each client. From this, each client is given a unique number for statistical purposes. In addition, each client is given an independent counseling evaluation at the conclusion of the counseling session. To insure that the Center reaches out into the entire area it influences, the Center maintains demographic records in clients who utilize the Center.
Actual Results:

During Delta State’s Fiscal Year the Small Business Development Center counseled 314 clients. This represented 186% of the planned goals for the year. The Center spent 595.90 hours in direct counseling with clients. In addition, over 25% of the Center’s total available operating time was given to the function of direct client counseling.

To insure that the Center is maximizing its potential for reaching clients throughout the Center’s sphere of influence, a breakdown on percentage of clients by county appear as follows:

<table>
<thead>
<tr>
<th>County</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolivar</td>
<td>42%</td>
</tr>
<tr>
<td>Carroll</td>
<td>1%</td>
</tr>
<tr>
<td>Coahoma</td>
<td>8%</td>
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<tr>
<td>Desota</td>
<td>1%</td>
</tr>
<tr>
<td>Grenada</td>
<td>5%</td>
</tr>
<tr>
<td>Hinds</td>
<td>1%</td>
</tr>
<tr>
<td>Holmes</td>
<td>1%</td>
</tr>
<tr>
<td>Humphreys</td>
<td>2%</td>
</tr>
<tr>
<td>Leflore</td>
<td>2%</td>
</tr>
<tr>
<td>Montgomery</td>
<td>1%</td>
</tr>
<tr>
<td>Okitibbeha</td>
<td>1%</td>
</tr>
<tr>
<td>Sharkey</td>
<td>1%</td>
</tr>
<tr>
<td>Sunflower</td>
<td>11%</td>
</tr>
<tr>
<td>Tallahatchie</td>
<td>1%</td>
</tr>
<tr>
<td>Quitman</td>
<td>2%</td>
</tr>
<tr>
<td>Tunica</td>
<td>1%</td>
</tr>
<tr>
<td>Washington</td>
<td>7%</td>
</tr>
<tr>
<td>Yalobusha</td>
<td>2%</td>
</tr>
<tr>
<td>Yazoo</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

The Center received counseling evaluations from 63% of its clients. The evaluation results were as follows:

1. Were you in business when you came to the SBDC? Yes – 47  No – 49
2. Did your request receive prompt attention? Yes – 93  No – 1
3. Did your counselor give you specific recommendations? Yes – 95  No – 0
4. Did your counselor have the skills to advise you? Yes - 96  No – 0
5. Did the counselor give you time to express your concerns? Yes - 75  No – 0
6. Would you use the SBDC again? Excellent - 80
7. Please rate the business assistance services received. Very Good - 15
8.                   Good - 2
9.                   Fair/Poor - 0
Use of Results:

- Client evaluations and Center appointment logs indicate that a potential client must wait an average of 0-1 day to gain an appointment with the Center Director.

- The largest percentages of clients who utilize the DSU-SBDC are from Bolivar County. To better serve the entire Center population, Director John A. Conrad, Jr., concentrated on having more seminars in those counties to increase the Center’s presence in those areas. We have had an increase in each outlying county from the previous year and have picked up clients in Coahoma, Grenada, and Washington counties.

- Minority citizens make up 78% of the DSU-SBDC service area population, yet only 57% of the Center’s clients are classified as traditional minorities. (White females are not included in this total, although they are classified as a minority under most federal/state programs). Minority percentages are much higher for workshop attendance. The percentage of minority clients has also risen dramatically from this point last year.

- Veteran attendance has improved greatly. 13% of those attending workshops were veterans.

Unit Goal 2:

- To offer and make available training sessions, workshops, seminars, and conferences to the general public to keep small business owners, managers, and employees up to date in a variety of small business topics.

University Goal:

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

Expected Results:

- Goals set by the U. S. Small Business Administration and the Mississippi DSU-SBDC network for the DSU-SBDC for FY 2005 are six (6) training events per quarter for a total of 24 events for the year. In addition, a goal was set to meet a total of 240 attendees, spend 48 hours in direct training, and 160 hours in preparation.
Assessment Procedures:

- An evaluation is given to each participant who attends a training event. Composite results of these evaluations are reported to the U. S. Small Business Administration and the MSBDC network office. An annual composite is drawn for future planning purposes. The evaluation includes a section asking what future training would be most beneficial to the respondent.

- The DSU-SBDC also works within the structure of existing chambers of commerce to provide training to the small business community. Annual planning meetings with chamber leadership will help to insure that the types of training programs meet the small business community needs.

Actual Results:

- Year to date in FY 2004, the Center has sponsored or participated in several meetings with area economic development organizations. In addition, the Center Director made presentations to groups interested in small business development.

- The Director serves as a member of the Cleveland – Bolivar County Chamber of Commerce, Team Cleveland Board Member, Media Relations Board Member, Chairperson for the Business Retention and Expansion Advisory Board, College of Business Advisory Board, MS Delta Technology Council Board, Bolivar County Community Action Agency Entrepreneurial Advisory Board, and MACE Women’s Business Center Board.

- The Center also assists other economic development agencies such as Mississippi Department of Economics and Community Development, North Delta Planning and Development, Delta Council, Mid-Delta Empowerment Zone, the Enterprise Corporation of the Delta, and the Mid-Delta Workforce Alliance.

- The DSU-SBDC establishes relationships with area bankers through personal contacts, attending SBA conferences, and DSU-SBDC publications.

- The Center has published advertisements regarding our services and workshops in local papers numerous times. The SBDC also utilizes PSA’s and has submitted a Press Release to area publications and radio stations.

Use of Results:

- The Center is making progress in establishing itself as the premier service delivery system for the small business owner, or entrepreneur. The Center is
always looking for unique ways to leverage its resources by partnering with other groups or by working more efficiently.

- Bank referrals are an effective way of bringing clients into the Center and seem to be increasing monthly. Maintaining a working relationship with the lenders at these institutions will provide valuable services to clients.
- The DSU-SBDC must continue to generate media coverage to the public. The Center should seek new ways to participate in radio and television programming, generate press releases, and sponsor events of public interest.

**Actual Results:**

The number of attendees for training events this year totaled 421, which is an increase from last year.

**Use of Results:**

- Because evaluations and contact with community leaders direct the types of training presented, the demand for training events continues to be high. Limited physical resources within the DSU-SBDC often limit increases in the number of workshops offered. This situation causes the Center to make the most efficient use of resources available. Workshop topics have included procurement, customer service, accounting methods, business plans, and market research.
- The DSU-SBDC strives to meet the needs of all segments of the population in which it serves. To address the need for training within minority and women groups, the DSU-SBDC partners with organizations such as; the Tri-County Workforce Alliance, the Mississippi Department of Economic and Rural Development’s Minority Division, the Small Business Administration’s Women’s Business Ownership Program, MACE Women’s Business Center, and Bolivar County Community Action Agency, Inc. Entrepreneurial Program.

**Unit Goal 3:**

- To serve as a resource to small business owners, managers, and other economic development entities by creating partnerships that satisfy both program needs and financial support.

**University Goal:**

- Coordinate more effective relationships with business and industry, service organizations, and other institutions involved with the community and economic development process.
Expected Results:

- To make the DSU-SBDC the premier service delivery system to Delta area small business owners, managers, and potential entrepreneurs through partnerships with other service providers, contact area economic development organizations, and promote our services to the general public.

Assessment Procedures:

- The DSU-SBDC records all meetings and events in which the Center takes an active participating role. The Center also records all media requests and subsequent coverage of newsworthy events.

- The DSU-SBDC informally polls clients to locate from what source the client learned of the DSU-SBDC and the services that the Center provides.