

STATE UNIVERSITY OF WEST GEORGIA 2003-2004 ANNUAL REPORT

DEPARTMENT OF MARKETING & REAL ESTATE

I. University Mission Statement: The State University of West Georgia, a charter member of the University System of Georgia, is a selectively-focused, comprehensive institution providing undergraduate and graduate public higher education in arts and sciences, business, and education, primarily to the people of West Georgia.

West Georgia offers a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It is also a major provider of graduate education at the master's and educational specialist's levels; further, a cooperative doctoral program is offered on West Georgia's campus. In addition to being accredited as an institute of higher education, the University earned national accreditation or recognition in most undergraduate and graduate fields of specialization.

The purpose of West Georgia is to provide opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good. The University aspires to preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

II. Richards College of Business Mission Statement: The primary mission of the College is to provide quality professional education, built upon a common body of knowledge, in various functional areas to prepare students for positions of leadership in business administration and in business education.

III. Department Mission Statement: The Department of Marketing and Real Estate provides excellent professional education in a personal environment to prepare students for positions in the field of marketing and real estate.

In addition to the primary mission of quality education, we are committed to:

1. Providing exemplary service to business, government and the University with respect to consulting, employee training, and management development; and
2. Encouraging professional development through workshops, consulting, research, and scholarship.

IV. Departmental Statement of Goals, Processes to Assess These Goals, and Assessment Results:

A. Marketing and Real Estate Departmental Goals: The State University of West Georgia (UWG) has established "bread and butter" goals and "visionary" goals. Details on these goals can be found at the following links: [UWG Bread and Butter Goals \(BBG\)](#) and [UWG Visionary Goals \(VG\)](#). The relationship between the Marketing and Real Estate Department goals and the university goals is indicated in parenthesis.

- Goal 1** **Marketing/Real Estate Graduates.** Students completing the baccalaureate program with a major in Marketing or Real Estate will be able to demonstrate a satisfactory understanding of the theoretical knowledge in their selected field and its application to business situations. They will achieve an above average success rate for the graduates on professional certification examinations (where appropriate), and will be adequately prepared for the job market and/or graduate school.(**BBG3; BBG7; BBG9**)(**VG4; VG5**). The department will make every attempt to place graduates in professional jobs with average starting salaries or in graduate programs. (**BBG4; BBG7**) (**VG5**).
- Goal 2** **Marketing/Real Estate Majors.** Departmental faculty will develop strategies for attracting high quality students to the Marketing as well as Real Estate programs. As of Spring 2003, there were a total of 544 majors. Numerical goal, 570 majors by Spring 2004. (**BBG2**)
- Goal 3** **Undergraduate Research.** Strongly encourage all faculty members to work with undergraduate students on research projects (either as class projects or as independant study), and to find a forum to present/publish these research projects including the "Big Night" competition on campus, professional conferences, and journals. (**BBG3, BBG5, BBG9, VG1**)
- Goal 4** **Innovations in Professional Preparation.** The department will strongly encourage innovative methods of professional preparation for our students, and ways of linking this with service to the community. For example, marketing majors in the capstone course Marketing Management (MKTG 4870) do a marketing plan for a local non-profit organization. Students in Marketing Research (MKTG 4808) often do an actual research project for a local organization. Students in Residential Appraisal (RELE 4706) are taken on a field trip to the court house and city hall to become familiar with sources of information, and appraise a local property. The department will also develop strategies to increase the level of student participation in interships. In 2002-2003 thirteen interships were completed through the department. Numerical goal, 15 for the year 2003-2004. (**BBG7, BBG8, VG5**)
- Goal 5** **Technology Across the Curriculum.** The Marketing and Real Estate Department will continue to effectively utilize cutting-edge technology in the classroom and in research, as well as to develop specific courses that blend the use of technology with our disciplines (**BBG3, BBG9, VG4**). For example, Electronic Marketing (MKTG 3810) blends internet usage with the Marketing Discipline, Real Estate Research on the Internet (RELE 3711) blends technology use with Real Estate, and Business Research (MKTG 3808) emphasizes the use of the web and statistical software in conducting secondary and primary research (**BBG9, VG4**). Additionally,
- i) A majority of faculty will use some form of multimedia in class
 - ii) A majority of faculty will have course syllabi and all powerpoint presentations accessible online.
 - iii) all students taking Marketing 3808, 3804, 3810, 4808, 4820 and Real Estate 3711, 4706 will complete computer related projects
 - iv) At least 80% of all Marketing and Real Estate classes will require student presentations.
 - v) Marketing and Real Estate faculty will be encouraged to attend workshops or conference presentations related to the effective integration of technology into the classroom.

- Goal 6 Curriculum Issues.** The Marketing and Real Estate Department will maintain a high level of academic excellence in the classroom, by
- i) providing the best possible undergraduate and graduate learning experiences to our students, with a comprehensive and up-to-date content, a personal environment, and a research orientation (**BBG2R;BBG3;BBG5;BBG6**) (**VG1;VG4;VG5**) .
 - ii) encouraging faculty to bring innovative teaching methods into the classroom and to provide instructional tools that promote critical thinking at all levels of course instruction (e.g., case presentations, real life problems and solutions, computer simulations, methods designed to improve written and oral communications, active learning, and ethics and multicultural content).(**BBG3;BBG5;BBG6**)(**VG5**)
 - iii) providing professional development and an opportunity to get on-the-job experience through cooperative programs and internships (where appropriate), and student consulting projects (e.g., senior projects in MKTG 4870). (**BBG2; BBG4; BBG7**) (**VG5**)
 - iv) providing flexible course delivery using a variety of media, including distance and on-line learning where appropriate (**BBG3;BBG5;BBG6**) (**VG5**)
 - v) Providing quality advising and mentoring (**BBG1; BBG2; BBG6**) (**VG3; VG5**)

The degrees and courses offered by the Marketing and Real Estate Department will be carefully reviewed by the department Curriculum Committee (consisting of all tenure track faculty members). Any changes will be forwarded to the Faculty Senate via the college and university committees during the Fall Semester. (**BBG3**)

- Goal 7 Faculty Development Activities.** To maintain and improve their capacity for effective teaching and research, the faculty will attend workshops, seminars, training programs, conferences and other events. Specific goal: each faculty member will devote at least 40 hours to such faculty development activities during the year. (**BBG3, BBG6, VG4**)

- Goal 8 Research, Publication and Professional Development.** Departmental faculty will be engaged in research, publication, and other professional activities (**BBG3, VG1**). Specifically, all faculty members will be encouraged to:
- i) attend academic/professional conferences.
 - ii) present research papers at academic conferences.
 - iii) publish (or have accepted for publication) an average of one article per faculty member.
 - iv) submit grants to internal or external sources.

- Goal 9 Maintenance of a Georgia Chamber of Commerce website.** The Marketing and Real Estate Department will continue to provide a vital service to the state economy by maintaining the Georgia Chamber of Commerce website. Every effort will be made to publicize this website and to keep it updated. The departmental faculty will also continue to present programs in the Chamber of Commerce Leadership Academy (**BBG7, BBG8**)

- Goal 10 International Aspects.** The department faculty will continue to offer international business and marketing courses and will integrate international and multicultural concepts in a variety of marketing and real estate courses (**BBG3, BBG5**). In addition, the department will develop an international program in conjunction with the Management Department which will be offered for the first time in Summer 2004. One faculty member from the department will be primarily involved with this program and the department will provide limited funding for the first year. (**BBG2;BBG3; BBG8**) (**VG5**)

- Goal 11 Faculty Recruitment.** The department will conduct national searches to find replacements for the vacant chair position as well as for any other vacancies that come up

during the year. Every attempt will also be made to obtain an additional faculty position in order to continue to adequately support the increasing numbers in the business research class as well as in majors and overall credit hours. This additional position is essential if the department is to continue the present level of excellence in the classroom and the emphasis on research and technology.

B. Processes to Achieve Departmental Goals (2003-2004)

Goal 1

- i) maintain a current and relevant curriculum and advise each student to take courses appropriate to his/her desired career/academic interests.
- ii) require that all majors take public speaking, basic computer and other skills-oriented courses
- iii) conduct a comprehensive term project in the capstone Marketing Management course which assesses their knowledge of Marketing and its application to business situations.
- iv) help in the job placement/graduate school selection process by helping students find internships and jobs, writing recommendation letters, giving them guidance and information and by other means.

Goal 2

- i) maintain informative and attractive promotional materials for the Marketing and Real Estate degree programs.
- ii) maintain an attractive and informative department website.
- iii) provide students adequate opportunities to discuss academic and career goals with faculty.
- iv) hire faculty devoted to high quality teaching and research with an ability to relate to students.
- v) provide incentives in the merit evaluation process for faculty to excel in teaching

Goal 3

- i) encourage students in upper division courses to participate in undergraduate research by requiring a paper or research project as part of the class requirements.
- ii) provide Marketing and Real Estate Department Student Research Awards to students participating in the "Big Night" competition.
- iv) provide incentives in the merit evaluation process for faculty who work with students in undergraduate research.

Goal 4

- i) encourage faculty to include a marketing plan for a local organization in the Marketing Management class, do a 'real life' research project in Business Research and an appraisal of a home in the residential appraisal class.

- ii) assist students in locating internship opportunities and provide incentives in the merit evaluation process for faculty who work with students on internships.

Goal 5

- i) the departments merit evaluation process will encourage the utilization of technology in the curriculum and in teaching methodologies.
- ii) faculty will be encouraged to take part in UWG as well as external technology training opportunities.
- iii) technological knowledge and expertise will be a consideration in hiring any new faculty members.
- iv) faculty will be encouraged to use multimedia in class and to have course syllabi and all powerpoint presentations accessible online.
- v) faculty will be encouraged to use computer related project, especially in Marketing 3808, 3804, 3810, 4808, 4820 and Real Estate 3711, 4706 as well as to have student presentations.

Goal 6

- i) The degrees and courses offered by the Marketing and Real Estate Department will be carefully reviewed by the department Curriculum Committee and every attempt will be made to maintain an up-to-date and comprehensive curriculum.
- ii) faculty will be instructed on advisement issues, and the advisement process will be structured in a way that ensures student satisfaction and quality advising.
- iii) incentives will be provided in the merit evaluation process to encourage faculty to bring Innovative teaching methods into the classroom and to use pedagogical tools that promote critical thinking at all levels of course instruction.

Goal 7

- i) faculty will be encouraged by the Chair to attend on-campus faculty development activities such as those sponsored by the Center for Distance Education.
- ii) when possible, department and College of Business travel funds will be used to support faculty development activities at off-campus sites
- iii) faculty development activities will be supported by the merit policies of the department.

Goal 8

- i) the main priority for the use of travel funds available to the Department will be to support academic research activity.
- ii) faculty will be encouraged to seek other sources of funds to support academic research including UWG Learning Resource Grants, external grants, and discretionary funds that might be available to the Dean of the Richards College of Business.

- iii) course scheduling for faculty will be arranged to allow time to conduct academic research.
- iv) graduate assistants will be utilized in support of academic research.
- v) when filling vacancies in the department, attention will be paid to the research and publication potential of the applicants.
- vi) faculty research activities will be supported by the merit development policies of the department.

Goal 9

- i) the faculty member designated as webmaster will be given credit for this activity in the merit evaluation process in the service category.
- ii) graduate assistants will be utilized in support of this activity where appropriate.

Goal 10

- i) the department will offer international business and marketing courses and will integrate international and multicultural concepts in a variety of marketing and real estate courses.
- ii) the department will encourage its faculty to participate in international studies programs (provide financial support, release time, etc.)
- iii) if adequate resources are available, the department will provide financial support to qualified students in the International Summer Studies Program.
- iv) Faculty involved with the International Business Summer Studies Program will recruit for the program at West Georgia, and at other institutions.

Goal 11

- i) the department will provide convincing evidence to the Dean of the College of Business and to the Vice President for Academic Affairs of the need for an additional full time faculty member in Marketing.

C. Assessment of Departmental Goals (2003-2004)

Goal 1

All Marketing majors are required to complete courses in Principles of Marketing, Business Research, Consumer Behavior, Marketing Management, Strategic Management and at least 4 marketing electives. To receive a degree these students must achieve a minimum of 2.0 average G.P.A and no more than one D in these major course requirements. They are required to complete term projects in the research class, the consumer behavior class, and all the Marketing Electives. Just before graduation, they are required to complete comprehensive projects in both the Marketing Management and the Strategic Management classes. All Real Estate majors are required to complete courses in Principles of Real Estate, Business Research, Strategic Management and 6 Real Estate electives. To receive a degree these students must achieve a minimum of 2.0 average G.P.A and no more than one D in these major course

requirements. They are required to complete term projects in the research class, and all the Real Estate Electives. Just before graduation, they are required to complete a comprehensive project in the Strategic Management class. Graduating students in both majors therefore have demonstrated a satisfactory understanding of the theoretical knowledge in their selected field and its application to business situations. Exit interviews and a survey of recent graduates indicated that a majority had found jobs in the appropriate field either before or within a few months of graduation. 76% also indicated an interest in pursuing a graduate degree.

Goal 2

Total number of Marketing majors/premajors at the end of Spring 2004 stood at 461, up from 448 in Spring 2003. Total number of Real Estate majors/premajors at the end of Spring 2004 stood at 135, up from 96 in spring 2003. The total increase in majors was from 544 to 596. The goal of 570 was therefore exceeded. In addition, the number enrolled in classes and the student credit hours in both Marketing and Real Estate courses also showed a substantial increase. The number of students enrolled in classes increased from 1672 in spring 2003 to 2020 in Spring 2004 and total student credit hours increased from 5016 in Spring 2003 to 6060 in Spring 2004.

Goal 3

All students in the Business Research classes (MKTG 3808) completed research projects, which included research design, secondary and primary data collection, analysis, write-up and presentation. All students in the Real Estate Research on the Internet (RELE 3711) classes also completed a research project. Two Real Estate majors (sponsored by Dr. Burton) participated in the RCOB "Big Night" competition. This presentation won the competition at big night and was therefore also presented at the University "Big Night". This goal was therefore met and exceeded.

Goal 4

Marketing majors in each of the capstone courses (MKTG 4870) did a marketing plan for a local non-profit organization. These plans were presented to representatives of the organizations who expressed a high level of satisfaction with the plans and the professionalism of the students. Students in Residential Appraisal (RELE 4706) are taken on a field trip to the court house and city hall to become familiar with sources of information, and appraise a local property. 17 Marketing majors obtained internships during the year. This was up from 13 for 2002-2003, and exceeded our numerical goal of 15.

Goal 5

100% of the faculty used some form of multimedia in the classroom. All course syllabi and all powerpoint presentations were available online. All students taking Marketing 3808, 3804, 3810, 4820 and Real Estate 3711, 4706 completed computer related projects and required student presentations. . Two faculty members Ms. Rickard and Dr. Haynes developed syllabi for online courses in Consumer Behavior and Principles of Real Estate. Both these course proposals won a competition organized by the VPAA and both faculty members were awarded laptop computers. The technology committee also funded a proposal for a digital camcorder to be used mainly in the Personal Selling (MKTG 3801) class

to record student sales presentations and have them available online for review and critique. This goal was therefore fully met and exceeded.

Goal 6

The curriculum committee updated several course descriptions and numbers. They also discussed curriculum issues in light of departmental goals and feedback from graduating students. Advisement instructions were circulated to the faculty with updates every semester, and major advisement issues were discussed with all faculty members. Two faculty members also attended an advisement review session presented by the Assistant Dean Mr. John Wells. Majority of the students were advised by the Chairman, with almost no confusion or misadvisement. Students expressed a high level of satisfaction with the advisement process and the class offerings. Several graduating seniors named departmental faculty as mentors. All faculty members had some innovations in their courses for a total of 21 teaching innovations in the department. This goal was therefore fully met.

Goal 7

All full-time tenure track faculty members devoted at least 40 hours to some form of faculty development activities during the year. Dr. Burton received a National Excellence in Leadership Award from the State Congressman, sponsored by the Ambassadors of Peace in Washington D.C. Dr. Burton and Dr. McIntyre both received the Annual Faculty Service Awards from the Richards College of Business. Dr. Burton led four Chamber of Commerce Leadership Workshops, and was the featured speaker at Georgia Real Estate Appraisers Board. He also completed an appraisal of a \$18 million proposed student housing Project at the State University of West Georgia for Synovus Bank. Two faculty members were student organization advisers and there were 16 departmental committee assignments, 13 College of Business Committee assignments, 12 University committee assignments and 9 Consulting assignments. This goal was therefore fully met and exceeded.

Goal 8

Departmental faculty had a total of three refereed journal articles accepted for publication. Although this was below the goal of one per faculty member, it has to be kept in mind that last year this goal was far exceeded with 7 journal articles accepted. The average over two years therefore was one per faculty member. All faculty members are currently working on research articles and we expect the number of acceptances to be higher than one per faculty member for next year. Two faculty members presented a total of three articles at conferences, two of which were published in the proceedings. One of these articles won the best paper in track award. Two out of four faculty members attended academic conferences and one was a session chair. Two others received various grants during the year for a total amount of \$3898. One of the faculty members presented a student research paper at the 'Big Night' competition and won the best paper award. Overall therefore the research goals were met.

Goal 9

The Georgia Chamber of Commerce website was updated regularly and appears to be successfully meeting the needs of the business community judging by the number of 'hits' and enquires. Dr. Burton developed a website showing Real Estate Research concerning Market Data on rental rates

and sales in Carroll County. This data was also presented at the Economics Forecasting Breakfast. This goal was therefore fully met and exceeded.

Goal 10

Both the graduate and undergraduate international business courses (MKTG 6820/4820) were offered during the year, with high enrolments. The Graduate class was approved as a required class in the MBA curriculum and will be offered every summer. Most other marketing courses also included an international and multicultural component. Dr. McIntyre helped organize and will teach courses in the International summer studies program. 13 marketing majors have signed up for this program. A \$500 scholarship was offered by the department for qualified students participating in this program. This goal was therefore met and exceeded.

Goal 11

The search for a department chair was postponed for one year. A well qualified faculty member was recruited for the temporary position to teach mainly Business Research. Three classes were taught by well qualified part-time faculty members this year. Two new lecturer positions were created for next year (2004-2005), and individuals with academic teaching experience and professional qualifications were recruited for these positions. With elimination of the part-timers, this will add a total of 5 sections next year. These are needed because of the increasing enrollments in the Business Research classes as well as in other marketing courses. We will still need at least a part-time person to handle the increased enrollments for Spring 05. With the addition of the two lecturer positions we will have a majority of marketing electives taught by non-tenure track faculty. In the near future therefore we see a need for a new tenure track position in Marketing. However, with the addition of the lecturer positions, this goal was fully met for this year.

V. Departmental Statement of Curriculum Learning Outcomes, Processes to Assess The Outcomes, and Assessment Results:

A. Curriculum Learning Outcomes Common to Both Marketing and Real Estate Majors:

- 1. Communicate effectively in oral presentations and in writing.**
- 2. Apply basic quantitative skills to business problems.**
- 3. Have basic computer proficiency in the use of operating systems, word processing, spreadsheets, and data bases.**
- 4. Have a working knowledge of political, legal, global, and ethical considerations that affect economic environments and business decision making.**
- 5. Understand the basic concepts and principles of management and organizational behavior.**

6. **Integrate skills and concepts from the common body of knowledge, bringing them to bear upon the critical analysis of business/economic issues and problems.**

B. Processes to assess the outcomes applicable to both Majors:

1. All students complete ENGL1101, ENGL1102, COMM1110 (or equivalent), and ABED3100. In addition, all major courses and courses in the Junior Core require completion of some type of written assignments, and several of these also require oral presentations. All marketing majors must make a presentation as part of the project in the Marketing capstone course (MKTG 4870), and all BBA students make a team presentation as part of the BBA capstone course MGNT 4600. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
2. All students must complete ACCT2101, ACCT2102, MATH1111, MATH1413, ECON3402, ECON3406, MGNT3615, FINC3511, and MKTG3808. Passing grades in these courses will indicate adequate or higher levels of quantitative skills in these areas.
3. All students complete 2 courses in information systems (CISM2201 and CISM3330), and almost all courses in the junior core have some computer applications, including MKTG 3808 and MGNT 3615. Passing grades in these areas will indicate adequate or higher levels of skills in these areas.
4. All students complete area F courses in the Legal Environment of Business (BUSA2106), and two courses in economics (ECON2105 & 2106). In addition, global and ethical considerations are covered in MGNT3600 and MKTG3803. Passing grades will indicate adequate or higher levels of skills in this area.
5. All students complete MGNT3600, which covers principles of management and organizational behavior. These concepts are reinforced in CISM3330 (Management Information Systems), MGNT3615 (POM), and MGNT4660 (Strategic Management). Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
6. This objective is met by MGNT4660, which all students must take during one of their last two semesters. A passing grade in this course will indicate an adequate or higher level of skill in this area.
7. Exit interviews by the Chair will provide an opportunity to evaluate oral communication skills, social skills, and the level of satisfaction with the program.
8. An alumni survey asking questions about additional degrees, certifications, type of employment, salary, and level of satisfaction with the program is conducted periodically. The results of this survey provide further assessment of program outcomes
9. Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

C. Results of the assessment process

- 1-6. Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.

7. Exit interviews have shown that the typical graduating senior has adequate communication skills, and demonstrates appropriate behavior in a formal interview situation. The seniors expressed a general level of satisfaction with the courses and had no suggestions for additional courses or deletion of existing ones.
8. The alumni surveys have also expressed high levels of satisfaction with the programs, above average salary levels, and satisfaction with type and level of jobs. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
9. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

D. Curriculum Learning Outcomes Particular to Marketing Majors:

1. **understand in detail the practices and principles common to the marketing function.**
2. **be able to apply these principles to the analysis, planning, implementation and control of marketing operations.**
3. **be able to conduct descriptive research pertinent to marketing issues and problems.**

E. Processes to assess outcomes particular to Marketing Majors:

1. All Marketing majors take Principles of Marketing (MKTG 3803), Business Research (MKTG 3808), Consumer Behavior (MKTG 4864), four Marketing Electives, and the Capstone course in Marketing Management (MKTG 4870). The practices and principle common to the marketing function are covered in detail in these courses and a passing grade in these courses indicates adequate or higher levels of skills in these areas.
2. The applications of these principles to the analysis, planning, implementation and control of marketing operations is covered in each of the above marketing major required courses. All courses except Principles of Marketing also involve an applications oriented class project and the capstone course MKTG 4870 involves the development of a Marketing Plan for a local organization. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
3. The Business Research Course, the Consumer Behavior course, the Marketing Research course and several of the Marketing Electives require the students to conduct research as part of their class projects. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
4. Exit interviews by the Chair will indicate level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
5. An alumni survey asking questions about level of satisfaction with the program and

areas of strengths and weaknesses.

6. Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

F. Results of the assessment process

- 1-3. Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.
4. Exit interviews have shown that the typical graduating senior is happy with the Marketing curriculum. There were no significant suggestions for change in the program.
5. The alumni surveys have also expressed high levels of satisfaction with the programs and no major weaknesses. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
6. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program

G. Curriculum Learning Outcomes Particular to Real Estate Majors:

- 1. understand in detail the practices and principles common to the real estate field.**
- 2. be able to apply these principles to the analysis, planning, implementation and control of real estate operations.**
- 3. be able to conduct descriptive research pertinent to real estate issues and problems.**

H. Processes to assess the outcomes particular to Real Estate Majors:

1. All Real Estate majors take the Principles of Real Estate Class (RELE 3705), as well as six other required Real Estate Classes. The practices and principle common to the real estate function are covered in detail in these courses and a passing grade in these courses indicates adequate or higher levels of skills in these areas.
2. The applications of these principles to the analysis, planning, implementation and control of real estate operations is covered in each of the above real estate major required courses. All courses except Principles of Real Estate also involve an applications oriented class project and the senior project in RELE 4705 constitutes a comprehensive evaluation of course work in real estate. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
3. The Business Research Course, the Real Estate Research on the Internet course, and several of the Real Estate Electives require the students to conduct research as part of

their class projects. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.

4. Exit interviews by the Chair will indicate level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
5. An alumni survey asking questions about level of satisfaction with the program and areas of strengths and weaknesses.
6. Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

I. Results of the assessment process

- 1-3. Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.
4. Exit interviews have shown that the typical graduating senior is happy with the Real Estate curriculum. There were no significant suggestions for change in the program.
5. The alumni surveys have also expressed high levels of satisfaction with the program and no major weaknesses. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
6. Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program

VI. General Statement of Departmental Condition:

The Department of Marketing and Real Estate has had an excellent year in 2003-2004. Every one of the goals set at the beginning of the year were either fully met or exceeded, and the department made excellent progress in every possible way. Our majors and credit hours have increased substantially. The quality of teaching and student learning has further improved. We have managed to secure more resources than ever before in terms of additional faculty, computer/technological resources, and financial resources. More faculty and students have won honors and recognition this year than in any previous years for teaching, research and service related activities. The advisement process has been substantially streamlined and improved to a point where the students are expressing a high level of satisfaction with it. All departmental affairs have also been revised and put in excellent order (with input and consensus from all faculty members), including the departmental policies and procedures document, the departmental goals, objectives and assessment procedures, and course descriptions and catalog listings.

Our majors have grown from 326 majors and premajors in 1997-98, to 596 in 2003-04. This increase has been in both Marketing as well as Real Estate majors. Total number of Marketing majors/premajors at the end of Spring 2004 stood at 461, up from 448 in Spring 2003. Total number of Real Estate majors/premajors at the end of Spring 2004 stood at 135, up from 96 in spring 2003. Student credit hours have also increased substantially from 5016 in Spring 2003 to 6060 in Spring 2004. Although this has resulted in large average class sizes, resources have been obtained which should alleviate this situation to some extent. Two new lecturer positions have been created for next year (2004-

2005). These will add a total of 5 sections (per year) after eliminating part-timers. However, we still anticipate the need for a part-time person in spring 2005 and possibly a full-time person next year.

Our faculty continues to do an excellent job in the classroom and receive very high teaching evaluations. We have initiated student organizations for each major, and award the "Student of the Year" in each major. Students in all Marketing elective courses were required to complete term projects. Research projects were completed by all students in the Business Research (MKTG 3808) and Real Estate Research on the Internet (RELE 3711) classes. Two Real Estate majors (sponsored by Dr. Burton) won the faculty sponsored research competition at 'big night'.

Marketing majors in each of three capstone courses (MKTG 4870) and the graduate Marketing Strategy class (MKTG 6815) did marketing plans for local non-profit organizations which were presented to representatives of the organizations. These projects helped the department assess student learning, helped the students gain professional preparation by applying marketing concepts to an actual organization situation, and simultaneously provided community service. 17 Marketing majors also obtained internships during the year.

We have increased the incorporation of on-line and web technologies in our classes in order to enhance the effectiveness of our teaching methodologies. All classes have extensive and continuously updated class information available on the web, along with powerpoint presentations and e-mail communication. Two faculty members Ms. Rickard and Dr. Haynes developed syllabi for online courses in Consumer Behavior and Principles of Real Estate. Both these course proposals won a competition organized by the VPAA and both faculty members were awarded laptop computers. The technology committee also funded a proposal for a digital camcorder to be used mainly in the Personal Selling class.

The International Summer Studies Program has been developed (Dr. McIntyre) in conjunction with the Management department, and will be offered for the first time in Summer 2004. A \$500 scholarship was offered by the department for qualified students participating in this program.

The department also performed well in terms of faculty research. We had three journal articles published and 4 conference papers. Two out of four faculty members attended academic conferences and one was a session chair. Two others received various grants during the year for a total amount of \$3898. One of the conference papers (Dr. McIntyre) won a best paper in track award at the S.M.A. All faculty members are currently working on research projects, and the research output should be even higher next year.

The department continues to be active in service related activities, as well as in faculty development. All faculty members have a high level of service commitment, including committee activities, community service and presentations. A total of 26 committee assignments were completed during the year. Dr. Burton received a National Excellence in Leadership Award from the State Congressman, sponsored by the Ambassadors of Peace in Washington D.C. Dr. Burton and Dr. McIntyre both received the Annual Faculty Service Awards from the Richards College of Business. Dr. Burton developed a website showing Real Estate Research concerning Market Data on rental rates and sales in Carroll County. This data was also presented at the Economics Forecasting Breakfast. He also completed an appraisal of a \$18 million proposed student housing Project at the State University of West Georgia for Synovus Bank, led four Chamber of Commerce Leadership Workshops, and was the featured speaker at Georgia Real Estate Appraisers Board. The department maintained and continuously updated a website showing a Directory of Georgia Chambers of Commerce.

VII. Notable Departmental Achievements:

1. The Department now has 596 majors and pre-majors (up from 293 in 1997 and 544 in 2003).
2. Student credit hours have increased from 5016 in Spring 2003 to 6060 in Spring 2004.
3. Two Real Estate majors (sponsored by Dr. Burton) won the faculty sponsored student research competition at 'big night'.
4. Dr. McIntyre won a best paper in track award at the Society for Marketing Advances Conference.
5. Two faculty members Ms. Rickard and Dr. Haynes developed syllabi for online courses in Consumer Behavior and Principles of Real Estate. Both these course proposals won a competition organized by the VPAA and both faculty members were awarded laptop computers.
6. Dr. Burton received a National Excellence in Leadership Award from the State Congressman, sponsored by the Ambassadors of Peace, in Washington D.C.
7. Dr. Burton and Dr. McIntyre both received the Annual Faculty Service Awards from the Richards College of Business.
8. 17 Marketing students got internships with local firms.
9. Students in MKTG 4870 and MKTG 6815 completed four marketing plans for local non-profit organizations.
10. The International Summer Studies Program was developed (Dr. McIntyre) and will be offered this summer with 13 Marketing students enrolled. The department will give a \$500 scholarship to a deserving student in this program.
11. Four seminars were conducted at Carroll County Chamber of Commerce's Leadership academy by Dr. Burton.
12. Dr. Burton developed a website showing Real Estate Research concerning Market Data on rental rates and sales in Carroll County. This data was also presented at the Economics Forecasting Breakfast.
13. Dr. Burton completed an appraisal of a \$18 million proposed student housing Project at the State University of West Georgia for Synovus Bank
14. The website showing a Directory of Georgia Chambers of Commerce was maintained and updated.

IX. Student Achievements:

	No.
A. Published Research Papers	0
B. Presentations	<u>6</u>
C. Internships	<u>17</u>
D. Co-Ops	<u>Unknown</u>
E. Scholarships	1
F. Fellowships	<u>0</u>
G. Notable Awards	<u>1</u>
H. Other Notable Achievements (please specify):	

Alexa Sagy was named "Marketing Student of the Year"
Jeffrey Engelson was named "Real Estate Student of the Year"
Elizabeth Ledbetter received a Cox Memorial Scholarship
Brittany Yarbrough and Melissa Laney won the RCOB 'Big Night' Competition
17 Marketing students got internships with local firms
Four marketing plans for local non-profit organizations were completed by Marketing students.

X. Faculty/Staff Productivity:

A. Teaching	No.
1. New Course Development	<u>2</u>
2. Faculty Teaching Honors Courses	<u>3</u>
3. Percent of Faculty Involved in Academic Advisement	<u>100%</u>
4. Teaching Awards	<u>2</u>
5. Other Teaching Recognitions (please specify):	

Dr. Haynes and Ms. Rickard received awards for developing online-courses
Dr. Burton, Dr. McIntyre, Dr. Talpade, and Ms. Rickard were all recognized by graduates as mentors.
The International Summer Studies Program was developed by Dr. McIntyre and will be offered this summer.

B. Research/Scholarship/Intellectual Contributions	No.
1. Books and Monographs	<u>0</u>
2. Book Chapters	<u>0</u>
3. Peer Reviewed Articles	<u>3</u>
4. Non-Refereed Articles	<u>0</u>
5. Proceedings Papers	<u>6</u>
6. Other Paper Presentations	<u>0</u>
7. In-House Publications	<u>2</u>
8. Journal Editor/Reviewer	<u>7</u>
9. Book Chapter Editor/Reviewer	<u>0</u>
10. Offices Held in Professional Organizations	<u>0</u>
11. Presenter in Professional Programs	<u>3</u>
12. Chair/Discussant in Professional Programs	<u>1</u>
13. Participation in Honors Organizations	<u>2</u>
14. Research Awards (e.g., best paper, best research study)	<u>2</u>

15. Other Contributions not mentioned above (please specify):

Dr. McIntyre won a best paper in track award at the S.M.A.

Two Real Estate majors (sponsored by Dr. Burton) won the faculty sponsored student research competition at 'big night'.

C. Grants

	No.
1. Grant Proposals Submitted	<u>0</u>
2. Grant Proposals Funded	<u>0</u>
3. Total Grant Dollars Funded	<u>0</u>
4. Other Grants/Awards—i.e., gifts, contracts, fellowships (please specify):	

Numerous gifts received by Dr. Burton and Dr. Haynes from local businesses and individuals (\$3,898)

D. Service Activities

	No.
1. Student Organization Advisement	<u>2</u>
2. Committee Chair Assignments	<u>1</u>
3. Service on Departmental Committees	<u>16</u>
4. Service on RCOB Committees	<u>13</u>
5. Service on University Committees	<u>12</u>
6. Service on System-wide Committees	<u>0</u>
7. Consulting Assignments	<u>9</u>
8. Professional Development Hours	<u>200</u>
9. Other Service Activities Not Included Above (please specify):	

Dr. Burton received a National Excellence in Leadership Award from the State Congressman, sponsored by the Ambassadors of Peace in Washington D.C.

Dr. Burton and Dr. McIntyre both received the Annual Faculty Service Awards from the Richards College of Business

Dr. Burton led four Chamber of Commerce Leadership Workshops

Dr. Burton was the Featured speaker at Georgia Real Estate Appraisers Board

Dr. McIntyre worked with students on developing Marketing Plans for Carrollton Soup Kitchen, UWG Career Services, Carrollton Main Street, and Carrollton Junior Women's Club.

Dr. Burton developed a website showing original Real Estate Research concerning Market Data on rents and sales in Carroll County. This data was also presented at the Economics Forecasting Breakfast.

Dr. Burton completed an appraisal of a \$18 million proposed student housing Project at the State University of West Georgia for Synovus Bank.

The website showing Georgia Chambers of Commerce Directory was maintained and updated.

IX. New Degree Programs/New Emphases/New Tracks/etc.

X. Items Not Mentioned in I-IX Above:

Table 1
Enrollment Statistics
Department of Marketing and Real Estate
1998-2004

Enrollments	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Student Credit Hours						
Marketing	2892				4111	4986
Real Estate	<u>460</u>				<u>905</u>	<u>1074</u>
Total	3352	3588	3336	3729	5016	6060
Number Enrolled in Classes	1056 (92 + 964)	1196	1112	1243	1672	2020
Majors**						
MKTG: Pre-Majors	258	268	277	332	348	344
Majors	69	88	110	120	100	117
RELE: Pre-Majors	60	57	57	63	76	95
Majors	22	16	11	19	20	40
TOTALS	409	429	455	534	544	596

Table 2a
Teaching Assignments - Teaching/Technology Utilization
Department of Marketing and Real Estate
2003 - 2004

Faculty	Number of Sections Taught (F/S + summer + London)		Number of Different Preparations (F/S + summer + London)		Number of Students (F/S + summer) -- Undergrad/ Graduate	Total # of Students	On-Line/ GSAMS ‡	Web Assisted	Multi-Media Faculty (# of preps.)	Multi-Media Students (# of sections -F/S + summer + London)
	Under-graduate	Graduate	Under-graduate	Graduate						
Burton	6 + 2 + 0	0 + 0 + 0	5 + 1 + 0	0 + 0 + 0	215 + 86 / 0 + 0	301		✓	6	6 + 1 + 2
Haynes	6 + 2 + 0	0 + 0 + 0	4 + 1 + 0	0 + 0 + 0	324 + 53 / 0 + 0	377		✓	5	6 + 3 + 0
Talpade	2 + 1 + 0	0 + 1 + 0	2 + 1 + 0	0 + 1 + 0	107 + 4 / 8 + 30	149		✓	4	6 + 2 + 0
McIntyre	5 + 2 + 0	1 + 0 + 0	4 + 2 + 0	1 + 0 + 0	127 + 59 / 34 + 1	221		✓	7	7 + 3 + 0
Maity	6 + 0 + 0	0 + 0 + 0	3 + 0 + 0	0 + 0 + 0	324 + 0 / 0 + 0	324		✓	3	6 + 0 + 0
Rickard	8 + 0 + 0	0 + 0 + 0	4 + 0 + 0	0 + 0 + 0	352 + 0 / 0 + 0	352		✓	4	6 + 3 + 0
Luna (pt)	1 + 0 + 0	0 + 0 + 0	1 + 0 + 0	0 + 0 + 0	51 + 0 / 0 + 0	51		✓	1	6 + 2 + 0
Brown (pt)	1 + 0 + 0	0 + 0 + 0	1 + 0 + 0	0 + 0 + 0	43 + 0 / 0 + 0	43		✓	1	4 + 0 + 0
Rutherford (pt)	1 + 0 + 0	0 + 0 + 0	1 + 0 + 0	0 + 0 + 0	50 + 0 / 0 + 0	50		✓	1	6 + 3 + 0
Sethna	1 + 0 + 0	0 + 0 + 0	1 + 0 + 0	0 + 0 + 0	13 + 0 / 0 + 0	13		✓	1	3 + 0 + 0
Totals	37 + 7 + 0	1 + 1 + 0	26 + 5 + 1	1 + 1 + 0	1606 + 202 / 42 + 31	1881	none	all	46	78

‡ An asterisk next to the faculty name indicates that s/he is qualified to teach via GSAMS --- 100% of full-time faculty qualified.

Legend: F/S -- Fall and Spring semesters; GSAMS -- DL course; Web Assisted -- Traditional course with less than 50% on-line component;

On-Line -- Course with over 50% on-line component; **Multi-Media** -- Course outline/students in course use web/on-line/cable/video.

Table 2b
Faculty/Staff Productivity - Teaching/Educational Development
Department of Marketing and Real Estate
2003 - 2004

Faculty	Innovations/Educational Development/Student Services								
	# of new courses taught (a)	A.1 # of new courses devel. (b)	Course and curri. innov. (c)	Educ. mtg./sem. attended (Hrs.)	Avg. Class Eval. Score on 5.0	A.2 Teaching honors courses	A.3 Involved in academic advisement	A.4 Teaching awards	A.5 Other teaching recognitions
Burton	0		2		4.5		✓		Recognized by 9 graduates as mentor
Haynes	1	1	3		4.7		✓	1	
Talpade	1		2		4.6		✓		Recognized by 2 graduates as mentor
McIntyre	2		5	1 (8)	4.3	1	✓		Recognized by 2 graduates as mentor
Maity	2		3		3.8		✓		
Rickard	1	1	3	2 (5)	4.8	1	✓	1	Recognized by 1 graduate as mentor
Luna (pt)	1		1		4.2				
Brown (pt)	1		1						
Rutherford (pt)	1		1						
Sethna						1			
Total	9	2	21	3 (13)		3	6	2	

(a) Course was taught before, but not by this instructor.

(b) Course was not taught before (last 5 years) and was developed by the instructor.

(c) Instructor assisted/developed material(s) for courses s/he did not teach and/or made **major** (not routine) updates in course content & changes in his/her teaching methods

(d) RCOB Teacher of the Year Award by the SGA

Table 3
Faculty/Staff Productivity - Research/Scholarship/Intellectual Contributions
Department of Marketing and Real Estate
2003 - 2004

Faculty Name	B.3 (***) Peer reviewed and/or Refereed Pubs.	B.5 Refereed Proceed. Pubs. and Papers Present. (Hrs.)	B.6 Academic Meetings		B.7 In-House Publications	B.8 Article Reviewr (# of jrnl.s.)	B.10 Offices Held in Prof./ Acad. Orgs.	B.11 Prsntr. in Prof. Progs. (Hrs.)	B.12 Meeting Session chair or discusnt. (Hrs.)	B.13 Particip-ation in Honors Organi-zations	B.14 Resrch. Awards	B.15 Other Research Contribu-tions
			NonRef. present. (Hrs.)	Mtngs. Attend. (Hrs.)								
Burton			1(3)		1	1					1	(a)
Haynes												
Talpade						2						(a)
McIntyre	2	4		2 (40)	1	4			1		1	
Webb (on leave)	1	2										
Maity				2 (40)								
Rickard												
Luna (pt)												
Total	3	6		4 (80)	2	7			1		2	

***Articles published in journals listed in Cabell's

- (a)Editorial review board member of an academic journal
- (b)Associate Editor of an academic journal
- (c)**Best Paper award**
- (d)Graduate School and the RCOB Research Awards

The following columns are not used (nothing to report):

- B1 and B2 (Published Books and Chapters)
- B4 (Non-refereed publications)
- B7 (In-House publications)
- B9 (Book/Chapter Editor/Reviewer) - B15 (Other Research Contributions)

Table 4
Faculty/Staff Productivity - Grants
Department of Marketing and Real Estate
2003 - 2004

Professor	Faculty Rank	C.1 Grant Proposals Submitted	C.2 Grant Proposals Funded	C.3 Total Grant Dollars Funded	C.4 Other Grants/Awards/Gifts (*)
Burton	Full				\$2698 software, books & resource materials
Haynes	Full				\$1200 Fund-raising
Talpade	Full				
McIntyre	Associate				
Rickard	Instructor				
Maity	Instructor				
Total					\$3898

(*) Includes travel grants and raising funds for student scholarships.

Table 5
Faculty/Staff Productivity - Professional Service/Development Activities
Department of Marketing and Real Estate 2003 - 2004

Prof. Name	D.1 Student Organiz. Advisor	D.2 Comm Chair	Member of Committee					D.7 Consulting Assignmtns	D.8 (a) Other Prof. Develmnts. (Hrs.)	D.9 Other Service Activities	(b) Student Recruitment & Support	(c) TOTAL Faculty Develop. (Hrs.)
			D.3 Dept.	D.4 Coll.	D.5 Univ.	D.6 Sys.	Total					
Burton		1	4	4	5		13	7	10 (60)	- Service award - Excellence in Leadership Award - Developed Real Estate Marketing data website - Four chamber of Commerce workshops	2	10 (60)
Haynes	1		4	2	2		8		4 (35)		5	4 (35)
Talpade	1		4	2			6	webmaster	2 (40)	- 2 Administrative Seminars attended - Georgia Chamber of Commerce Website	10	2 (40)
McIntyre			3	4	2		9	4	2 (4)	- Service award - Developed IBSSP	2	5 (62)
Rickard			1	1	3		5		3 (35)		1	5 (40)
Maity (Temp Instructor)												2 (40)
Total	2	1	16	13	12		41					

- (a) **As opposed to Academic** (Table 3) and **Education/Instructional** (Table 2b) presentations and attendance.
- (b) Includes: High School/College visitations; Co-op, Intern placement; job placement; fund raising and alumni development; and core advisor. **Does NOT include routine activities**, such as: advising; extended office hours; calling student applicants for Admissions; accounting club meetings; and campus representation in student meetings, and visitation days.
- (c) **Attendance only** - Totals from Tables 2b, 3, and 5. Presentation hours are **NOT** counted here (**UWG policy**).