

UNIVERSITY OF WEST GEORGIA 2004-2005 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 2004, there were a total of 596 majors. Numerical goal, 620 majors by Spring 2005. (**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 2003-2004 seventeen interships were completed through the department. Numerical goal, 18 for the year 2004-2005. (**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 in academic journals.
 - 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 any 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 projects in the capstone Marketing Management course as well as in other elective courses, 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, and class projects in Business Research, real estate

research on the internet and other Marketing and Real Estate elective classes.

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) Departmental faculty will promote and recruit for the International Business Summer Studies Program.

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. 65% also indicated an interest in pursuing a graduate degree.

Goal 2

Total number of Marketing majors/premajors at the end of Spring 2005 stood at 519, up from 461 in Spring 2004, an increase of 13%. Total number of Real Estate majors/premajors at the end of Spring 2005 stood at 134, almost the same as 135 in spring 2004. The total increase in majors therefore was from 596 to 653, an increase of 10%. The numerical goal of 620 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 2020 in spring 2004 to 2159 in Spring 2005, an increase of 7%. Student credit hours in Marketing increased 6%, from 4986 to 5283, and in Real Estate from 1074 to 1194 (11%). The total credit hour increase was therefore 4%, from 6060 in Spring 2004 to 6237 in Spring 2005.

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. Students in one section of Business Research and one section of Advertising also completed outside projects which were highly praised by the firms and resulted in a donations of \$2000 to the department. 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 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 one section of Business Research and one section of Advertising also completed outside projects which were highly praised by the firms and resulted in a donations of \$2000 to the department. 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. 21 Marketing majors and one Real Estate Major obtained internships during the year. This was up from 17 for 2003-2004, and exceeded our numerical goal of 18.

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. Dr Talpade attended a Dreamweaver workshop, and Cheryl Brown attended a WebCT workshop. 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 sessions. A majority of the students were advised by the Chairman, with no confusion or mis-advisement. 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 13 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 Crown of Peace award from the Inter-religious and International Federation for World Peace. Dr. Burton also received the Annual Faculty Sponsored Student Research Award from the Richards College of Business and led three Chamber of Commerce Leadership Workshops, and was the featured speaker at the Professional Development Conference for Women He also assisted in the development of the student housing Project at the University of West Georgia. Ms. Rickard was the chair of the University Matters Committee and a senator, and participated in a special panel appointed by the president to suggest directions for enhancing the awareness and promotions for the University. Dr. Talpade attended a total of four administrative workshops, and served on the search committees for the Business school dean, and the Associate Vice-President for enrollment management. Three faculty members were student organization advisers and there were 16 departmental committee assignments, 10 College of Business Committee assignments, 9 University committee assignments and 3 Consulting assignments. The 'Marketing Club' with Ms. Rickard as the faculty advisor has made enormous strides this year with an increase in membership, several field-trips to firms, lectures by local business leaders, an etiquette dinner, resume building workshops, and networking and establishing relationships with alumni. This goal was therefore fully met and exceeded.

Goal 8

Departmental faculty had a total of five refereed journal articles accepted for publication. With four tenure track faculty members in the department, this exceeded the goal of 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. The department also had a total of nine conference presentations and publications in proceedings. Three faculty members attended a total of four academic conferences. Two others received various gifts during the year for a total amount of \$4518. This goal was therefore fully met and exceeded.

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 updated the 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 is 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 taught courses in the International summer studies program. 13 marketing majors signed up for this program. A \$500 scholarship was offered by the department for qualified students, and overall, a total of 7 marketing students received various scholarships for participating in this program. The first year was therefore very successful for this program and it appears to be progressing well judging by the student comments and enrollments for next summer. This goal was therefore met and exceeded.

Goal 11

Given AACSB requirements and budget constraints, a decision was made to upgrade one of the lecturer positions to that of an Assistant Professor. A national search was conducted and a very well qualified person was found for the new position. Dr. McIntyre was appointed the new dean of the Richards College of Business and another vacancy was therefore created in the department for a tenure track faculty member. A decision was made to hire a Visiting Assistant Professor to fill this position for the coming year and to conduct a search next year. Dr. Talpade, after serving as the interim chair for the last two years, was appointed department chairman on the recommendation of the faculty and the new dean. With the conversion of the lecturer position to that of an assistant professor, there was a reduction of two sections per year in the number of courses that could be offered. With the continuing growth in majors and credit hours, a new faculty position will become essential next year. A strong case will therefore be made to the dean for a new position in Marketing. However, with the conversion of a lecturer position to an Assistant Professor position, this goal was partially 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 the World Wide Web (Internet), 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. An E.T.S. (Educational Testing Service) exam will be administered for the first time this year to small sample of graduating seniors. This is a nationally standardized exam that will test for knowledge of functional areas in business as well as international, legal and ethical areas.
8. Exit interviews by the Chair will provide an opportunity to evaluate oral communication skills, social skills, and the level of satisfaction with the program.
9. 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

10. 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. Results of the E.T.S. exam on a small sample of students showed scores above the 05th percentile in a majority of the functional business areas. However, percentile scores for Marketing, business law, and International Aspects were lower (at 20th percentile). Since this was a preliminary small sample, future results will be examined to see if this trend continues and if so then further analysis will be conducted for the causes of this and based on this remedies selected.
8. 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.
9. 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.
10. 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 had another excellent year in 2004-2005. 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 all aspects. Our majors and credit hours have increased substantially. The quality of teaching and student learning has further improved. We have managed to secure adequate resources in terms of additional faculty, computer/technological resources, and financial resources. All departmental faculty members have performed very well in terms of teaching, research and service related activities. The department has continued to operate smoothly in spite of some personnel changes in the faculty and significant growth in majors and credit hours. The advisement process also continues to function well, and students have expressed a high level of satisfaction with it. All departmental affairs are also 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 curriculum, including course descriptions and catalog listings.

Both Marketing and Real Estate majors and pre-majors have grown substantially over the last five years, and especially over the last couple of years. From the year 1999-2000 to 2004-2005 there has been a 52% increase (from 429 to 653) in the combined numbers for both programs. Over the past year, the total number of Marketing majors/pre-majors increased 13% from Spring 2004 (461) to Spring 2005 (519). The total number of Real Estate majors/pre-majors at the end of Spring 2005 stood at 134, almost the same as 135 in Spring 2004. 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 2020 in spring 2004 to 2159 in Spring 2005, an increase of 7%. Student credit hours in Marketing increased 6%, from 4986 to 5283, and in Real Estate from 1074 to 1194 (11%). This increase in enrollments has resulted in large average class sizes. This situation was alleviated to some extent this year with the hiring of two new lecturers. However next year one of these lecturer positions will be converted to an Assistant Professor position. Although this will improve Ph.D. coverage in classes and the departmental profile in general, it will also result in a reduction of two sections per year in the number of courses that can be offered. We therefore anticipate the need for a new faculty position 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. The 'Marketing Club' with Ms. Rickard as the faculty advisor has made enormous strides this year with an increase in membership, several field-trips to firms, lectures by local business leaders, an etiquette dinner, resume building workshops, and networking and establishing relationships with alumni. 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.

Marketing majors in each of three capstone courses (MKTG 4870) and the graduate Marketing Strategy class (MKTG 6815) did marketing plans for local organizations which were presented to representatives of the organizations. Marketing majors in one of the sections of advertising and one section of Business Research also completed consulting projects with local firms. 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 and built relationships with the business community. The advertising and business research projects were widely praised by the representatives of the firms and resulted in \$2000 in gifts to the department. 21 Marketing majors and 1 Real Estate major also obtained internships during the year, an increase of 30% over last 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. Four sections of Principles of Marketing and Business Research incorporated webCT into their instructional methodologies.

The International Summer Studies Program was offered for the first time in Summer 2004, and by all measures was a tremendous success. A \$500 scholarship was offered by the department for qualified students, and overall, a total of 7 marketing students received various scholarships for participating in this program. This program is now a model for developing other such programs in the RCOB and will be offered again in summer 2005. The enrollment in this program (summer 2005) has already exceeded capacity.

The department also performed well in terms of faculty research. We had a total of five refereed journal articles published and 9 conference papers. Three faculty members attended a total of four academic conferences. 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 34 committee assignments were completed during the year. Dr. Burton received a National Crown of Peace Award for his community service. Ms. Rickard was the chair of the University Matters Committee and a senator, and participated in a special panel appointed by the president to suggest directions for enhancing the awareness and promotions for the University. Dr. Burton updated the 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 assisted in the appraisal/proposal development of a student housing Project at the University of West Georgia, led three Chamber of Commerce Leadership Workshops, and was the featured speaker at the Professional Development conference for Women. Dr. Talpade attended a total of four administrative workshops, and served on the search committees for the Business school dean, and the Associate Vice-President for enrollment management. He also maintained and continuously updated he departmental website as well as a website showing a Directory of Georgia Chambers of Commerce.

VII. Notable Departmental Achievements:

1. The Department now has 653 majors and pre-majors, up from 596 in 2004 (an increase of 13%).
2. Student credit hours have increased from 6060 in Spring 2004 to 6237 in Spring 2005 (reflecting an increase of 6% in Marketing and 11% in Real Estate).
3. A total of 7 Marketing plans were completed for local firms by students in Marketing Classes. Four in the Marketing Management classes, one in the Graduate Marketing Strategy class, one in the Advertising class and one in Business Research.
3. The Marketing plans developed by Ms. Rickard's Business Research and Advertising classes were greatly appreciated by the respective firms and resulted in gifts of \$2000 to the department.

5. The International Summer Studies Program was offered for the first time in summer 2004, with 13 Marketing students enrolled. The department gave a \$500 scholarship to a deserving student in this program, and overall, a total of 7 marketing students received various scholarships for participating in this program. By all measures, this program was a tremendous success and will be offered again in summer 2005. Enrollments in this program for next year (2005) have already exceeded capacity.
6. The Marketing Student organization, the 'Marketing Club' with Ms. Rickard as the faculty advisor has made enormous strides this year with an increase in membership, several field-trips to firms, lectures by local business leaders, an etiquette dinner, resume building workshops, and networking and establishing relationships with alumni.
7. A total of nine scholarships were received by Marketing students.
8. A total of five refereed journal articles and nine conference papers were completed by the departmental faculty.
9. Dr. Burton received a Crown of Peace Award from the Inter-religious and International Federation for World Peace.
10. Ms. Rickard was the chair of the University Matters Committee and a senator, and participated in a special panel appointed by the president to suggest directions for enhancing the awareness and promotions for the University.
11. Dr. Burton received the Annual Faculty Sponsored Research award from the RCOB and Karen Larsen received the outstanding staff award.
12. 21 Marketing students and one Real Estate student got internships with local firms.
13. Three seminars were conducted at Carroll County Chamber of Commerce's Leadership academy by Dr. Burton.
14. Dr. Burton updated 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.
15. A total of 34 committee assignments were completed during the year by departmental faculty.
16. Dr. Burton assisted in the development of a student housing project for the University of West Georgia.
17. Dr. Talpade attended a total of four administrative workshops, and served on the search committees for the Business school dean, and the Associate Vice-President for enrollment management. He also maintained and continuously updated the departmental website as well as a website showing a Directory of Georgia Chambers of Commerce.

IX. Student Achievements: **No.**

A. Published Research Papers	0
B. Presentations	<u>6</u>
C. Internships	<u>22</u>
D. Co-Ops	<u>0</u>
E. Scholarships	<u>9</u>
F. Fellowships	<u>0</u>
G. Notable Awards	<u>0</u>
H. Other Notable Achievements (please specify):	

Kerry Ledbetter was named "Marketing Student of the Year"

Jenna Kauffman was named "Real Estate Student of the Year"

5 Marketing students received Stars (students abroad with regents support) Scholarships.

2 Marketing students received the Aubrey Silvey Enterprises Scholarships.

2 Marketing students received the Marketing Department Study Abroad Scholarships.

21 Marketing students got internships with local firms

1 Real Estate student got an internship with a local firm

Seven marketing plans for local Firms were completed by Marketing students.

Two of these Marketing plans were very highly praised by the firms and received gifts of \$2000 to the department.

13 Marketing Students went on the International Summer Studies Program in Summer 2004.

X. Faculty/Staff Productivity:

A. Teaching	No.
1. New Course Development	<u>1</u>
2. Faculty Teaching Honors Courses	<u>2</u>
3. Percent of Faculty Involved in Academic Advisement	<u>100%</u>
4. Teaching Awards	<u>0</u>
5. Other Teaching Recognitions (please specify):	

Dr. Burton developed a new course in Professional Ethics.

Dr. McIntyre worked with students on developing Marketing Plans for Career Services, the Carroll County Junior Women's Club, Friends of Neva Lomason Library and the UWG Bookstore.

Ms Rickard worked with students on developing an Advertising plan for First Georgia Bank, which resulted in a gifts of \$1000 to the department.

The International Summer Studies Program, conducted partly by Dr. McIntyre was successfully offered for the first time in summer 2004.

There were a total of 13 course innovations in the department.

B. Research/Scholarship/Intellectual Contributions **No.**

1. Books and Monographs	<u>0</u>
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2. Book Chapters	<u>0</u>
3. Peer Reviewed Articles	<u>5</u>
4. Non-Refereed Articles	<u>0</u>
5. Proceedings Papers	<u>9</u>
6. Other Paper Presentations	<u>0</u>
7. In-House Publications	<u>1</u>
8. Journal Editor/Reviewer	<u>2</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>0</u>
13. Participation in Honors Organizations	<u>0</u>
14. Research Awards (e.g., best paper, best research study)	<u>1</u>
15. Other Contributions not mentioned above (please specify):	

Dr. Burton won the RCOB faculty sponsored research award.

Ms. Rickard's Business Research class conducted a research study for a local firm which was highly praised by the firm and resulted in increased revenues for the firm and a gift of \$1000 to the department.

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 of software books and resource materials received by Dr. Burton from local businesses (\$2,518)

Two gifts Received by the Marketing Department from First Georgia Bank and West Georgia Shopper (\$2000)

D. Service Activities

	No.
1. Student Organization Advisement	<u>4</u>
2. Committee Chair Assignments	<u>2</u>
3. Service on Departmental Committees	<u>16</u>
4. Service on RCOB Committees	<u>10</u>
5. Service on University Committees	<u>9</u>
6. Service on System-wide Committees	<u>0</u>
7. Consulting Assignments	<u>3</u>
8. Professional Development Hours	<u>280</u>
9. Other Service Activities Not Included Above (please specify):	

Dr. Burton received a Crown of Peace Award from the Inter-religious and International Federation for world Peace.

Dr. Burton led three 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 Career Services, the Carroll County Junior Women's Club, Friends of Neva Lomason Library and the UWG Bookstore.

Ms Rickard worked with students on conducting business research for the West Georgia Shopper and on developing a Advertising plan for First Georgia Bank.

Dr. Burton updated 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 assisted with the development of student housing Project at the University of West Georgia.

Dr. Talpade maintained and updated the departmental website and the website showing Georgia Chambers of Commerce Directory.

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
1999-2005

Enrollments	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Student Credit Hours						
Marketing				4111	4986	5283
Real Estate				<u>905</u>	<u>1074</u>	<u>1194</u>
Total	3588	3336	3729	5016	6060	6237
Number Enrolled in Classes	1196	1112	1243	1672	2020	2159
Majors**						
MKTG: Pre-Majors	268	277	332	348	344	450
Majors	88	110	120	100	117	69
RELE: Pre-Majors	57	57	63	76	95	109
Majors	16	11	19	20	40	25
TOTALS	429	455	534	544	596	653

Table 2a
Teaching Assignments - Teaching/Technology Utilization
Department of Marketing and Real Estate
2004 - 2005

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 + 3 + 0	0 + 0 + 0	5 + 3 + 0	0 + 0 + 0	232 + 78 / 310 + 0	310		✓	8	6 + 3 + 0
Haynes	6 + 3 + 0	0 + 0 + 0	4 + 3 + 0	0 + 0 + 0	335 + 98 / 433 + 0	433		✓	7	6 + 3 + 0
Talpade	2 + 0 + 0	0 + 1 + 0	2 + 0 + 0	0 + 1 + 0	124 + 28 / 124 + 28	152		✓	3	2 + 1 + 0
McIntyre	3 + 1 + 1	1 + 0 + 0	2 + 1 + 1	1 + 0 + 0	82 + 51 / 99 + 34	133		✓	4	4 + 1 + 1
Maity	3 + 0 + 0	0 + 0 + 0	1 + 0 + 0	0 + 0 + 0	150 + 0 / 150 + 0	150		✓	1	3 + 0 + 0
Rickard	8 + 1 + 0	0 + 0 + 0	4 + 1 + 0	0 + 0 + 0	433 + 45 / 478 + 0	478		✓	5	8 + 1 + 0
Webb	3 + 0 + 0	0 + 0 + 0	2 + 0 + 0	0 + 0 + 0	80 + 0 / 80 + 0	80		✓	2	3 + 0 + 0
Brown	5 + 0 + 0	0 + 0 + 0	3 + 0 + 0	0 + 0 + 0	236 + 0 / 236 + 0	236		✓	3	5 + 0 + 0
Rutherford	4 + 0 + 0	0 + 0 + 0	3 + 0 + 0	0 + 0 + 0	172 + 0 / 172 + 0	172		✓	3	4 + 0 + 0
Sethna	1 + 0 + 0	0 + 0 + 0	1 + 0 + 0	0 + 0 + 0	15 + 0 / 15 + 0	15		✓	1	1 + 0 + 0
Totals	41 + 8 + 0	1 + 1 + 0	27 + 8 + 1	1 + 1 + 0	1859 + 300/1619 + 62	2159	none	all	37	52

‡ 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
2004 - 2005

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	2	1	1		4.53		✓		Recog. by Excel Center Recog. by 7 grads as mentor
Haynes	1		2		4.64		✓		
Talpade	1		1	1(5)	4.4		✓		
McIntyre	1				4.5		✓		
Maity			1		3.32		✓		
Rickard	2		3		4.7	1	✓		Recognized by 5 graduate as mentor
Webb									
Brown	2		3	2(10)	4.77		✓		Recognized by Excel Center
Rutherford	2		2		2.8		✓		
Sethna						1			
Total	11	1	13	3 (15)	4.2	2	8		

(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
2004 - 2005

Faculty Name	B.3 (***) Peer reviewed and/or Refereed Pubs.	B.5 Refereed Proceed. Pubs. and Papers Presend. (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	1(3)		1(20)	1	1		3			1	(a) (d)
Haynes		1										
Talpade		2(6)		1(20)		2						(a)
McIntyre	2											
Webb	2	1(3)				2						
Maity				1 (20)								
Rickard		1(3)										
Brown		1										
Rutherford		2(6)		2(40)								
Total	5	9(18)		5 (100)	1	5					1	

***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
2004 - 2005

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				\$2518 software, books & resource materials
Haynes	Full				
Talpade	Full				
McIntyre	Full				
Rickard	Instructor				\$2000 Gifts
Webb	Assistant				
Brown	Instructor				
Rutherford	Instructor				
Total					\$4518

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

Table 5
Faculty/Staff Productivity - Professional Service/Development Activities
Department of Marketing and Real Estate 2004 - 2005

Prof. Name	D.1 Student Organ iz. Adviso r	D.2 Comm Chair	Member of Committee					D.7 Consultin g Assignmts	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	1	4	3	5		12	1	10 (40)	- Crown of Peace Award - Faculty Marshall - Real Est. Proj. for UWG - Mentor training - Big night - Three chamber of Commerce workshops	2	11 (60)
Haynes	1		4	2	2		8		2 (15)		5	2 (15)
Talpade	1		4	2			6		6 (40)	- 4 Administrative Seminars attended - Georgia Chamber of Commerce Website	10	8 (65)
Rutherford			1	1			2		1 (40)			3 (80)
Rickard	1	1	2	1	2		5	2	5 (40)	-Chair of Univ. Matters Comm. -Faculty Senate	1	5 (40)
Brown			1	1			1		2(10)			4 (20)
Total	4	2	16	10	9		34	3	26(185)			33(280)

- (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**).