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Introduction

Georgia State University's Strategic Plan sets forth many of the features that help define the character, strength, complexity, interdependencies and distinctiveness of the University, and it defines Georgia State’s goals and priorities. This document has resulted from conversations among the broad campus community about strengths, aspirations, concerns, and values for Georgia State University. The University is committed to pursuing initiatives that will propel it towards our vision for 2013, our Centennial Vision. A focus on quality is imperative – to improve our national reputation by retaining our designation as a Carnegie Research-Extensive university, by earning a position in the top 100 American Research Universities in *The Center* [http://thecenter.ufl.edu](http://thecenter.ufl.edu), and to be recognized as a Tier 2 university in *US News & World Report*. While our vision should not be solely defined by national reputation, nevertheless *US News* and *The Center* are influential annual publications. *The Center* report advocates that the primary focus in a research university should be on internal quality to support success of academic guilds. This focus should lead to assisting the state and the nation through quality graduates, economic development, and serving the public interest.

I. INSTITUTIONAL IDENTITY

Mission

The overarching aspiration of Georgia State University is to become one of the nation's premiere research universities in focused areas that maximize our unique strengths. We recognize that perhaps our greatest comparative advantage is our location in Atlanta, a cosmopolitan city with a diverse population, and with close proximity to corporations and centers of state and city government as well as easy access to an international airport. The University will achieve this goal through the continual pursuit of excellence in its instructional and strategic research programs. Georgia State will strive to fulfill the expectations of the citizens of Georgia by providing undergraduate and graduate programs of the highest quality in the arts and sciences, business, education, health and human sciences, law, and policy studies for traditional and non-traditional students.

Georgia State’s mission as a research university in an urban setting is multi-faceted:

- The University, which has one of the most diverse undergraduate student populations nationally and the most diverse in the University System of Georgia, is dedicated to undergraduate programs based on a core curriculum that promotes interdisciplinary, intercultural, and international perspectives and that provide options that emphasize an urban focus.
• The University, which has one of the most diverse graduate and professional student populations nationally and the most diverse in the University System of Georgia, is dedicated to provide premier graduate and professional programs in a significant number of areas.

• The University is committed to graduate students who are proficient in their discipline as trained and talented professionals and have interpersonal skills and competence to lead in a global society.

• The University is committed to the enhancement of scholarship of its disciplinary and interdisciplinary research programs, centers and institutes that have achieved, or demonstrated promise to achieve, national and international recognition.

• The University is committed to have its undergraduate, graduate, and professional programs contribute to the economic, educational, social, professional, and cultural vitality of the city, the state, and the region.

• The University recognizes, nevertheless, that it must select some programs on which to focus special resources in order to achieve the national and international distinction it must achieve to serve Georgia best.

The strategic planning process
The provost convened three groups during fall 2004 to discuss a series of questions that probe the current and projected environmental scan and test the current high priority areas in light of probable conditions to see if we should add or delete from our current priorities. The three groups were 1) academic group of 22 faculty; 2) collegial group of 22 chairs and associate deans; and 3) administrative group of 20 members – the Deans Group supplemented with representatives from the vice-presidential areas. Each draft version of the plan was circulated so that the community could comment as the plan was being developed. The Strategic Planning Subcommittee of the Senate Planning & Development (P&D) Committee subsequently discussed the plan in winter 2005. The subcommittee had representation from various other senate committees and the colleges so that the community had significant opportunity for input and comment. A draft document was approved by P&D and sent to the University Senate for approval.

The approved strategic plan for 2005-2010 outlines a program for fulfilling Georgia State’s mission. It will be used to guide a series of annual action plans, which will be drafted by the Strategic Planning Committee, adopted by the Planning and Development Committee, and used to inform budget decisions for upcoming fiscal years. Significant progress has been made on the 2000 Strategic Plan with updates on progress posted in the Annual Action Plans. A summary of progress over five years follows.
**Progress since fall 1999**

Significant progress towards the goals of the 2000 Strategic Plan has been made in most areas of the University in spite of the difficult fiscal climate that characterized the five-year period. In the following paragraphs, comparisons are made between fall 1999 and fall 2004, or FY 2000 and FY 2005, as appropriate.

We exceeded our enrollment target with an increase of 3,775 students to 27,267 [fall 2004], with less than 200 of the increase being graduate students. A significant accomplishment was a continuing increase in the fall freshman class by 500 students while significantly raising entrance requirements. Our goal to increase the quality of the freshman class was met with an increase in the average SAT score from 1047 to 1094, with the percentage of freshmen with Freshman Index above 2600 increasing from 43 to 75 percent. For the first time, we attracted National Merit Scholars with four students being currently enrolled. Diversity of undergraduate students remained stable with approximately one-half white and 32 percent African-American. Asian student enrollment increased by 36% to over 2,100 and Hispanic student enrollment increased by 47% to over 650. Part-time undergraduate enrollment decreased from 41 to 31 percent, from 6,770 to 6,230.

Six-year graduation rates for full-time freshman cohort increased from 27 [for class of fall 1993] to 40 percent [for class of fall 1998], with African-American rates increasing from 24 to 47 percent and white students from 27 to 36 percent. Nationally, Georgia State graduates more African-American students with bachelor degrees than any other non-HBCU [Historically Black Colleges & Universities], and was third nationally in FY 2004 among all colleges and universities. In line with our goal for increased retention, first-year retention rates improved from 76 to 83 percent, with increases occurring for all ethnicities.

Contributing to the increase in first-year retention rates was the Freshman Learning Community (FLC) program that was piloted in fall 1999 with about 300 students in 11 FLCs. By fall 2004, this program has expanded to 950 students in 39 FLCs. A goal to provide an urban experience for FLC students was met through the Campus Atlanta program. In addition, we met our goal of all freshman students attending Incept (Freshman Orientation), although not all transfer students attend Incept. A Freshman Convocation, designed to serve as an official welcome and formal induction for new students into the University community, was inaugurated in fall 2002. We met our goal of increased student involvement in organizations and recreational services activities as well as increased participation in service activities. Our goal to move to an athletics conference that includes some of the university’s peers will be met in fall 2005 with a move to the Colonial Athletic Association.
While the number of graduate students only increased slightly, the percentage of full-time increased from 47 to 56 percent. Diversity of the graduate student body shifted somewhat with African-American and Asian student percentages increasing from 13 to 17 percent and 9 to 12 percent, respectively. There was a modest increase of 120 in the number of master’s degrees awarded, but doctoral degree recipients declined from 150 to 113, a number that is expected to increase throughout the next five years. Nationally, Georgia State is among the top 20 institutions in terms of the number of master’s and doctoral degrees awarded to African-American students.

We exceeded our goal of an increase by 50 international students per year with a growth of 500 students to 1,660 in spite of the more difficult visa situation post-9/11. However, there was a decline by 100 students last year, primarily at the graduate level. Similarly, growth in the number of students participating in study abroad programs slowed with a modest five-year increase of 40 students to 420, whereas our goal was 480 students. The introduction of a mandatory international education fee (IEF) in fall 2003 will help to mitigate the effects of 9/11. The IEF supports international students and scholars and study abroad. Resources generated from the fee are used to help defray costs related to instituting SEVIS and complying with its mandatory and other reporting requirements. IEF resources also are used for study abroad scholarships and program development and administration. Particularly notable is the IEF’s support and endorsement by the Georgia State student body and the mandatory fee committee at a time when the state was enduring a severe budget crisis. Approval of the IEF demonstrates the importance students, faculty, and administrative staff attach to gaining international perspectives as a part of the academic experience.

Most noteworthy are significant contributions of faculty to the continual pursuit of excellence in our instructional and strategic research programs. The value of external research grants received increased from $25 to $42 million even as the average number of credit hours generated by tenure-track (TT) faculty increased by five percent. Federal research expenditures increased from $15 to $25 million. Overall, total grants and contracts received, including instruction and service, increased by $20 million to $59 million. The number of tenure-track faculty was steady until fall 2004 when there was an increase of over 30 to 741.

We continue to meet our goal of increasing faculty diversity. In 1999, task forces on Advancement for Women and on Recruitment and Retention of Underrepresented Faculty made a number of recommendations to aid the University in its diversity efforts. These recommendations continue to be
systematically implemented with the aid of two faculty members who are working part-time as Senior Faculty Associates in the Provost’s office. For TT faculty, the number of African-Americans increased from 44 to 65 and the number of Asians increased from 42 to 65; the percentage of female faculty increased from 36.3 to 40.5 percent. The percentage of minority and female senior administrators increased from 9.3% to 11.6% for minorities and from 33% to 46% for females. Senior administrators include assistant and associate deans, provosts, and vice presidents.

Significant increases in credit hours accompanied the large increase in numbers of students and the shift of more students to full-time status. Undergraduate credit hours for fall semester increased by 54,500 to 236,500 and graduate credit hours increased by 10,750 to 67,250. Part of the increased teaching load was absorbed by an increase in the numbers of full-time non-tenure track (NTT) faculty by 48 to 286. For undergraduate credit hours, there was also a shift to more instruction by graduate teaching assistants (GTAs). The percentage of undergraduate credit hours taught by GTAs increased from 13 to 19 percent. Concomitantly, there was a significant increase in training and mentoring provided to GTAs before they were allowed responsibility for courses.

After careful analysis of available models of faculty performance, University standards, clarified by unit guidelines, have been established for promotion and tenure, graduate faculty status, and faculty workload. Pre-tenure review and post-tenure review processes, established in 1995, have met a goal in the last five years of helping to optimize the ways in which faculty contribute to the aligned missions of their department, college and the university. Pre-tenure review helps to nurture faculty early in their career. The post-tenure review process is being employed as a means of identifying the optimal utilization of faculty skills and achievement of equitable faculty workloads. Colleges have also developed promotion policies for non-tenure track faculty.

Support of faculty from the Office of Research is in three broad categories: grants and contracts management and sponsored programs (pre- and post-award processes); support for research and creative activities of faculty; and research integrity and compliance activities. Significant progress has been made in the category of research integrity and compliance activities that is overseen by a newly created position of Associate Vice President for Research Integrity. Recommendations from a Blue Ribbon Committee on protection of human subjects are being implemented to ensure that Georgia State has a strong research integrity infrastructure. Additional personnel were hired to support Institutional Animal Care and Use Committee (IACUC) and Institutional Biosafety Committee (IBC) as well as Institutional Review Board (IRB) activities.
We met the goal of continuing to strengthen and focus departmental programs through academic program review. This critical academic process is continually refined and strengthened and has achieved robustness in the past several years. Learning outcomes and their assessment for General Education and disciplinary majors are now required for all programs. A parallel review process for administrative & support units continues to mature from its inception in 1998.

The goal of continuing to develop new academic programs based on strategic strengths of the university was met through initiation of doctoral programs in applied linguistics, communication, and computer science, a master of public health (MPH), MA in gerontology and in religious studies, and a BA in women’s studies. The school of social work received accreditation for its MSW program, the first class of which was admitted in fall 1998. The college of law developed a joint degree program with the college of architecture at the Georgia Institute of Technology that leads to the awarding of both a Master of City and Regional Planning degree and a JD degree in Law. We established a collaborative Biotechnology master’s degree program with Cairo University.

As a partial consequence of successful competition in the Georgia Research Alliance and in the Georgia Cancer Coalition, a broad area of academic excellence has emerged and was strengthened in the past five years in the areas of biotechnology and drug design and brain research through the neuroscience initiative. The Center for Behavioral Neuroscience, an NSF-funded consortium with Emory University and other Atlanta partners, was established and successfully obtained its second five-year funding. Five faculty have been designated as Cancer scholars by the Georgia Cancer Coalition. Drug design successes include promising clinical trials of drugs for African sleeping sickness. An economic development dimension to the biotechnology initiatives is being strengthened through the CollabTech and VentureLab programs, and through the infusion of students studying entrepreneurship helping with business plans for fledgling biotechnology start-up companies in our incubator facilities. A related dimension of excellence in graduate training is ongoing commitment to the “Pipeline Program”, which has been supported by funds from the University System and the National Institute of Health (NIH), and which has proved successful in increasing the numbers of women and minorities seeking careers in the sciences.

Significant progress was made in sustained collaborative efforts in the policy arena. A broad area of academic excellence exists in public finance – national, state, and local government finance, both U.S. and worldwide, including all of the policy design, evaluation and financial and management dimensions. Georgia State has emerged not only as a community, state, and regional resource for consultation and
training in policy issues, but also as a significant contributor in the international arena especially in tax, dispute resolution, and disability initiatives. Substantial contributions have also been made in the past five years in policy arenas ranging from child policy and health policy to education policy and water policy. The significant scholarly and teaching contributions in this area have moved the Andrew Young School of Policy Studies (AYSPS) to a high national ranking in *U.S. News and World Report*. In the 1998 Ranking of America’s Best Graduate Schools, AYSPS was ranked 36th out of 125 Public Affairs Program. In the most recent 2005 edition, based on a survey of deans, directors, and department chairs representing 253 master's programs, AYSPS was ranked 26th for Public Affairs Programs. The School also was ranked in the following subspecialties: Public Management and Administration (16th), City Management/Urban Policy (12th), Public Finance and Budgeting (5th), and Public Policy Analysis (21st).

The Robinson College of Business continued to be recognized for the excellence of a number of its programs. Computer Information Systems program ranked fifth among public institutions and eighth overall. The Real Estate program ranked eighth among public institutions and tenth overall. The FLEX (part-time) MBA program ranked third among public universities and seventh overall – the ninth consecutive year for this program to be ranked in the top ten nationally.

Due in large part to generous funding from the [Georgia Research Alliance](#), Georgia State has developed into an emerging leader of digital content origination, particularly in the areas of film & video, art & design and computer science. Faculty and graduate students working in The Digital Arts and Entertainment Laboratory (a unique facility that allows for digital production and post production, audience response analysis, and multi-format image conversion) have produced alumni that have received Emmys for Atlanta’s premiere telecommunication industries, and have been showcased at the premiere international film festivals (Cannes and Sundance). The doctoral program in Communication Studies was ranked 16th nationwide in rhetorical studies in the National Communication Association's Doctoral Reputation Survey. Faculty in the Communication Department won the top two national awards for books in the field of journalism.

Along with these new innovations in communication and creation, Georgia State’s humanities faculty have continued to excel in well-established scholarly pursuits. The Jean Beer Blumenfeld Center for Ethics, established in 1999, has regularly brought some of the world’s most prominent ethicists to campus for professional conferences and symposia on such topics as homelessness, terrorism, gay marriage, and hate crimes, while also sponsoring many events that engage students and faculty in discussions of the
ethical implications of current events. In recognition of its accomplishments, the center won the 2003 Prize for Excellence and Innovation in Philosophy Programs from the American Philosophical Association and the Philosophy Documentation Center. In addition, the center’s home department, Philosophy, has continued to rank in the top six for programs offering terminal master’s degrees, and its joint M.A. /J.D. program with the College of Law was ranked as the second best of its kind in the country in 2004. The Department of English continued to be the hub of scholarly publishing for the university, regularly producing six scholarly and literary publications (*Five Points, Studies in the Literary Imagination, South Atlantic Review, Eudora Welty Newsletter*, the online *Journal of Advanced Composition*, and the student-run *Georgia State Review*). *Five Points* has consistently attracted prominent contributors and has received national acclaim.

Faculty and students in the fine arts have made notable contributions to Georgia State’s cultural development over the past five years. The School of Music produces well over a hundred concerts, recitals, and other musical events each year in the Kopleff Recital Hall and Rialto Center for the Performing Arts, most of which are open to the general public. The school has also fostered the artistic and social development of young people throughout the Atlanta community with its Neighborhood Music Schools, Center for Educational Partnerships in Music, and workshops and master classes. The School is also contributing to the region’s growing music business with its degree programs in music industry and through the development of cutting-edge recording facilities in the Standard Building. The programs of the University’s School of Art and Design were greatly enhanced as a result of a major gift from one of its most senior students, Ernest G. Welch of Atlanta, and the School was named in his honor in 2003. The Art Gallery, whether hosting nationally touring exhibits or developing shows for visiting artists, faculty, and students, continued to serve as a major point of connection between the university and the larger community.

The College of Law is the only provider of high quality ABA accredited part-time and full-time legal education in the state of Georgia and the only public provider of legal education in the Atlanta metropolitan area. Its national reputation continues to increase. In 2004, the college was the youngest law school listed in the top 100 national law schools. Progress has been made in the past five years in development of interdisciplinary programs, most notably in health and ethics and in metropolitan growth. Two new centers were established - The Center for Health, Law and Society and The Center for the Comparative Study of Metropolitan Growth.
An Areas of Focus initiative was established in 2003-04 to concentrate reallocated resources and new resources, as available, in partnership-driven programs of strategic importance to Georgia State and with leveraging potential by virtue of location in Atlanta. The call for pre-proposals produced 14 potential areas of focus: acquisition of language and literacy, brains and behavior, collaborative arts and research, entrepreneurship, global Atlanta/transnational processes-local context, global commerce, law and ethics in health, international excellence in public finance, metropolitan growth and the physical environment, molecular basis of disease, risk and its management, urban education research, urban health research, and the urban South. Funding was only available for three of the recommended areas of focus: urban health research, brains and behaviors, and molecular basis of disease. Beyond the funded areas, there were benefits derived from inter-disciplinary discussions among faculty in different departments and colleges, which could lead to productive collaborations with potential for significant funding from external sources.

While the following was not a goal envisioned when the previous strategic plan was written, it resulted from a general goal of encouraging interdisciplinary interaction that was stimulated by the Areas of Focus initiative. A new initiative in public health intervention combines more closely our health science interest with our urban focus. Health science, social science, humanities, education and law faculty are combining to tackle four priority urban health areas - chronic disease and aging, HIV/AIDS and infectious disease, injury and violence, and substance abuse and mental health. Faculty from Georgia State are partnering with the Georgia Cancer Coalition, the Center for Disease Control & Prevention (CDC), and many state and local agencies to begin to understand and ameliorate the impact of these critical health problems.

A Teaching and Learning with Technology Center within the Center for Teaching and Learning was established in fall 1999 to coordinate on-campus services for faculty to provide training and support so that faculty may take advantage of the opportunities that information technology offers for improving student learning. Over the past five years, most classrooms have been equipped to provide instructor access to the Internet. A long-term goal of enhancing student access to information technology resources was improved through major expansions to the campus wireless network system. Faculty and students can look forward to nearly ubiquitous wireless access - the ability to roam on wireless connections across the entire downtown campus.

GSUNet2, a multi-year project to modernize the physical network structure for the entire downtown campus, concluded in 2003. This project installed over 1,200 miles of fiber optic cable to connect 60 buildings with the latest broadband networking capabilities. Upgrades to the core network switches has set the stage for increased bandwidth across the campus that will take advantage of the dedicated fiber...
backbone ring and the potential for connection to the new national fiber network for research, the National Light Rail (NLR). These upgrades also provided the necessary architecture for a long-examined opportunity to move to IP-based telephone services.

The first year of the five-year plan opened with a successful implementation of the PeopleSoft financial information system. Next, we replaced our legacy student records system with the Banner Student Information System, including financial aid, registration, catalog, scheduling, location management, “Web for Student,” “Web for Faculty,” and student accounts in 2002. The Touchnet payment gateway was implemented to allow students to pay tuition and fees with credit cards through an Internet interface. The last major administrative system on the mainframe, Human Resources, will be replaced by a PeopleSoft product by the end of February 2005, after which the mainframe will be decommissioned. We will have met our goal of replacing all our legacy administrative systems with Oracle-based systems.

Our first comprehensive ‘Results’ campaign was successfully completed in November 2004, exceeding the goal of $125 million with over $127.1 million raised. Private support has become necessary to secure state funding for buildings to support the academic mission of the University - $21.5 million was raised in the Results campaign for facilities and equipment. Private support is also crucial for scholarships and fellowships to attract and retain excellent undergraduate and graduate students - $18.5 million was given for merit- and need-based scholarship programs for students. Similarly, to recruit and retain high quality faculty, it is increasingly important to have endowed professorships and chairs - $18.9 million was secured to establish 27 professorships and endowed chairs. An additional $43.2 million was raised to fund academic programs and centers. The Georgia State University Foundation assets grew by $22 million to $162 million while the endowment increased from $44 to $61 million.

During the past five years, humanities and social sciences departments and centers have made great contributions to Georgia State’s international efforts. A variety of international centers were created or have continued to grow since 2000, including the Asian Studies Center, the Hellenic Studies Center, the Center for International Media Education, the Latin American and Latino Studies Center, and the Middle East Center for Peace, Culture, and Development. Each of these centers has facilitated faculty and student efforts abroad and has initiated events, course offerings, and other resources on campus that have greatly expanded students’ global awareness. The Middle East Center, in partnership with Emory University, received Title VI National Resource Center grant by the United States Department of Education that is being used to expand Middle East language and teacher education programs. The Department of History has developed a world history program that has expanded curricular offerings, sponsored an annual
community lecture, and hosted the World History Association annual conference on campus in the summer of 2003. Modern and Classical Languages has more majors than any university in the state and many institutions in the southeast, and it has added Hebrew, Modern Greek, Persian, and Swahili to its curriculum during the past five years. In addition, increasing numbers of faculty from throughout the University have been awarded Fulbright Fellowships to teach and conduct research abroad.

The number of international cooperative agreements increased from 31 to 89. While most of the earlier ones were with European countries, more recently there has been a diversification of relationships to other parts of the world including Asia and Africa. While some agreements are more active than others, they cover a broad spectrum of cooperation in numerous disciplines. We have been successful in following strategies where emphasis is placed on initiatives that are either countrywide or thematic in focus. Thematic initiatives include tax and fiscal policy with proposals being funded for work in a number of countries, including Russia and some former Soviet states, Guatemala, India, Jamaica, and Uganda. Country initiatives include Egypt, Mexico, and South Africa, and have been broadened to other countries in Europe, the Middle East, Latin America, and southern Africa.

Under the auspices of the Institute of International Business, the Robinson College joined an elite group of business schools that offer a Master’s of International Business degree. In collaboration with the department of Modern and Classical Languages, MIB degrees are available with concentrations in Spanish, French, and German. The MIB is the first program of its kind in Georgia. It draws upon the historical strengths of the Georgia State learning environment: flexibility in program design, talented and experienced international faculty scholars, and direct access to the Atlanta-based global business community.

A goal to add varied types of student housing near campus to accommodate 2,000 students beyond the 2,000 beds available in the Village was partially met. An additional 450 beds, the Lofts, were opened in fall 2002 and ground will be broken in spring 2005 for 1,500-2,000 beds on the Piedmont-Ellis site. With the combination of the Student Center, the Student Recreational Center, and a renovated University Center, the campus is much more hospitable for students to socialize and relax. A goal to increase the quantity and quality of office, classroom, and teaching and research laboratory space to accommodate additional growth in student enrollment and faculty and student research was partially met. The opening of the Helen M. Aderhold Learning Center in fall 2002 was critical to meeting the need for medium and large size classrooms equipped with essential instructional technology and was one of the reasons Georgia State was able to accommodate the increase in students. The opening of the Andrew Young School of
Policy Studies building at Five Points in summer 2004 offered some relief as space on campus is vacated by the policy studies school, but even so there is need for additional faculty, staff and graduate student offices. Additional office space relief was obtained through renting space in 10 Park Place and 34 Peachtree Street buildings. Classrooms in the General Classroom Building and in the Arts & Humanities building were upgraded to provide internet access.

Environmental changes: 2000-2010

Georgia State University is continuing a major change in the composition of its undergraduate student body. A significant accomplishment since 1995 is the doubling of the fall freshman class from 1,200 to 2,400 students while raising significantly the entrance requirements. Only 500 of the fall 1995 class would be eligible for admission in fall 2004. Simultaneously, diversity of the entering class increased. The transformation of the undergraduate student body was driven by a University System of Georgia (USG) articulation of entrance requirements that are highest at the four research universities, a designation that Georgia State achieved in 1995. In addition, availability of residence halls for the first time in fall 1996 changed the university from a commuter-only one. Diversity of the new students continues to be a distinctive feature of the university. We have continued to recruit a highly ethnically diverse student body while significantly increasing our admission requirements. For fall 2004, we have enrolled 2,270 first-time freshmen, most of who are supported with the HOPE scholarship, half of whom live in residence halls, and whose average SAT is 1094. By 2010, we anticipate that the freshman class will be 3,200 students and an additional 1,500 – 2,000 beds will be available through the residence halls at Piedmont-Ellis that are due to open in August 2007.

Georgia State University continues to be a major transfer institution. With an undergraduate student body of 20,000, over half of these students have started college at other institutions. Approximately one half of transfer students come from other USG institutions, with Georgia Perimeter College being the largest provider – approximately 20 percent of total transfer students. The remaining transfer students come from in-state private institutions or from out-of-state.

There continues to be increased competition for Master’s level students, especially in business and education, as more providers enter the Atlanta market both physically and through the electronic media. One of the great challenges of the next five years will be the appropriateness of and extent to which we are willing and able to provide any-time, any-place quality education with an increasingly greater emphasis on reliable support services for students and faculty.
Attracting quality doctoral students will require competitive packages that include health care coverage, reasonable stipends, and realistic teaching loads. In a survey in summer 2004, the Council of Graduate Schools (CGS) found that 74 percent of institutions offered health care insurance for at least the graduate student. Many potential graduate students are international, especially in the sciences and business and economics. Additional restrictions and delays on visas after 9/11 have decreased the number of international student applications and registrants. For the first time in many years, there were fewer international students studying in the U.S. in 2003 than in previous years.

With projected growth of the University System from 250,000 students in fall 2004 to 450,000 students by fall 2015, a major environmental condition is continuing pressure to provide access to quality programs for qualified students. Further, the 35th USG institution is planned to open in 2008 with the transition of the Gwinnett Center to Gwinnett State College. For Georgia State University to maintain its proportionate share of students, we would have to serve 50,000 to 55,000 students by 2015 or approximately 40,000 by 2010. At our downtown location, the next major complex of buildings that might be available by the end of this decade is the Science Park at Decatur and Piedmont. Plans are underway for a Science Teaching Laboratory building, a Science Research Laboratory building, and potentially a Southern Laboratory for Infectious Diseases to be built simultaneously. A request to the Regents for a humanities building to replace Sparks Hall will be made in June 2005. However, this building would not be ready for occupancy until the next five year plan. Space in current buildings will be examined for feasibility of converting offices to classrooms with the possibility of subsequently renting additional office space.

Given the facilities limitations downtown, expansion of offerings at the Alpharetta Center is being considered. Full degree programs in business and education might be offered at the Alpharetta Center. Potential expansion of degree programs to sites east and south of Atlanta will also be explored, perhaps in collaboration with a two-year college. This strategy is consistent with a recommended action step in the 2004 USG Strategic Plan to “Develop additional programs in which four-year universities offer four-year degree programs at two-year colleges”. Further, another potential mechanism is to use distance learning technologies to develop and deliver certificate and degree programs.

Funding trends have been very negative over the past five years, with a significant shift from state support to student tuition. Together, state appropriations and tuition represent about 95 percent of the Education & General (E&G) Operations revenue. The amount of E&G revenue per student has decreased by over 20 percent since fall 2001. While student tuition is relatively low compared with other state-assisted national and southern regional (SREB) institutions, students now provide approximately 37 percent of E&G
revenue in contrast to 25 percent prior to fall 2000. Competition for state appropriations to higher education from health care, K-12 education, and prisons will continue to be intense. Further, many of our sister institutions in USG are growing more rapidly than we are, so we will probably participate minimally in additional state workload appropriations. However, in spite of an adverse fiscal climate, Georgia State continues to grow in quality through self examination and redirection of resources in a continuous effort in institutional effectiveness.

Private giving is increasingly important for publicly-assisted universities. A new comprehensive campaign will be launched in the next five years to build on the recently successfully completed ‘Results’ campaign.

Shifts in the faculty composition will continue. With a rapid increase in the number of freshmen students in the latter half of the 1990s, the use of part-time instructors (PTIs) in core courses increased initially. This trend was reversed for core courses in FY 2000 when a large number of PTI positions were converted to full-time non-tenure track (NTT) positions - visiting instructors and lecturers. The University System has recently approved an NTT ladder for lecturers and senior lecturers. In some colleges, there are still an unacceptably high percentage of courses taught by PTIs. As we achieve stable enrollments and funding is available, we will reduce the number of PTIs and convert some NTT positions to tenure-track ones.

Higher education is facing a number of major trends including an emerging global economy that will give rise to a global community characterized by increased communications across national borders in education as well as in business, law, government, sciences, the arts, and entertainment. There has been an enormous increase in foreign investment in Georgia. One in seven jobs in the U.S. involve international trade and business. Another major trend is in research being conducted by teams from various related disciplines. Many important issues and advances occur at the borders between different disciplines. The National Academy of Sciences advised in November 2004 that institutions should develop new policies or strengthen existing ones that remove barriers to interdisciplinary research, and they should develop joint programs with outside organizations.

Technology will penetrate even deeper into our daily lives. Information increasingly is becoming the capital of economic activity. The ability to locate, receive, analyze, and transmit information in oral, written, visual, and numeric form will be crucial. The rate of change will accelerate. Those who have learned how to learn are best equipped to capitalize on such an environment. The Internet is unlike other
technology advances, and is even more important than the introduction of personal computers. The Net Generation, who takes the Internet for granted, is coming to campus. These students never have known a world without computers. This situation offers both a great competitive threat and a great potential asset. Higher education is undergoing change through using information technology to focus on learners and successful learning.

Another major trend is increasing demand for accountability on higher education. This is manifested nationally, with many states moving to performance-based budgeting. Allocation of part of the state appropriation from USG is based on improvement in freshman retention rates, improvement in six-year graduation rates, and increases in extramural grants and contracts. Regional accreditation agencies and major disciplinary accreditation organizations such as AACSB and NCATE are placing significant emphasis on student learning outcomes and use of data gathered to improve processes and outcomes. There is increasing emphasis on understanding learners and ensuring successful learning.

II. GOALS AND PRIORITIES

Some of the goals of the 2000 Strategic Plan have been achieved; some remain as priorities of the institution. Our thinking has progressed with a recognition that we have to be a more focused institution that is continually evolving but not necessarily growing in numbers of programs offered. In the section that follows, unfinished work of the 2000 plan is incorporated into the goals and priorities for the next five years.

The vision is to provide an academic environment conducive to effective and inspired teaching, learning, and scholarship and to be recognized as one of the leading national state-assisted research universities. This entails having significant state, national, and international roles as well as serving the residents of the metropolitan Atlanta region. It requires capitalizing on the comparative advantage of Georgia State’s location in Atlanta.

In the twenty-first century, Georgia State University's curricular and co-curricular activities must prepare students to be critical thinkers, creative problem solvers, and responsible citizens who make ethical choices. Students must be able to present their thoughts cogently both orally and in writing, develop leadership skills, and work well in teams. They should be literate in science, technology, culture, and information. Georgia State must also ensure that students are able to analyze and evaluate important trends in disciplines, comprehend their place in the world and how the world is changing, understand the interconnectedness of knowledge, recognize that there is a blurring of boundaries among disciplines and
among nations, and cope with the dynamics of change. A vision for students includes exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe, an understanding of their urban environment, preparation to utilize information technology, an ability to judge the quality of information, and experience with collaborative learning on campus and in the community. A diverse environment such as that encountered at Georgia State produces a balanced, better educated, responsible, contributing and productive global citizen.

In striving to reach goals in the area of instruction, progress must also be continued in establishing and maintaining outstanding research programs and activities. Selected undergraduate, graduate, and professional program research efforts - those that are already competitive nationally and internationally or that demonstrate promise of becoming so - will be targeted and supported so that they can maintain their success and reach even higher levels of excellence. Undergraduate education is enhanced when students have research experiences. The necessity of promoting research derives from the fact that a university becomes great only when it contributes significantly to the advancement of knowledge and when it becomes a recognized source of advanced knowledge that can be used widely for the betterment of life.

Georgia State University's impressive array of professional programs will continue to provide high quality education in the Atlanta area and the region. Furthermore, in appropriate instances, advanced educational programs will draw students from all parts of the nation and abroad. In all cases the programs will assemble faculty members that are capable of providing advanced expertise to outside constituencies, thereby directly promoting the advancement of society. We must strive to enhance our strong graduate programs while enhancing our undergraduate programs and services.

In order to accomplish the University’s visions, goals and priorities, the faculty must remain mindful that being a responsible community member extends beyond disciplinary interests to the (unranked) interconnected aims of:

- Targeted programs of distinctiveness that are nationally and internationally recognized and that capture the unique strengths of the University
- Applied focus based upon a strong foundation of excellence in the liberal arts and sciences and quality professional programs
- Graduate and research programs with national and global recognition that benefit the interests of the state and region
- Interdisciplinary research and educational programs that address emerging needs for new knowledge and its dissemination
• Learning opportunities and a learning-centered environment that support individual styles and life circumstances of students
• Global cultural perspectives infused throughout programs
• Participation in partnerships that have a positive impact on community evidenced through teaching, research, and service activities
• Use of our location in an urban area, a center of international commerce, a media center and a center of governance, to offer a distinctive education to our students
• Dynamic, intellectual environment that stimulates scholarly activity for all faculty and students and fosters creativity, innovation, and humanity
• Service as a resource to local, state, and federal entities
• Fiscal accountability that connects performance and priorities to resources

Achievement of these interconnected aims will contribute significantly to student learning and an engaged university. A dynamic balance is sought among teaching and learning, research and scholarship, university and community service, and undergraduate and graduate and professional programs.

A great university requires great students, great faculty, great programs, great staff and facilities, and great financial support. Strong academic and co-curricular programs attract students. Supportive staff and administrative services with reliable physical and technological infrastructures help retain students and faculty. Strong external development efforts provide the margin of excellence to supplement core state appropriations and student tuition. Strong external communications inform alumni, potential students, and other constituents of our accomplishments.

A. Students

1. Recruitment
A major comparative advantage for Georgia State University is its location in Atlanta, a cosmopolitan city. As a result, Georgia State enrolls students from all 159 counties, fifty states and over one hundred and forty countries around the world. These include high school graduates, transfer students from two- and four-year programs, working and "returning" students, and graduate and professional students. While the university attracts students worldwide, the downtown campus and the Alpharetta Center provide access to quality education in particular for residents of the entire metropolitan area. With the opening of the Aderhold Learning Center and the Student Recreation Center in the past five years, students have modern facilities in which to meet and study. A Science Teaching Laboratory building should be completed before 2010. Further, with the opening in fall 2007 of an additional 2,000 beds in residence
halls to be constructed on the Piedmont-Ellis site, there will be affordable housing available close to campus for over 4,000 students. Availability of student residence halls has increasingly made Georgia State an institution of first choice for freshman students.

A student body of 32,000 by fall 2009, with approximately 8,000 being in graduate and professional programs, is a recruitment goal, with an increase in quality while maintaining the diversity of all incoming students. This goal includes a continued increase to 1,500 in the number of doctoral students in departments that have nationally competitive doctoral programs and/or advance interdisciplinary, urban, and international foci of other parts of this strategic plan. In fall 2004, there were 27,100 students (including 1,600 international students with visas). Georgia State will continue to serve both traditional and non-traditional students. A ‘best class’ strategy will be used to recruit 3,200 freshmen for the downtown campus and possibly 400 freshmen at the Alpharetta Center. The Alpharetta Center will be explored for its potential to serve more undergraduate students while preserving an urban experience, an essential characteristic of Georgia State, through required semesters at the downtown campus. The university is a major transfer institution with approximately half of the undergraduates entering as transfer students. The minimum transfer GPA was raised to 2.5 in spring 2004. In the future, it might be necessary to limit transfer into certain majors. We will seek to raise the minimum transfer GPA so as to achieve an optimum balance between freshmen and transfer students, probably at an approximate 2:1 ratio.

Applications for professional students in law are highly competitive as are graduate assistantships in many of the disciplines. A goal is to attract more higher-qualified graduate students, especially in doctoral programs. Strategies include improving support packages to include health care insurance, more nationally-competitive stipends, and realistic teaching loads.

Part of a strong recruitment effort to attract and retain excellent students involves availability of scholarships and fellowships. A new goal is to increase the number of National Merit Scholars to at least 10 from the current four students. The recently completed comprehensive campaign increased scholarship endowments by $18.5 million. In addition, many faculty include support for students on their external grants and contracts. A continuing goal is to increase financial support from various sources for undergraduate and graduate students.

2. Undergraduate experience

A more welcoming environment is being provided through programs such as the Freshman Learning Communities, Emerging Leaders Program, Campus Atlanta and the Honors Program. As one of the
strategies to increase retention rates for freshmen, a **goal** is to increase participation in Freshman Learning Communities (FLCs) to serve more than half of the entering class. In fall 2004, over 940 out of 2,270 freshmen students participated in FLCs. In addition, a similar strategy, or at least a transition course, might be tried for transfer students in order to afford them an opportunity to connect more closely with the campus. The Emerging Leaders Program provides students ways to reflect systematically on the exercise of leadership. Campus Atlanta provides students a continuum of engagement opportunities to learn about Atlanta settings, to learn from Atlanta systems, and to learn through Atlanta community service and Atlanta service learning.

Improving retention rates is a significant continuing **goal** for the university. Retention from freshman to sophomore year for the fall 2003 cohort increased over that of the previous year to 83 percent. A **goal** is to increase first-year retention rates to 86 percent for the fall 2009 freshman class. Nationally, attrition rates are 20 percent for the first year, ten percent for second year, and a cumulative nine percent for the next four years. For Georgia State, over twice as many students leave during years two through six than leave after the first year. Thus, there is potential for significant improvement in second and subsequent year’s retention rates. A new **goal** is to decrease attrition rates to less than ten percent for the second year and less than five percent for the third year. While students enter with higher SAT scores than previously, many are poorly prepared for the rigor of coursework in college and lack the study strategies to meet course demands. Programs that attracted students to the university should also play a role in retention especially those that provide a vibrant learning community. Strategies to increase retention rates include new students being aided in their transition to Georgia State through a centralized **Student Advisement Center** that assists all freshmen, transfer, and undecided students. This centralized facility is available to all students until they have completed areas A - F of the University System Core curriculum. Additional assistance for students is available through the Counseling Center's academic skills programs, African American Student Services & Programs, Writing Center, Language Acquisition & Resource Center, Cooperative Learning Center, and many of the core departments provide tutorial support - the Counseling Center produces a brochure that lists the various tutoring services available. There needs to be better coordination and awareness of the overall services that are available to increase student success.

A place to study individually and in groups, and to conduct research and write, is important for students. The Library transformation project will result in an attractive Learning Commons that will significantly enhance students’ opportunity for collaborative learning and instruction coupled with technology resources. National studies show that academic advising is one of the keys to student success. Another
key is involvement of students in departmental extracurricular activities. Increased emphasis will be placed on departmental responsibility for retention of their majors, within available resources.

National studies indicate that student involvement in the university community is a good indicator of potential success in college. The Student Life division is involved in the development of good citizenship via community service and volunteer work, and generally serves as a dynamic laboratory in which students can apply or complement talents they also develop in classrooms. Student Life has developed learning outcomes for its programs. Student development and leadership enhancement occurs through participation in the 300 organizations and recreational services activities. A goal is to increase student engagement in the university through strategies such as to continue to increase student involvement in student organizations and recreational services activities and to measure student learning through such involvement.

Successful intercollegiate athletics programs, especially men and women's basketball, will help develop a sense of community and college spirit among students, staff and faculty. Recognition of the university can also be enhanced nationally through having successful sports teams. Participation in a new conference, the Colonial Athletic Association, starting fall 2005 will provide exposure to Georgia State in the large media markets of Boston, New York, Philadelphia, and Washington, DC.

The academic enterprise will be further strengthened by efforts of both Student Life division and academic departments in building on the rich opportunities for community service by providing students with more occasions to reflect critically on their experiences in service. A goal is to increase student engagement in the university through strategies such as continuing to increase student participation in service activities and to measure their learning from participation. Moreover, opportunities for service-learning programs that engage students in service that meets unmet community needs while enhancing their academic study, civic skills, and sense of social responsibility will be developed and supported by the university. There are a number of voluntary community service opportunities at Georgia State that are coordinated through the Office of Community Services. Location in downtown Atlanta, near the state capitol, gives students many possibilities for internships, cooperative education assignments, and other collaborative arrangements with business, law, fine and performing arts, industry, government, and service agencies. A strategy is to expand and better coordinate internship opportunities. The University participates in a number of outreach and enrichment programs, including several to increase minority participation in the sciences. Career service units provide career counseling and career development, teach job search skills and provide occupational information and work experience to students.
The growth of a more traditional undergraduate student body provides an opportunity for the university to increase study-abroad programs. Further, advent of the student international fee provides a fund to support students studying abroad and to provide services for international students. A goal is to increase students’ opportunities to gain international perspectives through increased participation in study abroad to at least two percent per year. FY 2004, 420 students participated in study abroad programs. If we reach our goal of 32,000 students by FY 2010, the goal for study abroad participation will be 640 students. These programs can be developed in traditional and non-traditional ways. For students who do not need to work, the traditional semester- or year-abroad program opportunities can be expanded. For working students, two- to three-week programs can be developed to link an experience abroad with continued coursework in Atlanta. Faculty and student exchange programs that provide for learning experiences on our home campus with faculty and students from institutions abroad can further enhance undergraduate, graduate, and professional programs. A goal is to increase student’s opportunities to gain international perspectives by continuing to have four percent of the undergraduate student body come to Georgia State with a high-school degree from outside the U.S. in an environment where the number of international students nationally is currently decreasing.

3. Graduate experience

The graduate student composition of the student body is approximately 660 professional students, 940 doctoral students, 5,300 master’s students, and 400 non-degree-seeking students. A goal is to increase the number of graduate and professional students to at least 8,000 by fall 2009. Further, a goal is to graduate an increasing number of full-time doctoral students in amount of times that are comparable to median disciplinary ones. The largest numbers of graduate degrees conferred at the University are at the master’s level, including the MA, MBA, M.Ed., MFA, and MS, all of which enroll a significant number of students. Master’s degree programs fill unique niches in the University. Some serve as a progression into an available doctoral program, or as preparation for entry into doctoral programs elsewhere. In other areas, the knowledge base necessary to master a subject has expanded beyond that obtainable during the traditional four-year bachelor's degree program. In these areas, the master’s degree is now considered the entry-level degree or the mark of a well-educated student of that discipline. In other areas, highly regarded professional programs at the master’s degree level play an important role in educating professionals.

An ongoing strategy is to continue to build library collections, primarily electronic, to support the university’s strategic initiatives with a goal of joining the Association of Research Libraries. Libraries
will partner with faculty, departments, and interdisciplinary programs to develop a collection in all formats that support graduate programs of excellence and distinction, and to provide information services both virtually and in multiple physical locations, including the University Library, Law Library, and the Alpharetta Center, for all graduate programs. Libraries will partner with a variety of campus constituencies to provide institutional repositories that will provide a vehicle to showcase the university’s research accomplishments.

Graduate faculty members serve as mentors directing the research of graduate students and supervising their maturation as teacher-scholars. An ongoing goal is to improve the preparation of doctoral students through strategies such as placing more emphasis on pedagogical preparation for those students who hope to become future teaching faculty. Strategies include students enrolling in college teaching courses and becoming involved with programs sponsored by the Center for Teaching and Learning and other departments.

A goal of Strategic Plan 2000 to be more competitive for strong graduate students by increasing the number, value, and benefits of graduate assistantships and fellowships was unrealized. Efforts to achieve this goal will be redoubled through strategies that include ensuring that all graduate assistants have at least partial health insurance and that all graduate teaching assistants have realistic teaching loads. In particular, doctoral students should be supported through a strategic balance of teaching and research assistantships. The intellectual vitality and active scholarly engagement of faculty and students enhances the overall quality of the institution. A large proportion of extramural funding goes directly to support learning opportunities for graduate as well as undergraduate students. Selected research projects in which graduate students are involved also contribute to improving the quality of life of the city and the region. Graduate programs are also a strong magnet for international students.

B. Faculty

High quality faculty are imperative to maintaining high quality programs and attracting high quality students. Georgia State University's full-time instructional faculty number more than 1,000 for fall 2004, with approximately three-quarters being on the tenure track. One major element of internal quality is tenure-track (TT) faculty and increasing their number is a significant feature of any tactical strategy used to invest redirected or new resources, while recognizing that specialized non-tenure track (NTT) faculty can play important roles. A goal is to increase the number of tenure-track faculty to at least 800 through strategies such as: 1) reduce the number of PTIs and visiting faculty in departments where there is an unacceptably high percentage by converting to NTT and/or TT faculty; and 2) increase the number of
tenure-track faculty by converting non-clinical NTT positions into TT appointments and/or adding new TT positions in targeted departments where there are robust undergraduate majors and graduate programs.

Strong, nationally-recognized faculty are essential to attract increasing external grants and contracts to support students, faculty, and programs. In FY 2004, faculty were successful in securing $60 million in extramural support. A new goal is to increase grant and contract support to $100 million by FY 2010, with faculty writing proposals in excess of $175 million. Specific goals will be set for each college with incentives for accomplishments to include additional tenure-track positions. In addition, a goal is to increase internal funding for the Office of Research at least at the rate of growth of extramural funding. Analyses of internal grants programs indicate that these programs provide a significant stimulus to research growth in the university. Attention should also be given to develop programs for underserved groups, especially those groups that do not traditionally attract significant external funds.

A goal is to continue to increase faculty and administrator diversity through strategies led by the senior faculty associates for Advancement of Women and for Recruitment & Retention of Underrepresented Faculty. Strategies include mentor programs and leadership programs.

A goal is to continue to attract and retain high quality faculty by providing competitive salaries and removing salary compression among faculty. Any adjustments must be based on market and merit evaluations. The past three years of deceasing state revenue has exacerbated the situation.

The Results campaign provided an opportunity to fund endowed chairs and Eminent Scholars in areas of strategic importance to the University. A continuing goal to build high quality academic programs will be pursued through strategies such as clustering current or new faculty in areas closely related to those of existing or newly-added endowed professorships and/or endowed chairs. Continuing development support will be sought to recruit and retain high quality faculty.

C. Programs
Georgia State University will continue to strengthen its academic programs and administrative and student support services in concert with accepted recommendations of its program review process and of accrediting agencies for its professional programs. This process includes the University Senate in a review of academic and administrative departments, schools, Centers, Institutes and student support programs.
Academic programs are at the heart of a university and are the attractant for faculty and students. An ongoing goal is to continue to provide academic programs that have high quality and are central to an increasingly sharpened mission of the university. One strategy is to build on programs that have demonstrated quality and are nationally recognized or have shown potential for national recognition. A clear and coherent vision of the future includes continued support to enhance development of programs of distinction, both disciplinary and multi-disciplinary.

The effort to improve the quality of support service to faculty and students has been a critical focus within the university. An ongoing strategy is to utilize the Administrative & Support Unit Review process and outcomes assessment to continue to improve the quality of support offered by various offices. An ongoing goal is to ensure that support activities are effective and efficient and regularly collect and use data to improve their services.

1. New academic programs (and modes of delivery)

An ongoing goal to provide high quality, central academic programs is assisted through continuing to develop a limited number of new academic programs based on strategic strengths of the university and to develop more joint degree programs including those with national and international universities that will enhance the University’s programs and reputation. It is recognized that as new programs are developed, some current programs may be scaled back through the Academic Program Review or other academic program evaluation processes.

There is a strong commitment to development of writing, communication, and information literacy across the curriculum. A new strategy is to implement computer-based writing practices in first-year composition classes that will require availability of small classrooms. A continuing goal is to produce literate graduates through strategies such as fully implementing a writing-across-the-curriculum program and initiating a support program for oral communication similar to that supporting Writing Across the Curriculum.

Development of learning outcomes and their assessment will aid in quality control of courses and programs independent of the delivery mode that leads to a diploma or certificate. A movement to more course components and programs available on-line is accompanied by a demand for flexible, fast, high quality programs. Such programs will not be confined to on-line but may include hands-on experience, research lab, or community based experience. A goal is to increase flexibility of curricular offerings for
students through use of on-line as a delivery mode for courses and programs when justified pedagogically. A national trend is towards more non-degree granting programs or to certificate programs as part of degree granting programs. We need to consider these possibilities in order to leverage our considerable capabilities and to think in terms of sets of modular courses as part of certificate programs. A goal is to increase flexibility of curricular offerings for students through development of high quality diploma or certificate programs in areas that match our faculty strengths and market niches.

2. Interdisciplinary programs

A clear and coherent vision of the future includes continued support to enhance development of programs of distinction that demonstrate quality and are nationally recognized or show potential for national recognition. A successful strategy was introduced in 2003-04 through the Areas of Focus initiative described in section on progress since 1999. In particular, programs should leverage comparative advantages of being in Atlanta and should connect with partners and collaborators in the Atlanta region and beyond Georgia, or with economic development in the region and state. An ongoing goal to provide high quality, central academic programs is assisted through continuing to enhance the following areas that cut across some traditional organizational lines within the university and advance a multidisciplinary approach to future complex problems and needs:

- Continue to strengthen the Molecular Basis of Disease program, including bioinformatics/biocomputing, structural biology, cancer, and infectious disease; the Brains & Behavior Program, including brain research through the neuroscience initiative; and environmental science. Utilization of the University's scientific talent and resources towards meeting economic and scientific development goals remains a matter of continuing interest. An economic development dimension to the biotechnology initiatives will continue to be strengthened through the CollabTech and VentureLab programs. Sustaining excellence in the interdisciplinary sciences will require the acquisition of new research facilities. A Science Research Park is anticipated being completed within the next five years [see Facilities section]. In addition to encompassing a broad area of interdisciplinary activity, there is considerable ongoing collaboration with other state institutions, some regional universities and several Middle Eastern countries.

- Continue to strengthen the urban health areas. Contemporary society, especially in urban areas, is plagued by a number of health problems that are disproportionately affecting minorities. Health science, social science, humanities, education and law faculty are combining to tackle four
priority urban health areas - chronic disease and aging, HIV/AIDS and infectious disease, injury and violence, and substance abuse and mental health. In addition, the Georgia Health Policy Center provides evidence-based research, program development and policy guidance on local, state and national levels to improve health status at the community level. The center distills its qualitative and quantitative research findings to connect decision makers with the objective research and guidance needed to make informed decisions about health policy and programming. The center's projects focus on some of the most complex policy issues facing healthcare in rural and urban settings today, including public and private health insurance coverage, long-term care, children's health and community health system development.

- Achieve recognition for Georgia State as a national leader in urban education. While seeking to work with many school districts, Georgia State recognizes that the local urban school systems offer opportunities for addressing some of the more significant challenges that must be met throughout this nation. Georgia State will continue its progress in increasing the quality and quantity of educators – teachers, school leaders, and school counselors. In order to assist in producing more, highly qualified teachers for Georgia, a five-year goal is to more than double the numbers of certified teachers from 350 to 800 per year while also doubling the percentage of certified minority teachers. Faculty are responsible for piloting successful new models for advancing the achievement and well being of all pupils in the schools in partnership with their communities and in producing future educators who can work collaboratively to ensure that all students learn.

- Continue to develop and deliver educational programs with curricula imbued with global perspectives that earn the J. Mack Robinson College of Business continuing recognition as a world-class business school and as the dominant provider of high quality, practice-relevant graduate business programs in the metropolitan Atlanta market. The college will build on its reputation of delivering a national top-ten part-time MBA program through further development of the Center for Enterprise Risk Management and Assurance Services (CERMAS), the Herman J. Russell, Sr. International Center for Entrepreneurship, and a Center in Computer Information Systems. A goal is to be a major resource for Georgia in attracting and retaining "industries of the mind". One theme to be developed is risk and its management from three perspectives: societal, corporate, and individual/family. Multidisciplinary teams from risk management & insurance, accountancy, finance, CIS, law, and policy studies will evaluate risks holistically, from terrorism to public health and from public policy to risk-economics and law. Another theme is in
information systems and technology among medical informatics, privacy and security, and digital supply chain management.

- Continue to strengthen the areas of focus in policy analysis and management for which the Andrew Young School has developed a strong national and international reputation. These include public finance and budgeting, social service delivery, environment and public/not for profit management. Strengthening includes facilitating a reaching out to allied programs outside AYSPS and developing closer relationships with the private sector and government. Continuing goals are to bring scholarship to the practice, and to bring the practice to the university.

- Upgrade the depth and breadth of Georgia State University’s currently nationally recognized work in order to create a world-class interdisciplinary program of basic and applied research on the acquisition of language and literacy. Language and literacy are the oral and written (reading & writing) dimensions of language acquisition. Interdisciplinary teams will collaborate to advance our understanding of the processes required and the role that acquiring language and literacy skills play in an individual’s ability to function in society, particularly in individuals with disabilities or those who have different language backgrounds from the majority population.

- Continue further development of digital content origination, particularly in the areas of film & video, art & design and computer science, in the Digital Arts and Entertainment Laboratory. By strategies such as enhancing on-campus space available for incubating entertainment production and research companies, securing a director of audience research to facilitate collaborative projects, and continued investment in state-of-the-art content creation tools, Georgia State will be positioned to further strengthen its contribution to Georgia’s economy in the telecommunications sector and to enhance its ability to attract external support from public and private sources.

- Continue to develop programs and curricula that bridge legal theory and practice, and that possess interdisciplinary dimensions. The Center for the Comparative Study of Metropolitan Growth joins social scientists, scientists, business and policy professionals and analysts, and law faculty in research on the environmental impact of metropolitan growth and on regulatory and legal mechanisms for dealing with it. The Center for Health, Law and Society joins lawyers, doctors, and social scientists in an effort to deal more effectively with the nexus of health, economic and legal issues that interfere with the effective and efficient delivery of health care.
• Continue further development of sustained collaborative efforts in the policy arena, particularly as it relates to economics, the environment, education, health, crime, poverty, transportation, and law. By being broad-based in academic disciplines, Georgia State University will be recognized as a premier resource for analyses of problems facing the citizens of Georgia and will become the pre-eminent think-tank in the South on policy issues. One purpose is to contribute to the base of knowledge about policy and thus produce information that is useful for making policy decisions, not just locally but also nationally and internationally.

• Enhance collaboration between artists of different disciplines and between artists and scholars of arts-related disciplines within the University community in areas of practice, theory, history, philosophy, education, and criticism. Georgia State University has many creative writers, visual artists, composers, musicians, actors, playwrights, filmmakers, and scholars engaged in arts-related research. Equally important is the enhancement of collaboration between members of the University artistic community and local, regional, and national communities.

• Consolidate already-established excellence and promote interdisciplinary initiatives through strategies that increase collaborations between humanities scholars and that enhance professional leave opportunities for faculty and graduate fellowships to strengthen research. Three of Georgia State's programs in the humanities have been recognized nationally for the quality of their scholarship and graduate education. A focus of efforts should be the development of mechanisms to give faculty the time that is the most valuable resource when it comes to research and excellence in the humanities. To maintain and enhance Georgia State's position nationwide in the humanities, the University plans to host visible public outreach for scholarly and community groups in areas such as world history, ethics, communication, religion, and historical preservation.

• Continue to develop an urban initiative that brings together the relevant strengths existing across departments, schools and colleges through the Center for Neighborhood and Metropolitan Studies. Georgia State University’s schools and colleges contain the necessary faculty expertise to fully implement a multidisciplinary approach to problems of the cities. These strengths include emphases on urban sociology, anthropology, geography, economics, legal issues, politics, public policy, urban policy studies, urban education, historic preservation, real estate, community and clinical psychology, African American and ethnic studies, immigration, nursing, criminal justice, social work, and labor and public history. Together these areas house a critical mass of faculty
with strong reputations and extensive experience both in basic research, which produces clearer understandings of urban structures and dynamics, and applied research, that lends itself to policy and programmatic analysis and reform. Their foci are both domestic and international.

3. International initiatives

Georgia State University has developed a strong international reputation through its two-pronged strategy of thematic initiatives and regional initiatives. A continuing goal is to be recognized (in Atlanta, nationally and internationally) as an institution with a strong global perspective and a center of international excellence in a number of areas in which we are engaged with other countries. These areas include biotechnology training and development, election monitoring, entrepreneurship development and business training, environmental economics, instructional technology, international and comparative law programs, professional media training, tax and fiscal policy, teacher education, tourism, and programs for peoples with disabilities.

A ongoing goal is to have Georgia State constantly sought out by international development agencies and international higher education institutions for expert advice and consultation on matters related to the above. Parallel to these research and technical assistance programs are graduate degree programs tailored to the needs of leaders of tomorrow from the developing countries. Countries, corporations, and international agencies will provide principal funds for the university’s international initiatives and programs. A goal is to increase student and faculty opportunities to gain international perspectives through continuing to internationalize the curricula, and to leverage the potential of international linkages through strategic alliances that facilitate faculty research on global issues.

While there are multiple international cooperation partnerships that facilitate academic and other exchanges, thereby strengthening international education at Georgia State, a goal is to have at least fifteen active international cooperation partnerships and that delegation visits yield at least one new cooperation agreement, extension, exchange program, or collaborative research initiative each year.

D. Staff and Facilities

1. Staff

Georgia State University's staff is a diverse and multi-cultural body of approximately 2,000. Full-time staff members fulfill a critical role in support of the academic environment, administration and facilities. They afford the University a high-quality foundation upon which scholarly agendas of the academic community may be built. There is a strong sense of staff commitment to the university with
approximately 250 either alumni or currently enrolled in classes. Some scholarships are available for staff to pursue further education. Their commitment is also demonstrated significantly through annual giving to the university. Over 84% of staff and faculty contributed in FY 2004. In addition to their involvement in the university community, staff are strongly tied to the Atlanta community through volunteer and leadership roles in civic organizations such as Habitat for Humanity and United Way.

Although some progress continues to be made toward bringing the salary ranges of staff positions to the median market value, average actual salaries of many groups of incumbents still fall below market value. The past three years of deceasing state revenue has exacerbated the situation. A goal is to attract and retain highly competent staff by providing competitive salaries, by continuing to close the gap between average salaries and median market salaries and by correcting salary inequities among staff. The adjustments must be based on market and merit evaluations. Further efforts need to be directed toward objectives to improve performance management (from defining job descriptions to providing appropriate feedback to, and developmental opportunities for, staff) and to staff recruitment outcomes (including more active recruitment and applicant tracking) to ensure high skill levels and diversity.

In light of a declining budget, many support areas’ staffing levels have not kept up with increasing demand and increased complexity of work. Despite this situation, a continuing goal is to enhance customer service and preserve fiscal and administrative accountability. Continuous quality improvement principles will be promoted to underscore a strong student-centered and customer-focused orientation that, in turn, will lead to improved administrative processes. These principles include respect for ideas and people, enhanced leadership and empowerment, use of facts to guide management decisions (and the processes and systems for collecting those data), satisfying those people served, and inclusion of appropriate faculty, staff, and students on cross-functional efforts to improve and streamline processes. Work will continue to be directed at ensuring that the processes meet standards established by State and Federal agencies.

An ongoing goal is to develop a workforce that is effective and able to meet the changing needs of an evolving university. All employees must be empowered and assured of appropriate development opportunities. In order to deliver effective administration services, leadership skills will be enhanced through training, role modeling, and opportunities for participation.
2. Facilities

The improvement of campus facilities since 1998 has been spearheaded by a physical master plan. A refined version of this master plan will be developed in 2005. A **goal** is to continue to develop facilities that support student success and faculty scholarship. This goal will be achieved by continuing to increase the quantity and quality of classroom, teaching and research laboratory, and office space to accommodate additional growth in student enrollment and faculty and student research. In particular, strategies include providing an adequate number of state-of-the-art classrooms; providing more space for faculty-student interaction; providing buildings where like-minded faculty are clustered in order to stimulate joint research across disciplines; providing undergraduates with easy access to quality laboratories; decreasing offices in classroom buildings by leasing office space; and reducing the amount of deferred maintenance by advocating for an equitable percentage of major repair and renovation funds from the Regents.

At our downtown location, the next major complex of buildings to be constructed is the Science Park at Decatur and Piedmont. A Science Teaching Laboratory building is anticipated to receive partial funding from the state in FY 2006, with an additional $25 million to be raised from private individuals and foundations. Simultaneously, a Science Research Laboratory building will be constructed such that the two buildings can share common core support. These new buildings will provide for relocation of programs from marginal laboratory space in Kell Hall and free that building to serve as swing space for future capital replacement projects. In addition, federal funds are being sought to build a Southern Laboratory for Infectious Diseases in the Science Park.

A request to the Regents for a Humanities building to replace Sparks Hall will be made in June 2005. However, this building would not be ready for occupancy until the next five year plan. In addition, the University will continue to explore ways to establish a Business and Law Professional Building Complex. Such a building would provide needed facilities for the J. Mack Robinson College of Business and the College of Law and also help to relieve space shortages for other University units which currently must lease private office space for their operations.

With the expansion of campus westward, building access and other security issues have become a growing concern to many in the community. The concerns have been partially addressed by installing security card access technology in the buildings, introducing a community policing paradigm (including bicycle patrols) to the police operations, and taking a broader role in downtown (for example, pedestrian safety in crossing Peachtree Street near Woodruff Park). Safety will be enhanced through continued policy development and training programs for the campus community. An ongoing **goal** is to continue to monitor closely safety and security issues and to take rapid corrective action as needed.
Georgia State will continue to encourage positive development around the campus through good relationships with neighborhood and city constituencies. Public/private partnerships for student housing will particularly be encouraged. Joint efforts for the development and maintenance of traffic improvements, streetscape, and open green-space will be continued. The university and the city have received matching federal funds to improve sections of Decatur and Piedmont streets.

Along with new construction, a continuing goal is to maintain and upgrade Georgia State University existing facility inventory and develop strategies for improving operational efficiency. A major $20 million Library Transformation project, funded in part by a student fee, is underway. A minor capital $3.5 million improvement project for the Arts & Humanities building is also underway. Securing adequate funding for deferred maintenance, code compliance, and systems infrastructure improvements will be a particular focus. Currently, a one-time allocation of $5 million was received for minor capital infrastructure improvements. Efforts will be made to increase our environmental stewardship by reducing our use of energy and increasing our recycling.

When the Alpharetta Center was constructed, it was designed for expansion. Over the next five years, as enrollments at the Alpharetta Center increase, consideration will be given to adding to services and facilities at this site.

3. Technology

A goal is to continue to remain current in the application of computing and information technologies, congruent with the needs of the Net Gen students. All students should have ready access to computing resources and an opportunity to develop information management skills for lifelong learning. The educated citizen of the future will need to know how to access global databases. Administrators will need easy electronic access to data on which to base decisions for execution and continuous improvement of the University’s activities. Faculty and staff will need the support of human resources, equipment, and classroom facilities in the transfer and application of technology to new learning environments. Out-of-class electronic connections between faculty and students will be encouraged. Because of the University’s growing dependence on a secure technology infrastructure, it is essential to plan for and upgrade adequate network and other infrastructure capacity in advance of when it is needed. Regardless of whether courses are being offered with technology-enabled components or completely on-line, slow response and outages are debilitating to the educational experience. Similarly, adequate network and other infrastructure capacity are essential for administrative and service functions.
Improvement of the electronic infrastructure and support is an ongoing goal from the 2000 Strategic Plan. A decision support system that incorporates a data warehouse and provides the distribution of information has been initiated. The warehouse is to include student, financial, and HR marts, functioning from an institutional data model, hosted by Georgia State, with capability to feed data to the USG model, housed at the System level. An overall goal is to provide reliable, quality data through which various levels of administrators can be informed in making decisions and reporting campus statistics to various constituencies and agencies by replacing the current STATWARE system with a robust series of data marts.

4. External Relations

A goal is to continue to enhance activities in the areas of alumni support and fundraising, in public relations, and to win supporters in the Legislature and Governor’s Office and also in the community. Alumni involvement at all levels of university activities will be increased. Strategies include participation of alumni as guest lecturers in classes and in panel discussions where relevant, as well as in fundraising activities. We will continue to work with local, state and federal governments to build better relations. Good stewardship of gift funds, the identification of strategic opportunities for programmatic investment and a redoubled effort to present the University's genuine needs in compelling fashion has allowed Georgia State University to mount a successful capital campaign that surpassed its goal of $125 million in November 2004. A new goal is to launch the next campaign for at least double the amount of the recently concluded one. Specific goals will be set for each college and strategies will include more active involvement of the colleges and alumni.

A goal is to continue to increase our national, state and local reputation by developing and executing effective internal and external communications plans. Efforts to develop a strong web presence are being aided through a redesigned web site, launched in November 2004. Identification of the campus continues to be improved significantly through unified identification in signage on various locations.

A clear and realistic image of Georgia State University's distinctive strengths as a research university in an urban setting engaged in significant teaching, research and outreach needs to be projected. Since the perception of quality does not necessarily track the actual level thereof, continuing improvements in and accomplishments by, the faculty must be heralded more effectively than heretofore. This is particularly important for attraction of high quality faculty and students and for national ratings. Published ratings normally place significant weight on academic reputation as measured by a survey of college presidents.
A goal is to continue to increase our national reputation as reflected, for example, in The Center or U.S. News & World Report annual rankings. This goal includes increasing the number of programs ranked as well as increasing the ratings of those ranked. Overall, we need to execute a strategy to portray the very strong academic attributes of Georgia State University to the region and the nation.

E. Financial Support
Throughout this document reference is made to the importance of strong financial support to attract great students, faculty, and staff, and to maintain and develop great programs and facilities. Success of our strategic initiatives depends on availability of significant resources. The University must expand its sources of support. State support will continue to be paramount, but more private, corporate and federal support must be sought and secured, and more imaginative, entrepreneurial, fiscal and programmatic partnerships with public and private entities must be developed. The president must actively continue to seek increased funding from the University System of Georgia so that Georgia State University receives a more appropriate share of funding within the System and the System more appropriately links costs with price to students and state appropriations. If the actions proposed above are pursued, the University should stand an even better chance of securing a larger share of state resources. This would follow, since the University would present a clearer image of itself to the external world, would carry out actions that implement this image, would capitalize on its comparative advantages, and would utilize resources in cost-effective ways.

Another element of the solution is for the campus to continue to utilize its present level of resources in ways consistent with its primary goals. Therefore, on-going, planned reallocation is being used as a central approach to the problem. It will take a combination of additional resources and reallocated resources to propel the University forward to higher levels of achievement of its mission.

Of increasing importance will be resources secured by faculty through external grants and contracts and through gifts to the university from alumni, friends, and corporate and philanthropic foundations. In order to attract high quality undergraduate and graduate students, private support for scholarships and fellowships is needed. For high quality faculty to be recruited and retained, private support is necessary for professorships and endowed chairs as well as to enrich academic programs and centers. Facilities, especially new buildings, increasingly require private support. Our plans to provide state-of-the-art facilities such as the Science Teaching Laboratory, the Library Transformation project, and the Business and Law Professional Building Complex all require private support in order to supplement some state or student-fee funding.
Conclusion

The process that led to the development of this document was telling. It revealed broad sentiment that there is an intellectual vibrancy among the faculty and staff, an openness to change, and an eagerness to address new challenges. There is a shared view that the University must continue to work together to redefine itself and sharpen the focus of its activities. Now having engaged fully in the examination of its mission in greater detail, Georgia State University stands resolute in its commitment to attain a position among the nation's premier state-supported universities located in an urban setting. The success of these Strategic Initiatives will depend on maintaining and improving strong undergraduate programs, and strong programs of research and graduate education in key departments, schools, and colleges, in addition to fostering interdisciplinary and co-curricular programs. It will also require greater resources and closer links with external constituencies than currently exist.
SECTION B
J. Mack Robinson College of Business
Georgia State University
Strategic Plan 2005-2010

I. MISSION
II. CORE VALUES
III. STRATEGIC DIRECTION & IMPLICATIONS
IV. CONTINUOUS IMPROVEMENT IN CORE STRATEGY ELEMENTS
V. KEY STRATEGIC ACCELERATORS
VI. IMPLEMENTATION
I. MISSION

The J. Mack Robinson College of Business is committed to excellence in the creation and dissemination of knowledge in business.

We prepare students to lead by pursuing ethical, innovative and value-enhancing strategies in a culturally diverse and technologically advanced world. We serve our community through complementary research, teaching, and outreach activities, leveraging our proximity to multinational corporations, entrepreneurial enterprises, government agencies, and not-for-profit organizations.

II. CORE VALUES

The core values of the J. Mack Robinson College of Business are:

A) EXCELLENCE - We strive to be the best in everything we do.

B) INTEGRITY - We are truthful, fair and accountable at all times.

C) COLLEGIALITY AND DIVERSITY - We respect diverse perspectives and people in a collegial environment.

D) INNOVATION - We encourage and support new ideas.

E) PARTNERSHIP - We engage our stakeholders in mutually beneficial ways.

III. STRATEGIC DIRECTION AND IMPLICATIONS

The J. Mack Robinson College is dedicated to leading edge research, education and outreach in a practice-rich environment.

Leading-edge education in a practice-rich environment implies that the College’s curriculum will have a coherent, practice-rich component in every program and that we will be ever mindful of how what we teach can enhance practice.

Leading-edge research in a practice rich environment implies that the College will support and encourage rigorous scholarly research that advances practice.

Leading-edge outreach in a practice-rich environment implies that the College will have structured components that are charged with proactive and responsive interaction with the global business community.
IV. CONTINUOUS IMPROVEMENT IN CORE STRATEGY ELEMENTS

The College’s core strategy is to continue to build on the strength of its graduate programs, while maintaining and enhancing distinctive offerings at the undergraduate level.

Continuous improvement in the following areas is important to the execution of the College’s strategy:

- Teaching effectiveness.
- National academic ranking of the Flexible MBA, Executive MBA, Specialized Masters (where appropriate), and Undergraduate programs and academic units.
- Recruitment and retention of quality teacher-scholars and administrative staff.
- College’s citizenship and leadership role at Georgia State University and with external constituencies.
- Academic, administrative, and program assessment processes.
- Impact and timeliness of internal and external communications related to faculty activities.

The RCB will continue its efforts to reach the forefront in the creation and dissemination of knowledge that furthers the global competitiveness of organizations. We will do this by leveraging strategic alliances that: (1) facilitate faculty development for research and teaching on global issues, (2) further the internationalization of the curricula, (3) provide the means for it to attract, develop, and maintain an internationally diverse, highly talented, languages-proficient, and culturally sensitive faculty and student body, and (4) enable it to capitalize on its proximity to international businesses and multinational corporations in Atlanta and the southeast region.

We seek to excel in the continuous cycle of the mastery of appropriate technologies. This cycle iterates through three stages of technology acquisition and use: (1) the critical assessment of new technologies to meet business school goals, (2) the ability to rapidly adopt and implement relevant technologies, and (3) the ability to exploit relevant technologies in pursuit of the College’s mission.

V. KEY STRATEGIC ACCELERATORS

In addition to the above, this plan identifies five key strategic accelerators that we will focus on in the next five years. We believe that focusing on these areas will most dramatically improve our ability to fulfill the mission of the College. For each of the five
accelerators we have listed the major success indicators as well as some major initiatives we anticipate undertaking during the five year period.

1. **INCREASE RESEARCH QUALITY AND REPUTATION**

   A. **Indictors of Success Related to Research Quality and Reputation**

      - Increase the number of premier journal articles from 50 per year to 100 per year by 2010.
      - Continuously increase the frequency of citation of RCB faculty research over the 2005-2010 period.
      - Increase quality of doctoral student academic placements (i.e. the number of students placed in the top 100 schools per UT Dallas rankings and in comparable top non-U.S. schools from 35% in the 2000-2004 period through continuous improvement to nearly all by the end of the 2005-2010 period.
      - Increase the frequency of RCB faculty serving as editors and editorial board members of top journals; increase the number of top journals housed at RCB.
      - Increase the average grant award total per year from $3 million in the 2000-2004 period to $5 million in the 2005-2010 period. (Listed in “External Funding” section as well)

   B. **Initiatives we will undertake to Increase Research Quality and Reputation**

      - Increase total research support for new hires and research-productive faculty by 25% from 2005-2010.
      - Provide support from Dean’s discretionary fund or course releases for highest impact productivity.
      - Increase funding for Ph.D. program by 50% from 2005-2010
      - Increase the Principal Investigators’ participation in allocation of overhead/indirects from external grants they obtain. (Listed in “External Funding” section as well)

2. **INCREASE STUDENT QUALITY/RECRUITING**

   A. **Indictors of Success Related to Increasing Student Quality/Recruiting**

      - Increase the percentage of high quality applicants and matriculated students with GMAT > 600, GPA > 3.2, salaries > $60,000.
      - Increase the graduation rate of students who entered 5 years earlier from 70% to 80% by 2010.
      - Increase yield of accepted applicants from average of 68% to 75% by 2010.
      - Increase the rise in salary from entering salary to 1 or 3 years after graduation using 2005 as a benchmark and tracking growth throughout the plan period.
      - Increase the percentage of students with jobs 6 months after graduation using 2005 as a benchmark and tracking growth throughout the plan period.
B. Initiatives we will undertake to Increase Student Quality/Recruiting

- Improve customer relationship management process (inquiry thru acceptance thru orientation and program.)
- Increase scope of recruiting area geographically
- Develop recruitment brochures/messages “Why come to GSU” message.
- Work on enhancing student “life” and communication mechanism.
- Dramatically improve career services, including employer relationship, internships.
- Increase number of scholarships for top students.
- Increase the participation in the Student Satisfaction Survey as well as the MBA-CSC Salary Survey from 65% to 75% and increase proportion of students who are “very satisfied.”
- We will also apply many of these ideas to undergraduate program.

3. DRAMATICALLY INCREASE EXTERNAL FUNDING

A. Indicators of Success Related to Dramatically Increasing External Funding

- Increase total number of gifts per year to the College from 1900 (FY04) to 3000 by FY10 (58% increase).
- Increase total number of $1,000- $10,000 gifts per year from 150 (FY04) to 300 by FY10 (100% increase)
- Increase total number of $10,000- $100,000 gifts per year from 20 (FY04) to 60 by FY10 (200% increase)
- Increase total number of gifts > $100,000 per year from 3 (FY04) to 15 by FY10 (400% increase)
- Increase by FY10 total alumni participation from 9% to 15% for gifts to any area of Georgia State and from 4% to 8% for RCB-designated gifts, and increase average dollar amount of alumni giving.
- Increase number of fully funded endowed Professorships and Chairs from 17 (FY04) to 35 by FY10
- Increase total funds raised annually (cash/liquid asset gifts) from $2.5 million (FY04) to $10 million by FY10.
- Increase the average grant award total per year from $ 3 million in the 2000-2004 period to $ 5 million in the 2005-2010 period. (Listed in “Research Quality and Reputation” section as well)

B. Initiatives we will undertake to Dramatically Increase External Funding

- Identify and qualify those with resources and potential “champions.”
- Increase participation of chairs and center directors in College development efforts.
- Develop a plan for involving the top prospects (speakers to class, special events, etc.)
- Find ways to “connect” with all RCB alumni five times per year (assumes magazine and electronic newsletters continue).
• Establish an Alumni Development Advisory Board; have a voice in the future of the school.
• Improve stewardship of gifts, including recognition of donors, amounts, etc.
• Increase faculty visibility in the community.
• More actively engage the College Board of Advisors and Departmental Advisory Boards in resource development/fund raising initiatives.
• Plan alumni activities in corporations, within disciplines and regionally. Work with Alumni Association to assure at least 15 RCB-related events annually.
• Exploit fund raising possibilities associated with top College events (Business Hall of Fame, Annual Alumni Awards, etc.)
• Increase donor visibility in the community
• Develop “Value-Based” case document for each department and center to help attract major gifts.
• Increase the Principal Investigators’ participation in allocation of overhead/indirects from external grants they obtain. (Listed in “Research Quality and Reputation” section as well)

4. SIGNIFICANTLY IMPROVE FACILITIES AND TECHNOLOGY

A. Indictors of Success Related to Significantly Improving Facilities and Technology

• New building dedicated to business with classrooms, faculty offices and student space (“integrated faculty-student environment”) including Executive Education facilities.
• Increase the percentage of course/curriculum for which technology-enabled delivery resources are available from 85% to 95%.
• Increase the proportion of course/curriculum delivery that is delivered or complemented with online technology.

B. Initiatives we will undertake to Significantly Improve Facilities and Technology

• Make facilities and technology a top priority for Assistant Dean of Development and Dean.
• Secure funding for new building by FY08.
• Hire well-respected architectural firm to develop the vision/model/plans
• Identify, support and deploy key technology needed to be state of the art, including alternative collaborative learning platforms.
• Benchmark top business schools.
• Give attention to implementation, infrastructure (e.g. faculty training) to make sure we capitalize on new technology.
• Make investments in tech support.
• Provide incentives for faculty retooling.
5. DRAMATICALLY INCREASE EXECUTIVE EDUCATION (INCLUDING EMBA)

A. Indictors of Success Related to Dramatically Increasing Executive Education (including EMBA)

- Increase net income and revenue from:

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY 05</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$1.8 million</td>
<td>$5.0 million</td>
</tr>
<tr>
<td>Oper. Profit</td>
<td>0</td>
<td>$1.0 million</td>
</tr>
</tbody>
</table>

- Increase quantity and quality of EMBA applicants and enrolled students:

  **number of students**

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY 05</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMBA Applicants</td>
<td>65</td>
<td>125</td>
</tr>
<tr>
<td>New EMBA Students</td>
<td>35</td>
<td>80</td>
</tr>
</tbody>
</table>

  **average salary**

<table>
<thead>
<tr>
<th>Measure</th>
<th>FY 05</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming Salary</td>
<td>10% growth per year</td>
<td></td>
</tr>
</tbody>
</table>

  **scope of their jobs**

  Improve *Financial Times* baseline 5% per year

- Increase student & alumni satisfaction, as measured by FGI survey
- Maintain top 25 *BusinessWeek* ranking for EMBA

B. Initiatives we will undertake to Dramatically Increase Executive Education (including EMBA)

- Develop a comprehensive communications plan.
- Broaden geographic marketing scope.
- Continue to improve technology for enhancing student – faculty interface and learning processes.
- Ramp up sales and marketing effort.
- Explore market for launch of Professional MBA program in 2006.

VI. Implementation

Implementation of the plan is as important as the formulation of the plan itself. We intend to do this by annually convening a joint meeting of the Executive Committee and the RCB Planning Committee to develop action plans and review plan accomplishments.
We will work closely with the Provost and President and the various committees of the University Senate to achieve the needed level of coordination between plan and resource allocation. We also recognize that there will be a need to continuously refine the plan in response to emerging needs and opportunities through our interactions with our peers in the University and our external stakeholders.

This plan has been developed by the RCB Planning Committee, in accordance with College Bylaws. The Core Values of the College were approved by vote of the RCB Faculty at its Spring 04 meeting on April 14, 2004.

Planning Committee, Executive Committee members, and faculty who participated in the plan’s development are:

H. Fenwick Huss, Chair
Hiram Barksdale
Richard Baskerville
Kenneth Bernhardt
William Bogner
Deborah Cannon
Julian Diaz
Irene Duhaime
William Feldhaus
David Forquer

Gerald Gay
Susan Houghton
Mark Keil
Karen Loch
Ephraim McLean
Gary McKillips
Jane Mutchler
Joseph Rabianski
Sanjay Srivastava
SECTION B
Appendix B1: Peer and Aspirational Programs

For this self-study, the Department identified 3 peer programs and three aspirational programs, based on their reputations within the academic Marketing community and based on the programs offered, location, and students served:

Peer Institutions:

Arizona State University (ASU)
University of Houston (UH)
University of Cincinnati (UC)

Aspirational Institutions

University of Maryland (UM)
University of California at Los Angeles (UCLA)
Ohio State University (OSU)

The first table reports data on business schools (not the Marketing department) distributed by the Association to Advance Colleges and Schools of Business (AACSB). Detailed college-level data is available, and it may better reflect comparable numbers, given variations in how Marketing Departments are organized. The numbers may not be correct, but they may be comparably incorrect.

All of these institutions are AACSB-accredited public research institutions, mostly in urban locations, offering undergraduate, MBA, specialized masters and Ph.D. programs. All have substantial part-time enrollments. All cover a wide range of business areas. In short, their business schools are outwardly very similar to the J. Mack Robinson College of Business. Their selection as peer or aspirational programs was based on these outward similarities and by their reputations within the field of Marketing, as assessed by Department faculty.

<table>
<thead>
<tr>
<th>Accredited in business / accounting?</th>
<th>GSU</th>
<th>ASU</th>
<th>UH</th>
<th>UC</th>
<th>UM</th>
<th>UCLA</th>
<th>OSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie: doctoral / research-extensive?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes/ No</td>
<td>Yes/ No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Urban / commuter?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Part-time programs, undergrad / graduate</td>
<td>Yes/ No</td>
<td>Yes/ Yes</td>
<td>Yes/ Yes</td>
<td>Yes/ No/ Yes</td>
<td>None/ Yes</td>
<td>Yes/ Yes</td>
<td></td>
</tr>
<tr>
<td>Mission focus: intellectual, then teaching, then service?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Table B1-2

Information on faculty in the Marketing departments at peer and aspirational programs was gathered both by consulting faculty at those programs and in part by examining program web sites:

<table>
<thead>
<tr>
<th></th>
<th>GSU</th>
<th>ASU</th>
<th>UH</th>
<th>UC</th>
<th>UM</th>
<th>UCLA</th>
<th>OSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating budget</td>
<td>36.9</td>
<td>61.6</td>
<td>34.0</td>
<td>17.3</td>
<td>37.4</td>
<td>58.6</td>
<td>46.4</td>
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<tr>
<td>(Smillion)</td>
<td></td>
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<tr>
<td>Operating budget per</td>
<td>210</td>
<td>346</td>
<td>315</td>
<td>232</td>
<td>284</td>
<td>666</td>
<td>426</td>
</tr>
<tr>
<td>full-time faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>member (Sthousand)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vs. Robinson (%)</td>
<td>100</td>
<td>165</td>
<td>150</td>
<td>110</td>
<td>135</td>
<td>317</td>
<td>203</td>
</tr>
<tr>
<td>Fulltime faculty</td>
<td>176</td>
<td>178</td>
<td>108</td>
<td>75</td>
<td>132</td>
<td>88</td>
<td>109</td>
</tr>
<tr>
<td>Fulltime faculty with</td>
<td>153</td>
<td>161</td>
<td>98</td>
<td>70</td>
<td>125</td>
<td>81</td>
<td>98</td>
</tr>
<tr>
<td>research doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Percentage of full-</td>
<td>87</td>
<td>90</td>
<td>91</td>
<td>93</td>
<td>95</td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td>time faculty with</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>research doctorate</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulltime students per</td>
<td>31</td>
<td>35</td>
<td>32</td>
<td>28</td>
<td>26</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>fulltime faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment fulltime</td>
<td>4,447</td>
<td>5,768</td>
<td>3,350</td>
<td>1,886</td>
<td>2,826</td>
<td>0</td>
<td>4,466</td>
</tr>
<tr>
<td>U/G</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment part-time</td>
<td>922</td>
<td>1,218</td>
<td>1,219</td>
<td>92</td>
<td>0</td>
<td>0</td>
<td>281</td>
</tr>
<tr>
<td>U/G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>degrees awarded</td>
<td>1,047</td>
<td>1,247</td>
<td>1,321</td>
<td>496</td>
<td>1,010</td>
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<td>U/G degrees as percent</td>
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<td>29</td>
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<td>36</td>
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<td>of total U/G</td>
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<td>0</td>
<td>165</td>
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<td>master’s</td>
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<td>Masters degrees</td>
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<td>Enrollment fulltime</td>
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<td>Doctoral degrees</td>
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**Marketing Faculty**

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<thead>
<tr>
<th>Professor</th>
<th>GSU</th>
<th>Cin</th>
<th>Hou</th>
<th>ASU</th>
<th>UCLA</th>
<th>Md</th>
<th>OSU</th>
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<td>NTT Faculty in</td>
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<td>Total Marketing</td>
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<td>21</td>
<td>29</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Non-Marketing faculty</td>
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<td>25</td>
<td>29</td>
<td>20</td>
<td>20</td>
<td>18</td>
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</table>

Notes:

Houston: Department of Marketing and Entrepreneurship
Ohio State: Department of Marketing and Logistics
Appendix B2  Unit Governance and Committee Structure

Department Chair:  Ed Rigdon

Other Administrative Positions (all report to Department Chair):

Business Communications Program Coordinator:  Beverly Langford
MS/MBA Program Coordinator:  Bruce Pilling
MBA Core Coordinator:  Danny Bellenger
Doctoral Program Coordinator:  Naveen Donthu

Committees:

Undergraduate Curriculum and Assessment Committee (reports to Department Chair)

David Nasser, Chair
Chip Barksdale
Ritu Lohtia
Carolyn Curasi
Carol White
Ed Rigdon, ex officio

BCOM 3950 Committee (reports to Business Communications Program Coordinator)

Christine Heuring, Chair
Carol White
Linda Willis
Maryann Wysor

Graduate Curriculum and Assessment Committee (reports to Department Chair)

Bruce Pilling, Chair
Jim Boles
Chris Lemley
Pam Ellen
Kofi Dadzie
Sevo Eroglu
Beverly Langford
Ed Rigdon, ex officio

Doctoral Program Committee (reports to Department Chair)
Naveen Donthu, Chair
Danny Bellenger
Dan Bello
Pam Ellen
Wes Johnston
George Moschis
Ed Rigdon, ex officio

Staff Positions:

Terri Amelio, Business Manager
Sharon Sullivan, Student Services and Scheduling
Carolyn Barbour, Technical Support and Clerical
Beatrice Stevenson, Reception
Beth Alexander, Special Projects and Foundation Accounts, supporting Assistant Dean
Ken Bernhardt
Appendix B3  Unit Bylaws

There is no “Unit Bylaws” document
## Appendix B4  Current Faculty Roster

<table>
<thead>
<tr>
<th>Name</th>
<th>Hire Date</th>
<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenure Status</th>
<th>Fulltime / Parttime</th>
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<tr>
<td>Hiram C. Barksdale, Jr.</td>
<td>1981</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Full</td>
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<tr>
<td>Danny Bellenger</td>
<td>1972 / 1993</td>
<td>Assistant Professor / Professor</td>
<td>Professor</td>
<td>Tenured</td>
<td>Full</td>
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<tr>
<td>Daniel Bello</td>
<td>1981</td>
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<td>Professor</td>
<td>Tenured</td>
<td>Full</td>
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<tr>
<td>Kenneth L. Bernhardt</td>
<td>1972</td>
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<tr>
<td>James S. Boles</td>
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<td>Tenured</td>
<td>Full</td>
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<tr>
<td>Cathy J. Cobb-Walgren</td>
<td>1987</td>
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<td>Associate Professor</td>
<td>Tenured</td>
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<tr>
<td>Carolyn Folkman Curasi</td>
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<td>Full</td>
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<tr>
<td>Kofi Q. Dadzie</td>
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<td>Associate Professor</td>
<td>Tenured</td>
<td>Full</td>
</tr>
<tr>
<td>Naveen Donthu</td>
<td>1990</td>
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<td>Professor</td>
<td>Tenured</td>
<td>Full</td>
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<tr>
<td>Pamela Scholder Ellen</td>
<td>1988</td>
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<tr>
<td>Sevgin Eroglu</td>
<td>1989</td>
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<tr>
<td>Christine Heuring</td>
<td>2005</td>
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<td>Instructor</td>
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<td>Full</td>
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<tr>
<td>Name</td>
<td>Hire Date</td>
<td>Title/Position</td>
<td>New Rank</td>
<td>Tenure Status</td>
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<tr>
<td>Wesley J. Johnston</td>
<td>1991</td>
<td>Professor Professor</td>
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<td>Beverly Langford</td>
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<td>NTT</td>
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<td>Christopher K. Lemley</td>
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<td>Full</td>
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<tr>
<td>George P. Moschis</td>
<td>1977</td>
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<td>Full</td>
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<tr>
<td>David Nasser</td>
<td>1998 / 2004</td>
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<tr>
<td>Bruce K. Pilling</td>
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<tr>
<td>Edward E. Rigdon</td>
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<td>Gillian Royes</td>
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<tr>
<td>Linda P. Willis</td>
<td>1999</td>
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<tr>
<td>Maryann T. Wysor</td>
<td>1988</td>
<td>Graduate Research Assistant Instructor</td>
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<td>Full</td>
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</table>

Note: Dr. Bellenger, Dr. Boles and Dr. Nasser have been hired twice; thus, this table lists two hire dates and two entry ranks.
GSU Research Center Review Survey

Name of Center: Center for Business and Industrial Marketing

Center Director: Wesley J. Johnston, Ph.D.

Completed August 2006
A. General Information

1. When was the center created and to which department/college/office was it originally designated? If the designation has changed, in which department/college/office does the center currently reside?
The Center was created in 1993 and approved by the University System of Georgia Board of Regents in 1995. The Center was originally designated part of the Department of Marketing, Robinson College of Business. The Center remains part of the Department of Marketing today.

2. To whom does the center’s director report?
The Center’s director reports to the Chair, Department of Marketing, Robinson College of Business.

3. If there is an advisory board to this center, describe its function and composition.
There is no advisory board. From time to time the Director meets with the Dean, Robinson College of Business, Chairman, Department of Marketing, Faculty of Marketing Research Associates, and primary contacts in member companies to discuss strategy and programs.

4. If the center is considered interdisciplinary, describe the interdisciplinary focus.
The Center under the charge of the Dean, Robinson College of Business, is attempting to become interdisciplinary. The primary focus of the Center is business and industrial marketing and it serves as a forum for faculty in the marketing department. In recent years, the Center has been able to attract faculty and doctoral students to participate in programs from other business disciplines. These include: accounting, CIS, and management. Several of the Center’s research areas (customer relationship management, buyer-seller relationships, and sales force management) have interdisciplinary aspects to them.

5. Describe in detail the amount of start-up support available.
The Institute for the Study of Business Markets, Smeal College of Business, Pennsylvania State University encouraged the start of the Center and provided a model for operations. The Center was started with funds from companies headquartered in Atlanta. This included contributions from Beers Construction Company, Lanier Worldwide, Scientific Atlanta, Southern Company, and UPS. Each company contributed $10,000. The Center also overseas a small endowment provided by UPS.

B. Goals and Objectives

1. Please enumerate the initial goals and objectives and describe the current goals and objectives if they have changed.
The Center for Business and Industrial Marketing originally had four major research goals:

a. Provide an organizational base for research in business and industrial marketing - The CBIM was to provide a vehicle for conducting research involving faculty and doctoral students. This was to be accomplished by providing a forum for academic research in the target area. The Director of the Center was responsible for organizing and coordinating faculty and students with an interest in this area. The Director was also responsible primarily for generating and managing the funds of the Center.

b. Provide a forum to identify important research topics – By organizing and conducting monthly interest group meetings for faculty, the Center helped to identify important areas and specific topics for research in the target area. The research conducted by CBIM specialized in four specific areas: marketing strategies and operations, buying strategies and operations, distribution channels, and transportation/logistics. Specific research topics of interest included defining and quantifying customer satisfaction and value, development of new business/industrial products and services, marketing information systems, business marketing communications, managing buyer-seller relationships, and pricing strategies.

c. Create an informational research resource base – The creation of an informational resource base for faculty and doctoral students conducting research in business and industrial marketing was an important goal of the Center. Data was often difficult to gain access to and time consuming to collect even if access was obtained. The Center established a highly specialized library to gather publications and electronic data bases on business and industrial marketing to support the research activities of the Center’s research associates and doctoral students. This was accomplished through and with the support of the Center’s corporate members.

d. Fund faculty and specific research projects on business and industrial marketing – To provide funding for the conduct of research in the area of business and industrial marketing, primarily on a proposal-for-funding basis. Faculty interested in conducting specific projects could submit proposals to the Center for funding. Proposals of merit were funded by the Center on a quarterly review basis. Funding for faculty research was provided in other forms; including, but not limited to: course releases, salary supplements, research assistance, travel and data collection.

Changes in goals and objectives:

a. No fundamental changes.
b. The monthly interest group meetings enabled the faculty to become familiar with each others research. The meetings are now held on an ad hoc basis. In addition, the Center conducts an annual faculty workshop in conjunction with its annual members meeting. The faculty workshop is normally held in Atlanta in February and is open to faculty and doctoral students from other universities. The Center has also become a sponsor of the Relationship Marketing Conference held biennially and two meetings conducted by the Institute for the Study of Business Markets. These meetings are the B-to-B doctoral student camp and the biennial ISBM Academic Conference. These meetings allow faculty research associates to present their research and network with researchers from other universities and corporate sources of research funding.

c. Because Georgia State University has such an excellent library it was decided that limited resources should be expended on this goal. The Center’s library consists of three business-to-business journals, Industrial Marketing Management, the Journal of Business and Industrial Marketing, the Journal of Business-to-business Marketing and three more general journals, the Journal of Business Research, the Journal of Marketing, and the Journal of Marketing Research. The library also consists of data bases collected by the director and Center research associates on contemporary marketing practices. Three waves of data have been collected in the US, two in African countries, and one in China. Faculty and doctoral students have used this data for articles and course papers. There are also a number of specialized books available on business-to-business marketing.

d. The grant process has also changed. Now small grants, $500 per year, are available to all faculty members conducting research in business and industrial marketing. In addition, the Center and its research associates have participated in a number of externally funded research projects. The Center also established an endowed professorship in business and industrial marketing called the CBIM RoundTable Professor of Marketing. The Center used funds donated by member companies and found matching funds from the Department of Marketing RoundTable and the Robinson endowment to establish a $250,000 professorship. This endowment provides funds to support research assistants, data collection, and travel related to research.

2. **What are the major institutional, administrative, and/or financial resources that facilitate achieving the center’s goals and objectives?**

   The major source of strength for the Center lies in the concentration of faculty members with primary research interests in the area of business and industrial marketing. While most universities have one or two faculty members in this area, there are 9 faculty members with primary research interests in this area at GSU. The Center is primarily supported by member company annual donations. The annual donation started at $10,000 per year in 1995 and has risen to $15,000 today. In addition, the Center can conduct programs for member firms through Fund Code 10. External grants have also been obtained for small projects. Administratively, the Center is partially supported by the Department of Marketing staff. The Center also hires a graduate research assistant to help with administration.
3. What are the major institutional, administrative, and/or financial constraints that interfere with achieving the center’s goals and objectives?

The Center needs support from a naming endowment. Dean John Hogan asked the UPS Foundation for a $1 million naming endowment shortly after the establishment of the Center. The UPS Foundation said in effect “not now”. The Center has been on the Robinson College of Business funding list for a naming endowment since then. No progress has been made. An endowment of $1 – 2 million would generate $50,000 – 100,000 each year. This would provide a reasonable base which could then be leveraged for generating significant levels of research and faculty funding. In addition, the Center needs to hire a managing director to interact with industry to generate funds for support. An additional senior scholar (endowed chair) in the area of business and industrial marketing would greatly enhance research productivity. Office space was a limitation, however, this problem is being solved. The Center has obtained three offices and is moving its operations to the 4th floor RCB building. The Center will then occupy sufficient space for operations.

4. What is your assessment of your achievement of your goals?

Assessment of achievement of goals:

a. Provide an organizational base for research

The Center has been and continues to be successful with respect to this goal. The Center has created an organizational base for conducting business and industrial marketing research. More than half of the doctoral dissertations granted in the department of marketing are in the Center’s areas of research. Many of these dissertations are at least partially funded by the Center. Two doctoral students supervised by the director of the Center have won national awards for support of their dissertations. Jeffrey Lewin won the National Association of Purchasing Managers annual dissertation support ($10,000). Brian Brown won the Southern Region Education board annual dissertation support ($15,000) and the American Marketing Association Foundation Ph.D. scholarship.

The Center’s national and international reputation brings many scholars to its annual meeting and as visitors to the Center. One researcher visited the Center under the Fulbright Scholar program – Amr Kir-el-Din, Professor of Marketing, Ain Shams University, Cairo, Egypt. Other visitors have spent from one week to one semester working on research and interacting with Center research associates. These visits result in opportunities for research, publications, international exchange programs, and funding for research associates.

Some recent visitors include:

James Wiley, Foundation Professor of Marketing, Victoria University, New Zealand
Rod Brodie, Professor of Marketing and Associate Dean Academic, University of Auckland, New Zealand
Linda Peters, Associate professor of Marketing, University of East Anglia, UK
Michael Klienaltenkamp, Professor of Marketing and Director, Center for Technical Sales, University of Berlin, Germany
Michael Ehret, Professor of Marketing, University of Munich, Germany
Olaf Ploetner, European School of Management and Technology, Germany
Adam Lindgreen, Assistant Professor of Marketing, Eindhoven University of Technology, Netherlands
Aino Halinen-Kaila, Professor of Marketing, Turku School of Economics, Finland
Terri Yamada, Professor of Marketing, Yokohama University and President, Japan Foreign Trade Association
Mohamed Monsour, Professor of Marketing and International Business, University of Bahrain
Tibor Mandjak, Professor of Marketing, Bordeaux Business School, France
Thomas Ritter, Associate Professor of Marketing and Associate Dean, Copenhagen Business School, Denmark
Ian F. Wilkinson, Professor of Marketing, University of New South Wales, Australia
Brian Low, Senior Lecturer, University of Western Sydney, Australia
Angela Hausman, University of Texas, Pan American, US
Michael K. Rich, Professor of Marketing, Southwest Minnesota State University, US
Jaqueline Pels, Professor of Marketing, Universitat Torcauto di Tella, Argentina
Zhou Heng, Lecturer, Xiamen University, Peoples Republic of China

In addition, a number of doctoral candidates have visited the Center to facilitate their dissertation research. Recent visitors have included:
Minna Halonen-Rollins, Turku School of Economics, Finland
Othman Boujena, Paul Cezanne University, France
Balazs Revezs, Szeged University, Hungary
Wendy van der Walk, Erasmus University, Netherlands

The Center has also developed a number of network relationships with foundations, institutes and other research centers. These include:

American Marketing Association Foundation – the Center is a Leadership Partner of the Foundation.

The Institute for the Study of Business Markets in the Smeal College of Business at the Pennsylvania State University – the director of the Center serves on the advisory board of ISBM, directs the organizational buying behavior research program and teaches executive seminars for the institute. In addition, the director of the Center serves on the advisory board of IPPS (ISBM Ph.D. Seminar Series) and will teach one of the on-line Ph.D. seminars (Organizational Buying Behavior).
The institute has funded several projects of Center research associates and doctoral student dissertations.

The Institute for Customer Relationship Management – a private institute in Atlanta with offices in India and Malaysia – the two organizations have collaborated on
funded research projects and jointly organized and held research conferences. The director of iCRM served as the associate director of CBIM for one year.

The Center for Technical Sales at the University of Berlin – the directors of both centers have collaborated on a number of research projects. Both centers sponsored the Relationship Marketing Conference held in Berlin in 2003. Research associates of both centers have visited the other center.

The Center for Process Innovation (CEPRIN) at Georgia State University – the directors of both centers have collaborated on a research project. Several research papers from the project are currently in working paper status. The director of CBIM has been designated a research partner in CEPRIN.

The Center for the Study of Business Markets at Fundação Dom Cabral – FDC, Nova Lima - MG – Brazil – the directors of the two centers are currently discussing exchange programs in the areas of research, faculty and student exchange. The director of CBIM will participate in an inaugural executive forum in November in Brazil.

In support of the goal to provide an organizational base for research the Center houses the Journal of Business & Industrial Marketing. The director of the Center serves as the editor of the journal. This journal is peer reviewed and highly ranked. It has been ranked in the top 20 marketing journals in the US and in the top 10 in the UK where it is published. The journal is published by Emerald Publishing Group Ltd. Emerald publishes the largest collection of business and management journals in the world. In 2005 and again in 2006, the director won the Emerald Group Publishing award of “leading editor.”

b. Provide a forum to identify important research topics

The Center has been successful in its accomplishment of this goal. The Center guides faculty and doctoral students regarding research areas in business and industrial marketing. Each year the Center conducts an academic workshop for faculty and doctoral students. This meeting allows the research associates of the Center to present their research and be part of panels to define the important areas of business and industrial marketing. The annual academic workshop publishes a proceeding each year identifying important research topics. The Journal of Business and Industrial Marketing usually publishes a special issue with the best papers from this workshop. The director of the Center has established and sponsors a biennial meeting for a similar purpose with the research director of the Institute for the Study of Business Markets at Pennsylvania State University. The first meeting was held at Harvard University in 2004. The meeting was held again this year at Northwestern University.

One area the Center has shifted to a greater research emphasis on is industrial sales. One of the doctoral students supervised by the director won the AMA Sales special interest group (SIG) annual doctoral dissertation award for a dissertation in sales
training. The Center along with several research associates has developed a suite of seminars in the sales and sales management areas. These could be offered to generate funds from member firms. The director of the Center conducts an annual seminar for the members of the Institute for the Study of Business Markets on Key Account and Sales Management. This seminar could also be offered to generate funds for the Center.

The director of the Center mentors individual faculty members on an informal basis regarding their research and works with research associates to conduct research. This approach has been successful with some faculty members but not with all. Research productivity is significant and 3 of the Center’s research associates have won the Robinson College of Business faculty recognition award for research.

One of the more recently identified topics of research is Customer Relationship Management. Three doctoral dissertations have been supervised by the director in this area. In 2003, the director of the Center and one of the Center’s international visitors were asked by the Journal of Marketing to serve on a panel of experts to develop a special issue on Customer Relationship Management. This culminated in 2005 when the director of the Center was a coauthor on an invited essay to introduce the special issue. The director of the Center also developed and got approved by the Graduate Program Council a course on Customer Relationship Management as part of the MBA curriculum in the Robinson College of Business. An executive education seminar was offered once in the area of CRM through the Center for Executive Education. The director and one of the Center’s research associates participated in the seminar.

The Department of Marketing recently developed a mission statement around “thought leadership”. The Center will play a prominent role in the department’s mission as a forum for thought leadership in business and industrial marketing.

An area of concern is the lack of productivity of two of the department’s faculty members who have research interests in business and industrial marketing. Each of these faculty members received research grants and/or course releases from the Center, but their productivity has declined over the past few years. The Center has been unsuccessful in helping these research associates maintain their research productivity.

c. Create an informational research resource base
The Center has been successful in this area. Journals, books, and data bases are available to research associates.

d. Fund faculty and specific research projects on business and industrial marketing
In assessing the achievement of this goal the question of how much funding would be considered successful arises. The Center has established and funded an endowed professorship in business and industrial marketing. The Center has funded specific faculty members’ research proposals, it has provided research associates with seed
money for research, it has funded doctoral dissertations, and it has funded attendance at conferences. The Center has received funding from research grants. But, overall, the Center has not done enough of this type of activity. More funding will require more help. External help from the university, college, and department along with an additional staff member in the Center is necessary. The director is required to teach courses and maintain his own research productivity as well as being a full member of the marketing department. This does not allow enough time for the director to continuously fund raise or seek research grants.

C. Research of the Center

1. What research is currently being conducted in the center? Describe the major areas/topics of research. How has the center increased productivity of the faculty?
   The following is a topical list of research currently being conducted by research associates and doctoral students affiliated with the Center:

   Brand strategies of business-to-business marketers
   Doctoral dissertation
   Co-chaired by the director of the Center and one research associate
   Partially funded by the Southern Region Education Board through a doctoral dissertation grant of $15,000

   Contemporary Marketing Practices
   Faculty and doctoral student research
   This is a multi-country study examining marketing practices
   The Center is the US partner and has collected three waves of data in the US.
   Kofi Dadzie, a research associate of the Center has overseen data collection in three African countries

   Contemporary Purchasing Practices
   Faculty research
   Funded by the Center and Eindhoven University of Technology
   Research collaboration was obtained with the Institute for Supply Management (ISM)
   and ISM provided a list of 3,400 companies
   The Center is coordinating this research
   The director and a visiting scholar are conducting this research

   Corporate social responsibilities
   Faculty research
   Funded by the Center for Process Innovation, the Institute for the Study of Business Markets and Eindhoven University of Technology
   Research collaboration was obtained with the Corporate Leadership Forum (CLF).
   CLF sent out an invitation to their 375 members to participate in the survey.
   The Center is coordinating this research
The director and a visiting scholar are conducting this research

Creating, estimating and documenting value through total cost of ownership
Faculty and doctoral student research
Rockwell Automation is providing the data for this research; the Center is providing funding
The director of the Center and one research associate are guiding the research

Multi-stage marketing strategy
Faculty research
Funded by the Center and the Center for Technical Sales, University of Berlin
The directors of the two centers are conducting this research

Network Dynamics
Faculty research
Funded by the Center and University of East Anglia
The director of the center and a visiting scholar are conducting this research

Sales person and selling firm’s impact on customer retention
Doctoral dissertation
Co-chaired by the director of the Center and one research associate
A Software Technology Company (wishing to remain anonymous) is providing the data for this research

The Center has increased productivity of the faculty by providing an organizational base for research in business and industrial marketing; identifying important research topics; creating access to data bases; and, funding specific research projects or obtaining funding from outside sources. The Center’s annual members meeting and academic workshop help faculty to conduct research and find funding. In addition, since the Journal of Business & Industrial Marketing is housed in the Center, faculty and doctoral students have access to a journal editor to discuss publication opportunities. By building network relationships with other institutes and centers CBIM creates opportunities for research associates to participate in joint research activities and exchange programs.

2. **What are the major impediments for conducting research in the Center?**

The primary impediments are lack of resources and staff. Although there is a strong core of faculty with research interests in the area of business and industrial marketing and the Center has leveraged their talents, more resources and staff would allow the Center to become a true point of excellence within the university. The securing of outside funding from corporations in the way of donations is currently the primary source of funding for the Center. These donations are highly dependent on the strength of the economy. In addition, fund raising this way takes significant time on the part of the director. The Center needs the Dean’s office to help the director secure a naming grant for the Center to provide a more permanent base of support. A non-tenure track terminally degreed academic is also needed to help the director. The Center needs the Dean’s office to approve a
position for a managing director to provide program and fund raising support. Funds could also be generated through more external grants. The Center needs help from the University Office of Research in generating responses to requests for proposals to obtain more grants.

3. **What percentage of the center’s funding has been paid out of Fund Code 10?**
   **List amounts for the last five years.**
   About 5% of the Center’s funding has been paid out of Fund Code 10 over the last five years.
   2002 Annual academic workshop - $10,000

4. **Attach a list of all research activities and other activities (e.g. workshops/programs/conferences/seminars/etc.) of the center.**

   8th Research Conference on Relationship Marketing and Customer Relationship Management, December 2007 (in planning), Buenos Aires, Argentina (The Center for Business and Industrial Marketing is a sponsor of the conference)
   Anticipated attendance 150 academics and 20 practitioners

   ISBM Second Biennial Academic Conference, August 3 & 4, 2006, Northwestern University, Chicago – Theme: Thinking Big, Thinking Different: Contributions and Challenges in B-to-B Research (The Center for Business and Industrial Marketing was a sponsor of the conference)
   Attendance 100 academics and 10 practitioners

   2006 B-to-B Ph.D. Student Research Mini-Camp, August 2-3, 2006, Northwestern University, Chicago – Theme: Dissertation Research in Business-to-Business Markets (The Center for Business and Industrial Marketing was a sponsor of the camp)
   Attendance 25 academics

   Attendance 40 academics and 5 practitioners (The Center for Business and Industrial Marketing is the sponsor of this meeting. The meeting was not held in 2005. In 2004 and 2003 joint meetings were held with the Institute for the Study of Business Markets. The meeting in 2004 was entitled the First Biennial Academic Conference on Business-to-business Marketing and held at Harvard University. The Center for Business and Industrial Marketing was a sponsor of the meeting (see below). In 2003 the meeting was held in conjunction with the Winter AMA Educators’ conference. Before 2003, the meeting was always held in Atlanta and sponsored by the Center for Business and Industrial Marketing.)

   Twelfth Joint Conference of the Institute for the Study of Business Markets and the Center for Business and Industrial Marketing, February 7-8, 2006, Renaissance
Concourse Hotel, Atlanta – Theme: Understanding Customer Needs and Managing the Customer Experience: End-to-end, B-to-B.
Attendance 20 academics and 130 practitioners

(The Center for Business and Industrial Marketing was a sponsor of the camp)
Attendance 60 academics

Eleventh Joint Conference of the Institute for the Study of Business Markets and the Center for Business and Industrial Marketing, February 16-17, 2005, Renaissance Concourse Hotel, Atlanta – Theme: Six Sigma and Business Marketing
Attendance 30 academics and 120 practitioners

The Changing Dynamics of Post-Audit Recovery (Workshop, December 2004, Scottsdale, AZ – this workshop was based on the research conducted by the Center and the Institute for Customer Relationship Management (iCRM))
Attendance 15 academics and 60 practitioners

Tenth Joint Conference of the Institute for the Study of Business Markets and the Center for Business and Industrial Marketing, February 26-27, 2004, Renaissance Concourse Hotel, Atlanta – Theme: Business Marketing “Beyond the Plan”: Keys to Execution and “Getting it Done”
Attendance 20 academics and 100 practitioners

First Biennial Institute for the Study of Business Markets Academic Conference, August 3-4, 2004, Harvard University, Boston – Theme: New Priorities and Challenges for B-to-B Marketers (The Center for Business and Industrial Marketing was a sponsor of the conference)
Attendance 100 academics and 10 practitioners

Retail Summit & Post-Audit Best Practices Forum (Workshop, November 2003, Dallas, Texas – this workshop was based on the research conducted by the Center and the Institute for Customer Relationship Management (iCRM))
Attendance 15 academics and 100 practitioners

7th Research Conference on Relationship marketing and Customer Relationship Management, June 2003, University of Berlin (The Center for Business and Industrial Marketing was a sponsor of the conference)
Attendance 70 academics and 10 practitioners

Attendance 100 academics
6th Research Conference on Relationship Marketing and Customer Relationship Management, June 9-12, 2002, Marriott Marquis, Atlanta – Theme: Customer Relationship Management in the Era of Globalization (The Center for Business and Industrial Marketing was the co-sponsor of the conference along with the Institute for Customer Relationship Management (iCRM))
Attendance 60 academics and 20 practitioners

Eighth Annual Academic Workshop, February 2002, Renaissance Concourse Hotel, Atlanta, February 8-10, 2002, Renaissance Concourse Hotel, Atlanta – Theme: Building the Business Case for Marketing
Attendance 40 academics and 5 practitioners

Attendance 20 academics and 120 practitioners

5. Attach separate bibliographies of refereed and nonrefereed publications which have resulted from research activities of the center. List publications for three years only.

Summary of publications
30 Refereed Journal articles
31 Refereed Proceedings papers
1 book
4 Chapters in books

See appendix A

6. Attach a list of grants submitted in the last three academic years and list all sources of funding.

“Market Feasibility Analysis of American Style University Education in West Africa,” Agency for Educational Development, Abidjan, Ivory Coast (2001-2003; Amount: $115,500). Kofi Dadzie was principle investigator

ISBM Grant for study of corporate social responsibility; 2005 - Amount $2950

ISBM Grant for study of networks and business development; co-investigator with Thomas Ritter, Copenhagen School of Business; 2003 – Amount $5000
CEPRIN Grant for involvement in study of Sales force automation (funded to CEPRIN by Georgia Research Alliance and CBeyond corporation); 2006 – Amount $6900

Objective Management Group member contribution $15,000; 2006

PRG-Schultz member contribution $6,000; 2004-2005

PRG-Schultz member contribution $15,000; 2003-2004

UPS endowment approximately $1,000 per year

D. Center Personnel

List all personnel funded through the center for the prior fiscal year.

Wesley J. Johnston, director
Course release

Sharon Weaver, Department of Marketing Business Manager
Extra Compensation

Jade Hong, Graduate Research Assistant I
GRA stipend
Appendix A Publications of the Center for Business and Industrial Marketing

Refereed Journal articles

Daniel Bello is a research associate of the Center
Meng Zhu developed the idea for this research in a seminar taught by the director of the Center

This research was supported with Center funding for travel

Brian Low was a visiting scholar to the Center
This research was supported with Center funding for travel

Linda D. Peters was a visiting scholar to the Center

Michael Ehret was a visiting scholar to the Center
This research was supported with Center funding for travel

Jeff Lewin was a doctoral student supervised by the director
Naveen Donthu is a research associate of the Center
This research was supported with seed funding

Kofi Dadzie is a research associate of the Center
This research was supported with seed funding

Jim Boles is a research associate of the Center


Daniel Bello and Ritu Lohtia are research associates of the Center

Terri Yamada was a visiting scholar to the Center


Frank Xie and Talai Osmonbekov were doctoral students supervised by the director and a research associate of the Center


Mark Leach was a doctoral student supervised by the director of the Center


This research was supported with Center funding for travel


Alex Zablah was a doctoral student supervised by the director

Danny Bellenger is a research associate of the Center

The data for this research was collected with Center funding


Angela Hausman was a visiting scholar to the Center


Daniel Bello and Ritu Lohtia are research associates of the Center
James Boles is a research associate of the Center

James Boles is a research associate of the Center
Thomas Brashear was a research assistant of the Center

James Boles is a research associate of the Center

Alex Zablah was a doctoral student supervised by the director
Danny Bellenger is a research associate of the Center
The data for this research was collected with Center funding

Thomas Ritter and Ian Wilkinson were visiting scholars to the Center

Alex Zablah was a doctoral student supervised by the director
Danny Bellenger is a research associate of the Center
The data for this research was collected with Center funding

Jaqueline Pels and Rod Brodie were visiting scholars to the Center
The data for this research was collected with Center funding

Frank Xie was a doctoral student supervised by the director
Naveen Donthu is a research associate of the Center
This research was supported with seed funding

Chip Barksdale, Danny Bellenger and Jim Boles are research associates of the Center
This research was supported with seed funding

Chip Barksdale is a research associate of the Center
This research was supported with seed funding

Chip Barksdale and Jim Boles are a research associate of the Center
This research was supported with seed funding

Dan Bellenger and Jim Boles are a research associate of the Center
This research was supported with seed funding

“Differing Effects of Role Stress and Inter-Domain Conflict on Job Satisfaction Facets Among Male and Female Salespeople.” *Journal of Personal Selling and Sales Management* 23 (Spring 2003): pp. 99-114, by Boles, James S., John A. Wood and Julie Johnson
Jim Boles is a research associate of the Center

Jim Boles is a research associate of the Center
Refereed proceedings papers

Minna Rollins is a doctoral candidate visiting the Center under funding from the Finnish government.

Brian Brown is a doctoral student supervised by the director and a research associate of the Center.

Brian Brown is a doctoral student supervised by the director and a research associate of the Center.

Kofi Dadzie is a research associate of the Center.
The data for this research was collected with Center funding.

Angela Hausman was a visiting scholar to the Center.

Michael Kleinaltenkamp was a visiting scholar to the Center.

Othman Boujena was a doctoral candidate visiting the Center under funding from the French government


Brian Low was a visiting scholar to the Center


Kofi Dadzie is a research associate of the Center

This research was supported with seed funding and data from the Center’s library


Atul Parvatiyar was an associate director of the Center

Naveen Donthu is a research associate of the Center

This research was funded by PRG Schultz and an industry forum to the Center and the Institute for Customer Relationship Management (iCRM)


Jim Boles and Chip Barksdale are research associates of the Center

This research was supported with seed funding


Ritu Lohtia and Dan Bello are research associates of the Center

This research was supported by a grant from the Center


Linda Peters was a visiting scholar to the Center

Minna Rollins is a doctoral candidate visiting the Center under funding from the Finnish government.


Kofi Dadzie is a research associate of the Center.
The data for this research was collected with Center funding.


Mary Chacko was a doctoral student supervised by the director of the Center.


Linda Peters was a visiting scholar to the Center.


Linda Peters was a visiting scholar to the Center.


Harriette Bettis-Outland and Aberdeen L. Borders were doctoral students supervised by the director of the Center.

This research was funded by a grant from the Center for the Exhibition Industry Research (CEIR) to Harriette Bettis-Outland under the supervision of the director.

“Transforming Partner Relationships through Technological Innovation,” (2004), 20th Industrial Marketing and Purchasing Conference, Copenhagen, Denmark, by Alex Zablah, Danny Bellenger, and Wesley J. Johnston.

Alex Zablah was a doctoral student supervised by the director.

Danny Bellenger is a research associate of the Center.

The data for this research was collected with Center funding.
“Organizational Culture and Performance in Ghana,” (2004) *Proceedings* of the 5th Annual Conference of the International Academy of African Business and Development, Atlanta, GA (April): 23-25, by Evelyn Winston, Kofi Dadzie, Seth Buatsi. This research was supported with seed funding and data from the Center’s library.

“e-Business Infusion in Manufacturer-Reseller Relationships: Impact on Channel Effectiveness,” *American Marketing Association Summer Educators’ Conference Summer Proceedings CD-ROM*, Vol. 15, 2004, by Talai Osmonbekov and Daniel C. Bello. Daniel Bello is a research associate of the Center. The idea for the paper was developed in a seminar taught by the director of the Center.

“Contemporary Marketing Practices in West Africa,” (2004), Proceedings of the International conference of the Academy of Marketing Science, Vancouver, Canada, by Kofi Q. Dadzie and Wesley J. Johnston. Kofi Dadzie is a research associate of the Center. The data for this research was collected with Center funding.

“Relationship Equity as a Predictor in the Adoption of New Industrial Services,” (2003), 19th Industrial Marketing and Purchasing Conference, Lugano, Switzerland, by Brian Low and Wesley J. Johnston. Brian Low was a visiting scholar to the Center.

“Electronic Procurement in Today’s High-Tech Firms,” (2003), 19th Industrial Marketing and Purchasing Conference, Lugano, Switzerland, by Mark P. Leach, Annie H. Liu and Wesley J. Johnston. Mark Leach and Annie Liu were doctoral students supervised by the director and a research associate of the Center.

“Customer Relationship Management: An Integrated Conceptualization and Research Agenda”, (2003), Proceedings of the AMA Marketing Educators Conference, *Enhancing Knowledge Development in Marketing*, Chicago: Summer 2003, Chicago: American Marketing Association, pp. 314-315 by Alex R. Zablah, Danny Bellenger and Wesley J. Johnston. Alex Zablah was a doctoral student supervised by the director. Danny Bellenger is a research associate of the Center. The data for this research was collected with Center funding.

“Customer Relationship Management: An Explication of its Domain and Avenues for Further Inquiry,” (2003), 7th International Research Conference on Customer Relationship Marketing Management: Relationship Marketing, Customer Relationship Management and Marketing Management, Berlin, Germany, June 22-25, pp. 115-126, by Danny N. Bellenger, Alex R. Zablah and Wesley J. Johnston. Alex Zablah was a doctoral student supervised by the director. Danny Bellenger is a research associate of the Center. The data for this research was collected with Center funding.
This research was supported with Center funding for travel

Kofi Dadzie is a research associate of the Center

This research was supported with seed funding and data from the Center’s library

Kofi Dadzie is a research associate of the Center

This research was supported with seed funding and data from the Center’s library

Kofi Dadzie is a research associate of the Center

This research was supported with seed funding and data from the Center’s library

Alex Zablah was a doctoral student supervised by the director
Danny Bellenger is a research associate of the Center

The data for this research was collected with Center funding

This research was supported with Center funding for travel

Nonreferred publications

Books

Edited by Michael K. Rich, Professor of Marketing, Southwest Minnesota State University
Publication costs funded by the Center

Chapters in books

Brian Rutherford is a doctoral student being supervised by the director
Olaf Ploetner was a visiting scholar to the Center
Michael Klenaltenkamp was a visiting scholar to the Center
Christina Sichtman and Sabina Fliess are research associates of the Center for Technical Sales at the University of Berlin
Michael Klenaltenkamp was a visiting scholar to the Center
Sabina Fliess and Martin Kupp are research associates of the Center for Technical Sales at the University of Berlin
Harriette Bettis-Outland was a doctoral student supervised by the director
A. General Information

1. The Center was created in 1987 and has been housed in the Department of Marketing of the Robinson College of Business Administration.

2. No formal reporting requirement exists, since CMCS receives no state funding.

3. There is no advisory board for the Center. Having one would not serve any purpose because the Center’s present research focus is on what individual faculty members view as having high potential for publication in top journals within the context of their expertise (rather than on research suggested by others).

4. The Center has the support of the GSU’s Gerontology Institute. Therefore, it has access (and is open to) the Gerontology Institute’s members for cross-disciplinary work. In the past, CMCS worked with the Gerontology Institute (former Gerontology Center) on projects and grants, and the two Centers supported each other financially.

5. The amount of start up support available was approximately $2000 (used to develop and mail a brochure) and one student assistant for three quarters.

B. Goals and Objectives

1. Initial goals & objectives

CMCS’ initial mission was to generate and disseminate information useful in improving the marketing efficiency of various organizations and the well-being of older adults.

Its goals and objectives were to:

(a) Achieve national recognition for the Marketing Department, RCB, and GSU.
(b) Generate and disseminate information via a variety of academic journals, trade publications and other mass media.
(c) Become self-supporting in securing resources for academic research.

Present goals & objectives

CMCS mission, goals and objectives have recently changed in response to change in RCB’s strategic plans & goals.

Mission: Information generation and dissemination for the purpose of enhancing the well-being of older adults in the marketplace. CMCS goals are driven by research issues of primary interest to academicians that have potential for publication in top marketing journals, with little concern about the needs of practitioners and policy makers.

2. Resources

(a) One administrative course release to the Director annually.
(b) Provost’s funding of one-half of the Associate Director’s time annually.

3. Constraints

The major constraint in achieving CMCS goals and objectives is a lack of resources. To the extent that government and corporate funded research activities interfere with faculty productivity in doing academic research that has higher potential for publication in top academic journals, they are not consistent with RCB’s strategic goals. As a result, such activities are no longer valued because they tend to generate data not suitable for publication in top marketing journals, leaving CMCS with no financial resources.

In addition, RCB has reduced substantially the number of summer research releases available to senior faculty, forcing many of them to pursue other financial opportunities in order to compensate for a 10% reduction of their annual salary (due to unavailability of extra summer teaching and/or research releases). This reduces the amount of time devoted to academic research relevant to CMCS objectives during the year.

4. Goal Achievement

Initial goals of CMCS have been achieved, as the record shows (see also attached 1995 CMCS Review). CMCS has received international
recognition and visibility, and has exceeded the initial expectations of RCB and Marketing Department.

The recent change in RCB strategic goals has forced the Center to align its objectives with those of RCB’s, and to change its strategy for accomplishing its objectives. Achieving the Center’s present goals has been a greater challenge due to the increase in academic research expectations along with a substantial decrease in resources. Rather than engaging in activities which are not cost- or time-effective because they interfere with, and have low potential for, quality academic research (e.g., responding to RFPs, “fee-for-service” commercial research, having a roundtable, and generating information for GSU/RCB/Marketing Department publicity and for preparing and selling reports), and due to CMCS researchers’ lack of interest/ability in securing funding from such sources, CMCS attempts to:

(a) Leverage its name (reputation) by forming joint ventures and satellite Units in different parts of the globe. These strategic alliances can provide resources in the form of sponsorships, “royalties” from other institutions that use CMCS as a resource to secure government and corporate contracts, and data bases for academic research.

(b) Outsource research activities to CMCS collaborators in other institutions who have the financial resources or can perform various activities more efficiently and/or at a lower cost than they can be performed at GSU (e.g., survey administration, printing, data collection & processing), allowing CMCS researchers to devote more time to academic research.

By using these two strategies, CMCS has recently been able to secure a wealth of data for academic research without committing significant financial resources. Although the Center has no longer the financial resources to conduct large-scale studies, its name/credibility appears to be valued by researchers in many other countries who welcome the opportunity to collaborate with CMCS researchers and fund academic studies.

C. Research of the Center

1. Because of RCB’s recent emphasis on quality of academic research, “research of the Center” involves doing academic projects that, in the
opinion of CMCS researchers, have the highest potential for publication in
top academic journals. Examples of research areas/topics include:

--Materialism and older consumers
--Understanding empty nest women
--Cross-cultural studies of older adults’ well-being.
--Validity and reliability of commonly-used instruments to study the
  consumer behavior of older adults in different cultures.
--The use of new approaches, models, and theories (e.g., the life course
  approach, stress theories) to the study of consumer behavior in
  later life.
--Understanding the relationship between empty nest women and their --
  home environment

These projects are carried out by Marketing Department faculty either on
an individual basis or in collaboration with researchers from other
universities in USA and several other countries.

Securing data bases has helped increase faculty productivity, as attested to
by the number of sole- and co-authored publications by CMCS researchers
with other faculty at GSU and other institutions (see list of publications on
CMCS webpage from 1987 to present attached as “CMCS Research” Also,
see “CMCS 1995 Review Survey” attached).

In addition, other members of GSU Marketing Department faculty have
been allowed to “piggyback” on CMCS surveys and collect data consistent
with their research interests. Finally, the data collected via CMCS are
made available to doctoral students, who are expected to prepare and
submit manuscripts to journals and conferences as part of their research
methods seminar or graduate assistantship requirements. For example,
CMCS data were used to prepare eight manuscripts by the eight doctoral
students who took MK9350-Research Methods Seminar in spring 2006.

2. Some of the major impediments for conducting research in the Center
under the previous goals/objectives are mentioned in the CMCS 1995
Review Survey (attached) and my recent response (email) to the Provost’s
request (attached).

With respect to the present CMCS goals & objectives, the major
impediments are:

(a) RCB’s recent emphasis on number of refereed publications in “A”
journals and annual faculty evaluations based on this criterion without
research focus or programmatic research create incentives for faculty gravitation toward “ad hoc” research on *any* topic CMCS researchers see opportunity for an A-level publication. This is a major impediment because it “dilutes” a center’s or department’s focus or image for its expertise in any particular area. Thus, RCB’s “numbers in A journals” orientation is counterproductive because it reduces the amount of time that used to be devoted exclusively to programmatic research and expected to be published in *any* refereed academic journal (as per initial CMCS objectives/goals). The number of A-level publications could increase at the expense of research focus, producing “widely-published” researchers in our Center and Department who would not be known as experts on anything in particular.

(b) Efforts to secure resources outside GSU by forming alliances, seeking sponsors, affiliates and research collaborators have created a new layer of non-research activities, such as tutoring researchers in other countries to ensure the collection of quality data. Although such “relationship building and nurturing” activities are unavoidable in securing the necessary resources for doing the type of academic research expected by RCB, they interfere with the Director’s research productivity.

3. Funding paid out of Fund Code 10. N/A (None)

4. The listings of activities CMCS researchers have been involved in, such as conferences, programs, seminars, and symposia, etc. are listed on CMCS webpage and on the Director’s resume. We consider CMCS activities to be the sum of the activities that marketing faculty affiliated with the Center have presented and participated in.

5. Bibliographies of refereed and non-refereed publications are attached (“Three-year research”).

6. List of grants submitted. No grants have been sought because the new RCB strategic goals with regard to research are a deterrent to grant seeking for CMCS researchers. Projects for which grants are available do not normally produce data that would be of interest to top academic journals in areas of CMCS researchers’ expertise; they tend to be problem (situation)-driven rather than theory-driven, with the latter being the most appealing to top journals. As a result, grant-related activities are counterproductive because they shift researchers’ time away from research that has the potential for publication in top journals (as expected under new RCB strategic goals).
Furthermore, grant seeking and “fee-for-service” research have punitive monetary consequences on GSU and Marketing faculty. Having data not suitable for publication in top journals adversely affects faculty’s ability to obtain CRB summer research grants and salary raise, resulting in lower annual salaries. For additional reason grant seeking is not desirable, see 1995 CMCS Review Survey (attached) and Director’s email to the Provost (attached).

D. **Center Personnel** funded through the Center. None
Marketing Department Retention Plan July 2006

Analysis of DFW and AB rates for our 1000 and 2000 level courses

Marketing teaches no 1000-level or 2000-level courses. Marketing does teach two 3000-level core courses—MK 3010 (Basic Marketing) and BCOM 3950 (Fundamentals of Business Communication). An analysis of grade distribution in those courses shows that MK 3010 grades are generally in line with grade distributions across the Robinson College of Business, as indicated by a comparison of grade point averages, while grades in BCOM 3950 may be top-heavy and may require some recalibration of standards:

<table>
<thead>
<tr>
<th>Term</th>
<th>Robinson</th>
<th>MK 3010</th>
<th>BCOM 3950</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2006</td>
<td>3.1</td>
<td>2.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3.0</td>
<td>2.7</td>
<td>3.2</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>3.1</td>
<td>2.9</td>
<td>3.2</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>3.0</td>
<td>2.8</td>
<td>3.3</td>
</tr>
</tbody>
</table>

We continue to ponder whether MK 3010 is performing its function well, or whether substantial changes are necessary. We would like to know if the proportion of Marketing majors in the population of undergraduate Robinson students is higher or lower for students who have taken MK 3010 vs students who have not yet taken MK 3010. If taking MK 3010 discourages students from majoring in Marketing, then we would certainly wish to modify the course.

Analysis of Retention and Graduation Rates for our majors

(Cohort data for Marketing majors makes us wonder about how “major” status is determined. Students cannot become Marketing majors until they have been admitted to the Robinson College of Business, which requires that students have earned a certain number of credit hours while maintaining a 2.5 GPA. We would like to know how a freshman comes to be considered a Marketing major.)

In evaluating graduation and retention rates for Marketing majors, we chose to compare rates for Marketing majors to the highest rates found for other large programs at GSU. We used two-sample t tests with alpha = .05. Numerous comparisons revealed no statistically significant differences between the rates for Marketing and the highest rate for any large program at GSU. The lack of any significant differences is somewhat surprising, considering the number of individual tests and the resulting inflation of Type I error rates. This result suggests that the Marketing Department is doing about as well at retaining and graduating students as are other large programs at GSU. With 6 year retention rates for the 1999 first-time, full-time freshmen cohort at 57%, the Marketing Department is also doing reasonably well in comparison to national norms for all undergraduate students.

A look at attrition rates, for both freshmen and junior transfers, shows that the bulk of attrition—typically 60% of all attrition—occurs in the first year. This may be due to lack of preparation for the college experience, unfamiliarity with the campus, or a failure to identify with the university and to be integrated into the university community. The fact that marketing rates are not significantly different from the highest rates for any large program at GSU suggests that the causes of attrition for Marketing majors are systemic problems, and not problems peculiar to the Marketing Department.

We have an entering ‘bookend’ course to the major that provides an introduction to the major. We request data disaggregated by native and transfer student. We would like to ascertain the relative preparation of
these students. Such data might shed light on why transfer students are relatively unsuccessful in their first year. Analysis of these data could help us focus on the type of support needed to help students to be more successful.

Plan to decrease DFW rates in 1000-2000 level courses
N/A

Plan for Retention and Graduation Improvement of our Majors

The Marketing Department does not appear to have unmet demand for required courses that limits students’ ability to graduate. The Department has three required courses (MK 4100, MK 4200 and MK 4900), and offers 3 or 4 sections of each course each Fall and Spring and at least 2 sections of each course every Summer.

Despite the relative success of the Marketing Department in retaining students and seeing them through to graduation, the Marketing Department is considering a number of initiatives to further enhance graduation and retention rates, inline with University goals for continuous improvement. The Marketing Department forwarded three proposals in connection with the University’s RFP for projects related to improving retention and graduation rates. One proposal involved qualitative, in-depth research aimed at understanding factors that lead to student attrition here at GSU. A second proposal involved drawing upon the collegiate chapter of the American Marketing Association to hire students to serve as “major mentors,” to help Marketing students deal with demanding and complex course projects and clarify the connection between coursework and career objectives. A third proposal, targeting improvement of retention and graduation rates for the Robinson College of Business as a whole, would establish a Business Writing Center where students could obtain guidance and advice on written projects throughout their business curriculum.

More broadly, the Marketing Department believes that retention and graduation rates can be improved by shifting from a transactional orientation (students are only connected to the department when they take classes) to a relationship orientation (students have a lasting professional relationship with the department, which includes the intense classroom relationship but which extends well beyond the classroom and well beyond graduation). In this relationship orientation, each classroom experience is an opportunity to enhance the relationship and also to help students work toward personal and professional goals. Looking beyond the classroom and beyond graduation broadens the Marketing Department’s responsibilities, but it also creates the possibility of tapping our alumni to enrich the college experience of students who come after them.

Currently, the Marketing Department is working with the Robinson Career Management Services Center to help students focus on career goals. The Department’s instructors teaching both BCOM 3950 and MK 3010 will work with career services officers to promote student involvement with career services and to get students thinking earlier about their career objectives. The Department is also looking for ways to address retention and graduation rates through its student organizations, the collegiate chapter of the American Marketing Association and Campus Talkers, a chapter of Toastmasters International. The AMA chapter has already launched an enhanced recruitment effort, aiming to reach out to freshmen Marketing pre-majors and engage them in the Marketing community. Beyond these efforts, the Marketing Department is committed to launching a Marketing Alumni Club to maintain ties with our students after graduation. The aims of all three of these efforts are to (1) establish and nourish lasting professional relationships between students and faculty. And (2) clarify the benefit/cost advantage of compelling the degree program in Marketing.

Analysis of NSSE and Graduating Students Exit Survey

May 2006
Because it is participating in academic program review, the Marketing Department has had the opportunity to examine student survey data in some detail. The Marketing Department obtained 2005 NSSE data comparing the Marketing Department to both the University as a whole and to the Robinson College of Business. Compared to the University as a whole, Marketing seniors reported:

making more class presentations
more working with other students outside of class
more use of using email to communicate with an instructor
writing more papers of 20 pages or more
writing more papers of 5 pages or less

Marketing seniors, as compared with University seniors as a whole, gave the institution more credit for helping them to:

acquire a broad general education (p < .001)
speak clearly and effectively (p < .02)
analyze quantitative problems (p < .02)
use computing and information technology (p < .001)
work effectively with others (p < .0001)

Marketing students also scored significantly higher that University seniors as a whole in overall satisfaction with the educational experience (p < .01). Marketing seniors were more likely to report that academic advisors gave them accurate information about programs (p < .001) and helped them when academic difficulties occurred (p < .02).

Many of these differences also apply to the comparison of Marketing seniors to Robinson College of Business seniors.

An examination of exit survey data shows fewer significant differences between Marketing seniors and University seniors at the end of their program than at the beginning of their program. At the end of their program, Marketing seniors rate themselves higher than do GSU seniors as a whole in their ability to:

Set goals, prioritize tasks, and meet deadlines
Get along with people of other racial / ethnic backgrounds

These seniors also evaluate their college program higher than GSU seniors as a whole in terms of their academic program providing good preparation for their career (p < .02) and in terms of instructors stressing high quality work from students (p < .01). These seniors did not score lower than GSU seniors as a whole on any dimension.

Comparison of results from academic program review surveys of current Marketing majors vs the University at large showed three areas where the Marketing Department scored significantly above the University as a whole—academic advisement available in the department (p < .01), career advisement available in the department (p < .0001), and frequency of undergraduate major
course offerings (p < .01). These results point to strengths upon which the Marketing Department intends to build. This survey shows no areas where the Marketing Department scored significantly below the University as a whole.

In sum, these results are mostly very positive about the program that the Marketing Department is delivering to its undergraduate students. This is good news, but the Marketing Department is committed to the concept of continuous improvement. A 57% six-year retention rate still means that 43% of entering freshmen have abandoned their program. We believe that a relationship orientation, and a focus on addressing the personal and professional goals that bring Marketing majors to GSU, can bring further improvement.
Crunch This
B-schools rebound from an identity crisis.
By Tara Pepper
Newsweek International

Aug. 21-28, 2006 issue - One little-known aftershock of the corporate scandals that began with Enron was an M.B.A. backlash. At a time when companies were scrutinizing every penny they spent, they also questioned the value of advanced business degrees, once seen as a ticket to the fast track in the business world. The scandals were the "tipping point," says Joel Podolny, dean of the Yale School of Management. Afterward, as companies began to hire fewer M.B.A.s at lower pay scales, applications to business schools worldwide fell dramatically, by 20 percent between 2002 and 2005. The result was an industrywide identity crisis, which had insiders questioning every aspect of their schools and reaching a brutal verdict: they had flunked Business 101, failing to keep up with change or to respond to consumer demands.

Now there's a sense that the worst is past. After a bout of internal reform that saw, for example, the Yale School of Management unveil an entirely new curriculum last year, the numbers are back up. In the United States, B-school applications and enrollments are rising again, according to an industry survey released this month. Worldwide, corporate demand for new M.B.A.s has risen healthily this year (by 24 percent) for the first time since 2002. So have the salaries paid to newly hired M.B.A.s, which have increased by an average 7.5 percent, according to a survey by TopMBA.com of 445 companies, also released this month. "It's been a very strong recovery, with particularly high demand in consulting and financial services," says Nunzio Quacquarelli, editor of TopMBA.com.

In general, the reform movement has been about bringing the B-school course of study out of the academic weeds and back into the real world. The standard M.B.A. curriculum emerged in the wake of the Ford Foundation's 1959 report "Higher Education for Business," which laid the outlines for a research-based business education. Since most managers spent their careers in one field, whether finance or marketing, teaching focused on specific skills. Business professors, wanting their discipline to be taken as serious "science" by others in the university system, focused on narrow, quantitative courses. The result was even more specialized M.B.A.s entering a market that increasingly asked them for flexibility, innovation and an ability to work across cultures and disciplines. "There was a major disconnect between what they were taught and trained for, and what they were asked to do by recruiters," says Podolny.

As B-schools were all competing to be more rigorously quantitative, they were also increasingly alike. None had a truly unique brand, even if they all taught the importance of branding. The result was what Frank Brown, incoming dean at INSEAD, the top business school in Europe, calls "the commoditization of the M.B.A." Not only was there little differentiation among the top 12 schools, but they generally did a poor job "delivering value." And that complaint still resonates: "I've spoken to Wall Street CEOs who ask, 'Why should we worry about hiring M.B.A.s—what exactly is it getting us?'" says Brown. "The M.B.A. used to be a credential, a requirement for being a senior manager or a CFO. Now it's nice to have, but people are beginning to ask what it really does for them."

Brown, who came to INSEAD from a consulting career, typifies the trend at top schools, which is to break out of academic niches. Brown says his goal is to make INSEAD a "leadership institution," not a training ground for specialists, and many of his peers make similar noises. Yale's new curriculum breaks down traditional boundaries between disciplines—for example, by focusing...
marketing courses not on the nuts and bolts of how to calculate a new product’s "value proposition," but on how to understand consumer motivations using economics, psychology, sociology and marketing.

"The M.B.A. is increasingly an environment in which people can expand their horizons, working with others with international experience and merging ideas," says Richard Barker, director of the M.B.A. program at Cambridge's Judge Business School. Rather than drilling students in, say, using math models to optimize inventory levels, Cambridge classes now "deal with the complexity of an international supply chain, understanding cross-cultural management issues in a much broader way than in the past," says Barker.

As with the bout of restructuring that has swept the corporate world in recent years, business schools have had to change with often painful speed. "We've really had to hustle," admits Janet Shaner, director of M.B.A. marketing at IMD in Lausanne, Switzerland, which has retooled to focus on leadership qualities and international experience. The school has arranged "discovery trips"—last year to Bosnia, this year to Argentina—exposing students to the challenges of leadership in a starkly different environment. IMD also offers a personal-development elective, where a psychologist helps students understand their weaknesses and how to lead from their strengths.

Some schools are addressing the most direct criticism to emerge from the corporate scandals: that they had failed to incorporate ethics into business education. Podolny, for example, says Yale no longer teaches ethics separately, but as part of every course; in the new marketing class, for instance, students might discuss the ethical ramifications of selling products to a customer, like a child, who cannot make responsible decisions. But this is the exception: most M.B.A. programs still offer ethics as an option, if at all, says Diane Swanson, chair of the Ethics Initiative at Kansas State University. After Enron, "teaching ethics is a no-brainer, but there's such resistance to it," she says. "Most business schools still believe their only job is to impart facts and the tools for factual analysis."

Beyond the top tier, the number of M.B.A. programs is proliferating, raising questions about quality that strike much deeper than the debate over how and what to teach. Of 120 M.B.A. providers in the U.K., for example, only 37 meet the Association of MBAs' rigorous accreditation requirements. "There's a feeling among some universities that they have to have an M.B.A. because it's so prestigious," says William Ridgers, editor of "Which M.B.A.?" an annual guide to M.B.A. programs. "As a result, the standards of the lowest schools are going to drop." There's simply not enough top-caliber faculty to go around.

Some schools shell out for one star professor, who concentrates on research—important for a school's place in industry rankings—leaving less experienced colleagues to teach. Other schools regard the degree as a "cash cow," says Carl Tams of the Association of MBAs, and milk it by accepting new college grads to raise enrollment and revenue. This undermines a valued part of the traditional degree, in which students with years of business experience learn from each other. As a result, employers have become increasingly savvy about recruiting and "much more informed" about which schools produce the best, most experienced M.B.A.s, says Lynne Stone, business-development director for the M.B.A. program at Henley Management College in Britain.

One can almost see where this may be headed: toward too much generalization, followed by criticism of B-schools as too soft, just more college, followed by a return to harder business "science." The trick for B-schools will be to get the balance just right.

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**Notes:**
- CY 2005: Year 2005
- Annual Total: Yearly total
- Non-refereed article: Indicating non-refereed status
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<th>CY 2006</th>
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<td>Verhage</td>
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<td>0 / 3</td>
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<td>18 / 10</td>
<td>13.7 / 11</td>
<td>0 / 2</td>
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<td>and</td>
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<td>Bernhardt 1</td>
<td>Boles 2</td>
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Note: Internal funding numbers are approximate. These internal grants include amounts set as a percentage of annual salary. Rather than list individual faculty salaries here, an amount of $10,000 has been inserted for all such grants.
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<th>PROGRAM</th>
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<th>FY 2004 DEGREES</th>
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Table B-4

Undergraduate Retention and Graduation Rates

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<th>Retained Fall 01</th>
<th>Graduated by Fall 01</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 02</th>
<th>Graduated by Fall 02</th>
<th>3-Yr Ret Rate</th>
<th>Retained Fall 03</th>
<th>Graduated by Fall 03</th>
<th>4-Yr Ret Rate</th>
<th>Retained Fall 04</th>
<th>Graduated by Fall 04</th>
<th>5-Yr Ret Rate</th>
<th>Retained Fall 05</th>
<th>Graduated by Fall 05</th>
<th>6-Yr Ret Rate</th>
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<td>6</td>
<td>6</td>
<td>57</td>
<td>63</td>
<td>5</td>
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<td>38.0%</td>
<td>78.3%</td>
<td>9.8%</td>
<td>57.6%</td>
<td>67.4%</td>
<td>6.5%</td>
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<td>68.5%</td>
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Fall 00 Juniors

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<th>1-Yr Ret Rate</th>
<th>Retained Fall 02</th>
<th>Graduated by Fall 02</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 03</th>
<th>Graduated by Fall 03</th>
<th>3-Yr Ret Rate</th>
<th>Retained Fall 04</th>
<th>Graduated by Fall 04</th>
<th>4-Yr Ret Rate</th>
<th>Retained Fall 05</th>
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<td>70.9%</td>
<td>75.7%</td>
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<td>73.8%</td>
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<td>85.4%</td>
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Fall 01 Juniors

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<th>Retained Fall 04</th>
<th>Graduated by Fall 04</th>
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<th>Retained Fall 05</th>
<th>Graduated by Fall 05</th>
<th>4-Yr Ret Rate</th>
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<td>99</td>
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<td>72</td>
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<td>65.4%</td>
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Fall 02 Juniors

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<th>Graduated by Fall 04</th>
<th>2-Yr Ret Rate</th>
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*Defined as 60-75 total credit hours at start of fall term.
## Marketing
### Master's Level Retention and Graduation Rates

#### Summer and Fall New Master's Students

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<th>1-Yr Ret Rate</th>
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<th>Retained Fall 04</th>
<th>Graduated by Fall 04</th>
<th>4-Yr Ret Rate</th>
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<td>3-Yr Ret Rate</td>
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<td>Graduated by Fall 00</td>
<td>4-Yr Ret Rate</td>
</tr>
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<td>60.0%</td>
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<td>80.0%</td>
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</tr>
</tbody>
</table>

| Fall 97 Cohort | Retained Fall 98 | Graduated by Fall 99 | 2-Yr Ret Rate | Retained Fall 99 | Graduated by Fall 00 | 3-Yr Ret Rate | Retained Fall 99 | Graduated by Fall 01 | 4-Yr Ret Rate | Retained Fall 00 | Graduated by Fall 02 | 5-Yr Ret Rate | Retained Fall 01 | Graduated by Fall 03 | 6-Yr Ret Rate | Retained Fall 02 | Graduated by Fall 04 | 7-Yr Ret Rate | Retained Fall 03 | Graduated by Fall 05 | 8-Yr Ret Rate | Retained Fall 04 | Graduated by Fall 05 | 9-Yr Ret Rate |
|---------------|------------------|---------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|
|               | 4                 | 0                   | 0            | 2                | 0                 | 0            | 1                | 0                 | 1            | 0                | 0                 | 0            | 1                | 0                 | 1            | 0                | 0                 | 0            | 1                | 0                 | 0            |
|               | 66.7%            | 0.0%                | 66.7%        | 83.3%            | 0.0%              | 83.3%        | 83.3%            | 0.0%              | 83.3%        | 83.3%            | 0.0%              | 83.3%        | 83.3%            | 0.0%              | 83.3%        | 83.3%            | 0.0%              | 83.3%        | 83.3%            | 0.0%              | 83.3%        |
|               | 33.3%            | 66.7%               | 0.0%         | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        |
|               | 33.3%            | 0.0%                | 33.3%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        |
|               | 0.0%             | 0.0%                | 0.0%         | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        |

| Fall 98 Cohort | Retained Fall 99 | Graduated by Fall 00 | 2-Yr Ret Rate | Retained Fall 100 | Graduated by Fall 01 | 3-Yr Ret Rate | Retained Fall 100 | Graduated by Fall 02 | 4-Yr Ret Rate | Retained Fall 101 | Graduated by Fall 03 | 5-Yr Ret Rate | Retained Fall 101 | Graduated by Fall 04 | 6-Yr Ret Rate | Retained Fall 102 | Graduated by Fall 05 | 7-Yr Ret Rate | Retained Fall 102 | Graduated by Fall 05 | 8-Yr Ret Rate | Retained Fall 103 | Graduated by Fall 05 | 9-Yr Ret Rate |
|---------------|------------------|---------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|------------------|-------------------|--------------|
|               | 2                | 0                   | 0            | 1                | 0                 | 0            | 1                | 0                 | 1            | 0                | 0                 | 0            | 1                | 0                 | 1            | 0                | 0                 | 0            | 1                | 0                 | 0            |
|               | 66.7%            | 0.0%                | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        | 66.7%            | 0.0%              | 66.7%        |
|               | 33.3%            | 0.0%                | 33.3%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        | 0.0%             | 33.3%             | 0.0%        |
|               | 0.0%             | 0.0%                | 0.0%         | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        |
|               | 0.0%             | 0.0%                | 0.0%         | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        | 0.0%             | 0.0%              | 0.0%        |
TABLE B-5
Credit Hours by Faculty Type

FY 2004 CREDIT HOURS TAUGHT BY MARKETING FACULTY BY LEVEL AND FACULTY TYPE

<table>
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<tr>
<th>FACULTY TYPE</th>
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<th>UGRAD UPPER</th>
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FY 2005 CREDIT HOURS TAUGHT BY MARKETING FACULTY BY LEVEL AND FACULTY TYPE

<table>
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<tr>
<th>FACULTY TYPE</th>
<th>UGRD</th>
<th>UGRAD LOWER</th>
<th>UGRAD UPPER</th>
<th>GRAD</th>
<th>TOTAL</th>
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FY 2006 CREDIT HOURS TAUGHT BY MARKETING FACULTY BY LEVEL AND FACULTY TYPE

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TABLE B-6
Numbers of Faculty, Research Productivity and Hours Taught by Year* and Faculty Type

FY 2004 / CY 2003

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<th>Number of Faculty</th>
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<th>Books + Monographs + Chapters</th>
<th>External + Internal Funding</th>
<th>Conference Presentations</th>
<th>Hours UGRAD UPPER</th>
<th>Hours UGRAD GRAD</th>
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FY 2005 / CY 2004

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<th>Books + Monographs + Chapters</th>
<th>External + Internal Funding</th>
<th>Conference Presentations</th>
<th>Hours UGRAD UPPER</th>
<th>Hours UGRAD GRAD</th>
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<td>4,795</td>
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FY 2006 / CY 2005

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<th>Refereed Publications</th>
<th>Books + Monographs + Chapters</th>
<th>External + Internal Funding</th>
<th>Conference Presentations</th>
<th>Hours UGRAD UPPER</th>
<th>Hours UGRAD GRAD</th>
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<td>1,599</td>
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<td></td>
<td>5,379</td>
<td>353</td>
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<tr>
<td>TOTAL</td>
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<td></td>
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<td></td>
<td></td>
<td>12,957</td>
<td>4,772</td>
</tr>
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</table>
SECTION C
Appendix C1  Strategic Plan and Goals at beginning of Self-Study Period

As its strategic plan, the Department presents its action plan, approved in 2001, which followed the Department’s previous self-study. This appendix also includes the Department’s previous mission statement, in place through the review period, and the Department’s new mission statement, adopted during the current self-study process.
The Academic Program Review process has revealed a Marketing Department characterized by diverse strengths and a commitment to excellence. The process also identified areas for improvement and established strategic priorities for further development. Based on the Department's Self-Study Report and the External Review Report, and after consultation with the Dean and Associate Deans of the College of Business Administration, the Department proposes this action plan to guide its efforts toward further development over the next 2-5 years.

This review of the Department and its programs has revealed numerous areas of strength. Since any unit may be overly complimentary when evaluating itself, the findings of the external review team may be especially significant. The External Review Report opened by describing the Department of Marketing as, "...a large, active department in a major urban setting doing a good job of serving its publics." The Department is characterized as "a group that has made impressive strides over the last 10-15 years." In particular, the External Review Report cited departmental strengths in research productivity (citing both the volume of refereed articles produced and the faculty's broad participation in the research effort), diversity (both demographically and intellectually), and outreach to the business community (described as "positive," "growing," and "impressive").

The Department believes that this review will help it capitalize on these strengths and that it is important to explicitly recognize these ongoing efforts as part of its plan for the future. However, the Department must also address areas of weakness, if it is to achieve its full potential.

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Action Plan -- Marketing Department

I. OBJECTIVE: Enhance the intellectual climate, expand the number of publications in premier-level marketing journals, and raise the Department's profile in the discipline.

ACTION¹: Recruit a senior professor who will (1) provide intellectual leadership and mentoring for junior faculty, (2) contribute to the Department's production of top-tier journal publications, (3) provide excellence in executive and MBA-level marketing instruction, and (4) assist the Department in developing federally funded research programs.

STATUS: The Department has committed to use the opening created by the departure of Dr. Patrick Kaufmann, a senior professor, for this purpose. The Department has completed one review of potential candidates for this position. Out of a pool of more
than 30, the Department has identified a small number who may be interested in the position and who are particularly well-suited. The Department will move forward with this process with the intent of adding such a person to the faculty by Fall 1999 or sooner.

ACTION2: Attract and retain outstanding marketing scholars by using funds from the Marketing and Retailing RoundTables to create funded professorships and by establishing one or more endowed chairs in marketing.

STATUS: In June, 1998, the Department announced the creation of two professorships from RoundTable funds. The College's Dean and Development Office have primary responsibility for major fund raising. Under prior leadership, the College had made a commitment that the next assignable endowed chair should go to the Department. The Department is willing to assist the Dean in securing a major gift for this purpose.

ACTION3: Rewrite the language in the RoundTable competitive research grant program to increase accountability of recipients and ensure that funds are only used to support research targeted at premier journals.

STATUS: The Department will establish a small working committee to rewrite the rules for this program. Tentatively, this committee will be co-chaired by Dr. Edward Rigdon, who chaired the committee which wrote the original rules, and Dr. Kenneth Bernhardt, the Director of the RoundTable programs.

ACTION4: Encourage submissions to premier journals through the Department's practice of crediting premier-level publications (in the *Journal of Marketing*, *Journal of Marketing Research*, and *Journal of Consumer Research*) on a three-year schedule (the year accepted, the year published, and the following year) rather than only in the year of publication.

STATUS: This practice, which was adopted in 1993, will be continued.

ACTION5: Continue to closely link teaching loads to major journal publications, giving lower teaching loads to more productive faculty.

STATUS: This practice is consistent with the College's new work load policy.

ACTION6: Investigate the creation of a program of extended visits by outstanding marketing scholars, who will help stimulate Departmental research efforts aimed at premier level journals.

STATUS: The Department Chair is in charge of determining whether and how other schools use this model. It has been suggested that the University of Florida has
implemented such a program. We will collect data and then determine the requirements for initiating such a program.

EXPECTED OUTCOME: These measures will produce an increase in the proportion of Departmental research manuscripts which are submitted to premier-level marketing journals, as well as an increase in the number of Departmental research manuscripts published in premier-level marketing journals. In 1993, the Department set the goal of three publications in the top three marketing journals per year. This level of success would place the Department in the top ten on this dimension. During the past five years, the Department ranks 7th in the *Journal of Marketing* but has had less success in the *Journal of Marketing Research* and the *Journal of Consumer Research*. Our objective is three per year in the majors, which will require 6-10 high quality submissions per year. The acceptance rate for these journals is well below 10%; however, high quality submissions have a greater likelihood of publication.

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II. OBJECTIVE: Support centers of excellence in the Department and increase synergy and faculty involvement in these areas.

ACTION1: Establish endowments for the research centers.

STATUS: The Department's research centers are identified as priority areas in the University's capital campaign. Further responsibility in this area falls to the College's Development Office, supported by the Dean, the center Directors, and the Department Chair.

ACTION2: Create a junior faculty position to support and collaborate with Center for Mature Consumer Studies (CMCS).

STATUS: The Department will develop the case for the necessary budgetary action at the College and University level.

ACTION3: Enhance channels of communication regarding the Centers' activities, to facilitate faculty involvement.

STATUS: Chief responsibility falls to the Director of CBIM, the Director of CMCS, and the coordinator of the Business-to-Business Interest Group in the Department.

EXPECTED OUTCOME: These measures will produce an increase in the amount of faculty time and the number of faculty devoted to projects associated with the research centers. The Center for Business and Industrial Marketing currently has over half of the faculty actively involved in its efforts. The Center for Mature Consumer Studies has only
one person involved on a regular basis. During the next two to five years, targeted hiring will add one additional regular contributor. Other actions should involve at least two current faculty.

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III. OBJECTIVE: Attract broader pool of highly qualified students to doctoral program.

ACTION: Develop a formal process for tapping alumni and peer networks to identify outstanding candidates.

STATUS: The Department's Doctoral Coordinator, has primary responsibility, supported by the Department's doctoral program committee.

EXPECTED OUTCOME: These measures should produce a 20% increase in the number of applications to the Department's doctoral program from highly qualified students.

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IV. OBJECTIVE: Improve access to classroom teaching technology.

ACTION¹: Campaign for the outfitting of more classrooms with technology capabilities, and improve the reliability of available technology.

STATUS: The Department strongly supports action at the College and University levels with respect to properly equipping the planned Fairlie-Poplar classroom building and the planned North Metro campus.

ACTION²: Designate a Technology Coordinator with primary responsibility for staying current on technology available from University and College, and for encouraging and facilitating its use by Department faculty.

STATUS: Dr. Rigdon has been named Technology Coordinator for the Department.

ACTION³: Encourage Department faculty to apply to the Quality Improvement Funds program, and related programs, to support experimentation in bringing new technologies to the classroom.

STATUS: Ongoing. The Department Chair has chief responsibility in this area.
EXPECTED OUTCOME: These measures will produce an increase in the number of Departmental faculty who incorporate advanced teaching technology into their classes. The number should exceed two thirds within 5 years.

V. OBJECTIVE: Promulgate the highest standards in research, teaching and service achievement, while maintaining the Department's highly collegial atmosphere.

ACTION1: The Department Chair will emphasize the Department's high standards in annual review meetings, and to emphasize performance in making decisions on resource allocation, raise, and other decisions.

STATUS: This will be done verbally with faculty in review meetings, and reinforced with decisions that favor high performers in resource allocation.

ACTION2: Establish a mentoring program which pairs each junior faculty member in the Department with one or more senior faculty with related background and research focus.

STATUS: The Department chair will be responsible for establishing mentoring relationships and evaluation mechanisms.

ACTION3: Provide junior tenure-track faculty with realistic feedback regarding their performance in connection with the Department's high standards, during scheduled three-year progress-to-tenure reviews.

STATUS: This will be done annually by the Department Chair, as well as in the three year reviews for non-tenured faculty and the post-tenure reviews for tenured faculty.

ACTION4: Encourage rigorous and open evaluation of promotion and tenure applications within the Department, and promote dialogue involving diversity of opinion.

STATUS: This will be done verbally at promotion and tenure meetings.

EXPECTED OUTCOME: The Department will embrace higher expectations for faculty performance while retaining its strongly collegial atmosphere. Resource allocation and promotion and tenure decisions will reflect faculty performance.

GENERAL: The Department will provide a status report on these objectives, actions, and expected outcomes semi-annually for discussion with the Dean.
Appendix C1  Marketing Department Mission Statement

(Adopted July 2006)

The mission of the Department of Marketing of Georgia State University is to be a pre-eminent thought leader in marketing and managerial communication. The department will achieve this mission through delivering high-quality instruction in marketing and managerial communication, conducting original and highly-respected research in marketing and publishing that research in premier journals, and providing effective service to Georgia State University and beyond.
Mission 1

Progress Report of the Mission Subcommittee
of the Marketing Department Academic Program Review Committee

MISSION STATEMENT

I. The Department of Marketing of Georgia State University is committed to being recognized within both the business community and the academic community as the preeminent marketing department in the Southeast and as a leader among marketing departments at urban universities nationwide.

II. The Department seeks to continuously improve teaching effectiveness in its degree programs with particular emphasis on graduate education (M.S., MBA and Ph.D.).

III. The Department seeks to continuously increase both the quantity and the quality of its scholarly contributions as evidenced by published research.

IV. The Department desires to play an active role in the shared governance of both the College of Business Administration and Georgia State University, and to provide external service to both the profession and the community at the local, national and international levels.

I. Standing

We the faculty of the Department of Marketing are proud of our achievements and confident in our potential. The goals that form the center of our Mission Statement reflect this. When we set our sights, we want to aim high, but not impossibly high. We also must aim for goals that help the College and University achieve their larger goals.

The "Vision Of Excellence" from the "College of Business Administration Ten-Year Strategic Plan 1990-2000" states:

"By the year 2000, the CBA strives to achieve a level of excellence such that it will be widely recognized as being within:

The top 25 business schools with comparable missions in the United States . . .
The top 5 business schools in the Southeast . . .
The top 3 public urban business schools in the United States . . ."

and goes on to say that the CBA's aim is to be "one of the top comprehensive, state-supported, urban colleges of business anywhere." It also declares, "This plan is a realistic assessment of what is possible in the next ten years."

To support this mission, the Department of Marketing must strive for distinction on a national scale. Can we be "the preeminent marketing department in the Southeast?" Appendix 1 identifies our competition (from the "Strategic Plan" cited above). We believe that the evidence of achievement cited in the remainder of our self-study report will demonstrate that we are already "one of the best" in this region. Aiming to be "the best," therefore, does not seem too ambitious. In addition, our location in the commercial capital of the region should give us a "leg up" on most schools in the Southeast.
Can we be "a leader among marketing departments at urban universities nationwide?" Appendix 2 provides a 1990-dated list of all public urban (defined as having more than 50% nonresident students) universities with AACSB-accredited business schools. Most of these schools are branch campuses and regional universities. Only a handful are, like GSU, fulfilling a research, teaching and service mission that extends even statewide, and only a few have achievements that match ours, or the ambition and potential to aim for national prominence. Going beyond "public" institutions to include private urban universities certainly adds a few more institutions to the list, including some outstanding ones, but not so many that the GSU Department of Marketing would not remain "a leader" among this larger group.

As a whole, CBA is well on its way to achieving its goals. But it has not achieved its successes by narrowing its field of competition or by adopting a modest vision for the future. The Department of Marketing must continue to aim high, if only to keep pace with the rest of CBA.

II. Teaching

A. Position

As an urban university, GSU is committed to offering outstanding professional programs, producing the highly qualified work force that oils the engine of economic growth while setting the stage for lifelong learning. The Department of Marketing offers essential support courses for the Bachelor of Business Administration (BBA) and Master of Business Administration (MBA) degrees in CBA. AACSB standards require that accredited BBA and MBA programs cover Marketing topics as presented in MK 301 (Basic Marketing) and BA 864 (Marketing Management). In addition, the Department's Ph.D. seminar in Structural Equation Modeling is an essential element of the methodological training for many doctoral students from across CBA.

Following CBA's Strategic Plan, the Department of Marketing seeks excellence in all teaching venues, while placing special emphasis on its graduate programs. More and more businesses are demanding graduate education when they hire, and it is the graduate programs which are most likely to gain national prominence for the Department and for CBA. Furthermore, the graduate programs of CBA have significantly higher admissions standards, which generate more highly qualified students and more accomplished graduates. Finally, Regents funding formulas encourage institutions to focus their efforts on graduate programs.
B. Criteria

A Department of Marketing that seeks excellence in teaching will demonstrate a continued interest in improving its degree programs. Wary of complacency and mindful of the tendency of courses and programs to become obsolete over time, such a Department will revisit content and structure on a regular basis. To fulfill its teaching mission within the larger mission of CBA, such a Department will take an active role in the development and revision of college-wide programs, as well. Mindful of its urban environment, such a Department will also be closely involved in off-campus programs which advance the central teaching mission of CBA and GSU as a whole.

Such a Department will achieve reasonable ratings when students provide feedback in connection with teaching quality. Such a Department will carefully examine that student feedback, looking for weaknesses and avenues for improvement. Such a Department will create and support opportunities for student learning outside of class, as well. Finally, such a Department will receive positive feedback from the marketplace which employs graduates of its programs. Graduates will find success, and employers will be pleased with graduates' performance.

C. Ten Years Hence

In terms of teaching, this is clearly a period of transition. Changes and potential changes include the shift to semesters, the initiation of new CBA-wide programs such as the Concentrated MBA, Board of Regents initiatives to raise admission standards, and the uncertainty regarding the North Metro campus. University- and system-level initiatives already on the table may also change the mix of teaching technologies that are available to all faculty. However, we do not expect that these factors will change the fundamental teaching mission of the Department, only the ability of the Department to achieve that mission.

III. Research

A. Position

To achieve and maintain recognition as a leader among marketing departments at urban universities, the Department of Marketing must be heavily involved in advancing the creation and dissemination of knowledge about our discipline. Marketing is a broad field, and our Department expects to make contributions in many areas.

B. Criteria

In the business disciplines, research productivity is chiefly measured in terms of the number and prestige of publications in refereed academic journals. Achieving publication in prestigious business journals is difficult, even for high-quality research, so publication is a meaningful basis for evaluation. These publications earn national and international recognition for the Department of Marketing, CBA and GSU. While the
distinctions are sometimes fine ones, most researchers in Marketing recognize three or four journals as preeminent in the field—Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, and possibly Marketing Science. Thus, achieving a mission that involves research leadership must be demonstrated by publication of the research of Department faculty in those journals. In addition, a high level of research activity will surely result in a large number of publications in other journals and conference proceedings, as well.

A Department that is committed to the research mission described above will establish structures that facilitate increased research productivity. These structures will include (1) sources of funding for research expenses, (2) opportunities for data collection and for access to existing databases, and (3) exposure to the latest ideas in research in Marketing, and a sharing of research insights among Department faculty. These structures will demonstrate a proactive stance in channeling the Department's research resources in order to maximize their impact on achievement of the mission. These structures will themselves be of such quality as to directly contribute to the Department's mission of obtaining regional preeminence and national prominence. A continuing commitment to the research mission will be reflected in ongoing development of new structures to position the Department to exploit new opportunities and new directions in the discipline.

C. Ten Years Hence

We expect that ten years of progress in achieving the research mission described here may lead to a redefinition of that mission, heightening our conception of what we can achieve. Conditions in the market for new Ph.D.'s in Marketing suggest that more and more Departments of Marketing will adopt significant research missions. As a result, the standards by which one evaluates "leadership" will be raised over that period. In order to maintain leadership, the Department of Marketing will have to raise its sights, as well.

IV. Service

A. Position

In supporting the missions of both CBA and GSU, the Department of Marketing recognizes the need to participate in institutional self-governance. Maintaining prominence within the discipline means taking an active role in professional organizations, and the Department supports faculty efforts in this area. Finally, as a faculty in a commercial discipline, the Department of Marketing seeks opportunities to work with both commercial and not-for-profit organizations, lending our expertise, establishing useful contacts, and learning about our discipline in the process.
B. Criteria

Faculty from a Department which is committed to a mission of professional service will win their share of awards for service excellence. Such a Department will support faculty who hold leadership positions in the main professional associations for the discipline. Such a Department will sponsor and host conferences and symposia for their discipline. Such a Department will have faculty who edit and serve on the editorial review boards of journals in their discipline, and who are sought out to provide ad hoc reviewing services by these journals. Indeed, such a Department will support faculty who launch new initiatives in this area.

A Department which is committed to sharing in institutional governance will contribute its share of faculty time to the GSU Faculty Senate, to the committees of CBA, and to ad hoc committees which may be established at the University or College level.

A Department of Marketing with a commitment to service in the wider community will play an active role among business leaders in Marketing. Such a Department will seek out opportunities to work with business leaders and will create new structures that enhance their professional lives. These initiatives will directly contribute to the Department's reputation for excellence within the business community. Such a Department will also work with not-for-profit organizations that need Marketing assistance, especially where these relationships contribute to achieving the overall mission of the Department.

C. Ten Years Hence

In terms of service, the Department of Marketing expects to continue its current levels of involvement with CBA and GSU, with professional associations and publications, and with commercial and not-for-profit organizations that make their home in the Atlanta metro area.
SECTION D
Appendix D1  Learning Outcome Statements and Assessment Plans
The undergraduate program of the Department of Marketing of the Robinson College of Business is assessed using both performance on the ETS Major Field Test and performance relative to the objectives stated in the Marketing Department's Assessment Plan approved by the Department in 2002. The approved assessment plan, is attached at the end of this report.

ETS Major Field Test Performance:

Undergraduate students pursuing a degree in business administration from the Robinson College of Business at Georgia State University are required to pass BUSA 4980, the capstone course, to receive their bachelor’s degree. As part of that course, students take the Major Field Test, a standardized test created and scored by the Educational Testing Service in Princeton, NJ. The Major Field Tests are undergraduate outcomes assessments designed to measure the basic knowledge and understanding achieved by students in major fields of study. The results of the Major Field Test enable academic departments to better assess and refine curricula, gauge the progress of students compared to others in the program and those in similar programs at schools throughout the country. The Major Field Test is given to BBA students at more than 500 colleges and universities annually.

The disciplines represented on the Major Field Test are accounting, economics, management, quantitative business analysis, finance, marketing, the legal and social environment, and international issues. Knowledge of each discipline is measured using 10-15 questions. The Major Field Test for Business is made up of 120 questions designed to measure BBA student knowledge and ability to apply significant facts, concepts, theories, and analytical methods in key business disciplines. Every semester, scores are reported by major and all majors are evaluated on the knowledge of their own discipline as well as each of the other disciplines.

Georgia State University undergraduate marketing major percentile scores on marketing items are reported below for both semesters during the traditional academic year. The test is not administered during the summer semester. Georgia State marketing majors’ performance on the test has been collected from fall semester 2000 through spring semester 2005 with the exception of fall semester 2002 when ETS encountered problems with computing the percentile scores. The percentile scores reported below indicate the performance of GSU marketing majors on marketing questions. They are compared to other graduating seniors at other schools and at GSU who took the ETS Major Field Test over the previous three years. GSU senior marketing major scores on the marketing questions included in the Major Field Test are as follows:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Marketing Majors’ Percentile Score on ETS Marketing Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>99</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>98</td>
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<td>Fall 2001</td>
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</tr>
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<td>Spring 2002</td>
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<tr>
<td>Fall 2002</td>
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<td>Spring 2003</td>
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<tr>
<td>Fall 2003</td>
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</tr>
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<tr>
<td>Fall 2004</td>
<td>95</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>90</td>
</tr>
</tbody>
</table>

**ETS Major Field Test Conclusion:**

The above data indicate that GSU marketing majors consistently perform well on the Major Field Test for Business/Marketing, confirming their excellent knowledge of basic marketing concepts.

**Performance on Assessment Plan Objectives:**

This assessment findings reported below are those taken from the assessment plan that was approved in 2002 and which is attached at the end of this report. The data is based on evaluation of student work product in MKT 4900: Marketing Problems, the marketing capstone course. Three different sections of the Marketing Problems course and two faculty members that taught the course are represented. The marketing capstone course provides an excellent opportunity for program assessment because of its requirement that students apply critical thinking skills to the solution of marketing problems, using the knowledge-base they have amassed from previous marketing courses as well as other courses in their undergraduate business curriculum.

**Procedures Used:** Course materials from Marketing Problems, MK 4900, were assembled for review by requesting the two marketing faculty, Drs. Barksdale and Nasser submit student work product for evaluation. Four Marketing faculty members. Drs. Ritu Lotia, Carol White, Bronis Verhage, and Carolyn Curasi agreed to evaluate the student work product.

Two different types of written assignments were chosen for the evaluation: individual case final exam write-ups and group projects. The group projects are of two types because the instructors use two slightly different formats. Both types of group projects are hands-on and applied and students work with real-world organizations.

The first type of project is a sponsored project. Sponsored projects are those that have a large, recognized sponsoring organization such as the FBI or Chevrolet and have a specific set of marketing objectives the students seek to accomplish. Sponsored projects are class-wide projects. Every member of the class works together as a marketing agency to accomplish the sponsor’s objectives. Students research the client’s problem, design a marketing program based on primary and secondary marketing research, implement their program, and evaluate their campaign’s results. The second type of group project used in the Marketing Problems class is a marketing plans. Marketing plan projects focus on the creation of a comprehensive marketing plans.
plan for a real client. Marketing plan projects are conducted in small groups by four or five students working together to create a viable marketing plan.

This report is confined to the written assignments developed during spring semester 2005. The evaluators, Drs. Lotia, Verhage, Curasi, and White, were each asked to submit their evaluations to Dr Carol White for her to compute the average score for each scoring dimension. Each of the assessors was to submit a total of eleven scoring forms indicating that they had evaluated two sponsored projects, two marketing plans and seven case exam write-ups.

Separate scoring templates were created for the three different types of written assignment; one for evaluating case exam write-ups, a second for evaluating sponsored projects and a third scoring form for evaluating marketing plan projects. Each type of assignment was evaluated on slightly different dimensions, however, the scale used for scoring each dimension was the same across all three forms. The scale used is a five-point scale. The scale anchors are: 1. fails to meet the objective, 2. meets the objective at times, 3. meets objective, 4. exceeds objective at times, and 5. consistently exceeds the objective.

PROGRAM OBJECTIVE I
Students will demonstrate an ability to critically analyze a firm’s marketing problems and formulate effective marketing solutions in the key decision areas of price, promotion, product and distribution.

Assessment Methods: Performance on assigned marketing cases in MKT 4900.

Expected Outcomes: The student should be able to:

1.1 - identify actual marketing problems.
   Average Score: 3.1

1.2 - explore alternative marketing solutions.
   Average Score: 2.77

1.3 - evaluate the pros and cons of the alternative solutions.
   Average Score: 2.61

1.4 - apply qualitative and quantitative data relevant to the problem.
   Average Score: 2.55

1.5 - develop a recommendation that offers a coherent decision.
   Average Score: 2.94
I.6 - support their decisions with qualitative and quantitative data.
    Average Score: 2.77

Average Score: 2.79

**Analysis and Recommendations:** The results for the case analysis scores suggest that the students come close to meeting the objectives for each of the dimensions but that there is room for improvement. One improvement which will be examined for future assessment efforts is to make the instructions to those asked to assess the work product more explicit and detailed to insure greater consistency and more timely evaluations.

With respect to the scores on this first iteration of our assessment of the undergraduate program in marketing, the use of case exams as one element of the process suggests the faculty teaching case classes need to develop a clear set of objectives for the students. Student performance on two of the dimensions exceed the other scores. For example, students meet the objective for identifying marketing problems (3.11) and for developing a recommendation that offers a coherent decision (2.94). The reason that these two scores are higher than those of the other dimensions likely reflects the instructions given for the exam write-up which emphasized that the students focus on clearly specifying the problem in the case clearly and on providing a coherent recommendation. While the other dimensions are important in the case analysis process, they were not emphasized in the instructions for the exam and the students, therefore, did not address them in detail.

Caution is necessary in placing too much store in these initial findings because of sampling issues associated with the assignment that the faculty assessors were given. They were asked to choose seven cases at random from a group of 21. Given that assessors kept the cases for several days, it is likely that the same seven cases were graded by most of the faculty rather than allowing for a representative sampling which was the goal.

The Marketing Department’s Undergraduate Committee has just begun to examine the undergraduate curriculum in marketing. This data will be useful in suggesting possible changes to the pedagogy. For example, cases are not widely used in the undergraduate business curriculum. Some of the scoring results may be a consequence of the student’s lack of familiarity with the case method.

**PROGRAM OBJECTIVE II**

Students will understand the basic principles of strategic marketing planning.

**Assessment Methods**
Performance on assignments in the marketing capstone course either through:

- A. Execution of a comprehensive marketing plan, or
- B. Participation in a comprehensive sponsored marketing project for a marketing organization.

**Assessment Method A: Marketing Plan**
**Expected Outcomes:** The student should be able to:
II.A1 - develop a situation analysis using primary and/or secondary sources.
Average Score: 3.25

II.A2 - develop a product positioning.
Average Score: 3.25

II.A3 - identify viable target market segments.
Average Score: 3.625

II.A4 - establish measurable marketing objectives.
Average Score: 3.125

II.A5 - describe a sound marketing strategy through the application of the four P’s.
Average Score: 3.25

II.A6 - establish a feasible budget.
Average Score: 2.625

II.A7 - recommend an evaluative method for assessing results.
Average Score: 2.625

Average Score: 3.107

Analysis and Recommendations:

The average score across all the various dimensions of the marketing plan project suggest that students are meeting the objectives. The assessors’ scores suggest that students were able to do an adequate job on five of the seven dimensions. The projects that were evaluated did not score as well on the dimension of establishing feasible budgets and the students’ recommendation of an evaluative method for assessing results. Overall, these scores, while preliminary and based on a sample of only two projects evaluated by four faculty, indicate that students are meeting the objectives although there is room for improvement on two dimensions which can likely be addressed quite simply by providing more instructions regarding budgeting and evaluating results in both the written assignment and in class.

One final caveat is that it is important that the faculty that evaluate the marketing plans be coached on the fact that the marketing plan projects are the product of small groups of four to five students and are not likely to be as elaborate as the sponsored project reports which are the product of an entire class. While there is no evidence that the faculty that evaluated the marketing plans were biased by the sponsored projects, it is something that should be addressed clearly in instructions on future evaluations.
Assessment Method B: Sponsored Marketing Project
Expected Outcomes: The student should be able to:

II.B1 - employ primary research on behalf of the sponsoring organization.
   Average Score: 4.5
   Analysis and Recommendations:

II.B2 - apply the four P's (produce, place, promotion, price)
   Average Score: 4.0
   Analysis and Recommendations:

II.B3 - apply appropriate promotion tools (advertising, PR, sales promotion, direct marketing, personal selling).
   Average Score: 4.16
   Analysis and Recommendations:

II.B4 - demonstrate their understanding of the relationship between marketing decision making and sound financial principles.
   Average Score: 4.0
   Analysis and Recommendations:

II.B5 – executes the proposed strategy and evaluates success using primary research.
   Average Score: 4.0
   Analysis and Recommendations:

II.B6 – develop a feasible budget.
   Average Score: 4.0
   Analysis and Recommendations:

Average Score: 4.11

Analysis and Recommendations:

Sponsored projects do quite well overall. Students are consistently rated as exceeding the objective. Sponsored projects are mammoth class-wide efforts that require a marketing research project to develop a baseline as well as the creation of an actual marketing campaign, the implementation of the campaign as well as the evaluation of the campaign’s success.

Sponsored projects and marketing plan projects are both problematic as they recruiting real clients and extensive client cooperation to be successful.

Program Objective III
Students will be able to develop primary and secondary research projects and interpret, evaluation, and synthesize the results for purposes of marketing decision making.
Assessment Methods: This objective is specific to the Marketing Research course and the Buyer Behavior course. We were unable to evaluate these during this round.

Expected Outcome 1.1
The student should be able to analyze, interpret, apply, and communicate findings from primary and/or secondary research.

Average Score:

Analysis and Recommendations:

ASSESSMENT OUTCOMES: OVERALL CONCLUSIONS

Our initial findings suggest that the undergraduate marketing students perform quite well since the scores on the dimensions that are defined in the program objectives in the initial plan all fall at about the midpoint of the scale indicating we are meeting the objective for that dimension.

Our student’s objective knowledge is sound but their applied knowledge is somewhat uneven. Their performance on case exams is not as strong as we would like it to be. This is likely because most students entering MK 4900, Marketing Problems have never encountered substantial cases before in any of their previous courses in the undergraduate curriculum in business. As a result, the pedagogy is completely new to them. Earlier exposure to case studies would help address this issue.

While there is room for improvement on specific dimensions, those improvements should be relatively straightforward now that they have been identified. Providing clear instructions to students regarding the format for the case exam along with instructions as to what areas need to be addressed would address the concerns we uncovered with respect to case analysis. Providing more information regarding the aspects of the marketing plan that will be evaluated such as budgeting and performance evaluation is also suggested by the evaluators’ scores.

There are some very bright spots in our findings. Specifically, our students perform extremely well on basic marketing knowledge as measured by the Major Field Test administered by ETS. Our undergraduate majors score at about the 90th percentile level compared to other students in other majors at GSU and at other colleges and universities. Another important strength appears to be our class projects. Both the marketing plans and the sponsored projects were evaluated as meeting or exceeding the objectives overall. The sponsored projects did especially well scoring an average of 4.11 out of 5 averaged across all the dimensions.

Finally, we should not place too much credence in interpreting these initial results. The findings are for a single semester. There is not much data to draw sweeping generalizations. The real benefits will come from continuous improvement; using these initial results to improve both the evaluation process itself and to improve what takes place in the classroom as well. Through successive evaluations of future semesters’ work, patterns will emerge providing reliable insights.
## Assessment: Plan and Results

<table>
<thead>
<tr>
<th>Program</th>
<th>Marketing</th>
</tr>
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</table>

### Program mission
The undergraduate marketing curriculum is designed to provide students with the unique knowledge and skills to pursue a career in the field of marketing. The program 1.) gives students an understanding of the social, economic, legal and ethical aspects of the marketing environments in which organizations operate; and 2.) provides students with the analytical skills and technical competence necessary to formulate strategic, integrated solutions to marketing problems. The undergraduate marketing faculty is committed to delivering its services to students in an atmosphere that stimulates intellectual curiosity and fosters a desire for life-long learning.

### Date revised
February 18, 2002

<table>
<thead>
<tr>
<th>Mission statement element</th>
<th>Assessment objective</th>
<th>Method of assessment and sampling approach; date assessment administered</th>
<th>Results for the objective</th>
<th>Change in assessment results (from the previous report) for the assessment objective</th>
<th>What will be done differently in the future to improve the program and its assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical skills and technical competence necessary to formulate strategic, integrated solutions to marketing problems</td>
<td>Students will demonstrate an ability to critically analyze a firm’s marketing problems and formulate effective marketing solutions in the key decision areas of price, promotion, product and distribution.</td>
<td>Annual review of projects, case analyses, and/or exams in the core courses with particular attention to MKT 4900, the capstone course in the undergraduate marketing curriculum</td>
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</tbody>
</table>

Analytical skills and technical competence necessary to formulate strategic, integrated solutions to

Students will understand the basic principles of buyer behavior (including market segmentation, consumer and consumer)

Annual review of projects, case analyses, and or exams in the core courses, with particular attention to MKT 4100-Buyer Behavior and
| marketing problems | industrial decision-making processes, cross-cultural differences, and factors affecting customer satisfaction), and they will be able to apply this knowledge in solving marketing problems | MKT 4900 Marketing Problems. |  |
| Analytical skills and technical competence necessary to formulate strategic, integrated solutions to marketing problems | Students will be able to develop primary and secondary research projects and interpret, evaluate, and synthesize the results for purposes of marketing decision-making. | Annual review of projects, case analyses, and/or exams in the core courses, with particular attention to MKT 4200-Marketing Research and MKT 4900-Marketing Problems. |  |
MISSION

The mission of the Department of Marketing of Georgia State University is to be a pre-eminent thought leader in marketing and in managerial communication. The department will achieve this mission through delivering high quality instruction in marketing and managerial communication, conducting original and highly respected research in marketing and publishing that research in premier marketing journals and providing effective services to Georgia State University and beyond.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
MK4100: Students will apply theory to strategy

Full Description:
MK4100-1: Students will be able to apply theories of consumer behavior to recommend marketing strategies and tactics

A Student Learning Outcome? Yes

Associated General Education Outcomes:
- 1: Written Communication--major
- 7: Critical Thinking--major

Strategic Plan Initiatives:
- A-2: Undergraduate Experience

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 1: MK4100: Exams
- M. 2: MK4100: Case Analysis

Outcome/Objective 2:
MK4100: Recommend strategy based on brand position

Full Description:
Students will be able to recommend strategies and tactics as a function of brand positioning and buyer decision making stage and involvement

**A Student Learning Outcome?**  Yes

**Associated General Education Outcomes:**
- 1: Written Communication--major
- 7: Critical Thinking--major

**Strategic Plan Initiatives:**
- A-2: Undergraduate Experience

**Institutional Priorities:**
- PRO-1: Targeted programs of distinctiveness

**Related Measures:**
- M. 1: MK4100: Exams

**Outcome/Objective 3:**
MK4100: Strategic thinking re target segments

**Full Description:**
Students will be able to recommend appropriate marketing strategies based on analysis of buyer behavior as a function of specific target market segment

**A Student Learning Outcome?**  Yes

**Associated General Education Outcomes:**
- 1: Written Communication--major
- 7: Critical Thinking--major

**Strategic Plan Initiatives:**
- A-2: Undergraduate Experience

**Institutional Priorities:**
- PRO-1: Targeted programs of distinctiveness

**Related Measures:**
- M. 1: MK4100: Exams
- M. 2: MK4100: Case Analysis

**Outcome/Objective 4:**
MK4100: Strategy and product involvement
**Full Description:**
Students will be able to recommend strategy and tactics based on understanding of the role of involvement in the buying decision process.

**A Student Learning Outcome?** Yes

**Associated General Education Outcomes:**
- **2:** Written Communication--core
- **7:** Critical Thinking--major

**Strategic Plan Initiatives:**
- **A-2:** Undergraduate Experience

**Institutional Priorities:**
- **PRO-1:** Targeted programs of distinctiveness

**Related Measures:**
- **M. 2:** MK4100:Case Analysis

**Outcome/Objective 5:**
MK4100: Formulate buyer behavior research questions

**Full Description:**
Demonstrate ability to develop reasonable hypotheses or research questions regarding specific steps in the buyer behavior process.

**A Student Learning Outcome?** Yes

**Associated General Education Outcomes:**
- **1:** Written Communication--major
- **3:** Oral Communication--major
- **7:** Critical Thinking--major

**Strategic Plan Initiatives:**
- **A-2:** Undergraduate Experience

**Institutional Priorities:**
- **PRO-1:** Targeted programs of distinctiveness

**Related Measures:**
- **M. 3:** MK4100:Group Consumer Research Project
**Outcome/Objective 7:**
MK4100: Report on results and recommendations

**Full Description:**
Students will prepare written and oral presentations of research project and respond to questions.

**A Student Learning Outcome?** Yes

**Associated General Education Outcomes:**
- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major

**Strategic Plan Initiatives:**
- A-2: Undergraduate Experience

**Institutional Priorities:**
- PRO-1: Targeted programs of distinctiveness

**Related Measures:**
- M. 3: MK4100: Group Consumer Research Project
- M. 4: MK4100: Project Presentation

**Outcome/Objective 9:**
MK4200: Design a marketing research project

**Full Description:**
Students will formulate an appropriate research design for the purpose of gathering primary data to aid in solving a marketing problem.

**A Student Learning Outcome?** Yes

**Associated General Education Outcomes:**
- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major

**Strategic Plan Initiatives:**
- A-2: Undergraduate Experience

**Institutional Priorities:**
- PRO-1: Targeted programs of distinctiveness
Related Measures:
- M. 5: MK4200; Group Marketing Research Project

Outcome/Objective 11:
MK4200: Prepare managerial recommendations

Full Description:
Students will prepare managerial recommendations based on results of research study

A Student Learning Outcome? Yes

Associated General Education Outcomes:
- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major

Strategic Plan Initiatives:
- A-2: Undergraduate Experience

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness

Related Measures:
- M. 5: MK4200; Group Marketing Research Project

OUTCOMES/OBJECTIVES

Outcome/Objective 6:
MK4100: Execute consumer research

Full Description:
Students will execute consumer research to test hypotheses and analyze results

A Student Learning Outcome? No

Associated General Education Outcomes:
- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major
- 11: Quantitative Skills--major

Strategic Plan Initiatives:
A-2: Undergraduate Experience

Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness

Related Measures:
• M. 3: MK4100: Group Consumer Research Project

Outcome/Objective 8:
MK4200: Identify research problems and objectives

Full Description:
Students will demonstrate ability to interpret a marketing management problem, develop research objectives

A Student Learning Outcome? No

Associated General Education Outcomes:
• 2: Written Communication--core
• 3: Oral Communication--major
• 7: Critical Thinking--major

Strategic Plan Initiatives:
• A-2: Undergraduate Experience

Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness

Related Measures:
• M. 5: MK4200; Group Marketing Research Project

Outcome/Objective 10:
MK4200: Appropriate and accurate data analysis

Full Description:
Students will apply appropriate statistical analysis methods to data

A Student Learning Outcome? No
Associated General Education Outcomes:
- 1: Written Communication--major
- 2: Written Communication--core
- 7: Critical Thinking--major
- 11: Quantitative Skills--major

Strategic Plan Initiatives:
- A-2: Undergraduate Experience

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness

Related Measures:
- M. 5: MK4200; Group Marketing Research Project

MEASURES

Measure 1:
MK4100: Exams

Measure Full Description:
Written exams covering text, readings, lecture

Related Outcome(s)/Objective(s):
- Obj. 1: MK4100: Students will apply theory to strategy
- Obj. 2: MK4100: Recommend strategy based on brand position
- Obj. 3: MK4100: Strategic thinking re target segments

Target Level:
3.0 on a 5 point scale

Findings:
4.7

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
MK4100: Case Analysis

Measure Full Description:
Student analysis of cases designed to test knowledge of consumer behavior
principles and critical thinking skills

**Related Outcome(s)/Objective(s):**
- **Obj. 1:** MK4100: Students will apply theory to strategy
- **Obj. 3:** MK4100: Strategic thinking re target segments
- **Obj. 4:** MK4100: Strategy and product involvement

**Target Level:**
3.0 on 5.0 point scale

**Findings:**
2.5

**Target Level Achievement:** Partially Met

**Further Action Planned?** Yes

**Measure 3:**
MK4100: Group Consumer Research Project

**Measure Full Description:**
Use of original, primary research to explore research questions/hypotheses related to consumer behavior

**Related Outcome(s)/Objective(s):**
- **Obj. 5:** MK4100: Formulate buyer behavior research questions
- **Obj. 6:** MK4100: Execute consumer research
- **Obj. 7:** MK4100: Report on results and recommendations

**Target Level:**
3.0 on 5.0 scale

**Findings:**
2.8

**Target Level Achievement:** Partially Met

**Further Action Planned?** Yes

**Measure 4:**
MK4100: Project Presentation

**Measure Full Description:**
Written and oral presentation of consumer research project background, method, results and recommendations

**Related Outcome(s)/Objective(s):**
- Obj. 7: MK4100: Report on results and recommendations

**Target Level:**
3.0 on 5.0 scale

**Findings:**
2.8

**Target Level Achievement:** Partially Met

**Further Action Planned?** Yes

**Measure 5:**
MK4200: Group Marketing Research Project

**Measure Full Description:**
Group Marketing Research Project requiring development of research objectives, research design, data collection, analysis and report

**Related Outcome(s)/Objective(s):**
- Obj. 8: MK4200: Identify research problems and objectives
- Obj. 9: MK4200: Design a marketing research project
- Obj. 10: MK4200: Appropriate and accurate data analysis
- Obj. 11: MK4200: Prepare managerial recommendations

**Target Level:**
3.0 out of 5.0

**Findings:**
3.16

**Target Level Achievement:** Met

**Further Action Planned?** No

**ANALYSIS**

**Strength**
Because this is our first assessment of these particular course objectives, we have
no progress to report.

**Attention Needed**
Several objectives are in need of improvement in order to move them from "partially met" or "met" to exceeds. We will begin an internal discussion about several topics in this regards including the objectives themselves, how to improve our instruments for assessment of performance against those objectives and how to inject those objectives throughout the undergraduate curriculum where appropriate.
The MS MKT program of the Department of Marketing of the Robinson College of Business is assessed according to the Assessment Plan approved by the Marketing department and posted at http://education.gsu.edu/ctl/outcomes/RCB/Marketing-MS_Assessmentplan-9-04.htm. The Assessment Plan, as posted, is attached to this report. The assessment forms are also attached as well as the mean and standard deviation for each item assessed. A table describing the materials assessed is also attached. Any changes in assessment procedures are noted and explained.

During this last academic year, student learning data were collected from fall 2004, spring 2005 and summer 2005 semesters for MK 8200 (fall and spring) and MK 8900 (fall, spring and summer.) These courses were selected because, as outlined in our assessment plan, they both represent required courses for all MS MKT students. Given the relatively small number of MS MKT students, a census of all assessment indicators was undertaken.

Members of the graduate program committee served as the assessors. All assessors filled out the assessment rating forms for each piece of student output that was evaluated. The following scale was used for all assessments:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not meet requirement (demonstrates little or no understanding)</td>
</tr>
<tr>
<td>2</td>
<td>Partially meets requirement (demonstrates some knowledge)</td>
</tr>
<tr>
<td>3</td>
<td>Meets basic requirement (demonstrates a technical understanding and ability to use)</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds requirement (demonstrates true competence with the concept)</td>
</tr>
<tr>
<td>5</td>
<td>Significantly exceeds requirement (demonstrates ability to go beyond training/use creatively/true mastery)</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable - some term projects may not require certain components</td>
</tr>
</tbody>
</table>

Thus, an average rating of 3 indicates that the performance “meets the basic requirement.” Evaluations in excess of 3 suggest performance that exceeds the basic requirement. Each learning objective is comprised of 3 individual items. The average score for each item, as well as the overall average for each objective, are reported. In the attached tables the averages and standard deviations for each item are presented. Additionally, in the tables, the results of a pilot test, conducted in 1999, are included. This test was conducted to help refine the measurement scales and to provide some initial data for comparison.
purposes. The sample size was small (N=4) and only 3 raters were used. The results are included in the tables to provide an historical record of that pilot test.

**Program Objective A**

The MS-MKT graduate will be able to identify marketing problems and opportunities and to fashion appropriate and effective marketing solutions.

Assessment Method: evaluate course projects in MK 8900. For the fall 2004 and spring 2005 semesters, strategic planning diaries, representing student team records of their strategic planning and decision-making, were assessed (as outlined in the assessment plan.) For the summer 2005 semester, strategic marketing plans, developed by student teams in the context of a strategic marketing simulation, were evaluated. This change reflects a change in how MK 8900 is currently taught. Teams are now required to create and implement a strategic marketing plan, which the committee deems as an appropriate indicator of the learning outcomes.

**Objective A.1 ability to Identify Marketing Problems and Opportunities**

**Item 1:** student(s) applied segmentation analysis

Average score: 3.77
Analysis and Recommendations: None at this point.

**Item 2:** student(s) chose viable target market(s)/positioning.

Average score: 3.85
Analysis and Recommendations: None at this point.

**Item 3:** student(s) determined impact of competition on firm’s actions.

Average score: 3.92
Analysis and Recommendations: None at this point.

**Objective A.1**

Average score: 3.85
Analysis and Recommendations: None at this point.

**Objective A.2 Ability to Fashion Marketing Solutions**

**Item 1:** student(s) devised solution consistent with firm’s abilities/objectives.
Average score:  3.92
Analysis and Recommendations: None at this point.

**Item 2:** student(s) solution is consistent with their analysis of the situation.

Average score:  4.00
Analysis and Recommendations: None at this point.

**Item 3:** student(s) selected realistic implementation plan for selected solution.

Average score:  3.92
Analysis and Recommendations: None at this point.

**Objective A.2**

Average score:  3.95
Analysis and Recommendations: None at this point.

**Program Objective B**

The MS-MKT graduate will demonstrate a customer/client orientation.

**Assessment Method:** same as for objective A.

**Item 1:** student(s) used appropriate marketing information to assess customer/client’s needs or wants.

Average score:  4.00
Analysis and Recommendations: None at this point.

**Item 2:** student(s) designed new product/service or modified existing product/service targeted at customer/client’s needs or wants.

Average score:  3.92
Analysis and Recommendations: None at this point.

**Item 3:** student(s) monitored customer/client’s satisfaction or needs/wants over time.

Average score:  3.46
Analysis and Recommendations: None at this point.
Program Objective B

Average score: 3.79
Analysis and Recommendations: None at this point.

Program Objective C

The MS-MKT graduate will demonstrate the ability to collect, analyze and interpret appropriate information for solving marketing problems.

Assessment Method: same as for objective A relative to MK 8900. In addition, team projects were evaluated for MK 8200. In these projects, the students are required to collect, analyze and interpret primary data. Consistent with the department’s assessment plan, two different sets of items were used to evaluate this objective for MK 8900 and MK 8200. In MK 8900 students are “purchasing” research reports within the strategic marketing simulation. In MK 8200 students are generating their own data.

Item 1 8900 student(s) used marketing research effectively to identify sources of competitive advantage.

Average score: 4.15
Analysis and Recommendations: None at this point.

Item 2: 8900 student(s) used marketing research to assess change in a dynamic environment.

Average score: 3.77
Analysis and Recommendations: None at this point.

Program Objective C (8900)

Average score: 3.96
Analysis and Recommendations: None at this point.

Item 1 8200 student(s) identifies information necessary to address question.

Average score: 4.08
Analysis and Recommendations: None at this point.

Item 2: 8200 student(s) uses appropriate statistical tools to analyze data.

Average score: 3.70
Analysis and Recommendations: None at this point.
Item 3: 8200 student(s) generates conclusions consistent with analysis.

Average score: 4.08
Analysis and Recommendations: None at this point.

Program Objective C (8200)

Average score: 3.96
Analysis and Recommendations: None at this point.

Program Objective C (8900 and 8200)

Average score: 3.96
Analysis and Recommendations: None at this point.

Program Objective D

The MS-MKT graduate will be able to recognize the ethical issues in a marketing environment and discuss their implications.

Assessment Method: this objective was assessed in MK 8200. Students analyzed four scenarios which raised a series of ethical dilemmas. Students were required to identify ethical issues, concerns and alternative approaches for dealing with the dilemmas.

Item 1: student(s) identified relevant rights at issue.

Average score: 3.57
Analysis and Recommendations: None at this point.

Item 2: student(s) identified relevant stakeholders and consequences to each of action.

Average score: 3.50
Analysis and Recommendations: None at this point.

Item 3: student(s) proposed alternative strategies consistent with evaluation.

Average score: 3.25
Analysis and Recommendations: None at this point.

Program Objective D

Average score: 3.86
Analysis and Recommendations: None at this point.
Inter-Rater Reliability

Inter-rater reliability was calculated across the four judges. The average intraclass correlation coefficient was .405 and was statistically significant (p = .003, F = 1.74, df = 68.) This indicates that the level of agreement across the judges was statistically higher than chance agreement.

Future Assessment Efforts

This report represents our department’s initial external assessment report. Several interesting issues can be identified and will receive serious consideration going forth.

1. the results present interesting interpretation challenges. The sample sizes are relatively small and there are several sources of variation in the data (e.g., different projects in different classes, variation across different sections of the same course or changes in course projects or multiple raters.) We will explore ways to enhance interpretation.

2. the need and ability to implement study findings, particularly as the data base grows.

3. inter-rater reliability. While inter-rater reliability was significant, we will explore ways to further strengthen the level of agreement across judges.

4. the assessment results generally approach 4 (exceeds requirement – demonstrates true competence with the concept) which is interpreted very positively. In a few instances, average ratings above 4 were reported. For one item under ethics, a 3.25 was reported. We will monitor the results, look for opportunities for improvement, and seek to maintain strong scores where currently present.

---

1 The intraclass correlation coefficient was used to calculate a measure of inter-rater reliability across the four judges. The specific routine used, in SPSS, was Analyze, Scale, Reliability Analysis. The judges were listed as the items. Click Statistics. Ask for the intraclass correlation coefficient, two-way random model, type = absolute agreement. This analysis will produce both a single measure intraclass correlation and an average measure intraclass correlation. An F statistic provides a measure of significance. We report the average measure intraclass correlation.
STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN FOR THE MS IN MARKETING (MS-MKT) PROGRAM

MISSION OF THE MASTER OF SCIENCE IN MARKETING PROGRAM

The MS in Marketing Program is designed to provide the in-depth theoretical and applied training needed to excel in a leadership position in Marketing. The MS in Marketing Program extends the students' previously acquired basic business and marketing skills by developing advanced technical and analytical competency in a selected area. The MS Program, therefore, allows students to distinguish themselves as marketing specialists capable of making decisions in an increasingly complex marketing environment.

ASSESSMENT

Following are the program objectives and assessment tools. The proposed assessment tools will be used to determine whether student performance is improving as indicated by improved scores or narrowing of relative scores (i.e., less gap between high and low students while maintaining high standards). Need for change or adjustment will be denoted by lower levels of performance over time or widening of relative scores.

Due to the relatively small numbers of MS-MKT students at present, the proposed methods call for evaluation of a census of all assessment indicators. If enrollment rises substantially, only a sample of MS-MKT exams will be used. Link to Assessment Forms

A. OBJECTIVE:

The MS-MKT graduate will be able to identify marketing problems and opportunities and to fashion appropriate and effective marketing solutions.

A.1 Strategic Planning Diary in MK 8900 and/or final project report of MBA 8880:

MK 8900: Student records of strategic planning for their decision-process in MARKSTRAT simulation will be evaluated for problem/opportunity identification and appropriate decision solutions.

MBA 8880: Final projects will be judged for the degree to which they demonstrate an ability to identify the problem/opportunity and derive appropriate decision solutions.

A.2 Project or case analysis in MK 8600:

Project or case analysis will be evaluated for problem/opportunity identification and appropriate decision solutions.
B. OBJECTIVE:

The MS-MKT graduate will demonstrate a customer/client orientation.

B.1 Strategic Planning Diary in MK8900 and/or final project report of MBA 8880:

MK8900: Student records of strategic planning will be examined for demonstration of a customer/client orientation in making decisions in MARKSTRAT simulation.

MBA8880: Final projects will be judged for the degree to which they demonstrate a customer/client orientation.

B.2 Project or case-based assessment in MK 8100:

MK 8100: Project or case will be examined for demonstration of a customer/client orientation in making decisions.

C. OBJECTIVE:

The MS-MKT graduate will demonstrate the ability to collect, analyze and interpret appropriate information for solving marketing problems.

C.1 Data analysis in MK 8200: All MK 8200 students are required to collect, analyze and interpret primary data as part of term projects. These projects will be judged for the degree to which they reflect the use of appropriate information to address questions, use of appropriate statistical tools, and the generation of appropriate conclusions from the results.

C.2 Strategic Planning Diaries for MK 8900 and/or final project report for MBA 8880:

MK 8900: Student strategic planning diaries from MK8900 will be examined for the degree of students’ purchase, analysis and application of relevant marketing research studies to understand both customer and competitor behavior.

MBA 8880: An important part of this course is the delineation, collection and analysis of appropriate marketing information for the problem-at-hand. Evaluation of course projects for the delineation, evaluation, and proper interpretation of appropriate information to meet project's goal.

D. OBJECTIVE:

The MS-MKT graduate will be able to recognize the ethical issues in a marketing environment and discuss their implications.
D.1. Exam- or other assignment-based assessment in MK 8200. Performance of students on ethics portion of MK 8200 exam or other course activity will be evaluated for delineation of ethical issues and recommendation of appropriate action based on respondent rights.

D.2. Exam-, case-, or other assignment-based assessment in elective class, MK 8600: Performance of students on ethics portion of most popular elective course exam, case or other course activity will be evaluated for delineation of ethical issues and recommendation of appropriate action based on understanding of various parties' rights.
## Summary of Assessment Task

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Objective(s)</th>
<th>Fall 2004</th>
<th>Spring 2005</th>
<th>Summer 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 8200</td>
<td></td>
<td>7 M.S. Students</td>
<td>2 M.S. Students</td>
<td>Course Not Offered</td>
</tr>
<tr>
<td></td>
<td><strong>Objective C</strong>: ability to analyze and interpret appropriate information</td>
<td>Five team projects</td>
<td>One team project</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td><strong>Objective D</strong>: identify ethical issues and design alternative strategies</td>
<td>Seven 2 page memos</td>
<td>No memos.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>MK 8900</td>
<td></td>
<td>No M.S. Students</td>
<td>3 M.S. Students</td>
<td>3 M.S. Students</td>
</tr>
<tr>
<td></td>
<td><strong>Objective A.1i</strong>: ability to identify marketing problems and opportunities</td>
<td>Not applicable</td>
<td>One set of 12 2-page diaries, each diary presenting the logic for previous simulation decision</td>
<td>Three projects presenting each team’s strategic marketing plan</td>
</tr>
<tr>
<td></td>
<td><strong>Objective A.1ii</strong>: ability to fashion marketing solutions</td>
<td>Not applicable</td>
<td>Same materials as above</td>
<td>Same materials as above</td>
</tr>
<tr>
<td></td>
<td><strong>Objective B</strong>: demonstrates a customer/client orientation</td>
<td>Not applicable</td>
<td>Same materials as above</td>
<td>Same materials as above</td>
</tr>
<tr>
<td></td>
<td><strong>Objective C</strong>: ability to analyze and interpret appropriate information</td>
<td>Not applicable</td>
<td>Same materials as above</td>
<td>Same materials as above</td>
</tr>
</tbody>
</table>
# Assessment Results for MK8900 Strategic Market Planning

## Scale Definitions

- **1**: Does not meet requirement (demonstrates little or no understanding)
- **2**: Partially meets requirement (demonstrates some knowledge)
- **3**: Meets basic requirement (demonstrates a technical understanding and ability to use)
- **4**: Exceeds requirement (demonstrates true competence with the concept)
- **5**: Significantly exceeds requirement (demonstrates ability to go beyond training/use creatively/true mastery)

**N/A**: Not applicable - some term projects may not require certain components

<table>
<thead>
<tr>
<th>Objective A.ii: Ability to Identify Marketing Problems and Opportunities</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student(s) applied segmentation analysis</td>
<td>3.77</td>
<td>.73</td>
</tr>
<tr>
<td>Student(s) chose viable target market(s)/positioning</td>
<td>3.85</td>
<td>.55</td>
</tr>
<tr>
<td>Student(s) determined impact of competition on firm=s actions</td>
<td>3.92</td>
<td>.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective A.iii: Ability to Fashion Marketing Solutions</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student(s) devised solution consistent with firm's abilities/objectives</td>
<td>3.92</td>
<td>.64</td>
</tr>
<tr>
<td>Student(s) solution is consistent with their analysis of the situation</td>
<td>4.00</td>
<td>.82</td>
</tr>
<tr>
<td>Student(s) selected realistic implementation plan for selected solution</td>
<td>3.92</td>
<td>.86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective B: Demonstrates a Customer/client Orientation</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student(s) used appropriate marketing information to assess customer/client's needs or wants.</td>
<td>4.0</td>
<td>.71</td>
</tr>
<tr>
<td>Student(s) designed new product/service or modified existing product/service targeted at customer/client's needs or wants.</td>
<td>3.92</td>
<td>.64</td>
</tr>
<tr>
<td>Student(s) monitored customer/client's satisfaction or needs/wants over time.</td>
<td>3.46</td>
<td>.97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective C: Ability to Analyze and Interpret Appropriate Information</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student(s) used marketing research effectively to identify sources of competitive advantage.</td>
<td>4.15</td>
<td>.90</td>
</tr>
<tr>
<td>Student(s) used marketing research to assess change in a dynamic environment.</td>
<td>3.96</td>
<td>.62</td>
</tr>
</tbody>
</table>
### Assessment Results for MK8200 Marketing Research

**Scale Definitions**

1. Does not meet requirement (demonstrates little or no understanding)
2. Partially meets requirement (demonstrates some knowledge)
3. Meets basic requirement (demonstrates a technical understanding and ability to use)
4. Exceeds requirement (demonstrates true competence with the concept)
5. Significantly exceeds requirement (demonstrates ability to go beyond training/use creatively true mastery)
6. N/A Not applicable - some term projects may not require certain components

#### Objective C: Ability to Analyze and Interpret Appropriate Information

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Results</td>
<td>Pilot Test</td>
</tr>
<tr>
<td></td>
<td>N=24</td>
<td>N=6</td>
</tr>
<tr>
<td>Student(s) identifies information necessary to address question</td>
<td>4.08</td>
<td>4.6</td>
</tr>
<tr>
<td>Student(s) uses appropriate statistical tools to analyze data</td>
<td>3.70</td>
<td>4.6</td>
</tr>
<tr>
<td>Student(s) generate conclusions consistent with analysis</td>
<td>4.08</td>
<td>3.44</td>
</tr>
<tr>
<td></td>
<td>3.96</td>
<td>4.2</td>
</tr>
</tbody>
</table>

#### Objective D: Identify Ethical Issues and Design Alternative Strategies

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Results</td>
<td>Pilot Test</td>
</tr>
<tr>
<td></td>
<td>N=13</td>
<td>N=7</td>
</tr>
<tr>
<td>Student(s) identified relevant rights at issue</td>
<td>3.57</td>
<td>3.5</td>
</tr>
<tr>
<td>Student(s) identified relevant stakeholders and consequences to each of action</td>
<td>3.50</td>
<td>4.0</td>
</tr>
<tr>
<td>Student(s) proposed alternative strategies consistent with evaluation</td>
<td>3.25</td>
<td>2.17</td>
</tr>
<tr>
<td></td>
<td>3.86</td>
<td>3.04</td>
</tr>
</tbody>
</table>
Detailed Assessment Report  
2005-2006 M.S. In Marketing

Mission Statement:

The MS in Marketing Program is designed to provide the in-depth theoretical and applied training needed to excel in a leadership position in Marketing. The MS in Marketing Program extends the students’ previously acquired basic business and marketing skills by developing advanced technical and analytical competency in a selected area. The MS Program, therefore, allows students to distinguish themselves as marketing specialists capable of making decisions in an increasingly complex marketing environment.

Student Learning Outcomes

**Outcome/Objective 1:**  
Identify Marketing Problems and Opportunities

**Full Description:**  
The MS-MKT graduate will be able to identify marketing problems and opportunities.

**Outcome/Objective 2:**  
Ability to Fashion Marketing Solutions

**Full Description:**  
The MS-MKT graduate will be able to fashion appropriate and effective marketing solutions.

**Outcome/Objective 3:**  
Demonstrate a Customer/Client Orientation

**Full Description:**  
The MS-MKT graduate will demonstrate a customer/client orientation.

**Outcome/Objective 4:**  
Analyze and Interpret Relevant Information

**Full Description:**  
The MS-MKT graduate will demonstrate the ability to analyze and interpret appropriate information for solving marketing problems.

**Outcome/Objective 5:**  
Collect, Analyze and Interpret Marketing Research

**Full Description:**  
The MS-MKT graduate will demonstrate the ability to collect, analyze and interpret marketing research information for solving marketing problems.
**Outcome/Objective 6:**
Recognize and discuss ethical issues

**Full Description:**
The MS-MKT graduate will be able to recognize the ethical issues in a marketing environment and discuss their implications.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Segmentation Analysis</td>
<td>1</td>
</tr>
<tr>
<td>2 Viable Target Markets/Positioning</td>
<td>1</td>
</tr>
<tr>
<td>3 Impact of Competition</td>
<td>1</td>
</tr>
<tr>
<td>4 Solution Consistent with Abilities/Objectives</td>
<td>2</td>
</tr>
<tr>
<td>5 Solution Consistent with Analysis</td>
<td>2</td>
</tr>
<tr>
<td>6 Realistic Implementation Plan</td>
<td>2</td>
</tr>
<tr>
<td>7 Use of Appropriate Marketing Information</td>
<td>3</td>
</tr>
<tr>
<td>8 Changes Targeted at Customers’ Wants/Needs</td>
<td>3</td>
</tr>
<tr>
<td>9 Attention to Customer Satisfaction</td>
<td>3</td>
</tr>
<tr>
<td>10 Identify Sources of Competitive Advantage</td>
<td>4</td>
</tr>
<tr>
<td>11 Assess Change in a Dynamic Environment</td>
<td>4</td>
</tr>
<tr>
<td>12 Identify Necessary Information</td>
<td>5</td>
</tr>
<tr>
<td>13 Use of Appropriate Statistical Tools</td>
<td>5</td>
</tr>
<tr>
<td>14 Conclusions Consistent with Analysis</td>
<td>5</td>
</tr>
<tr>
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</table>
Measure 1:  
Segmentation Analysis

Full Description:  
Student(s) applied segmentation analysis

Related Outcome(s)/Objective(s):  
• Obj. 1: Identify Marketing Problems and Opportunities

Target Performance Level for Program:  
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

Findings:  
The mean score was 3.75, exceeding both the basic requirement and the goal of 3.5.

Target Level Achievement:  
Met

Further Action Planned?  
No

Measure 2:  
Viable Target Markets/Positioning

Full Description:  
Student(s) chose viable target market(s)/positioning

Related Outcome(s)/Objective(s):  
• Obj. 1: Identify Marketing Problems and Opportunities

Target Performance Level for Program:  
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

Findings:  
The mean score was 3.75, exceeding both the basic requirement and the goal of 3.5.

Target Level Achievement:  
Met

Further Action Planned?  
No
Measure 3:
Impact of Competition

Full Description:
Student(s) determined impact of competition on firm’s actions

Related Outcome(s)/Objective(s):
- Obj. 1: Identify Marketing Problems and Opportunities

Target Performance Level for Program:
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

Findings:
The mean score was 3.75, exceeding both the basic requirement and the goal of 3.5.

Target Level Achievement: Met
Further Action Planned? No

Measure 4:
Solution Consistent with Abilities/Objectives

Full Description:
Student(s) devised solution consistent with firm’s abilities/objectives.

Related Outcome(s)/Objective(s):
- Obj. 2: Ability to Fashion Marketing Solutions

Target Performance Level for Program:
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

Findings:
The mean score was 3.50, exceeding the basic requirement and meeting the goal of 3.5.

Target Level Achievement: Met
Further Action Planned? No
**Measure 5:**
Solution Consistent with Analysis

**Full Description:**
Student(s) solution is consistent with their analysis of the situation.

**Related Outcome(s)/Objective(s):**
- Obj. 2: Ability to Fashion Marketing Solutions

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.67, exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met
**Further Action Planned?** No

**Measure 6:**
Realistic Implementation Plan

**Full Description:**
Student(s) selected realistic implementation plan for selected solution.

**Related Outcome(s)/Objective(s):**
- Obj. 2: Ability to Fashion Marketing Solutions

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.50, exceeding the basic requirement and achieving the 3.5 goal.

**Target Level Achievement:** Met
**Further Action Planned?** No
**Measure 7:**
Use of Appropriate Marketing Information

**Full Description:**
Student(s) used appropriate marketing information to assess customer/client’s needs or wants.

**Related Outcome(s)/Objective(s):**
- **Obj. 3:** Demonstrate a Customer/Client Orientation

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.67, exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met

**Further Action Planned?** No

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**Measure 8:**
Changes Targeted at Customers’ Wants/Needs

**Full Description:**
Student(s) designed new product/service or modified existing product/service targeted at customer/client’s needs or wants.

**Related Outcome(s)/Objective(s):**
- **Obj. 3:** Demonstrate a Customer/Client Orientation

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.83, exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met

**Further Action Planned?** No
**Measure 9:**
Attention to Customer Satisfaction

**Full Description:**
Student(s) monitored customer/client’s satisfaction or needs/wants over time.

**Related Outcome(s)/Objective(s):**
- **Obj. 3:** Demonstrate a Customer/Client Orientation

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.67, exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met

**Further Action Planned?** No

---

**Measure 10:**
Identify Sources of Competitive Advantage

**Full Description:**
Student(s) used marketing research effectively to identify sources of competitive advantage.

**Related Outcome(s)/Objective(s):**
- **Obj. 4:** Analyze and Interpret Relevant Information

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 4.33, significantly exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met

**Further Action Planned?** No
**Measure 11:**
Assess Change in a Dynamic Environment

**Full Description:**
Student(s) used marketing research to assess change in a dynamic environment.

**Related Outcome(s)/Objective(s):**
- Obj. 4: Analyze and Interpret Relevant Information

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 4.17, significantly exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met

**Further Action Planned?** No

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**Measure 12:**
Identify Necessary Information

**Full Description:**
Student(s) identifies information necessary to address question.

**Related Outcome(s)/Objective(s):**
- Obj. 5: Collect, Analyze and Interpret Marketing Research

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.2, exceeding the basic requirement but falling short of the goal of 3.5.

**Target Level Achievement:** Partially Met

**Further Action Planned?** No
**Measure 13:**
Use of Appropriate Statistical Tools

**Full Description:**
Student(s) uses appropriate statistical tools to analyze data.

**Related Outcome(s)/Objective(s):**
- Obj. 5: Collect, Analyze and Interpret Marketing Research

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.6, exceeding both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Met

**Further Action Planned?** No

---

**Measure 14:**
Conclusions Consistent with Analysis

**Full Description:**
Student(s) generates conclusions consistent with analysis.

**Related Outcome(s)/Objective(s):**
- Obj. 5: Collect, Analyze and Interpret Marketing Research

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.4, exceeding the basic requirement but falling short of the goal of 3.5.

**Target Level Achievement:** Partially Met

**Further Action Planned?** No
**Measure 15:**
Identification of Relevant Rights at Issue

**Full Description:**
Student(s) identified relevant rights at issue.

**Related Outcome(s)/Objective(s):**
- Obj. 6: Recognize and discuss ethical issues

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 2.83, falling short of both the basic requirement and the goal of 3.5.

**Target Level Achievement:** Partially Met

**Further Action Planned?** No

---

**Measure 16:**
Identify Relevant Stakeholders and Consequences

**Full Description:**
Student(s) identified relevant stakeholders and consequences to each of action.

**Related Outcome(s)/Objective(s):**
- Obj. 6: Recognize and discuss ethical issues

**Target Performance Level for Program:**
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

**Findings:**
The mean score was 3.33, exceeding the basic requirement but falling short of the goal of 3.5.

**Target Level Achievement:** Partially Met

**Further Action Planned?** No
Measure 17:
Proposal of Alternative Strategies

Full Description:
Student(s) proposed alternative strategies consistent with evaluation.

Related Outcome(s)/Objective(s):
- Obj. 6: Recognize and discuss ethical issues

Target Performance Level for Program:
The mean rating for student projects will exceed 3.5 on a 5 point scale, where 1 = Does not meet requirement; 2 = Partially meets requirement; 3 = Meets basic requirement; 4 = Exceeds requirement; and 5 = Significantly exceeds requirement.

Findings:
The mean score was 3.17, falling short of both the basic requirement and the goal of 3.5.

Target Level Achievement: Partially Met
Further Action Planned? No

Analysis for
2005 - 2006 Marketing MS

Analysis for this year's assessment cycle:
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
Our students continue to demonstrate competence on the majority of the performance objectives measured. About 70% exceeded the goal of an average score of 3.5 (3 = meets basic requirement (demonstrates a technical understanding and ability to use) and 4 = exceeds requirement (demonstrates true competence with the concept)). Additionally, about 47% of the mean scores, compared with the 2004/2005 report, showed improvement. Finally, the mean score improved on four of the six objectives, while declining on only one.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
There was a dip on objective 5 (The MS-MKT graduate will demonstrate the ability to collect, analyze and interpret marketing research information for solving marketing problems.) Given the small sample size and the relatively high scores from the prior round of assessment, it is not possible to identify a trend. At the same time, attention on this objective is required.
Appendix D2  Syllabi for All Approved Writing Intensive Courses

(No such courses)
Appendix D3  Degree Requirements
7010.40 Bachelor’s Degree Offered

The Robinson College of Business offers the Bachelor of Business Administration with ten majors. The requirements for the B.B.A. degree are shown later in this chapter. A degree is awarded only after admission to and completion of the prescribed program in accordance with the specific degree requirements and academic regulations of the college and the university.

7010.50 Tutorial Facilities

Tutorial facilities are available to students who may need assistance with writing or mathematics and are described in the “College of Arts and Sciences” chapter of this catalog.

7020 Academic Regulations

Students seeking a degree in the Robinson College of Business are encouraged to become familiar with the academic regulations of the university that are given elsewhere in this catalog. The sections concerning transfer requirements and the university degree policies, including the residence requirement, the core curriculum, the constitutions and histories requirement, the Regents’ Test, application for graduation, academic recognitions, withdrawal from classes, incomplete grades, and scholastic discipline, are of particular importance. (Consult the index for the page numbers of these sections.) The college regulations discussed below should also be read carefully.

7020.10 Credit Transferred from Other Institutions

1. Some majors require that transfer credit for upper-level major courses be no more than five years old at the time the student enrolls in the B.B.A. program. Contact the Office of Undergraduate Academic Assistance for further information.
2. Course credit transferred from two-year colleges shall apply only toward freshman- or sophomore-level credit.
3. No more than 27 semester credit hours of course work earned through correspondence or extension will be accepted toward the B.B.A. degree. Courses completed through correspondence or extension may not apply toward junior- or senior-level credit.
4. Reenrollment after Transferring Elsewhere: Undergraduate students who enroll at another institution as regular students (as opposed to transient- or visiting-student status) will be considered as having transferred to that institution. If such students later reenroll in the B.B.A. program, regardless of the length of the absence, they will be subject to the curricular degree requirements in effect at the time of their return. Such students are encouraged to discuss their transfer to the other institution with their academic advisor in the Office of Undergraduate Academic Assistance in advance if they intend to apply this work toward a degree of the Robinson College of Business. Students may not take courses for degree credit at another institution during the semester they expect to graduate from Georgia State University.

7020.20 Policy on Allowing Undergraduates to Take Graduate Courses

Students with a cumulative grade point average of 3.50 or higher who have at least 18 semester hours of credit at Georgia State University and who are in their senior year may petition to take up to two graduate courses in the Robinson College of Business in lieu of undergraduate courses. Students interested in petitioning should contact the Office of Undergraduate Academic Assistance for a statement of restrictions and procedures pertaining to this policy.

7020.30 Minimum Grade Requirements for B.B.A. Students

1. A grade of C or higher is necessary to receive degree credit in the following required courses in the B.B.A. degree program: Engl 1101-1102, Acct 2101-2102, Econ 2105-2106, CIS 2010, BusA 2106; all the courses in the junior-year business core; the junior-year communication requirement; all the courses in the major; BusA 4980; the junior/senior RCB electives.
2. Students may not register for Engl 1102 or Acct 2102 until the first course in the given paired sequence is passed with degree credit (i.e., a grade of C or higher).
   In addition to the minimum grade requirements in these courses, a grade of C or higher must be earned by actuarial science majors in Math 2215.

7020.40 Minimum GPA Requirement for All Students Enrolled in RCB Courses

Students, regardless of degree program or status, may not enroll in upper-level courses (those numbered 3000-4999) offered by the Robinson College of Business if their cumulative Georgia State University grade point average is below 2.50. Students should be aware of the following information and responsibilities:
1. This regulation will apply in early registration if the current cumulative Georgia State GPA is below 2.50.
2. Students who register for 3000/4000-level RCB courses in early registration but whose cumulative GPA falls below 2.50 at the end of the semester must amend their next semester’s schedule in regular or late registration. The 3000/4000-level RCB course(s) must be dropped. The college’s expectation is that students will act in a responsible manner in abiding by this regulation of the RCB faculty.
3. Students in their first semester at Georgia State are not affected by this regulation for that semester only.
4. Having only 3000/4000-level RCB courses remaining for degree credit is not justification for an exception to this regulation. The college encourages students to put forth their maximum effort throughout their academic career at Georgia State if they wish to avoid the time and expense involved in taking courses that do not count for degree credit. When this situation occurs, however, it is the college’s position that students can always benefit from any course taken regardless of whether the course is part of the students’ program of study.

7020.50 Course Sequencing Requirements

Students are expected to proceed through the B.B.A. program in proper sequence to receive maximum benefit from their studies. Courses that are intended for the freshman through senior years are indicated by the course numbering system (1000 level through 4000 level, respectively). The lower-level courses taken in the freshman and sophomore years provide a foundation of general education on which the junior and senior years are based.

Sequencing requirements for all students and specifically for B.B.A. students follow. Students who violate any of the course sequencing requirements are subject to disenrollment by the college regardless of performance or time lapse and will be allowed a tuition refund in accordance with the university’s refund schedule.

7020.60 Sequencing for All Students Enrolled in RCB Courses

Students may not register for any 3000/4000-level course taught by the Robinson College of Business until they have earned at least 45 semester hours of college-level credit.

7020.70 Sequencing for B.B.A. Students

B.B.A. students may not register for a course in the junior-year business core until Acct 2101, Acct 2102, Econ 2105, Econ 2106, and Math 1070 are completed with degree credit.

7020.80 Business Residence Requirement

At least 50 percent of the business credit hours required for the B.B.A. degree must be taken in residence at Georgia State University. This regulation is a requirement of the college’s accrediting body. These are the courses in the B.B.A. program that are considered “business credit hours:” Acct 2101, Acct 2102, BusA 2106, CIS 2010, Fi 3300, MGS 3100, MGS 3400, Mk 3010, BusA 4980, courses in the major (18-21 semester hours, depending on the major chosen), RCB electives (9-12 hours).

7020.90 Core Curriculum

As stated in the “Core Curriculum” section (1410) of the “University Degree Requirements and Graduation” section of this catalog, the university complies with the requirements of the core curriculum of the University System of Georgia. The 60 semester hours of course work for the freshman and sophomore years of the B.B.A. program are designed to conform to that core.

Transfer students from institutions in the University System of Georgia who followed the core curriculum at their previous institution and earned sufficient grades in courses listed in areas A through E of the core curriculum will be granted transfer credit for those relevant courses. This may mean that credit will be granted for courses that differ from those which would be taken at Georgia State University, as shown in the curriculum listed below.

Transfer credit will be given in Core Area F of the B.B.A. program for students who were following the business transfer program at a two-year college or the business curriculum for a bachelor’s degree at a four-year college or university in the University System of Georgia.

If a portion of a core area has been completed, then transfer credit for the corresponding portion at Georgia State will be granted.

7030 B.B.A. Degree Requirements

Areas A through E of the undergraduate core curriculum make up the first 42 semester hours of the freshman and sophomore years of the Bachelor of Business Administration degree program. These requirements are listed in the “University Degree Requirements and Graduation” chapter of this catalog as part of the description of the university’s core curriculum. Courses in the core curriculum that are recommended by the Robinson College of Business faculty are given in that description. These suggestions reflect choices that will be particularly helpful in providing B.B.A. students with a strong foundation for Core Area F and the
junior and senior years of the program.

The hours and course requirements for Core Area F, Business Foundation, and the junior and senior years are listed in this chapter. Please note the following information:

Refer to the “Business Residence Requirement” section, listed previously in this chapter, for information on the business credit hours that must be completed in residence at Georgia State University.

Students must have completed no fewer than 45 semester hours of college-level course work before taking 3000/4000-level courses in the Robinson College. Refer to the heading “Sequencing for All Students Enrolled in RCB Courses,” listed previously in this chapter.

Consult the course descriptions section for prerequisites and descriptions of courses listed below.

### 7030.10 Bachelor of Business Administration

#### Program Summary

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**Total Semester Hours Required for the B.B.A. Degree:** 120

### B.B.A. Program Information

#### Lower-Division (Freshman/Sophomore) Years

**Core Areas A through E.** For courses that satisfy these requirements, refer to “University Degree Requirements and Graduation” of this catalog.

**Core Area F: Business Foundation.** (Minimum grade of C or higher is required in each course.)

- Acct 2101 Principles of Accounting I
- Acct 2102 Principles of Accounting II
- Econ 2105 Principles of Macroeconomics
- Econ 2106 Principles of Microeconomics
- CIS 2010 Introduction to Computer-Based Information Systems*
- BusA 2106 The Legal Environment of Business*

#### Upper-Division (Junior/Senior) Years.

**Junior Business Core.** (Minimum grade of C or higher is required in each course.)

- BusA 3000 Global Perspectives of Business
- Fi 3300 Corporation Finance
- MGS 3100 Business Analysis
- MGS 3400 Managing People in Organizations
- Mk 3010 Basic Marketing

**Junior Communication Course.** (Minimum grade of C or higher is required in this course.)

- BCom 3950 Managerial Communication

**Major.** (Minimum grade of C or higher is required in each course.) The following major requires 18 semester hours in this portion of the curriculum:

- Finance***
The following majors require 21 semester hours in this portion of the curriculum:

- Accounting
- Actuarial Science
- Computer Information Systems
- Economics
- Hospitality Administration
- Managerial Sciences
- Marketing
- Real Estate
- Risk Management and Insurance

Courses for each major should be selected after reviewing the appropriate school or department descriptions for each major that follow and, if needed, after consultation with a faculty adviser in the school or department that offers the major. The catalog describes each major and, if applicable, lists possible areas of specialization within the major. The required courses in each major, if any, are also listed in the school or department descriptions. The college reserves the right to amend this list of majors at the end of any semester.

### Junior/Senior RCB Electives

- **Minimum grade of C or higher is required in each course.**

- **Major requiring six semester hours of RCB electives:** Actuarial Science. AS 4120 must be one of the RCB electives for actuarial science majors.

- **Major requiring nine semester hours of RCB electives:** Accounting, Computer Information Systems, Economics, Finance, Hospitality Administration, Managerial Sciences, Marketing, Real Estate, Risk Management and Insurance.

These electives must be selected from 3000/4000-level courses in the Robinson College of Business that are outside the student’s major and are not cross-listed with courses in the student’s major. Majors other than economics may also select from the 3000/4000-level courses in the Department of Economics in the Andrew Young School of Policy Studies.

Refer to the online course listing at [http://www.gosolar.gsu.edu/webforstudent.htm](http://www.gosolar.gsu.edu/webforstudent.htm) to determine the Georgia State college that teaches a course. Do not refer only to the course title. For example, course titles with the words “business,” “management,” or “administration” in them are not necessarily RCB courses.

A cross-listed course is indicated by the parenthetical statement “Same as . . .” after the title in the course descriptions.

### Junior/Senior Electives Outside RCB

These electives must be selected from the 3000/4000-level courses taught by Georgia State colleges other than the Robinson College of Business. These electives enable the B.B.A. program to meet the breath requirement of the college’s accrediting body and cannot be taken in the Robinson College. Economics majors may not choose any economics courses for these electives.

Exceptions to the requirement that non-RCB electives be 3000- or 4000-level courses: Math 1070, 2211, 2212, 2215, and 2420 may be taken to satisfy all or part of the non-RCB elective requirement if the student will still have a minimum of 39 upper-level semester hours to complete at Georgia State. This provision ensures that the student will meet the university’s academic residence requirement.

For the following two specific majors, these required 2000-level mathematics courses may be used to satisfy part of the non-RCB elective requirement:

- **Actuarial Science:** Mathematics 2211, Mathematics 2212, and Mathematics 2215 (grade of C or higher required in Math 2215). These courses carry four semester hours of credit each. If the student’s mathematics background permits beginning this calculus sequence in Core Area A or D (in place of college algebra and/or precalculus), three-semester-hour courses that meet the requirements for non-RCB electives will replace Mathematics 2211 and/or Mathematics 2212. Thus, this portion of the curriculum can range from 10 to 12 semester hours.

- **Computer Information Systems:** Mathematics 2420.

### Business Policy

- **Minimum grade of C or higher is required in this course.**

**BusA 4980  Strategic Management Policy**

* Students who transfer from other institutions in the University System of Georgia and have taken other approved courses in the Core Area F for business will take CIS 2010 and/or BusA 2106, as appropriate, in the Junior/Senior RCB electives section.

** Majors in actuarial science take AS 4130, Mathematical Theory of Statistics II.

*** Finance majors must take Acct 4210 as one of the RCB electives. The finance major requires an additional three semester hours that are either an RCB elective or a 4000-level finance course.
7030.20 Information Technology Access and Skill Requirements

Access Requirements: Because information technology is an integral part of business decision-making, courses in the Robinson College of Business frequently incorporate assignments that require computing skills. Consistent with university policy available at http://www.gsu.edu/~wwwist/policies.html, the Robinson College requires students to be responsible for providing computer and Internet access for all RCB courses and programs.

Hardware and Software Requirements: Georgia State has standardized on the Microsoft Office Suite in the student computer labs. For current information about hardware and software configurations and Internet service providers, see the website at http://www2.gsu.edu/~wwwets/index.html. Students may consult the university’s Office of Student Financial Aid for information about possible funding opportunities for computer and Internet access expenses.

Skill Requirements: Although students can expect to enhance their information technology skills as they work toward their degrees, the college expects all students to have certain basic skills before enrolling in any business course. These skills are defined as Basic Microcomputing Skills and are described below in the CSP 1 skills definition.

When courses require additional computing skills, these Computing Skill Prerequisites (CSP’s) are listed by number in the catalog course description.

7030.30 Computing Skills Prerequisites(CSPs)/Definitions

CSP 1. Basic Microcomputing Skills: Understand the PC and its components; turn on the PC; use command-oriented, windows-based, and LAN operating environments to accomplish tasks such as formatting floppy disks, creating and navigating through directories and subdirectories, creating and deleting files, copying and renaming files, using help screens, loading application software, exiting from application programs and operating environments in an orderly manner, and using appropriate measures to check for and prevent the spread of computer viruses.

CSP 2. Basic Microcomputing Spreadsheet Skills: Load the spreadsheet software; create, organize, and navigate through spreadsheets; format the spreadsheet or a block of cells; enter and edit formulas, values, and text; copy, move, and protect cells; insert and delete columns and rows; save and retrieve files; print spreadsheets; use financial, statistical, and mathematical functions such as totaling and averaging of rows and columns; create and print charts and graphs, create data tables, invoke existing macros, and use help screens.

CSP 3. Advanced Microcomputer Spreadsheet Skills: Use advanced spreadsheet features such as database commands and functions; create macros; create menu systems; and develop customized applications.

CSP 4. Basic Microcomputer Database Skills: Load database software, create databases; enter and edit data; add and delete records; list, query, and generate reports using the database; and use help screens.

CSP 5. Advanced Microcomputer Database Skills. Link databases through keys; create input screens; and develop customized applications.

CSP 6. Word Processing and Presentation Skills, For word processing: Load the word processing software; create, format, edit, and save documents; copy and move text; adjust margins, indents, and line space; adjust fonts and styles. For presentation graphics: Load the presentation graphics software; choose and modify templates; choose and modify slide layouts; insert slides; modify slide, handout, and note masters; change color schemes; apply effects, animation, and multimedia to slides; run a slide show. For both: Import tables, clip art, and graphs from other applications; use spell-checking; load additional toolbars; use help screens.

CSP 7. Basic Internet Usage: Send and receive Email messages including attachments of files; transfer files with FTP, compress and uncompress files with utility programs; use search engines to locate documents and find information on the web; navigate the web with a browser including copying/pasting/saving web information; download and set up web browser plug-in programs such as electronic document readers and audio/video players; use web-based clients such as library catalog systems to find specific information.

CSP 8. Advanced Internet Usage: Create formatted *.html pages with tags including links within and between pages; publish pages to a website; create image files and embed them in *.html pages.

7040 Office of Undergraduate Academic Assistance

315 Robinson College of Business Building
35 Broad Street, 404/651-1913, Fax: 404/651-0219
http://robinson.gsu.edu/academic/ouaa/index.html

M. Colleen Joyce, Director
Joyce A. Cox, Senior Undergraduate Advisor
Tracy Ivery, Senior Undergraduate Advisor
Katherine Sanderson, Undergraduate Advisor
7190 Department of Marketing

Programs Offered:
B.B.A. in Marketing

13th floor, Robinson College of Business Building
404/651-2740

Edward E. Rigdon, Chair

Course Prefix: Mk

Marketing is an exciting, dynamic process through which customer needs and wants are determined and satisfied through the conception, development, promotion, exchange, and distribution of goods and services. The undergraduate program in marketing provides students with fundamental preparation in general marketing and an understanding of markets and customers, product development, pricing strategies, advertising and promotion, and methods of distribution. The program also develops the student’s capacity to solve managerial problems in marketing and prepares men and women to enter careers in the field. A wide range of career opportunities is available to marketing graduates. Marketing management is often the path to the top of the business organization. Entry-level positions are available in selling, product development, advertising, promotion, physical distribution, industrial marketing, marketing research, customer service, and many other specialties. The challenges of marketing require men and women with creative ability, intelligence, and skill who are prepared to fill an ever-increasing number of senior staff and executive positions.

7190.10 Program Admission

There are no admission requirements specific to the Marketing program. However, Marketing students are required to meet all University and College admission requirements.

7190.20 Program Financial Information

There are no special fees associated with majoring in Marketing. However, Marketing majors must pay all tuition and fees charged by the University and the College.

7190.30 Program Academic Regulations

Required Major Courses: Mk 4100, 4200, 4900 and four additional 4000-level courses in marketing.

Recommended Sequence: Take Mk 4100 before Mk 4200. Mk 4900 should be taken during the last semester of the senior year.

The four other major courses preferably should be taken in the senior year. Prerequisites are enforced.

The following sets of major courses are suggested by the faculty for those students who wish to specialize in various fields. These are simply suggestions:

Sales: Mk 4330, 4340, 4510
Retailing: Mk 4400, 4420, 4300
Marketing Management: Mk 4620, 4400, 4300
Advertising: Mk 4300, 4310, Jour 3500*
Distribution Channels: Mk 4400, 4510

*Jour 3500 may be counted as a marketing major course for students successfully completing Mk 4300 or 4310.

7190.40 Business Communication Programs

Beverly Y. Langford, Coordinator

Course Prefix: BCom

Effective communication allows individuals to understand each other, encourages people to take action, and motivates others to think creatively and critically. Business Communication Programs offer undergraduate and graduate classes that prepare students to effectively handle the demanding communication tasks of the twenty-first century. Students develop professional communication skills and learn how culture, ethics, and technology affect communication. Faculty members bring experience to Business Communication Programs from academic disciplines, as well as corporations, and address communication issues based
programs such as electronic document readers and audio/video players; use Web-based clients such as library catalog systems to find specific information.

**CSP 8- Advanced Internet Usage:** Create formatted *.html pages with tags including links within and between pages; publish pages to a Web site; create image files and embed them in *.html pages.

### 7180 Master of Business Administration

The MBA program is designed for individuals with work experience who aspire to organizational or entrepreneurial leadership positions. The program enhances general management abilities and provides an opportunity to place emphasis on one or more functional areas of expertise. The primary objectives of the program are for students to develop and integrate: (1) analytical skills for decision-making that incorporate global, ethical, and culturally diverse dimensions; (2) skills in assessing organizational performance and developing approaches for improvement; (3) leadership skills; and (4) interpersonal skills that contribute to teamwork.

#### 7180.10 Orientation

All entering Master’s students are required to enroll in BA 5000, Master’s Orientation, in their first semester of enrollment. This course is for zero hour credit, and there is no charge. It consists of several sessions required of all students followed by optional topics. It is graded on a Satisfactory/Unsatisfactory basis. The specific offerings will be shown in the online course listing. The objectives of the orientation program follow:

- To develop a sense of community and identification for students
- To introduce Master’s students to the case method of study and analysis
- To demonstrate how teamwork enhances learning
- To begin the process of program planning and career planning

#### 7180.20 Regulations for the Degree

The Master of Business Administration degree is awarded upon completion of a prescribed program ranging from 39 to 51 semester hours of credit, depending on the academic background of students and on options selected by the students. The M.B.A. program is developed on the assumption that students enter the program with certain skills:

- **Computing skills:** Because computers are an integral part of business decision making, courses in the Robinson College of Business frequently incorporate assignments that require computing skills. The current computing skills prerequisites (CSPs) for all RCB courses are in this chapter. Advanced or more specialized skills, as required by specific courses, must be developed before the courses are taken.
- **Algebra skills:** Math 1111 (college algebra) or equivalent mathematical knowledge is assumed for all entering M.B.A. students. A list of algebra topics that provide background for M.B.A.-prefixed courses is available from the Office of Graduate Student and Alumni Services. Also available is a self-administered diagnostic test to identify areas of weakness. As alternatives to taking Math 1111, students may study the Schaum’s Outline Series publications or the Math 1111 text referenced on the algebra topics list. Students are expected to self select into Math 1111 or take other appropriate steps if they do not have a working knowledge of college algebra.
- **Communication skills:** All M.B.A. students will satisfy business communication skills requirement by taking MBA 8015 explained in the following section.

#### 7180.30 Degree Requirements

The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.B.A. program.

The Master of Business Administration degree is awarded upon completion of the program prescribed in this section below. The time limit for completing the M.B.A. program is five years.

The course requirements for the M.B.A. program and the sequence of courses follow. Note that Foundation courses and Cornerstone Core courses may be taken concurrently. All other courses must be taken after MBA 8000 Managing in the Global Economy. Students must apply to take the courses in the Capstone Core. Permission will be granted once students have completed all six MBA 8100 level courses (9 hours) and two MBA 8200 (3 hours) level courses.

**Foundation Courses** (0-6 hours): These courses provide foundation for the rest of the program and should be taken first. They can be waived by examination only. Foundation courses and Cornerstone Core courses may be taken concurrently.

- MBA 7010 Financial Accounting Concepts (1.5)
- MBA 7020 Business Analysis Foundations (1.5)
- MBA 7030 Microeconomics for Managers (1.5)
- MBA 7040 Customers and Markets (1.5)
Cornerstone Core Courses (3-9 hours): These courses provide a solid intellectual grounding within an integrative framework that sets the stage for the entire program. Managing in the Global Economy cannot be waived. Waiver of Strategic Communication will be granted only under exceptional circumstances which must include a high degree of previous education and proof of significant experience in the communications area. Legal, Ethical and Regulatory Environment can only be waived by those students already possessing a JD degree. Once a course is waived, it may not be taken later for credit. Foundation courses and Cornerstone Core courses may be taken concurrently. MBA 7010, 7020, 7030, and 7040 are co-requisites for MBA 8000 Managing in the Global Economy.

- MBA 8000 Managing in the Global Economy (3)
- MBA 8015 Strategic Communication (3)
- MBA 8030 Legal, Ethical and Regulatory Environment (3)

Functional Core Courses (12 hours): The functional core offers curricular breadth. It is divided into a required functional core of 9 hours and 3 hours of elective core courses beyond the required core. Up to 3 hours (two courses) in this category may be waived, but the number of credit hours waived must be replaced with 8000-level RCB courses within the functional core. Once a course is waived, it may not be taken later for credit. MBA 8000 is a prerequisite for every Functional Core course, and MBA 8015, and MBA 8030 are co-requisites.

Required Functional Core Courses: All of these courses must be taken. MBA 8000 is a prerequisite and MBA 8015, and 8030 are co-requisites for each of the following required courses.

- MBA 8110 Cost Analysis (1.5)
- MBA 8120 Introduction to Information Systems (1.5)
- MBA 8130 Foundations of Corporate Finance (1.5)
- MBA 8140 Marketing Management (1.5)
- MBA 8150 Systems & Operations Management (1.5)
- MBA 8160 People in Organizations (1.5)

Elective Functional Core Courses: Each student is required to take 3 hours (two courses) from the following. For all but one course in this group, the 8100 level companion course is a prerequisite. For example MBA 8110 must be taken before MBA 8210.

The exception to this rule is MBA 8220. MBA 8120 is not a prerequisite for MBA 8220.

- MBA 8210 Management Control Systems (1.5)
- MBA 8220 Information Technology for Business Process Innovation (1.5)
- MBA 8230 Applications of Corporate Finance (1.5)
- MBA 8240 Strategic Marketing Techniques (1.5)
- MBA 8250 Business Process Management (1.5)
- MBA 8260 Leadership & Organizational Change (1.5)

Capstone Core Courses (6 hours). The Capstone Core integrates disparate knowledge gained from the required curriculum. These courses cannot be waived. Students must apply to take the courses in the Capstone Core. Permission will be granted once students have completed all six MBA 8100 level courses (9 hours) and two MBA 8200 (3 hours) level courses.

- MBA 8810 Corporate Governance & Performance Analysis (3)
- MBA 8820 Global Competitive Strategy (3)

8000-Level Elective Courses (18 hours): “Electives” include 12 hours in a concentration which permit the student to personalize core competency and customize intellectual development. Electives are expected to be from the set of RCB 8000-level courses or from the economics department in the Andrew Young School. Students wishing to take electives outside that set must apply for special permission.

7180.40 Concentrations and Majors

As this catalog went to production, changes in the requirements for concentrations and majors were being considered by the RCB faculty. If changes are approved to become effective in the 2004-2005 academic year, they will be added to the Updates section of the RCB website: [http://www.cba.gsu.edu/academic/gass/updates.html](http://www.cba.gsu.edu/academic/gass/updates.html).

Concentrations and/ or majors are available in the following areas:

- Accounting
- Actuarial Science
- Business Analysis
- Business Economics
- Electronic Commerce
- Entrepreneurship
- Finance
- Health Administration
- Hospitality Administration
- Human Resource Management
Information Systems  
International Business  
Managerial Sciences  
Marketing  
Operations Management  
Organization Management  
Personal Financial Planning  
Real Estate  
Risk Management and Insurance

Students should contact individual departments regarding requirements for obtaining concentrations and majors not detailed below.

**Accounting**

The mission of the accounting concentration in the MBA program is to prepare individuals to become leaders in financial reporting and assurance services in public accounting or industry. While the MBA program enhances general management abilities, the accounting concentration focuses specifically on (1) financial reporting skills in a global economy, (2) assurance service skills in a variety of organizational contexts, and (3) financial analysis skills.

The concentration in accounting requires students to have completed courses equivalent to the following with a C or better grade:

- ACCT 4110 Financial Accounting and Reporting
- ACCT 4210 Cost/Managerial Accounting or BOTH MBA 8110 & 8120*
- ACCT 4310 Accounting Information Systems
- ACCT 4510 Introduction to Federal Income Taxes
- ACCT 4610 Introduction to Assurance Services

*ACCT 4210 is preferred

The concentration in accounting requires 12 semester hours as follows:

- ACCT 8030 Seminar in Contemporary Financial Accounting Standards
- ACCT 8130 Advanced Accounting Topics
- ACCT 8610 Advanced Topics in Assurance Services
- ACCT 8700 Financial Statement & Business Analysis

**Actuarial Science**

The MBA program provides the skills needed by future business leaders and future management consultants, such as creative decision-making, leadership, and the ability to work as a member of a team. The actuarial science concentration focuses on mathematical modeling. Qualified students who wish to acquire both sets of skills should enroll in the MBA program with a concentration in actuarial science. Applicants will be required to meet the admission requirements for both the MBA and the MAS programs.

The concentration in actuarial science requires students to have completed courses equivalent to the following with a minimum grade of C. These courses are described in the Course Descriptions chapter of the *Georgia State University Undergraduate Catalog*. This catalog is available on the web at [http://www.gsu.edu/es/catalogs_courses.html](http://www.gsu.edu/es/catalogs_courses.html).

- AS 4120 Mathematical Statistics for Actuarial Science I
- AS 4130 Mathematical Statistics for Actuarial Science II
- AS 4230 Theory of Interest
- AS 8340 Life Contingencies I
- AS 8350 Life Contingencies II
- AS 8420 Linear Regression and Time Series
- AS 8430 Loss Distributions and Credibility Theory
- AS 8440 Advanced Survival Models

**NOTE:** Generally students who concentrate in accounting want to sit for the CPA exam. To do so they must have 30 credit hours in accounting.
Business Analysis
Dr. Alok Srivastava, Coordinator

The overall goal of the major/concentration in business analysis is to provide the student with specialized training in the use of advanced analytical techniques for managerial decision making. These areas span statistical data analysis, management science, business intelligence, and decision support systems. This concentration also prepares students for Six-Sigma certification.

The contextual topics include data warehousing, data mining, online analytical processing, enterprise resource planning, and supply chain management. This concentration/major prepares the student for careers in business analysis, financial analysis, marketing analysis, operations analysis, strategic analysis and corporate planning. The student will be prepared for the utilization of information technology for corporate decision making.

The required courses for the concentration and major (nine semester hours) follow:

- MGS 8020 Business Intelligence
- MGS 8040 Data Mining
- MGS 8150 Business Modeling

For electives, select an additional three semester hours (1 course) for a concentration and for a major select 12 additional semester hours (4 courses) from the following list.

- MGS 8030 Knowledge Management
- MGS 8110 Applied Regression Analysis
- MGS 8130 Problem Solving
- MGS 8140 Management Science Modeling
- MGS 8170 Statistical Modeling
- MGS 8710 Operations Planning
- MGS 8760 Quality Management

Electives can be substituted by other relevant courses through prior approval by a faculty adviser.

Business Economics

Electives to constitute a concentration (12 semester hours) or a major (21 semester hours) in business economics are chosen from any of the courses listed below for which prerequisites have been satisfied (all courses are 3 hours unless otherwise noted).

The following courses are the most relevant:

- MBA 8330 Macroeconomics for Managers (1.5)
- Econ 8220 Human Resources and Labor Markets
- Econ 8430 Theory of the Firm and Business Strategy
- Econ 8440 Industrial Organization and Antitrust Economics
- Econ 8700 Economics and the Internet
- Econ 8850 International Trade
- Econ 8860 Economics of Global Finance

The following courses will also satisfy the elective requirement:

- Econ 8080 Economics of the Public Sector
- Econ 8230 Experimental Economics
- Econ 8300 Urban Economics
- Econ 8450 Issues in Public Programs and Tax Policy
- Econ 8460 Economics of the State and Local Public Sector
- Econ 8470 International Public Economics
- Econ 8500 History of Economic Thought
- Econ 8600 Economics of Development
- Econ 8740 Applied Statistics and Economics
Electronic Commerce

Note: The required and elective courses for the e-commerce concentration are under review as new courses in this area become available. Changes will be announced on the RCB’s website: http://www.cba.gsu.edu/academic/gass/updates.html.

A concentration in electronic commerce consists of six required hours and six elective hours. These are the six required hours: See advisor.

The six elective hours will be chosen from this list. Note that prerequisites for any course chosen must be met; see the course descriptions later in this catalog for prerequisites.

- Acct 8500 Reporting and Control Issues in Electronic Commerce
- Acct 8630 Information Systems Assurance
- Act 8680/CIS 8080 Security and Privacy of Information and Information Systems
- ECm 8400/CIS 8060 Supply Chain Management
- Econ 8700 Economics and the Internet
- MGS 8520 Venture Creation in Electronic Commerce
- IB 8710 International Information Technology Issues and Policy
- Mk 8700 Electronic Marketing Fundamentals
- RMI 8390 Electronic Commerce in the Insurance Industry

Entrepreneurship

Dr. Ben Oviatt, Coordinator

A concentration in entrepreneurship for an MBA student requires completion of 12 semester hours of courses as described below. Some of these courses have prerequisites.

MGS 8500 may be exempted with documentation of having earned a grade of B or higher in a graduate or undergraduate introductory course in entrepreneurship or with documentation of having started a new venture no more than 10 years prior to entering the MBA program. If exempted, MGS 8500 must be replaced by a second course from the specified list below. It is suggested that courses with higher numbers be taken later in the student’s program of study.

Take both of the following two courses, unless MGS 8500 is exempted:
- MGS 8500 Entrepreneurship and Enterprise
- MGS 8590 Field Study in Entrepreneurship

Take one of the following two courses:
- MGS 8510 Business Plan Development
- MGS 8520 Venture Creation in Electronic Commerce

Take one of the following courses, or take two if MGS 8500 is exempted:
- IB 8100 International Entrepreneurship
- IB 8680 Technology and Global Competition
- MGS 8420 Enhancing Leadership Skills
- MGS 8425 Coaching for Leadership
- MGS 8450 Negotiation and Dispute Resolution
- MGS 8460 Consulting Practice and Theory
- MGS 8620 Competitor Analysis

An MBA Career Path in International Entrepreneurship is an additional option. See the descriptions of career paths later in this section.

Finance

The following course is required for a finance concentration or major:
- Fi 8000 Valuation of Financial Assets

The Department of Finance encourages all students pursuing a finance concentration or major to take Fi 8000 early in their program since it is a prerequisite for all electives except Fi 8020, Financial Analysis and Loan Structuring, and Fi 8040, Survey of International Finance. To complete a concentration, nine additional semester hours of 8000-level finance courses are required. To complete a major a total of 21 semester hours of 8000-level finance courses are required. This may include MBA 8130 (1.5 hrs), MBA 8230 (1.5 hrs), and Fi 8000 (3 hrs).

Dual Concentration Option: Students who complete the following set of courses as part of their MBA program will qualify for dual concentrations both in the area of finance and in risk management and insurance:
- Fi 8000 Valuation of Financial Assets
- Fi 8200 Derivative Markets I
- RMI 8050 Risk Management Modeling
- RMI 8370 Financial Risk Management

Study Abroad Elective: Students taking IB 8410 Financial and Managerial Issues in France and the EU, (3hrs) may count this course toward a concentration or major in finance.
An MBA Career Path in Enterprise Risk Management is an additional option. See the description of career paths later in this section.

Health Administration

A concentration in health administration consists of 12 hours chosen from this list:

- HA 8160 Intro to Business & the Health Care System
- HA 8190 Health Policy & Ethics
- HA 8250 Health Economics & Financing
- HA 8440 Executive Leadership in Healthcare
- HA 8460 Human Resource Management in Health Care
- HA 8550 Health Planning & Financial Management Info Systems
- HA 8630 Managed Care & Integrated Health Systems
- HA 8670 Health Information Systems

Hospitality Administration

A concentration in hospitality consists of any 12 hours chosen from this list:

- HAdm 8100 Hospitality and Tourism Management
- HAdm 8400 Financial Management Applications for Hospitality Enterprises
- HAdm 8500 Economic and Cultural Impact of Travel and Tourism
- HAdm 8600 Trends in the Food Service Industry
- HAdm 8700 Trends in the Hotel Industry
- MGS 8300 Human Resources Management
- Mk 8800 Services Marketing

Human Resource Management

Dr. Lucy McClurg, Coordinator

Admission to the HRM concentration or major requires formal approval by the faculty of the Beebe Institute. Other M.B.A. students or students in other master’s programs must file a written request with the Office of Graduate Student and Alumni Services to transfer to HRM. Students’ records are then sent to the institute for review.

Each HRM student’s courses for the concentration or major must be selected from the list below in consultation with the HRM faculty adviser and a copy of these course selections filed with GSAS for review and approval. Progress toward the degree beyond the M.B.A. core and required courses, including clearance for graduation, cannot be confirmed without an approved program of study. This program should be planned before the student takes a non-required course. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS.

A concentration in Human Resources Management consists of 12 hours. Required:

- MGS 8300 Human Resources Management

Take at least one of the following:

- MGS 8360 Human Resources Recruitment and Selection
- MGS 8390 Strategic Compensation

Students planning to take the SHRM certification examination should take both MGS 8360 and MGS 8390.

The remainder of the 12 hours may be chosen from the following:

- Econ 8220 Human Resources and Labor Markets
- MGS 8430 Negotiation
- MGS 8320 Legal and Ethical Environment of Human Resource Management
- MGS 8395 Field Research in Human Resource Management
- MGS 8380 Strategic Human Resource Management
- MGS 8450 Organizational Development and Change

Courses not on the list may be chosen through consultation with a faculty advisor.

Information Systems

The M.B.A. concentration and major in information systems require courses that presume the knowledge of a procedural or an object-oriented programming language. Examples of acceptable programming languages and their corresponding Georgia State undergraduate CIS courses include Visual BASIC (CIS 3210) or C/C++ (CIS 3260). There are other courses that satisfy this program requirement, but they do have prerequisites. Such courses are CIS 3215 and CIS 3270. Students that choose any of these latter courses must first satisfy the prerequisites. Descriptions and prerequisites are shown in the Georgia State University Undergraduate Catalog. The catalog is available on the web at http://www.cba.gsu.edu; click on Students then Graduate Catalog.

Procedural and object-oriented programming languages must be distinguished from software such as spreadsheets (Lotus,
Excel), word processing (WordPerfect, Word), operating systems (Windows 95/98/2000, Windows NT, XP, Linux, Unix), or database retrieval (SQL Server, DB2, Oracle). Mastery of such software does not provide the background knowledge that is necessary for these courses.

Information systems students whose transcripts do not show completion of a procedural or an object-oriented course with a minimum grade of C will be required to take one of the undergraduate CIS courses listed above. It is recommended that this requirement be fulfilled before taking any graduate-level CIS courses.

IS students who have financial aid should refer to “Courses Eligible to Count Toward Graduate Students’ Financial Aid” in the “Financial Information” chapter before registering for the first time with graduate status.

Electives to constitute a concentration (12 semester hours) in information systems are chosen from the 8000-level offerings of the Department of Computer Information Systems, or ACC 8680, IB 8680, IB 8710, provided the relevant course prerequisites have been satisfied.

Electives to constitute a major (18 semester hours) in information systems are chosen from the 8000-level offerings of the Department of Computer Information Systems, or ACC 8680, IB 8680, IB 8710, provided the relevant course prerequisites have been satisfied.

**International Business**

**Courses required for an international business concentration or major:**

IB 8090  International Business Environment

Select one of the following two:

Econ 8850  International Trade

Econ 8860  Economics of Global Finance

To complete the concentration, six semester hours chosen from the courses listed below are required. To complete the major, 15 semester hours chosen from the courses listed below are required. Consult the current graduate catalog for prerequisites that will affect selections.

Acct 8090  International Accounting Practices

IB 8990  Policy & Strategy in the International Marketplace (capstone course)

To complete the concentration, six semester hours chosen from the courses listed below are required. To complete the major, 12 semester hours chosen from the courses listed below are required. Consult the current graduate catalog for prerequisites that will affect selections.

Acct 8090  International Accounting Practices

CPI 8400  Supply Chain Management

Econ 8850  International Trade (if not taken as a required course)

Econ 8860  Economics of Global Finance (if not taken as a required course)

Fi 8040  Survey of International Finance

Fi 8240  Global Portfolio Management

Fi 8340  Multinational Corporate Finance

Fi 8440  Multinational Bank Management

HADM 8500  Economic & Cultural Impact of Travel & Tourism

HADM 8600  Trends in the Food Service Industry

HADM 8700  Trends in the Lodging Industry

IB 8080  International Legal Process

IB 8100  International Entrepreneurship

IB 8180  Comparative Business Systems

IB 8190  Doing Business in World Regions

IB 8400  International Exchange Program Credit (1-6)

IB 8410  Study Abroad (1-6)

IB 8600  International Management

IB 8610  Executive Leadership

IB 8680  Technology and Global Competition

IB 8690  Global Operations Management

IB 8710  International Information Technology Issues and Policy

MGS 8860  Management and Cross-National Environments (Study Abroad)

Mk 8600  International Marketing

RE 8600  Acquisition, Development, and Management of Real Estate Assets in International Business

RMI 8350  International Risk and Insurance

Tx 8300  International Aspects of Taxation

An international study experience is highly encouraged. Note that IB 8190 and IB 8410 may be repeated for offerings in different locations. Knowledge of a foreign language is encouraged but not required of a MBA-IB student.
Optional Groupings: Suggested groups of courses are provided as guidance for selecting electives. They are only suggestions and are subject to availability of courses. The faculty adviser can discuss these and other options with students as they select electives. Select the number of additional courses as required for a concentration (2) or major (4):

International Management: MGS 8860, IB 8080, IB 8100, IB 8180, IB 8600, IB 8610, IB 8680
International Finance: Fi 8040, IB 8410F, IB 8080, and any of the following: Fi 8240, Fi 8340, Fi 8440, Tx 8330, RMI 8350
International Information Technology: IB 8180, IB 8400F, IB 8680, IB 8690, IB 8710
International Marketing: Mk 8600, IB 8080, IB 8100, IB 8180, IB 8400F

MBA Career Paths are additional options and include (1) International Business and Information Technology and (2) International Entrepreneurship. See the descriptions of career paths later in this section.

Capstone: REQUIRED
IB 8990 Policy & Strategy in the International Marketplace (course replaces MBA 8820).

Marketing
Dr. Bruce K. Pilling, Coordinator
Electives to constitute a concentration (12 semester hours) or a major (21 semester hours) in marketing are chosen from any of the 8000-level marketing courses. MBA 8140 and MBA 8240 must be taken or waived. If waived, it cannot be taken later for credit and the number of credit hours waived must be replaced with 8000-level RCB courses within the functional area.

Operations Management
Dr. G. Peter Zhang, Coordinator
Electives to constitute a concentration (12 hours) in Operations Management are chosen from the following list. Some of these courses have prerequisites which must be met. Courses not on the list may be chosen through consultation with a faculty advisor.

Organization Management
Dr. Ed Miles, Coordinator
Electives to constitute a concentration (12 hours) in Organization Management are chosen from the following list. Some of these courses have prerequisites which must be met. Courses not on the list may be chosen through consultation with a faculty advisor.
c. Elective Courses. 18 hours. Choose courses with a MGS prefix (including any courses listed in the three concentrations not chosen).

3. Program of Study/Course Prerequisites. Each student’s program must be planned in consultation with the faculty advisor or coordinator for his or her concentration before a non-required course is taken. Students may contact the department to schedule an appointment. A copy of the program of study will be filed with the Office of Graduate Student Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty advisor or coordinator and a copy of the changes sent to the Office of Academic Assistance. Students must always consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit. The time limit for completing the M.S./Managerial Science program is five years from the first semester a course in section B or C (above) is taken.

7260.35 Major in Marketing
Bruce K. Pilling, Faculty Adviser
The MS in marketing is designed primarily for persons with an undergraduate business degree who want to distinguish themselves as marketing specialists. The major is designed to provide the in-depth theoretical and applied training needed to excel in a leadership position in marketing. The program extends the students’ previously acquired basic business and marketing skills by developing advanced technical and analytical competency in a selected area. It therefore allows graduates to make more informed decisions in an increasingly complex marketing environment.

Regulations for the Degree
1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.S./Marketing program. A maximum of nine hours of transfer credit is permitted in this 33-hour program.

2. Course Requirements. The course requirements for the degree Master of Science with a major in marketing and the format of the program follow:
   a. Foundation Courses. The courses in this list are in addition to the 33 hours required for the degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been previously completed with grades of C or higher. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the Georgia State University Undergraduate Catalog. This catalog is available on the Web at http://www.gsu.edu/es/catalogs_courses.html; click on Students then Catalogs.
      Accounting/Finance: MBA 7010, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).
      Behavioral Science: Management principles (MGS 3400), managerial decision making (MGS 4000), marketing principles (Mk 3010), psychology (Psyc 1101), sociology (Soci 1101) or anthropology (Anth 1102).
      Economics: Microeconomics principles (Econ 2106).
      Mathematics: College algebra (Math 1111).
      Statistics: MBA 7020 or Math 1070.
   b. Required Courses in the Major (9 hours)
      MBA 8140       Marketing Management (1.5)
      MBA 8240       Strategic Marketing Techniques (1.5)
      Mk 8100        Buyer Behavior (3)
      Mk 8200        Marketing Research (3)
   c. Marketing Electives (21 hours). These electives may be chosen from among the 8000-level marketing courses that are not required as core or capstone courses. A maximum of nine hours of appropriate 8000-level courses from other departments in the Robinson College of Business or from elsewhere in the university may be substituted for these courses with departmental approval.
   d. Capstone Course (3 hours).
      Mk 8900        Strategic Market Planning (3)
3. Program of Study. Each student’s program must be planned in consultation with the M.S./marketing faculty adviser before a non-required course is taken. Contact the department to schedule an appointment. A copy of the program will be filed with the Office of Graduate Student and Alumni Services for review and approval. Progress toward the degree, including clearance for graduation, cannot be confirmed without an approved program of study. Any changes in the program must be approved by the faculty adviser and a copy of the changes sent to GSAS. Students always must consult the Course Descriptions chapter of the current graduate catalog to determine if they have met the prerequisites for any course to be taken.

4. Time Limit. The time limit for completing the M.S./marketing is five years from the first semester a course in sections B, C, or D (above) is taken.

7260.40 Major in Personal Financial Planning
Conrad S. Ciccotello, Faculty Adviser

The master of science degree program in personal financial planning program helps students learn to provide professional-quality comprehensive personal financial planning and services designed to meet clients’ goals. The program content stresses the development and integration of knowledge in all facets of comprehensive financial plans. Emphasis is placed on integrity and the fiduciary nature of the process while the student gains the analytical, technical, research, and communication skills necessary and appropriate for a professional financial planning practice. Graduates from the M.S./P.F.P. program satisfy the education requirement for the Certified Financial Planner (CFP)™ designation.

Regulations for the Degree
1. All Master of Science students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.S./P.F.P. program. A maximum of nine hours of transfer credit is permitted in this 33-hour program.

2. Course Requirements. The course requirements for the Master of Science degree with a major in personal financial planning and the format of the program follow. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Description chapter of the Georgia State University Undergraduate Catalog. This catalog is available on the Web at http://www.gsu.edu/es/catalogs_courses.html.

   a. Foundation and Prerequisite Courses. The courses in this section are in addition to the 33 semester hours required for the degree. They are assigned as part of the admissions process based on a review of each student’s transcripts. They can be exempted if equivalent course work has been previously completed with minimum grades of C.

      Accounting/Finance: MBA 7010, or financial and managerial accounting principles and corporate finance principles (Acct 2101, Acct 2102, and Fi 3300).

      Behavioral Science: Management principles (MGs 3400), psychology (Psyc 1101), or sociology (Soci 1101).

      Economics: Macroeconomic principles (Econ 2105) and Microeconomics principles (Econ 2106).

      Mathematics: College algebra (Math 1111) and calculus (Math 1220).

      Statistics: MBA 7020 or Math 1070.

      Legal Studies: MBA 8030 or BusA 2106.

      Taxation: Acct 4510.

   Personal financial planning students are expected to be competent in computer operating systems (Windows-based or equivalent), word processing, and a spreadsheet package. Competence in mathematics of finance also is required and can be achieved through self study of math of finance tutorial outlines and manuals available in university bookstores.

   b. Required Courses in the Major (24 hours)

      PFP 8400 Personal Financial Planning (3)
      PFP 8420 Individual Retirement Planning (3)
      PFP 8460 Estate Planning (3)
      PFP 8520 Advanced Studies in Personal Financial Planning (3)
      MBA 8130 Foundations of Corporate Finance (1.5)
      MBA 8230 Applications of Corporate Finance (1.5)
      Fi 8000 Valuation of Financial Assets (3)
      Fi 8240 Global Portfolio Management (3)
      RMI 8200 Life Insurance (3)

   c. Elective Courses (9 hours). Students must select nine hours of 8000-level courses. These electives must be approved by the faculty adviser and must include at least one course selected from the following list:
7340 Graduate Certificate in Real Estate
Joseph S. Rabianski, Coordinator

7340.10 Admissions
An accredited bachelor’s degree provides appropriate background for the nondegree certificate in real estate program (C.R.E.) in the Department of Real Estate. No specific undergraduate courses are required for consideration for admission to the program. The application procedures and admission criteria are given in the “Master’s Admissions” section of this chapter.

7340.20 Regulations for the Certificate Program
1. All Graduate Certificate in Real Estate students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the C.R.E. program. The time limit for completing the certificate program is two calendar years. The program requires 18 semester hours of course work. A maximum of nine hours of transfer credit is permitted in this program. A minimum cumulative GPA of 3.00 is required.

2. Course Requirements (3). There are three semester hours of required course work in the certificate program.
   RE 8000 Real Estate Concepts and Practices (3)
   This course can be replaced in the program by another 8000-level real estate course with permission from the program coordinator. Replacement with a substitute course will be evaluated based on previous course work and experience.

3. Electives (15). The student can select any 8000-level course from the real estate curriculum for the program. The following courses are recommended as electives.
   RE 8020 Real Estate Investment Analysis (3)
   RE 8030 Real Estate Financing (3)
   RE 8040 Legal and Regulatory Environment of Real Estate (3)
   RE 8050 Real Estate Development (3)
   RE 8060 Applied Real Estate Market Analysis (3)
   RE 8100 Strategic Management of Real Property in a Corporate Environment (3)
   RE 8410 Real Estate Appraisal Theory and Practice (3)
   Each student may petition the coordinator of the certificate program to substitute up to nine semester hours of course work from other departments or programs as electives in the C.R.E. program. These courses must have relevance for a real estate education. The student will prepare a written request in which the title of the course is identified, a full course description is attached, and a statement explaining the significance of the course to the student’s program is included. In each instance, these courses must be graduate level. The written request should be submitted to, and will be evaluated by, the C.R.E. coordinator, who will notify the Office of Graduate Student and Alumni Services of any approvals.

4. Awarding of the Certificate. After completing the requirements for the certificate according to these regulations, the student must make a written request to the certificate adviser in the Department of Real Estate to have the certificate awarded; an official Georgia State University transcript and a certificate fee of $125 (check made payable to Georgia State University) must be sent with the request. The adviser then reviews the student’s record. If all requirements have been met, the certificate, signed by the dean and department chair, will be issued to the student.

7350 Doctoral Program
Doctoral Program Office
831 RCB Building
404/651-3379

Detmar W. Straub, PhD., Director of Doctoral Program
Libby Crawley, A.B., Associate Director of Doctoral Program

7350.05 Goals and Expectations
The doctoral program of J. Mack Robinson College of Business will develop in graduates a high level of competence in conducting research and in teaching business disciplines by requiring: (1) education in theory; (2) education in general research
techniques as well as research techniques specific to a discipline; (3) research experience with faculty members on contemporary research problems and issues; and (4) training on teaching methodology reinforced with active classroom teaching experience.

The doctoral program requires that the student demonstrate mastery of a large and complex body of knowledge and a high degree of proficiency in the techniques of teaching and research. This is evidenced by the successful completion of coursework and examinations, effective performance in classroom instruction, participation with faculty members in research, presentation of papers and reports, and the writing of a dissertation of high quality. Given the substantial commitment of intellectual effort and time required to achieve these competencies, students are required to enroll on a full-time basis.

7350.10 Doctoral Majors Offered

The Robinson College of Business offers the Ph.D. in Business Administration with major fields in:
- Accountancy
- Computer Information Systems
- Finance
- Management (specializations have been offered in Decision Sciences, Operations Management, Organization Behavior/Human Resource Management, and Strategic Management). Please contact the Doctoral Program Office for information about which of these programs is currently admitting students.
- Marketing
- Real Estate
- Risk Management and Insurance

7350.15 Doctoral Program Operation

The doctoral programs of the Robinson College of Business are governed and administered as follows:
1. The Graduate Program Council of the Robinson College of Business, comprised of five faculty members, recommends doctoral degree requirements and academic regulations that are subsequently submitted for approval by the college faculty.
2. The Doctoral Programs Office is run by the associate director of doctoral programs who reports to the director of doctoral programs. This office is the student’s primary point of contact for administrative matters. Applications for admission are initially received and processed in this office.
3. The doctoral coordinator is the faculty member in the student’s academic unit* who advises students on courses to be taken and other degree requirements.
4. The Doctoral Admissions Committee, comprised of three doctoral coordinators and the director of doctoral programs, reviews and authorizes certain admission recommendations made by the academic units.
5. The Doctoral Assistantship Committee, comprised of three doctoral coordinators and the director of doctoral programs, determines the maximum amount of state-funded graduate research assistantship stipends an academic unit can allocate to an accepted applicant during his or her first year in the program.

* The term “academic unit” is used generically to refer to a department, school, or institute.

7350.20 Admissions: Applications, Procedures, and Criteria

Applications for the doctoral programs will be accepted for once-a-year admission in the fall semester. The deadline for receipt of all required application materials is March 1. The deadline for fall 2006 and thereafter will be February 15. All inquiries and requests for application materials should be made to:

Doctoral Program Office
Robinson College of Business
Georgia State University
P.O. Box 3989
Atlanta, Georgia 30302-3989

The Doctoral Program Office phone number is 404.651.3379. The program’s website is www.robinsongsu.edu/academic/doctoral/index.html

All documents and other materials submitted by or for applicants for admission to the doctoral program become the property of Georgia State University and cannot be returned. It is the responsibility of each applicant to follow the application procedures completely and correctly and to be certain that all materials have been submitted to the Doctoral Programs Office by the deadline for receipt of materials. Incomplete applications will not be processed.

Admission is for entry in a specific major. A student may enter a different major only if, and after, formal approval has been given by the Doctoral Admissions Committee of the college. Not all majors admit students yearly.
Admission Criteria

Admission decisions are based on a careful review of the applicant’s scholastic record, admission test score(s), letters of recommendation, and the other information submitted in support of the application (including an interview, if required by the academic unit). In making the decision, each academic unit must consider at all times the optimum number of students in the program. This could result in the denial or deferral of otherwise qualified applicants.

Applicants are not required to submit a certification of their state of health but must submit an immunization certification. The college reserves the right to investigate the health, character, and personality of each applicant.

Listed below are the materials which all applicants must submit to the Doctoral Program Office to be considered for admission.

Application

Applicants must submit all application forms, including the narrative section.

Application Fee

An application fee of $50 must be submitted by applicants who have never applied to a graduate program of the Georgia State University Robinson College of Business and paid the fee in the past. Checks or money orders should be made payable to Georgia State University in U.S. currency. Do not send cash. The application fee cannot be waived, is nonrefundable, and does not apply toward registration fees.

Transcripts

Applicants either must request that two official copies of all transcripts be sent directly from each institution to the Doctoral Program Office or submit the official transcripts unopened with the application. An applicant who has previously attended Georgia State University is permitted to submit only one copy of transcripts from each institution attended prior to entering the university; two copies are required from all institutions attended after having last been registered at Georgia State University.

Letters of Recommendation

Three letters of recommendation are required from persons who are able to evaluate the applicant’s intellectual capacity for advanced study, independent research, analytical thinking, and the potential for effective teaching at the collegiate level. Applicants and students are not permitted to have access to letters of recommendation.

Admission Test for Ph.D. in Business Administration

All applicants to the Ph.D. in business administration program must submit official scores on the Graduate Management Admission Test (GMAT) of the Educational Testing Service.* GMAT scores will not be considered if they are more than seven years old at the time of application to the doctoral program. The school code is 5264.

A GMAT Information Bulletin may be obtained by contacting the Educational Testing Service:

Graduate Management Admission Test
Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6013
Phone: 1-609-771-7330
Fax: 1-609-883-4349
E-mail: gmat@ets.org
http://www.gmac.com

* The following units—Computer Information Systems, Real Estate, and Risk Management and Insurance—will accept scores on the Graduate Record Examinations (GRE) as a substitute for the GMAT from applicants for the doctoral majors in computer information systems, real estate, and risk management and insurance, respectively. Other academic units may consider GRE scores on a case-by-case basis, but an applicant to any program other than the three previously mentioned may lessen the probability of acceptance by not submitting GMAT scores. The GRE school code is 5251. Applicants are advised to enclose a copy of their test scores to facilitate the office in locating the official score report.

Interview/Additional Information

As part of the review of an applicant’s file by faculty representatives in the academic unit, an interview or additional information may be required. In such cases, the applicant will be notified.
7350.25 International Applicants

TOEFL: An international applicant whose native language is not English must submit official scores from the Educational Testing Service on the Test of English as a Foreign Language (TOEFL). An international applicant who has received a degree from an accredited U.S. institution is exempt from this requirement. However, international applicants who have taken the TOEFL within two years of application to the doctoral program are encouraged to submit official scores even if the exemption applies. The school code is 5251.

Financial Requirements: Georgia State University reserves the right to admit only those international applicants who are academically qualified and who have documented their ability to meet the financial requirements while in attendance. Although the doctoral program does award assistantships to the majority of accepted applicants, this funding is not always adequate to meet all living expenses. Applicants who are requesting a student (F-1) visa might be required to have some independent sources of funding, depending on the amount of their award. For the 2005-2006 year, an unmarried student coming to the U.S. without dependents was required to show resources totaling approximately $32,000 a year for tuition and living expenses. Applicants with dependents will be required to document additional funds. This documentation will be requested of applicants who are offered admission. The estimated living expenses do not include owning a car.

7350.30 Changing Year of Entry

Admission to the doctoral program is for the specific semester and year stated in the acceptance letter. Anyone who does not enroll for the semester and year for which acceptance was granted must notify the associate director of doctoral program so his or her records may be updated for fall of the next year. Admission for the next year is not guaranteed. Applicants should be aware that assistantships, instructorships, or fellowships could be affected by such a change.

7350.35 Doctoral Assistantships, Instructorships, and Fellowships

Doctoral students in the Robinson College of Business are eligible for graduate research assistantships (GRA) and graduate teaching assistantships (GTA). The college also awards temporary instructorships to select doctoral students who have passed the dissertation proposal defense. In addition, there are various fellowships and scholarships awarded on a competitive basis to doctoral students.

7350.40 Graduate Research Assistantships

Newly admitted doctoral students. Soon after admission to the doctoral program, the Doctoral Program Office will inform newly admitted students of the type and number of appointments, if any, which they have been allocated by their academic unit. All accepted applicants are automatically considered for assistantships.

Students in their second and successive years of doctoral studies. Each academic unit will determine the assistantship appointment level to be allocated to its continuing doctoral students based on the students’ performance in the program and on the unit’s assistantship budget.

7350.45 Graduate Teaching Assistantships

The teaching assignment of a graduate teaching assistant is usually a basic undergraduate course in the student’s area of interest. Advanced doctoral students may be permitted to teach advanced-level courses. Only doctoral students who have completed the requirements for a master’s degree, or the equivalent amount of graduate coursework, can be considered for appointment as a GTA.

Prior to the actual appointment as a GTA, a student must be recommended for hiring by the academic unit and receive approval to teach from the Board of Regents of the University System of Georgia. The student is responsible for completing all paperwork involved in this process well in advance of the semester for which approval is sought.

Any doctoral student appointed as a GTA must take BA 9200, Seminar in University Teaching, during his or her first or second semester of teaching. Prior teaching experience does not exempt a student from this requirement. Nonnative speakers of English must pass the Communicative Competency Examination prior to being hired as a GTA.

7350.50 Tuition for GRAs and GTAs

A student hired as a GRA or GTA receives a tuition waiver. A registration fee assessed each semester includes the health clinic, student activity, student athletics, recreation and transportation fees. International students pay a mandatory health insurance fee.

7350.55 Standards Applying to Both GRA and GTA Appointments

1. Students must register for a minimum of six credit hours of appropriate course work (or research hours). During each semester in which an assistantship is held, students must register for a full load (as defined by the university) of credit
hours that may be a combination of courses, dissertation hours, and/or research hours. Students who are visa-holders should discuss their status with the Office of International Student and Scholar Services to make certain that they are registered for a sufficient number of hours.

2. Students must maintain satisfactory academic standing during the period(s) of their appointment, including a minimum 3.00 cumulative grade-point average. Doctoral students must also be making normal progress toward completion of the degree requirements.

3. Satisfactory performance, as measured by the academic unit, as a GRA or a GTA is required for continuation of such appointments in subsequent semesters.

4. For further information on policies and procedures applying to GRA and GTA appointments, contact the associate director in the Doctoral Program Office.

7350.60 Instructorships
A temporary instructor is appointed for one academic year. Appointment as a temporary instructor benefits doctoral students who have passed the dissertation proposal defense by providing them with a significant level of income during the year in which they are working full time on their dissertation. Students must have demonstrated satisfactory classroom teaching ability over a period of two or more semesters.

7350.65 Fellowships and Scholarships
The Robinson College of Business has a number of fellowships and scholarships available, ranging from $500 to $10,000 per year. Such fellowship and scholarship stipends are awarded in addition to the amounts received by doctoral students who are appointed as GRAs or GTAs. Information on specific fellowships and scholarships is available from the doctoral coordinator of the student’s academic unit.

7350.70 Doctor of Philosophy in Business Administration
I. Program of Study
The Doctoral Coordinator is the faculty member in the student’s academic unit who advises students on courses to be taken and on other degree requirements. As a function of, and implicit in course selection for the student’s program of study, the academic unit will consider how the discipline fits into managerial and organizational contexts and will select courses accordingly.

A program of study indicating how the student will fulfill each of the degree requirements must be approved by the student’s doctoral coordinator and the director of the doctoral program by the end of the second semester of enrollment. This program of study is filed in the Doctoral Program Office; it may be revised, as appropriate, but must be kept current, as it will be a key factor in determining satisfactory progress in the program. Forty-eight semester hours of coursework, as a minimum, must be completed successfully for graduation. Students are expected to complete the courses on their program of study on a timely basis. When feasible, registration for a full load (as defined by the college) each semester is encouraged, including courses for research and dissertation credit (BA 9000 or BA 9500). At a minimum, students who do not hold an assistantship must register for six hours per semester (excluding summer semester unless the student holds a GRA/GTA).

II. Quantitative and Economic Foundations
Students entering the doctoral program are also presumed to have background and current knowledge in the following additional areas:

- multi-variable calculus including multiple integration, partial derivatives, and infinite series;
- matrix algebra including linear transformations, vector differentiation, and eigenstructures;
- computer skills for empirical research including statistical packages and the use of databases; and
- macroeconomics and microeconomics through the intermediate level.

Students can remedy a deficiency in any or all of these areas by taking credit or noncredit courses, auditing appropriate graduate or undergraduate classes, and/or attending tutorial sessions. Students who feel their background is not adequate may consult with the associate director of the doctoral program and their doctoral coordinator for recommendations on overcoming deficiencies.

III. Major Field
a. Hours of Coursework. The satisfactory completion of no fewer than 27 semester hours constitutes minimum preparation in the major field.

b. Preliminary Examination. The purpose of the preliminary examination is to determine students’ mastery of the body of knowledge in their area of specialization. In determining this competency, the examination will include questions that
draw upon the subject matter covered in the quantitative and research methods breadth requirement of the program (see IV. below). Students are encouraged to confer with their doctoral coordinator regarding the areas the examination will encompass. The preliminary examination is a written examination, supplemented in some cases by an oral examination. Students must have satisfactorily completed all courses on the program of study in the major field and in the quantitative and research methods breadth requirement to be eligible to take the preliminary examination. Requests to take the preliminary examination are made through their doctoral coordinator. The doctoral coordinator will notify the Doctoral Program Office of the student(s) prepared to take the examination.

Students will not be permitted a second attempt to pass the preliminary examination except upon recommendation, by majority vote, of the group of faculty members who graded the examination. A maximum of two attempts is permitted to pass the preliminary examination.

IV. Breadth Requirements

a. Quantitative and Research Methods. A minimum of 18 semester hours must be completed in the area of quantitative and research methods, as follows:

   Subject Semester Hours (18)
   1. Intermediate Statistics: MGS 9920 or MGS 9920-9930 (3)
   2. Research Design: MGS 9940 or research design elective approved by the doctoral coordinator (3)
   3. Regression: MGS 9950 or Econ 8750 (3)
   4. Multivariate Data Analysis: MGS 9960 (3)
   5. Elective: quantitative and/or research methods course to complement the major field; courses may be from the student’s major field and department (3)
   6. Elective: a basic theory or quantitative and/or research methods course to complement the major field; it must be outside the student’s major field and department (3)

   Elective courses (5 and 6 above) must be at the doctoral level and must support and complement the student’s research interest. The course in basic theory must emphasize the use of theoretical approaches that are useful in defining or analyzing the relevant issues in the student’s field of study. Students may not enroll for courses that satisfy these requirements until the program of study is approved. All courses that satisfy these requirements must be completed with a grade of B or higher.

b. Economics. All students are required to complete Econ 8100, Applied Microeconomic Analysis, with a grade of B or higher.

7350.75 Academic Regulations

I. Transfer Credit

   A maximum of 15 semester hours may be transferred from other institutions or from other programs at Georgia State University. Transfer credit, whether from other institutions or from Georgia State, must have been completed within five years of the semester of entry to the doctoral program. The course must have been limited to graduate students only, and a grade of A or B must have been received.

   At the time the program of study is planned with the doctoral coordinator, the student who requests transfer credit must submit a course description from the catalog of the institution, a syllabus or course outline, and written justification stating why the course is relevant to the program of study. Requests for transfer credit are approved at the discretion of the unit coordinator in consultation with doctoral faculty. Final approval for the acceptance of transfer credit rests with the director of the doctoral program at the time the program of study is submitted to the Doctoral Program Office.

II. Scholastic Warning and Termination

   a. The doctoral grade-point average (GPA) is defined as the GPA for all courses numbered 6000 or higher taken after admission to the doctoral program. Each student must maintain a 3.00 doctoral GPA (“B” average). A student whose doctoral GPA falls below 3.00 is on “scholastic warning.” After being placed on scholastic warning, a student must attain a 3.00 doctoral GPA within two consecutive calendar semesters; otherwise the individual will be terminated from doctoral studies in the Robinson College of Business.

   The doctoral GPA could differ from the GPA calculated by the university and reported on the student’s official transcript, since the university GPA would also include the grades from any graduate courses numbered 6000 or above taken at Georgia State University before admission to the doctoral program.

   No student will be permitted to sit for any examination required for the doctoral degree, other than course examinations, without having a minimum 3.00 doctoral GPA at the time the examination is to be taken. A student with a doctoral GPA below 3.00 is ineligible for graduate assistantship appointments as either a GRA or GTA.

   b. A student who has been terminated from the doctoral program will not be permitted to reapply to or reenter the program.

III. Standards of Performance
The requirements and regulations listed in this catalog refer to minimum standards of performance. The student’s academic unit may have additional requirements, as set forth in writing, that exceed the minimum standards published in this catalog. If a student fails to meet these additional requirements, either the chair of the student’s major academic unit or the director of the doctoral program may require that the student withdraw from doctoral study.

To continue in the program, a student must make reasonable and timely progress toward the degree in terms of coursework completed and examinations. Students who fail to adhere to the minimum standards published in the catalog or to any higher standards established by the academic unit will be terminated from the program.

IV. Petitions

Where a student feels that unusual circumstances invalidate any of the regulations or requirements relating to the degree in his or her particular case, the student may write to the doctoral coordinator and request exemption from or change in the policy. The petition by the student must be submitted with accompanying justifications. If the doctoral coordinator and academic unit support the request, the doctoral coordinator will write a letter of support for the student and submit the material to the director of the doctoral program for a decision.

V. Continuous Registration

Beginning with the semester of acceptance, a doctoral student must register for a full load each semester (excluding summer semester unless the student holds a GRA/GTA) until graduation. Students who are visa-holders may need to register for more hours and should discuss their status with the Office of International Student and Scholar Services. BA 9000, Doctoral Research, may be used to satisfy this requirement until the student has passed the dissertation proposal defense. BA 9500, Dissertation Research, may be used to satisfy the minimum hours requirement once the student has passed the dissertation proposal defense. Students who fail to meet the continuous registration requirement are subject to withdrawal from doctoral studies in the Robinson College.

VI. The Dissertation

The purpose of the dissertation is for the Ph.D. candidate to demonstrate his or her ability to conduct a research program leading to a significant contribution to the candidate’s discipline. Before a student begins to collect any primary data from human subjects, s/he must make sure that all data collection, including surveys, are in compliance with the guidelines set out by the Institutional Review Board (IRB). Included among these requirements is certification via an online test on ethical treatment of subjects. The IRB’s Human Subjects Manual is accessible online at http://www2.gsu.edu/~wwwosp/Compliance2002/web-irb/IRBManual.htm.

a. Acceptable Forms of Dissertation. Dissertations may be a single study or they may be composed of multiple essays or papers. In the latter case, these papers make up separate chapters of the overall dissertation or they are summarized within the dissertation and attached in full text. Guidelines for the traditional single study dissertation need not be articulated here since they are well understood and are part of the socialization of each business doctoral student. Guidelines for multi-paper studies, though, are articulated next since this model is not as familiar within U.S. schools of business.

b. Guidelines for Multi-Paper Dissertation. Whereas the essays or papers that are included in the dissertation may be co-authored, it is critical that the student provide evidence of leadership in the majority of these to demonstrate ability to conduct independent research. Committee members can and should exercise their own judgment as to the quality of the dissertation, irrespective of any prior publication history of the papers. Unit standards for multi-paper dissertations may be formulated and distributed to students to equal or exceed the guidelines expressed here.

VII. The Dissertation Committee

The Dissertation Committee consists of a chair plus a minimum of three members. The committee, and any subsequent change in its membership, is appointed by the director of the doctoral program upon the recommendation of the doctoral coordinator. Faculty from institutions other than GSU may serve as members of the committee, but at the time of the initial formation of the committee, there must be at least three GSU faculty on the committee. At least two committee members must be in good standing with respect to GSU graduate faculty status. Co-chair arrangements are not only acceptable, but even encouraged, especially in cases where one of the co-chairs is an assistant professor. Unit standards for committee membership may be formulated and distributed to students to equal or exceed the policies expressed here.

As the student develops an interest in a potential dissertation topic, he or she should discuss the topic with individual faculty members both to determine the topic’s feasibility and merit and the faculty members’ interest and expertise in that area. When the student is ready to begin the initial work on the dissertation, he or she should first discuss with the doctoral coordinator names of potential faculty who would be the most appropriate chair of the Dissertation Committee. Only after the doctoral coordinator has agreed with the student as to the choice of a particular faculty member should the student then invite the faculty member to be chair of the committee.
Once the dissertation chair has been chosen, the chair, in consultation with the student, will recommend the selection of the three remaining committee members to the doctoral coordinator. Normally, one of the committee members is from outside the academic unit. The final committee membership is then sent to the unit doctoral coordinator and the director of the doctoral program for their approval. Should either of these managers disapprove a particular committee member(s), the chair will work with the student to find a suitable replacement(s).

VIII. Dissertation Proposal Defense

Prior to admission to candidacy for the degree, a dissertation proposal defense must be held. After the student completes a written proposal that the Dissertation Committee deems to be ready for final defense, a dissertation proposal defense will be held before the Dissertation Committee.

The student’s dissertation proposal should include a summary of the following: the purpose of the study; the nature of the subject to be investigated and its importance; a brief review of the literature; the theory, if any, to be developed; the empirical methodology, techniques, and data sources, if any, to be used; the nature of the hypotheses to be developed or tested, where appropriate; and a time frame for completion of the dissertation.

The proposal defense will be open to all interested faculty and doctoral students. After the proposal defense has been held, the members of the committee will vote to determine if the student is deemed to have a satisfactory research topic. A unanimous decision by the student’s Dissertation Committee is required. The members of the committee will sign the dissertation proposal defense approval form.

Submission of the approval form does not constitute a contractual agreement between the student and the Dissertation Committee. It is within the scope and function of the Dissertation Committee to recommend modifications to the research as it proceeds. Upon submission of the proposal defense approval form to the Doctoral Program Office, the student is admitted to candidacy for the degree.

Committee members should be given a draft of the proposal (and also the final dissertation) at least a month before the proposed defense date. This will permit a revision cycle to both improve the work before the defense and ensure that committee members have adequate time to comment and raise substantive issues, should this be the case. It will also allow the defense date to be postponed in the event that required changes could not be completed before the proposed defense date.

IX. Final Dissertation Defense and Graduation

When the candidate’s Dissertation Committee judges that the dissertation is complete, it must be defended orally in a final dissertation defense. At least two weeks in advance of the final dissertation defense, the doctoral coordinator will inform the Doctoral Program Office of the candidate’s date of defense and an announcement will be made to all academic units. While any interested faculty member or graduate student may attend the examination and participate in the discussion, only those individuals who are members of the candidate’s Dissertation Committee will vote to approve or disapprove the dissertation. Upon successful defense of the dissertation, a dissertation defense approval form will be signed by the members of the Dissertation Committee and submitted to the Doctoral Program Office. Unanimous approval is required. The associate director of the doctoral program will provide the candidate with information regarding clearance for graduation. An electronic copy of the dissertation must be submitted to the Doctoral Program Office two weeks prior to the anticipated date of graduation. Guidelines for the dissertation are available from the Doctoral Program Office and on the doctoral website at http://robinson.gsu.edu/academic/doctoral/index.html. Click on “Information for Current Students,” then click on “The Dissertation.”

X. Time Limits for the Degree: These time limits should be interpreted as the maximum amount of time students may take to complete each of the degree requirements. It is anticipated that most students will complete the requirements much earlier than the maximum time limits specified below:

a. All coursework on the program of study and the preliminary examination in the Ph.D. in business administration program must be completed within four years from the semester of entry into the doctoral program.

b. The Dissertation Committee must be appointed, the dissertation proposal defense must be held, and the student’s dissertation proposal must be approved within one year after completion of the preliminary examination.

c. All requirements for the doctoral degree, including the dissertation, must be completed within seven years from the semester of entry into the doctoral program.
Digest of Survey Data Related to APR

APR Graduate Student Survey (n = 65, response rate 47%)

No significant differences vs University

How satisfied with career management assistance? 62.9% “have not sought”

I would recommend RCB / Marketing:
0 Strongly disagree
3 Disagree
11 Neither
30 Agree
20 Strongly agree
Mean 4.05 “agree”

Qualitative – hard to find a theme:

4 General positive
4 7040 negative
3 Advising negative
3 Curriculum negative
Others with 2 each
APR Graduate Alumni Survey (n = 63, response rate 28%)

5 point scale from 1 (SD) to 5 (SA)

Faculty members interested in academic development of majors
D 3.84 vs U 4.18, t = -3.04, p < .005

Program academically challenging
D 3.68 vs U 3.94, t = -2.1, p < .05

Faculty appropriately prepared for courses
D 3.98 vs U 4.21, t = -2.04, p < .05

5 point scale from 1 (Poor) to 5 (Excellent)

Academic advisement available in the department
D 2.92 vs U 3.59, t = -4.43, p < .0001

Career advisement available in the department
D 2.63 vs U 3.18, t = -4.19, p < .0001

Availability of faculty outside of class
D 3.74 vs U 4.01, t = -2.54, p < .02

Effectiveness of teaching methods
D 3.71 vs U 4.04, t = -3.36, p < .001

Procedures used to evaluate student performance
D 3.74 vs U 4.01, t = -2.56, p < .02

I would recommend RCB / Marketing:
0 Strongly disagree
2 Disagree
8 Neither
41 Agree
9 Strongly agree
Mean 3.95 n.s.d. “agree”

Current employment:
16 (27%) Brand or product management
9 (15%) Self-employed
23 (39%) Other position
APR Undergraduate Student Survey (n = 216, response rate 25%)

5 point scale (Poor / Excellent)

Academic advisement available in the department
D 3.64 vs U 3.45, t = +2.91, p < .01

Career advisement available in the department
D 3.51 vs U 3.20, t = +4.33, p < .0001

Frequency of undergraduate major course offerings
D 3.22 vs U 3.02, t = +2.55, p < .01

Plans after graduation:
111 (52%) plan to seek a job / new job in marketing
62 (29%) plan to go to graduate school

If plan to seek a job / new job in marketing, in what field?
Advertising 24 (27%)
Don’t know 14 (16%)
No other answer with more than 10 responses

How satisfied with career management assistance? 77% “have not sought”

I would recommend RCB / Marketing:
   3 Strongly disagree
   4 Disagree
   30 Neither
   118 Agree
   59 Strongly agree
Mean 4.06 “agree”

Open-ended

   5 General positive
   1 General negative
   4 Variable quality
   11 Scheduling issues
   3 More advertising
   5 3950 positive
   1 3950 negative
   2 More real world
   3 Careers / networking
APR Undergraduate Alumni Survey (n = 117, response rate 22%)

5 point scale (Poor / Excellent)

Academic advisement available in the department
D 3.28 vs U 3.62, t = -3.01, p < .01

Availability of faculty to students outside the classroom
D 3.67 vs U 3.89, t = -2.63, p < .01

I would recommend RCB / Marketing:
  1 Strongly disagree
  12 Disagree
  23 Neither
  52 Agree
  29 Strongly agree
Mean 3.82, less than “agree” but n.s.d. from agree

Describe your current position:

  19 (16%) Not employed
  19 (16%) Retail or industrial sales
  60 (52%) Other / all over the board

Open-ended:

  2 General positive
  2 Variable quality
  27 Careers / Internships
  5 More advertising
  1 Scheduling
  2 Advising negative
  1 Communication skills positive
Spring 2004-Fall 2005 Exit Survey Results

Department (n = 153, response rate = 39%) vs University (n = 2649, response rate = 45%)

Marketing majors self-report being significantly different from University students when they entered the program on:

+ Ability to locate and organize information from multiple sources
- Apply scientific reasoning in problem solving
- Ability to analyze quantitative problems
+ Ability to set goals, prioritize tasks, and meet deadlines

But they self-report only these differences, on leaving the program:

+ Ability to set goals, prioritize tasks, and meet deadlines
+ Get along with people of other racial / ethnic backgrounds

Other significant differences:
On a 1 (SD) to 4 (SA) scale

My academic program provided good preparation for my career
D 3.27 vs U 3.12, t = 2.36, p < .02

. . . instructors stressed high quality work from students
D 3.42 vs U 3.27, t = 2.77, p < .01
2005 NSSE Seniors Report
Marketing seniors (n = 83) vs RCB Seniors (n = 125)

Academic or Intellectual Experiences: scale from 1 (Never) to 4 (Very Often)

Made a class presentation
D 3.29 vs R 2.89, t = +3.63, p < .001

Worked on a paper / project that required integrating . . . sources
D 3.42 vs R 3.22, t = +1.975, p < .05

Worked with classmates OUTSIDE OF CLASS . . .
D 3.29 vs R 3.05, t = +2.09, p < .04

Mental activities: scale from 1 (Very little) to 4 (Very much)

MEMORIZING facts, ideas or methods . . .
D 2.96 vs R 2.72, t = +1.98, p < .05

Reading and writing: scale from 1 (None) to 5 (More than 20)

Number of written papers or reports of 20 PAGES OR MORE
D 1.99 vs R 1.70, t = +2.28, p < .03

Number of written papers or reports of FEWER THAN 5 PAGES
D 3.33 vs R 2.97, t = +2.12, p < .04

Examinations scale from 1 (Very little) to 7 (Very much)

. . . extent to which your exams during the current school year challenged you to do your best work
D 5.22 vs R 5.53, t = -2.02, p < .05

Enriching educational experiences (proportion reporting “yes”)  

Culminating senior experience
D 0.38 vs R 0.17, t = 3.3, p < .002
(another 34% report they “plan to”).

Scale is # of times: 0, 1, 2, 3, 4 or more
During this academic year, how many times . . . academic advising at this college?
D 2.94 vs R 2.52, t = 2.26, p < .025

Student GPA
D 3.00 vs R 2.97
2005 NSSE Seniors Report
Marketing seniors (n = 83) vs GSU Seniors (n = 733)

Academic or Intellectual Experiences: scale from 1 (Never) to 4 (Very Often)

Made a class presentation
D 3.29 vs U 2.59, t = +6.96, p < .00001

Worked on a paper / project that required integrating . . . sources
n.s.

Worked with classmates OUTSIDE OF CLASS . . .
D 3.29 vs R 2.55, t = +7.97, p < .0001

Used email to communicate with an instructor
D 3.42 vs U 3.21, t = +2.46, p < .012

Talked about career plans with a faculty member or advisor
D 1.91 vs U 2.14, t = -2.39, p < .02

Mental activities: scale from 1 (Very little) to 4 (Very much)

MEMORIZING facts, ideas or methods . . .
n.s.

Reading and writing: scale from 1 (None) to 5 (More than 20)

Number of written papers or reports of 20 PAGES OR MORE
D 1.99 vs R 1.56, t = +4.05, p < .0001

Number of written papers or reports of FEWER THAN 5 PAGES
D 3.33 vs R 2.74, t = +4.47, p < .0001

Examinations scale from 1 (Very little) to 7 (Very much)

. . . extent to which your exams during the current school year challenged you to do your best work
n.s.

Additional Educational Experiences: (scale of 1 (Never) to 4 (Very often)
D 2.55 vs U 2.85, t = -2.76, p < .01

Enriching educational experiences (proportion reporting “yes”)

Foreign (additional) language coursework
D 0.24 vs U 0.43, t = -3.78, p < .001
Culminating senior experience
D 0.38 vs U 0.14, t = 4.35, p < .0001

Time usage: scale is 1 (0 hours per week), 2 (1-5 hours), 3 (6-10 hours), 4 (11-15 hours), 5 (16-20 hours), 6 (21-25 hours), 7 (26-30 hours), 8 (more than 30 hours per week)

Hours per 7 day week spent working for pay ON CAMPUS
D 1.25 vs U 1.45, t = -1.98, p < .05

Hours . . . week spent working for pay OFF CAMPUS
D 5.67 vs U 4.68, t = +3.36, p < .001

Hours . . . spent caring for dependents living with you
D 2.29 vs U 2.94, t = -2.56, p < .02

Hours . . . spent commuting
D 2.71 vs U 3.01, t = -2.53, p < .02

Institutional Contribution: scale is 1 (Very little) to 4 (Very much)

Acquiring a broad general education
D 3.36 vs U 3.14, t = +2.61, p < .001

Speaking clearly and effectively
D 3.11 vs U 2.86, t = +2.42, p < .02

Analyzing quantitative problems
D 3.18 vs U 2.97, t = +2.39, p < .02

Using computing and information technology
D 3.39 vs U 3.07, t = +3.44, p < .001

Working effectively with others
D 3.36 vs U 2.93, t = 4.74, p < .0001

Voting in local, state or national elections
D 1.96 vs U 2.26, t = -2.59, p < .02

Academic advising (1 = Poor, Fair, Good, 4 = Excellent)
D = 2.80 vs U = 2.49, t = +2.86, p < .005

Satisfaction with the entire educational experience
D 3.23 vs U 3.02, t = 2.83, p < .01
If you could start over again, would you go to the SAME INSTITUTION?
n.s. mean is 3.12, “probably yes”

Scale is # of times: 0, 1, 2, 3, 4 or more
During this academic year, how many times . . . academic advising at this college?
n.s.

Scale of 1 (SD) to 4 (SA)

My academic advisor provided me with accurate information about courses, programs and requirements
D 3.19 vs U 2.80, t = 4.881, p < .001

My advisor provided assistance when academic difficulties occurred.
D 2.87 vs U 2.65, t = 2.365, p < .02

Scale of 1 (Not at all), 2 (Rarely), 3 (Occasionally), 4 (Frequently)

How often felt that your job responsibilities interfered with your coursework
D 3.07 vs U 2.80, t = 2.47, p < .02

Student GPA
D 3.00 vs U 3.11
APR Faculty Survey (n = 21, response rate 80%)

5 point scale, from 1 (Poor) to 5 (Excellent)

Clarity of departmental goals for the next 2 years
D 2.71 vs U. 3.71, t = -4.26, p < .0001

Program of study is academically challenging
D 3.52 vs U 4.15, t = -3.24, p < .01

Faculty work together toward program goals
D 3.05 vs U 3.95, t = -3.49, p < .001

Faculty feel comfortable expressing different views
D 3.29 vs U 3.95, t -2.12, p < .04

Degree of emphasis, from 1 (Significantly too little) to 5 (Significantly too much):

Research tasks D 3.52 vs U 3.29, n.s., mean rank 76 %ile (vs other department means)

Service to department D 3.00 vs U 3.45, n. s., mean rank 8 %ile

Publishing in certain journals D 3.76 vs U 3.26, n.s., mean rank 88 %ile

Teaching D 3.14 vs U 3.30, n. s., mean rank 24 %ile

Note: analysis is complicated by finite population factors, so these differences may actually be significant.

Ever edited a journal or served on editorial review board?
D 77% vs U 47%, t = +3.10, p < .01

Reviewed an article for a journal in the last 2 years?
D. 90% vs U 74%, t = +2.29, p < .05

No significant differences on research outputs vs other departments, though we are low on books in the last few years (D 0.22 vs U 0.38, mean rank 16 %ile)

Qualitative—hard to process
The following statements are in response to the comment section in the online questionnaire.

All responses are imported directly into a Word document without any changes to wording, punctuation, spelling, or grammar.

Department of Marketing
Faculty Comments

Strong points: Most full professors, Doctoral program. Weak points: Most associate professors, Current department chair. Suggestions: Separate Bcomm from Marketing, Hire research oriented faculty, Get a dynamic department chair.

We are a very good department and have the potential to be a great department, especially if we make good hires for the Lenny and Pennebaker endowed chairs

I believe with the new chair of the department that we are moving in the right direction. Ed is hard working, dedicated and thoughtful. Additionally he is not afraid to take on items which will help make the department better - better for not only faculty (only one of the stakeholders in the department's success) but also the students and alum. As chair he gives me great faith that things will change to a more proactive stance in all areas.

Most of my colleagues are genuinely concerned with providing GSU students with a quality education and more than willing to work together toward that goal. The research coming out of this department is well respected and improving.

We have a weak chairperson reporting to a dean that does not see Marketing as a priority reporting to a provost that does not see the business school as an equal among the other schools in the university. The future appears to be all down hill from here.

The new chairman of the Department of Marketing has tried to listen and be responsive to the faculty members, standing up for our faculty and programs when needed. For that we are thankful.

A number of faculty do not feel that input is desired; the new Chair needs to be more open to faculty.

The morale is the lowest I personally have experienced in decades. We do not have much confidence in the system, and there is little interest in supporting the Chair who seems to have trouble leading or implementing Departmental goals. He listens to and follows the advice of very few, and alienates the large majority in the process.

Dr. Ed Rigdon hit the ground running as our new Chair and has committed the needed effort to protect and strengthen our department's future success.
In order for the Marketing Department to move forward, what is the main change that we need to make?

More articles published in premier academic journals and to fix our poor teaching (combined with lack of rigor and high grades in some courses)

Have a standard of excellence for teaching, service and research and enforce it. Do away with semesters off. Have some faculty spend time and effort becoming current in the current practice of marketing in their chosen fields. Both a BBA and a MBA are practical/professional degrees and should be taught that way.

Assisting faculty in increasing the number of publications accepted in top journals. Rewarding/providing incentives for faculty to publish in top journals.

We need to decide where Marketing is going and then work as a department to lead that change.

We will need less committee work and more staff support.

when funding permits, effective hiring decisions

Increased clarity regarding the ranking of journals; more equitable teaching loads.

As far as pedagogy is concerned, I believe we need to continue to develop department wide objectives for each course and some parameters for grading.

We need a chairperson that can look people in the eyes and effectively communicate a vision for the department.

Improve collegiality.

Address issues openly. The new department chair has certainly set a precedence for this. Many of the issues that seem to create resentment (e.g., different rules for different people) are because we don't address them openly and provide transparency. Examples are: the operation of the doctoral committee, expectations of faculty who are out of the country for extended periods, proper uses of clerical staff, appropriate work for doctoral students.

Business Communications has a long way to go to develop a respected program. This should start with the collective agreement across RCB that BCOM is indeed essential to all courses of business study. The next step would be to have a collective vision and commitment within the BCOM program. BCOM instructors should be held to the same standard of performance and accountability as those of the rest of the Marketing Department, and similarly rewarded and promoted.

I am unwilling to make comments because I fear they may be used against me - despite the fact that this survey is supposed to be anonymous.
Fill the two open endowed chairs with good research faculty from outside the Department.

Fewer meetings and fewer bureaucratic tasks for faculty that have little or nothing to do with our professional activities of teaching and research.

We need more resources. We are now expected to do more with less. Although we have a Marketing Round-table that generates a lot of funds, it appears that its real intent was to become a retirement plan and generate income supplement for its administrator rather than support Departmental activities/goals. We are expected to double the number of publications in A-level journal, but we are now given fewer (D-level) resources.

Make the research requirements clear with the Dean's office and within the department. Be objective and rational about the expectations and hire some senior faculty who can mentor the faculty to publish in these 'A' journals. Very unrealistic expectations can be highly demotivating.

BCOM- encourage/require fuller time/effort commitment to program

All faculty should be treated equally and feel included in major decisions, whenever possible.

**In terms of either the undergraduate curriculum or the graduate curriculum, the one change that I would most like to see in the Marketing Department is:**

Improve the rigor and consistency in our graduate courses (and stop the grade inflation)

Add more emphasis to the quantitative side of marketing and valid and current marketing concepts as practiced in the real world of marketing. Put significantly less emphasis on the memorization of terms and definitions. Encourage some members of the department who are tenured but are productive in neither teaching nor research to seek other opportunities.

A introductory course (1 credit) on careers in marketing/what can be done with a marketing degree.

More emphasis on demonstrable skills, including basic quantitative analysis

More clerical support.

difficult question - potentially more collaboration across faculty (and courses) to produce a better outcome

Drop courses that do not attract a consistently adequate number of students to make. Add an additional sales course.

I would like to see more case work and analytical assignments across our undergraduate curriculum
A review of the purpose of the curriculum and coordination between courses along career lines.

In general, require more of our undergraduate students. Do this by increasing the rigor of the undergraduate core courses, particularly with respect to quantitative analysis. Provide more opportunities for critical thinking. Revise the pedagogies currently used to include more cases and similar tools. Cease to allow multiple choice tests.

Raise the standards and demands on students. Marketing is not as respected as some other disciplines in the college because it is viewed as the easy way out (e.g., less math).

The full integration of the BCOM program into the Marketing Department.

Drop the 1.5 hour courses and consolidate some of the graduate electives.

A minimum grade point average for admission to the Marketing major that would screen out students who are unprepared academically to succeed in rigorous course work.

More rigor in the courses and expectations for student performance which have decline because of faculty concerns with student ratings.

More agreement on the basics to be taught in the MK 3010 course and regular evaluations of the outcomes of the key courses.

BCOM- Upgrade requirements for workplace activity with commensurate upgrade in work title and salary.

The department should offer additional sections of required courses when needed.
### Table 1

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>% Rank</th>
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</thead>
<tbody>
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<td>Scholarship of the faculty in the department</td>
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<td>38.1</td>
<td>5</td>
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<tr>
<td>Clarity of departmental goals for the next two years</td>
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<td>9.5</td>
<td>8</td>
<td>38.1</td>
<td>6</td>
<td>28.6</td>
<td>4</td>
<td>19.0</td>
<td>1</td>
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<tr>
<td>Availability of computer/data base software relevant to your work</td>
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<td>.0</td>
<td>0</td>
<td>4</td>
<td>19.0</td>
<td>8</td>
<td>38.1</td>
<td>9</td>
<td>42.9</td>
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</table>

*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable” excluded from analysis.

**Graph 1**

**Graph 2**

**Graph 3**
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
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<th>Don’t know/not applicable</th>
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<th>Univ. Mean*</th>
<th>% Rank</th>
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<td>42.9</td>
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<td>Faculty in the department work together toward program goals.</td>
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<td>9.5</td>
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<td>28.6</td>
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<td>9.5</td>
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<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
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<td>14.3</td>
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<td>6</td>
<td>28.6</td>
<td>3</td>
<td>14.3</td>
<td>6</td>
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<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
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<td>14.3</td>
<td>2</td>
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<td>6</td>
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<td>14.3</td>
<td>8</td>
<td>38.1</td>
<td>4</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis.
The department’s program of study is academically challenging.

Faculty in the department work together toward program goals.

In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.

Guidelines regarding job performance are clear to faculty in the department.
### Table 3

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<th>SD</th>
<th>Mean*</th>
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<th>% Rank</th>
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<td>9.5</td>
<td>5</td>
<td>23.8</td>
<td>6</td>
<td>28.6</td>
<td>1</td>
<td>4.8</td>
<td>0</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>4.8</td>
<td>3</td>
<td>14.3</td>
<td>10</td>
<td>47.6</td>
<td>6</td>
<td>28.6</td>
<td>1</td>
<td>4.8</td>
<td>0</td>
</tr>
</tbody>
</table>

*Mean range: 1=significantly too little to 5=significantly too much; “Don’t know/not applicable” excluded from analysis.

Graph 12

Graph 13

Graph 14
Significantly too little

Significantly too much

Graph 15

Table 4

<table>
<thead>
<tr>
<th></th>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>13</td>
<td>76.5</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>17</td>
<td>89.5</td>
</tr>
</tbody>
</table>
Have you ever been the editor of any journals or served on any editorial boards in your field?

Have you been awarded any grants from Georgia State University to support research in your field?

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
### Table 5

<table>
<thead>
<tr>
<th>How many professional articles or chapters in books have you published in the last five years?</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>Not applicable</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9.5</td>
<td>2</td>
<td>9.5</td>
<td>5</td>
<td>23.8</td>
<td>2</td>
<td>9.5</td>
<td>7</td>
<td>33.3</td>
<td>3</td>
<td>14.3</td>
<td>2.56</td>
<td>1.42</td>
<td>2.70</td>
<td>1.45</td>
<td>40</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>14</td>
<td>66.7</td>
<td>4</td>
<td>19.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>14.3</td>
<td>.22</td>
<td>.428</td>
<td>.38</td>
<td>.677</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>10</td>
<td>50.0</td>
<td>4</td>
<td>20.0</td>
<td>1</td>
<td>5.0</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>5.0</td>
<td>4</td>
<td>20.0</td>
<td>.63</td>
<td>1.08</td>
<td>.85</td>
<td>1.14</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>14.3</td>
<td>4</td>
<td>19.0</td>
<td>3</td>
<td>14.3</td>
<td>11</td>
<td>52.4</td>
<td>0</td>
<td>.0</td>
<td>3.05</td>
<td>1.16</td>
<td>3.00</td>
<td>1.27</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>6</td>
<td>28.6</td>
<td>7</td>
<td>33.3</td>
<td>2</td>
<td>9.5</td>
<td>1</td>
<td>4.8</td>
<td>4</td>
<td>19.0</td>
<td>1</td>
<td>4.8</td>
<td>1.50</td>
<td>1.50</td>
<td>1.73</td>
<td>1.40</td>
</tr>
</tbody>
</table>

*Mean range: 1=0, 2=1-2, 3=3-4, 4=5-6, 5=7 or more; "Not applicable excluded from analysis.

### Graph 20

How many professional articles or chapters in books have you published in the last five years?

### Graph 21

How many authored books or edited books have you published in the last five years?

### Graph 22

How many monographs, manuals, or reviews have you published in the last five years?
Department of Marketing Supplemental Questions

Table 6

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am generally optimistic about the Marketing Department's prospects as an organization over the next 10 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>I am generally optimistic about my personal prospects for success within the Marketing Department over the next 10 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>14.3</td>
</tr>
</tbody>
</table>
I am generally optimistic about the Marketing Department's prospects as an organization over the next 10 years.

I am generally optimistic about my personal prospects for success within the Marketing Department over the next 10 years.

<table>
<thead>
<tr>
<th>Which of the following best describes your rank and position within the Marketing Department?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure track, rank of Full Professor</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Tenure track, rank of Associate Professor or Assistant Prof.</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Non-tenure track</td>
<td>5</td>
<td>25.0</td>
</tr>
</tbody>
</table>
**ACADEMIC PROGRAM REVIEW**  
**DEPARTMENT OF MARKETING**  
**GRADUATE ALUMNI SURVEY FINDINGS REPORT**  
**April 2006**

N = 63 (response rate = 27.4 percent)  
University (22 departments) N = 997 (response rate = 46.3 percent)

Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>1</td>
<td>1.6</td>
<td>3</td>
<td>4.8</td>
<td>13</td>
<td>20.6</td>
<td>33</td>
<td>52.4</td>
<td>12</td>
<td>19.0</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>1</td>
<td>1.6</td>
<td>5</td>
<td>7.9</td>
<td>20</td>
<td>31.7</td>
<td>24</td>
<td>38.1</td>
<td>13</td>
<td>20.6</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>1</td>
<td>1.6</td>
<td>3</td>
<td>4.8</td>
<td>8</td>
<td>12.9</td>
<td>34</td>
<td>54.8</td>
<td>16</td>
<td>25.8</td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>1</td>
<td>1.6</td>
<td>3</td>
<td>4.8</td>
<td>14</td>
<td>22.2</td>
<td>31</td>
<td>49.2</td>
<td>14</td>
<td>22.2</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>3</td>
<td>4.8</td>
<td>3</td>
<td>4.8</td>
<td>17</td>
<td>27.0</td>
<td>23</td>
<td>36.5</td>
<td>16</td>
<td>25.4</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>2</td>
<td>3.2</td>
<td>2</td>
<td>3.2</td>
<td>5</td>
<td>7.9</td>
<td>28</td>
<td>44.4</td>
<td>26</td>
<td>41.3</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable excluded from analysis.
Faculty members in the department were interested in the academic development of undergraduate majors.

The undergraduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the undergraduate program prepared me for my professional career and/or further study.

There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Dept. Mean</th>
<th>SD</th>
<th>Univ. Mean</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>8</td>
<td>12.7</td>
<td>8</td>
<td>12.7</td>
<td>21</td>
<td>33.3</td>
<td>10</td>
<td>15.9</td>
<td>5</td>
<td>7.9</td>
<td>11</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>7</td>
<td>11.1</td>
<td>13</td>
<td>20.6</td>
<td>22</td>
<td>34.9</td>
<td>5</td>
<td>7.9</td>
<td>2</td>
<td>3.2</td>
<td>14</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>4.8</td>
<td>19</td>
<td>30.2</td>
<td>26</td>
<td>41.3</td>
<td>10</td>
<td>15.9</td>
<td>5</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>6.3</td>
<td>17</td>
<td>27.0</td>
<td>35</td>
<td>55.6</td>
<td>7</td>
<td>11.1</td>
<td>0</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0</td>
<td>.0</td>
<td>6</td>
<td>9.7</td>
<td>12</td>
<td>19.4</td>
<td>36</td>
<td>58.1</td>
<td>8</td>
<td>12.9</td>
<td>0</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3</td>
<td>4.8</td>
<td>4</td>
<td>6.3</td>
<td>23</td>
<td>36.5</td>
<td>24</td>
<td>38.1</td>
<td>9</td>
<td>14.3</td>
<td>0</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>2</td>
<td>3.2</td>
<td>3</td>
<td>4.8</td>
<td>19</td>
<td>30.2</td>
<td>29</td>
<td>46.0</td>
<td>10</td>
<td>15.9</td>
<td>0</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>3.2</td>
<td>6</td>
<td>9.5</td>
<td>33</td>
<td>52.4</td>
<td>22</td>
<td>34.9</td>
<td>0</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded from analysis.

Graph 7

Graph 8

Graph 9

Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom
Graph 10
Effectiveness of teaching methods used by faculty

Graph 11
Procedures used to evaluate student performance

Graph 12
Frequency of undergraduate major course offerings

Graph 13
Variety of undergraduate major course offerings

Graph 14
Clarity of degree requirements
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>20</td>
<td>38.5</td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>61.5</td>
</tr>
</tbody>
</table>

Table 4

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neither agree nor disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>----</td>
<td>---</td>
<td>----</td>
<td>---</td>
<td>----</td>
<td>---</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>1.6</td>
<td>20</td>
<td>32.8</td>
<td>36</td>
<td>59.0</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>4</td>
<td>6.6</td>
<td>11</td>
<td>18.0</td>
<td>25</td>
<td>41.0</td>
<td>16</td>
<td>26.2</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>5</td>
<td>8.3</td>
<td>16</td>
<td>26.7</td>
<td>23</td>
<td>38.3</td>
<td>14</td>
<td>23.3</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>3.3</td>
<td>8</td>
<td>13.3</td>
<td>41</td>
<td>68.3</td>
<td>9</td>
<td>15.0</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree
The graduate program in Marketing provided good preparation for broader career responsibilities in a career in Marketing.

The Robinson College of Business helped me to get a better job.

Through the graduate program in Marketing, I enhanced my network of professional contacts.

I would recommend the graduate program in Marketing at the Robinson College of Business to a prospective student with goals and objectives similar to mine.
### Table 5

<table>
<thead>
<tr>
<th>Describe your current employment situation</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not employed</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Self-employed</td>
<td>9</td>
<td>15.3</td>
</tr>
<tr>
<td>Employed in brand or product management</td>
<td>16</td>
<td>27.1</td>
</tr>
<tr>
<td>Employed in advertising or public relations</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>Employed in marketing research</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>Employed in retail or industrial sales</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>Some other position</td>
<td>23</td>
<td>39.0</td>
</tr>
</tbody>
</table>

### Table 6

<table>
<thead>
<tr>
<th>Other</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Corporate Communications</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Risk Management consultant</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Professional services</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Technical</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Promotions</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Executive director</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>VP - Client Relations</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>VP Marketing</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Sales</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Sales operations</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Specialty advertising manager</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Healthcare Marketing</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Real Estate</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Engineering Consultant</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Services marketing</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Retail</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Software sales engineering</td>
<td>1</td>
<td>4.3</td>
</tr>
</tbody>
</table>
The following statements are in response to the comment section in the online questionnaire.

All responses are imported directly into a Word document without any changes to wording, punctuation, spelling, or grammar.

Department of Marketing
Graduate Alumni

It feels like Marketing is not a focus of Robinson & the class offerings reflect this.

I thought Ken Bernhardt did a great job leading the marketing dept. when he was chair. Of all the professors I had in marketing (e.g. David, Allyn, Pilling, Rigdon, Verhage, etc.), I felt Sam Allen was the most thorough and one of the most effective. I can say the same about Verhage and Naveen as well. Rigdon was out of place in a services marketing course I took w/ him and Pilling needs help w/ strategic marketing (way to dry).

Of the marketing professors that I had, Chris Lemley & Ken Bernhardt were standouts. (Others I had - Boles, Donthu, Ellen, Pilling, Verhage). The differences were that they took things deeper and really challenged us to think. They did more than lecture and ask us to regurgitate the memorized list from the book or notes. Note: Boles also did a good job with cases. I didn’t notice how much a difference what they did made until I started the EMBA program at Kellogg. Cases with lecture really aid true learning and application. I wish that the program had more case courses. For example, while I learned the Marketing Research Fundamentals, in MK 8200, it would have been great to discuss some cases with companies and their marketing research problems. I think more of a focus on cases would really elevate the quality of the program as long as you have quality professors that can teach cases. I also wish the overall level of quality of instructors was on average, higher. Verhage and Pilling were disappointing. Thanks for the opportunity to provide feedback.

Questions 1, 2, and 3 would have different answers depending on the course/instructor. For example, I had a great Consumer Behavior class, but unfortunately a very weak e-marketing class.

The marketing dept staff made me “feel” that I could achieve as an MBA student. The coaching aspects of the professors is just as important as the content of the course.

I took 5 marketing classes within my program. I had two really good professors from whom I learned a great deal; however, two of the classes I was most disappointed in both the content & teaching were also marketing classes. Additionally, there were few marketing classes offered many semesters – Ultimately forcing me to take classes I was not truly interested in so that I could graduate in a timely manner.

Keep trying to improve the Alumni Network.

Overall, I enjoyed my coursework in the Georgia State University MBA – Marketing program. Diverse fellow students and teachers were met and experienced within the classroom environment. The skills and techniques developed for working within a team and achieving
mutual goals were the most important attribute. The marketing program was properly focused. However, more utilization of real world experience would be beneficial. Suggestions are: intern work with existing businesses; guest-entrepreneurs/speakers; classroom task management for real business problems; student competitions; and job offerings.

NOT ONLY DID I ENJOY MY MARKETING COURSES, I’VE FOUND THEM IMMENSELY PRACTICAL. I SINCERELY APPRECIATE THE ALUMNI OUTREACH & LOOK FORWARD TO THE OUTCOMES FROM THIS SURVEY!

I would like more “how to” classes. 1) A class on print advertising 2) e-mail campaigns 3) telephone marketing 4) focus group 5) techniques of persuasion in face to face communication.

I wish that the department would have had more career development opportunities available to students. Most people pursuing this degree were hoping to advance further in their careers, or academically. While the program was a very good springboard into perhaps a PhD program, there was sometimes a gap between theory and application that would be helpful on the job. Also, more networking opportunities (with employers) looking for marketers.

The marketing research was the most time consuming course & the most useless. I really felt its complete emphasis on the Mark strat game & our grades based on performance in this game was a BAD learning tool & evaluation.

The class themselves were great, but GSU is absolutely awful in helping with employment opportunities. Panthernet has mainly finance and accounting jobs or marketing jobs that are so entry-level that they are completely inappropriate for MBAs. Though I feel my education is good, everything that I have done with it has been on my own and I hit nothing but dead-ends when I sought career guidance from GSU. Without proper career help, what good is an MBA?

Excellent program, great professors – just need to improve the quality of students. Most students in marketing were trying to make a career change into Marketing, and did not have any relevant professional experience. This affects the quality of class discussion & group projects.

Guidance on more application of concepts learned in Real Life jobs.

Eliminate the egos of the Marketing faculty. Chris Lemley and Ken Bernhardt are so full of themselves they are ineffective in acknowledging anything outside their own, dated frame of reference. They are closed-minded and rude. Chris Lemley is methodical as a marketer, but he is not strategic; there is an important distinction.

While the Marketing classes and professors & program were great, the bureaucracy & level of disorganization of GSU as a University was appalling – we, as students, would compare GSU horror stories about being told 2 completely separate/opposite answers to the same question concerning important issues such as graduation, etc. Hopefully that has improved. Thx.

It would be helpful if students could get advised as to which elective courses would fit best with their educational/career objectives.
Emphasis on Teamwork: Pro: Allows one to leverage their own skill set and learn from others within their group practical business knowledge. Con: Provides an opportunity for “less-driven” individuals to “coast” through a class without doing as much or contributing to the team. Some professors/classes had a better balance of team vs. individual work than others.

Would like to have seen more marketing courses for services. I took the services Marketing class but it was much more focused around customer service, etc than actually marketing professional services. There was one chapter on that topic. It would have been very beneficial to learn more about how to market professional services to other businesses.

Best classes: Donthu Product Mngt Marketing Intelligence

More career advisement/encouragement to find internship opportunities/assistance with networking
This is my first semester as a graduate student. I have not taken any marketing classes yet; therefore, I did not have too much feedback yet at this time.

I haven't taken any marketing classes or MBA 8015, so I really have nothing to evaluate.

Each class really depends on the instructor you receive. Some teachers are very well versed in current trends and are active in business / research every day. Teachers that can take the material we learn and apply to real business settings are substantially better than those teachers that rely heavily on the book for materials.

There should be more frequent offerings of courses. Often we have to miss a desired course due to timing issues. This is especially true with the part-time students (who make up a majority of the program). I also think professors should be more mindful of the limited time students have. They should focus their work on those materials and subjects that are the most important, instead of giving 50% more work just for the 'volume' approach to 'teaching.' I find it more effective when I can focus on less (but more important) than skim through more (and not know what is important).

I would have ranked the department higher, but there is a particular professor that I had that decreased my view of the whole program.

Marketing jobs appear to be elusive. Yet, Career Management seems to suggest that they are not. Career Management should take more initiative in reaching qualified students when openings are available. When students sign up for the job placement system, they should not have to continually check for openings. The system should notify qualified students via email when an opening is available (this is how most web job boards work). Even if this means that 200 students are getting notified for each position, in the long run, more students will get placed. This will create a better reputation for the university with recruiters seeking qualified applicants. It will also let students feel that Career Management is working for them without the extra effort. As it stands, Career Management requires as much attention as a 3 credit-hour course. The process can and should be simpler for everyone's benefit.

Need more real world influences - have speakers in class that currently work in the different fields of marketing. Also analyze current media out there such as print ads, television ads and etc. Outlaw any use of video to be shown in the classroom that was made before 1990 - seriously this makes the school look so bad and seem so outdated. Truly one of my pet peeves.
Overall I am satisfied with my education at GSU. I would like to see more offerings each semester in the Marketing Department since not all classes are offered each semester. While the Business Communications class may have been very helpful to some students, especially those in disciplines outside of Marketing, I think that most Marketing students at the graduate level would have been exposed to memo writing and presentations. I do feel that I 'wasted' a class, and I could have been better served by being allowed to exempt out of that class and allowed to take an alternative marketing class.

Overall, I am less than satisfied with my commitment to concentrate my MBA electives in marketing. Of the four classes I have taken, I consider two to have been worthwhile. The disappointments in the courses are primarily from two deficiencies: 1. Lack of technical skills and takeaways 2. Simplistic cases I have taken a number of course within other departments. The superior courses provide you with technical skills to apply in the working world. In the area of marketing, it seems the appropriate technical skills would be proficiency in SPSS and use the various consumer/market data providers. In my experience, the stats/SPSS offering was taught almost as an afterthought and, as such, much of the course's subject matter was sacrificed. A solution may be to organize the MK classes to follow an intended (linear) track or curriculum so that a student learns the tech skills first, then applies them in the consumer behavior class (for example). Regarding the simplistic cases, the best use of cases in my MBA program was in Global Competitive Strategy. That course seems to be a good model for marketing classes. Also, on a number of occasions I tried to get advisement on a curriculum. I spoke to some professor, but there was not much clarity in their direction. I sought a curriculum that was relevant to cutting edge contingencies, but never did find one. Other departments have come up with hybrid majors to this end.

I do believe that GSU has an excellent MBA program. I'm in my first year of the program, and have not had that much exposure to the Marketing department until recently. I would suggest that the department identify marketing majors as soon as they enter the program and find ways to develop some sort of a community atmosphere with the students. In my experience, I've had to seek out other marketing majors on my own, when I feel like I could have met them earlier. I'm also in the process of trying to meet more marketing faculty in my attempt to seek career guidance and advice on my electives now that I'm finishing up my prerequisites.

I think the program of study should be more defined for students (very unclear). Additionally, the very first registration is very difficult. Imagine you have never attended GA State and would like to register for a full class load (don't know your POS, where to search for classes of your interest, etc.) Need to help with defining student's POS.

I have strongly recommended this program to many people who are considering getting an MBA. The marketing faculty have brought incredible real-world experience and are not just teaching from a textbook. I have been able to apply what I've learned immediately.

I have only taken one class, and currently enrolled in two more. So my experiences are limited.

I've had 2 courses during my program in marketing. The first marketing class was extremely basic and professor provided a depth to the material that was on par with an introductory
undergrad class. It was essentially read the text book, take multiple choice exams. My second class has been much better, with much more practical applications rather than theory. I like the use of case studies and think they provide real-world examples of situations that companies face as well as some right and wrong things companies did. I prefer heavier emphasis on case studies within a framework of theory.

My background is in engineering but I am interested in switching fields of work. As I will not have any real marketing experience when I graduate, I am hoping to find a job that relates my engineering background to what I am doing. I thought marketing research may be a good fit as it still involves data analysis and data gathering. It would be nice to see the department advise students who are hoping to switch fields as we may need more guidance than those students who already have a marketing background.

I have only taken the first graduate-level core-course in Marketing so far, but it was not a good experience. The professor, although nice and clearly knowledgeable, did not relate the basic course information very well to me. He was used to teaching higher level Marketing courses, and it appeared that it was difficult for him to step down to a more basic level. In the end, his exams did not effectively test the material that we covered and discussed in class.

I am new to the program and have not started taking the marketing courses yet, which is why the majority of the questions were not applicable to me. I am currently enrolled in 8015 and feel that it would better be offered as a 1.5 hour course or an online course. It seems to not be designed well and kind of feels like a waste of my time and money.

Only one of my four Marketing courses could be considered challenging (MK 8100-Buyer Behavior with Ken Bernhardt). I believe that GSU should raise the stakes for Marketing coursework in order to develop more determined, focused, and ultimately better equipped marketers.

I am disappointed with the Marketing program. It doesn't feel like a program. There just seems to be classes that we have to take. I barely know anyone that is a marketing major. There are no department sponsored organizations or activities. If there are, I have no idea about them. I don't know what the marketing department does on a regular basis to bring attention to the program. I go to the site, but there isn't' much for students. I am disappointed.

This is only my second semester in the program. I feel that this program and the classes I am taking have improved my performance at work. The classes are very insightful and they stimulate my thinking. I have enjoyed every class I have taken so far; in particular the MBA 8000.

I am in my first semester and to date have only completed half of 7010, so I'm afraid I can't offer any insight into the Marketing Department. Good Luck!

I am currently a Director of Marketing for a $4 billion market cap company, and have been sorely dissapointed with the lack of challenge in certain marketing courses. - Product Marketing was the best course offered and should be mandatory - Services Marketing, although
I could not take it because it was not offered that much, should also be a mandatory course. Sales Management was an incredibly weak course, although I do feel it's important to a marketing concentration. Marketing Communications course is incredibly weak, however, I understand that those new to marketing may see the challenge in it. Lastly, the Marketing department should offer a mandatory capstone course for concentrations and majors that cover the full spectrum of market research, product/service concept development, marketing strategy, launch, and post mortem analysis for future refinements.

I found my classes most valuable where the professor has fairly extensive real-world applied experience. In one of my classes, the professor had spent almost her entire career as an academic. While the information was well presented, I did not find the class as valuable or that she could connect to graduate students with the same level of understanding of someone who had the challenges many of the students experience in their jobs. I think it important to simulate the real-world experience as much as possible, and I would like to see classes that went beyond that experience on only a project level. Overall, I had a couple of great professors and classes and have been able to apply some of the information from my classes. The most valuable part has been expanding my critical thinking skills to look at problems differently and with more questions and with a greater understanding of the whole puzzle.

I am an advanced student with a career and Masters degree before joining GSU. GSU is not challenging and I am not seeing much benefit. For students who travel some professors act very negative towards them. I have a challenging and rewarding career that requires I travel internationally at least once a quarter, which causes me to miss a couple classes. However GSU wants students with 4-5 years of experience. GSU should recognize that a large percentage of successful individuals who will attend GSU and need to travel for work and may already have succesful careers underway.

I'm still working on the core courses so my feedback may not be the most valuable. In the next semester or two I will be getting into the electives for my chosen major. Then I'll really be able to respond about the marketing department.

Bernhardt was an exceptional professor. Donthu, Lemley, and Bellenger are superior teachers. The staff and their accessibility are the strong points to this program.

If where you are is always here, how will you ever get there?

The degree requirements are vague in the GSU catalog. Also, nobody from the Marketing department has tried to contact me since I enrolled. I'd like to discuss career matters with someone in Marketing -- not just the GCM dept.

I've only completed 2 1/2 semesters at Robinson so my exposure to Dept of Marketing is limited. MBA 7040 was not a very useful class. Instructor taught from the book, and the book was little more than an inventory of terms. Tests assessed how well you could memorize terms and categories, rather than how well you could apply knowledge. I got a waiver on MBA 8015 due to professional experience in the area.
My introductory marketing class was terrible. It was not interactive. It was premade slides with test questions that did not necessarily correspond to the book. I feel like marketing is an area where there is a lot of opportunity to have class projects that are creative and fun but there was nothing outside of reading the book.

I'm pretty satisfied with the Marketing Department. General academic advisers though, leave a lot to be desired.

I am about to take my second graduate course, so I can't really respond to any of these questions yet.
### Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>72.0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>72.0</td>
<td>7</td>
<td>28.0</td>
<td>4.12</td>
<td>.888</td>
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<td>The graduate program of study is academically challenging.</td>
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<td>3.6</td>
<td>20</td>
<td>71.4</td>
<td>1</td>
<td>3.6</td>
<td>20</td>
<td>71.4</td>
<td>7</td>
<td>25.0</td>
<td>4.05</td>
<td>.826</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>80.8</td>
<td>5</td>
<td>19.2</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>80.8</td>
<td>5</td>
<td>19.2</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>2</td>
<td>6.7</td>
<td>19</td>
<td>63.3</td>
<td>9</td>
<td>30.0</td>
<td>2</td>
<td>6.7</td>
<td>19</td>
<td>63.3</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
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<td>2.9</td>
<td>27</td>
<td>79.4</td>
<td>6</td>
<td>17.6</td>
<td>1</td>
<td>2.9</td>
<td>27</td>
<td>79.4</td>
<td>6</td>
<td>17.6</td>
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<tr>
<td>Class size is suitable for effective learning.</td>
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<td>0</td>
<td>18</td>
<td>72.0</td>
<td>7</td>
<td>28.0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>72.0</td>
<td>7</td>
<td>28.0</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable excluded from analysis.
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the graduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
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<td>Academic advisement available in the department</td>
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<td>8.3</td>
<td>7</td>
<td>29.2</td>
<td>15</td>
<td>62.5</td>
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<td>3.57</td>
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<td>6</td>
<td>21.4</td>
<td>18</td>
<td>64.3</td>
<td>3.33</td>
<td>1.11</td>
<td>3.19</td>
<td>1.19</td>
<td>64.6</td>
</tr>
<tr>
<td>Availability of faculty to students outside the</td>
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<td>.0</td>
<td>16</td>
<td>66.7</td>
<td>8</td>
<td>33.3</td>
<td>3.80</td>
<td>.961</td>
<td>3.96</td>
<td>1.04</td>
<td>20.8</td>
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<td>classroom</td>
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<td></td>
<td></td>
<td></td>
<td>3.80</td>
<td>.961</td>
<td>3.96</td>
<td>1.04</td>
<td>20.8</td>
<td></td>
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</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
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<td>8.0</td>
<td>16</td>
<td>64.0</td>
<td>7</td>
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<td>Procedures used to evaluate student performance</td>
<td>2</td>
<td>10.0</td>
<td>10</td>
<td>50.0</td>
<td>8</td>
<td>40.0</td>
<td>3.68</td>
<td>.948</td>
<td>3.90</td>
<td>.859</td>
<td>20.8</td>
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<tr>
<td>Frequency of graduate course offerings</td>
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<td>18.8</td>
<td>6</td>
<td>37.5</td>
<td>7</td>
<td>43.8</td>
<td>3.16</td>
<td>1.04</td>
<td>3.31</td>
<td>1.10</td>
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<tr>
<td>Variety of graduate course offerings</td>
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<td>10</td>
<td>58.8</td>
<td>6</td>
<td>35.3</td>
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<td>1.00</td>
<td>3.49</td>
<td>1.06</td>
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<tr>
<td>Clarity of degree requirements</td>
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<td>18.2</td>
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<td>3.95</td>
<td>1.04</td>
<td>33.3</td>
</tr>
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</table>

*Mean range: 1=poor to 5=excellent; "Don’t know/not applicable excluded from analysis.

Graph 7  Career advisement available in the department

Graph 8  Availability of faculty to students outside the classroom

Graph 9  Academic advisement available in the department
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements
### Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
<th>Univ. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32</td>
<td>49.2</td>
<td>70.5</td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td>50.8</td>
<td>29.5</td>
</tr>
</tbody>
</table>

### Table 4

<table>
<thead>
<tr>
<th>What kind of position do you intend to seek when you have completed your graduate program in Marketing at the Robinson College of Business?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan to remain in my current job</td>
<td>16</td>
<td>24.6</td>
</tr>
<tr>
<td>Plan to seek a job/new job in marketing</td>
<td>38</td>
<td>58.5</td>
</tr>
<tr>
<td>Plan to seek a job/new job in another field</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Plan to be self-employed</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Do not plan to seek employment immediately</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>10.8</td>
</tr>
</tbody>
</table>
### Table 5

<table>
<thead>
<tr>
<th>Plan to seek a job/new job in marketing. In what field of marketing?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Director of sales/management</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Consumer product marketing</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Event marketing</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Market research</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Academic/Assistant professor</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Sales/Marketing consulting</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Global company that emphasizes marketing</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Marketing promotions</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Advertising</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Brand management</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Marketing intelligence/Strategic planning</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Social marketing</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Interactive marketing</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Database marketing</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Data analyst</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Marketing manager</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>International marketing</td>
<td>1</td>
<td>3.1</td>
</tr>
</tbody>
</table>

### Table 6

<table>
<thead>
<tr>
<th>Plan to seek a job/new job in another field. In what field?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 7

<table>
<thead>
<tr>
<th>Plan to be self-employed. In what type of work?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent marketing firm for Biotech</td>
<td>1</td>
<td>50.0</td>
</tr>
<tr>
<td>Packaging</td>
<td>1</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### Table 8

<table>
<thead>
<tr>
<th>If you have sought career management assistance from the Robinson College of Business, overall, how satisfied have you been with the service provided?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unsatisfied</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>12</td>
<td>19.4</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>5</td>
<td>8.1</td>
</tr>
<tr>
<td>Have not sought career management assistance</td>
<td>39</td>
<td>62.9</td>
</tr>
<tr>
<td>Mean*</td>
<td></td>
<td>2.87</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td>.869</td>
</tr>
</tbody>
</table>

*Mean range: 1=very unsatisfied, 2=unsatisfied, 3=satisfied, 4=very satisfied; "Have not sought career management excluded from analysis.

### Table 9

<table>
<thead>
<tr>
<th>MBA 8015, the business communications course, substantially improved my business communications skills.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>9.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>6</td>
<td>9.2</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>21.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>I have not taken MBA 8015.</td>
<td>31</td>
<td>47.7</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>3.09</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td>1.28</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree; "I have not taken MBA 8015 excluded from analysis.
Table 10

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to take additional,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elective courses in business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communications, beyond MBA 8015.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>33</td>
<td>51.6</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>7.8</td>
</tr>
<tr>
<td>Mean</td>
<td>3.06</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.957</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree.

Table 11

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend the graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program in Marketing at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia State to prospective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate students who have goals and objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>11</td>
<td>17.2</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>46.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>31.3</td>
</tr>
<tr>
<td>Mean</td>
<td>4.05</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.825</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree.
## NSSE Results by General Education Outcomes

<table>
<thead>
<tr>
<th>NSSE Category/Question</th>
<th>Gen Ed Goal</th>
<th>Class</th>
<th>Mean</th>
<th>Mean</th>
<th>Doc.-Ext 2003</th>
<th>Urban 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you evaluate your educational experience at this institution?</td>
<td>N/A</td>
<td>SR</td>
<td>2.91</td>
<td>3.19</td>
<td>***</td>
<td>-0.32</td>
</tr>
<tr>
<td>If you could start over again, would you go to the same institution you are now attending?</td>
<td>N/A</td>
<td>SR</td>
<td>2.94</td>
<td>3.19</td>
<td>***</td>
<td>-0.29</td>
</tr>
<tr>
<td><strong>Above Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
<td>IV.2</td>
<td>SR</td>
<td>2.85</td>
<td>2.64</td>
<td>**</td>
<td>0.22</td>
</tr>
<tr>
<td>[Multicultural]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had serious conversations with students of a different race or ethnicity than your own</td>
<td>SR</td>
<td>2.84</td>
<td>2.85</td>
<td>2.75</td>
<td></td>
<td>2.60</td>
</tr>
<tr>
<td>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>SR</td>
<td>2.72</td>
<td>2.72</td>
<td>2.77</td>
<td></td>
<td>2.56</td>
</tr>
<tr>
<td>GSU encourages contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>SR</td>
<td>2.46</td>
<td>2.47</td>
<td>2.32</td>
<td>*</td>
<td>0.15</td>
</tr>
<tr>
<td>As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds</td>
<td>SR</td>
<td>N/A</td>
<td>3.50</td>
<td>N/A</td>
<td></td>
<td>3.38</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>SR</td>
<td>N/A</td>
<td>0.14</td>
<td>0.18</td>
<td>**</td>
<td>0.08</td>
</tr>
<tr>
<td><strong>VI Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td>SR</td>
<td>3.07</td>
<td>3.19</td>
<td>3.30</td>
<td></td>
<td>3.03</td>
</tr>
<tr>
<td>GSU emphasizes using computers in academic work</td>
<td>SR</td>
<td>N/A</td>
<td>3.45</td>
<td>3.50</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td><strong>At or Below Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>I.1</td>
<td>SR</td>
<td>2.58</td>
<td>2.41</td>
<td>2.38</td>
<td>2.59</td>
</tr>
<tr>
<td>Item</td>
<td>SR</td>
<td>1.54</td>
<td>1.58</td>
<td>1.65</td>
<td>2.36</td>
<td>2.37</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Number of written papers or reports of 20 pages or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Number of written papers or reports between 5 and 19 pages</td>
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<td></td>
<td></td>
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<tr>
<td>Number of written papers or reports of fewer than 5 pages</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GSU contributed to your writing clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As an outcome of your college education, how important to you is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing clearly and effectively</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made a class presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with faculty members outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU contributed to your speaking clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked with other students on projects during class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare class assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked with faculty members on activities other than coursework (</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>committees, orientation, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on a research project with a faculty member outside of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or program requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As an outcome of your college education, how important to you is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>working effectively with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorizing facts, ideas, or methods from your courses and readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>so you can repeat them in pretty much the same form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as examining a particular case or situation in depth and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>considering its components</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SR 2.87</td>
<td>2.91</td>
<td>3.01</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making judgments about the value of information arguments or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td>SR 2.85</td>
<td>2.84</td>
<td>2.86</td>
<td>2.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>SR 3.05</td>
<td>3.11</td>
<td>3.17</td>
<td>3.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU has contributed to your knowledge, skills, in solving complex real-world problems</td>
<td>SR N/A</td>
<td>2.56</td>
<td>2.68</td>
<td>2.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU has contributed to your knowledge, skills, in thinking critically and analytically</td>
<td>SR 3.08</td>
<td>3.19</td>
<td>3.31</td>
<td>*</td>
<td>3.21</td>
<td></td>
</tr>
<tr>
<td>As an outcome of your college education, how important to you is thinking critically and analytically</td>
<td>3.87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disc. Persps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or info from various sources</td>
<td>SR 3.26</td>
<td>3.23</td>
<td>3.24</td>
<td>3.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussion</td>
<td>SR N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen</td>
<td>SR N/A</td>
<td>3.56</td>
<td>N/A</td>
<td>3.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign language coursework</td>
<td>SR N/A</td>
<td>0.38</td>
<td>0.44</td>
<td>0.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU has contributed to your understanding people of other racial and ethnic backgrounds</td>
<td></td>
<td>2.63</td>
<td>2.59</td>
<td>2.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See also, Critical Thinking</td>
<td>SR 2.75</td>
<td>2.78</td>
<td>2.93</td>
<td>*</td>
<td>2.86</td>
<td></td>
</tr>
<tr>
<td>GSU has contributed to your knowledge, skills, in analyzing quantitative problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used an electronic medium (list-serve, chat group, Internet, etc.) to discuss or complete an assignment</td>
<td>SR 2.71</td>
<td>2.62</td>
<td>2.88</td>
<td>2.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in using computing and information technology
As an outcome of your college education, how important to you is developing computer and information technology skills?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SR</td>
<td>2.95</td>
<td>3.02</td>
<td>3.22</td>
<td>** -0.24</td>
</tr>
<tr>
<td>SR</td>
<td>N/A</td>
<td>3.61</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05   ** p < .01   *** p < .001 (2-tailed)
# Table 1
**Academic and Intellectual Experiences**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never N</th>
<th>%</th>
<th>Sometimes N</th>
<th>%</th>
<th>Often N</th>
<th>%</th>
<th>Very often N</th>
<th>%</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td>1</td>
<td>1.2</td>
<td>25</td>
<td>30.1</td>
<td>24</td>
<td>28.9</td>
<td>33</td>
<td>39.8</td>
<td>3.07</td>
<td>.866</td>
<td>3.02</td>
<td>.892</td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>2</td>
<td>2.4</td>
<td>10</td>
<td>12.0</td>
<td>33</td>
<td>39.8</td>
<td>38</td>
<td>45.8</td>
<td>3.29</td>
<td>.773</td>
<td>2.59</td>
<td>.889</td>
</tr>
<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>12</td>
<td>14.5</td>
<td>31</td>
<td>37.3</td>
<td>21</td>
<td>25.3</td>
<td>19</td>
<td>22.9</td>
<td>2.57</td>
<td>1.002</td>
<td>2.53</td>
<td>1.05</td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>2</td>
<td>2.4</td>
<td>4</td>
<td>4.8</td>
<td>34</td>
<td>41.0</td>
<td>43</td>
<td>51.8</td>
<td>3.42</td>
<td>.701</td>
<td>3.27</td>
<td>.786</td>
</tr>
<tr>
<td>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
<td>3</td>
<td>3.6</td>
<td>23</td>
<td>27.7</td>
<td>34</td>
<td>41.0</td>
<td>23</td>
<td>27.7</td>
<td>2.93</td>
<td>.838</td>
<td>2.91</td>
<td>.937</td>
</tr>
<tr>
<td>Come to class without completing readings or assignments</td>
<td>12</td>
<td>14.5</td>
<td>50</td>
<td>60.2</td>
<td>17</td>
<td>20.5</td>
<td>4</td>
<td>4.8</td>
<td>2.16</td>
<td>.724</td>
<td>2.24</td>
<td>.778</td>
</tr>
<tr>
<td>Worked with other students on projects DURING CLASS</td>
<td>5</td>
<td>6.0</td>
<td>40</td>
<td>48.2</td>
<td>22</td>
<td>26.5</td>
<td>16</td>
<td>19.3</td>
<td>2.59</td>
<td>.870</td>
<td>2.47</td>
<td>.871</td>
</tr>
<tr>
<td>Worked with classmates OUTSIDE OF CLASS to prepare class assignments</td>
<td>1</td>
<td>1.2</td>
<td>14</td>
<td>16.9</td>
<td>28</td>
<td>33.7</td>
<td>40</td>
<td>48.2</td>
<td>3.29</td>
<td>.789</td>
<td>2.55</td>
<td>.906</td>
</tr>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
<td>3</td>
<td>3.8</td>
<td>26</td>
<td>32.9</td>
<td>24</td>
<td>30.4</td>
<td>26</td>
<td>32.9</td>
<td>2.92</td>
<td>.903</td>
<td>2.87</td>
<td>.843</td>
</tr>
<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
<td>43</td>
<td>54.4</td>
<td>28</td>
<td>35.4</td>
<td>7</td>
<td>8.9</td>
<td>1</td>
<td>1.3</td>
<td>1.57</td>
<td>.710</td>
<td>1.73</td>
<td>.880</td>
</tr>
<tr>
<td>Participated in a community-based project (e.g., service learning) as part of a regular course</td>
<td>52</td>
<td>65.8</td>
<td>22</td>
<td>27.8</td>
<td>3</td>
<td>3.8</td>
<td>2</td>
<td>2.5</td>
<td>1.43</td>
<td>.692</td>
<td>1.57</td>
<td>.845</td>
</tr>
</tbody>
</table>

*Mean range: 1=never, 2=sometimes, 3=often, 4=very often

**Low mean score has positive association**
<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
<td>5</td>
<td>6.3</td>
<td>17</td>
<td>21.5</td>
<td>26</td>
<td>32.9</td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td>0</td>
<td>.0</td>
<td>11</td>
<td>14.1</td>
<td>23</td>
<td>29.5</td>
</tr>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>4</td>
<td>5.1</td>
<td>29</td>
<td>36.7</td>
<td>23</td>
<td>29.1</td>
</tr>
<tr>
<td>Talked about career plans with a faculty member or advisor</td>
<td>25</td>
<td>31.6</td>
<td>41</td>
<td>51.9</td>
<td>8</td>
<td>10.1</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>32</td>
<td>40.5</td>
<td>32</td>
<td>40.5</td>
<td>8</td>
<td>10.1</td>
</tr>
<tr>
<td>Received prompt feedback from faculty on your academic performance (written or oral)</td>
<td>2</td>
<td>2.6</td>
<td>23</td>
<td>29.9</td>
<td>35</td>
<td>45.5</td>
</tr>
<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>2</td>
<td>2.6</td>
<td>24</td>
<td>31.2</td>
<td>29</td>
<td>37.7</td>
</tr>
<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>49</td>
<td>63.6</td>
<td>18</td>
<td>23.4</td>
<td>4</td>
<td>5.2</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td>2</td>
<td>2.6</td>
<td>24</td>
<td>31.2</td>
<td>31</td>
<td>40.3</td>
</tr>
<tr>
<td>Had serious conversations with students of a different race or ethnicity than your own</td>
<td>6</td>
<td>7.8</td>
<td>22</td>
<td>28.6</td>
<td>20</td>
<td>26.0</td>
</tr>
<tr>
<td>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>5</td>
<td>6.5</td>
<td>26</td>
<td>33.8</td>
<td>24</td>
<td>31.2</td>
</tr>
</tbody>
</table>

*Mean range: 1=never, 2=sometimes, 3=often, 4=very often
### Table 3
**Mental Activities**

<table>
<thead>
<tr>
<th>Coursework emphasized:</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMORIZING facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>4 (5.2%)</td>
<td>18 (23.4%)</td>
<td>32 (41.6%)</td>
<td>23 (29.9%)</td>
</tr>
<tr>
<td>ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
<td>1 (1.3%)</td>
<td>10 (13.0%)</td>
<td>25 (32.5%)</td>
<td>41 (53.2%)</td>
</tr>
<tr>
<td>SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>1 (1.3%)</td>
<td>20 (26.0%)</td>
<td>31 (40.3%)</td>
<td>25 (32.5%)</td>
</tr>
<tr>
<td>MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td>3 (3.9%)</td>
<td>22 (28.6%)</td>
<td>24 (31.2%)</td>
<td>28 (36.4%)</td>
</tr>
<tr>
<td>APPLYING theories or concepts to practical problems or in new situations</td>
<td>1 (1.3%)</td>
<td>9 (11.7%)</td>
<td>36 (46.8%)</td>
<td>31 (40.3%)</td>
</tr>
</tbody>
</table>

*Mean range: 1=very little, 2=some, 3=quite a bit, 4=very much

### Table 4
**Reading and Writing**

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Between 1 to 4</th>
<th>Between 5 to 10</th>
<th>Between 11 to 20</th>
<th>More than 20</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assigned textbooks, books, or book-length packs of course readings</td>
<td>0 (0.0%)</td>
<td>31 (40.8%)</td>
<td>26 (34.2%)</td>
<td>15 (19.7%)</td>
<td>4 (5.3%)</td>
<td>2.89</td>
<td>.903</td>
<td>3.05</td>
<td>1.00</td>
</tr>
<tr>
<td>Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</td>
<td>15 (19.7%)</td>
<td>59 (73.8%)</td>
<td>15 (19.7%)</td>
<td>0 (0.0%)</td>
<td>7 (9.2%)</td>
<td>2.28</td>
<td>1.07</td>
<td>2.44</td>
<td>1.08</td>
</tr>
<tr>
<td>Number of written papers or reports of 20 PAGES OR MORE</td>
<td>22 (28.9%)</td>
<td>41 (53.9%)</td>
<td>8 (10.5%)</td>
<td>2 (2.6%)</td>
<td>3 (3.9%)</td>
<td>1.99</td>
<td>.931</td>
<td>1.56</td>
<td>.772</td>
</tr>
<tr>
<td>Number of written papers or reports BETWEEN 5 AND 19 PAGES</td>
<td>8 (10.5%)</td>
<td>34 (44.7%)</td>
<td>24 (31.6%)</td>
<td>4 (5.3%)</td>
<td>6 (7.9%)</td>
<td>2.55</td>
<td>1.02</td>
<td>2.48</td>
<td>.974</td>
</tr>
<tr>
<td>Number of written papers or reports of FEWER THAN 5 PAGES</td>
<td>3 (3.9%)</td>
<td>17 (22.4%)</td>
<td>23 (30.3%)</td>
<td>18 (23.7%)</td>
<td>15 (19.7%)</td>
<td>3.33</td>
<td>1.14</td>
<td>2.74</td>
<td>1.15</td>
</tr>
</tbody>
</table>

*Mean range: 1=none, 2=between 1-4, 3=between 5-10, 4=between 11-20, 5=more than 20
### Table 5
#### Problem Sets

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>More than 6</th>
<th>Dept. Mean</th>
<th>SD</th>
<th>Univ. Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete</td>
<td>11</td>
<td>14.5</td>
<td>31</td>
<td>40.8</td>
<td>19</td>
<td>25.0</td>
<td>9</td>
<td>11.8</td>
<td>6</td>
</tr>
<tr>
<td>Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete</td>
<td>19</td>
<td>25.0</td>
<td>21</td>
<td>27.6</td>
<td>21</td>
<td>27.6</td>
<td>7</td>
<td>9.2</td>
<td>8</td>
</tr>
</tbody>
</table>

*Mean range: 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6*

### Table 6
#### Examinations

<table>
<thead>
<tr>
<th>Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>34.2</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>35.5</td>
</tr>
<tr>
<td>Very much</td>
<td>6</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Dept. | Mean | 5.22 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1.04</td>
<td></td>
</tr>
</tbody>
</table>

Univ. | Mean | 5.45 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1.27</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=very little to 7=very much*
### Table 7
#### Additional Educational Experiences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended an art exhibit, gallery, play, dance, or other theater performance</td>
<td>27</td>
<td>35.5</td>
<td>30</td>
<td>4.6</td>
<td>1.89</td>
<td>.801</td>
<td>1.93</td>
</tr>
<tr>
<td>Exercised or participated in physical fitness activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.25</td>
<td>.102</td>
<td></td>
</tr>
<tr>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>11</td>
<td>14.5</td>
<td>27</td>
<td>35.5</td>
<td>2.65</td>
<td>.944</td>
<td>2.85</td>
</tr>
<tr>
<td>Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
<td>3</td>
<td>3.9</td>
<td>27</td>
<td>35.5</td>
<td>2.78</td>
<td>.826</td>
<td>2.94</td>
</tr>
<tr>
<td>Learned something that changed the way you understand an issue or concept</td>
<td>3</td>
<td>3.9</td>
<td>27</td>
<td>35.5</td>
<td>2.39</td>
<td>.836</td>
<td>2.92</td>
</tr>
</tbody>
</table>

*Mean range: 1=never, 2=sometimes, 3=often, 4=very often*

### Table 8
#### Enriching Educational Experiences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Have not decided</th>
<th>Do not plan to do</th>
<th>Plan to do</th>
<th>Done</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
<td>14</td>
<td>18.4</td>
<td>10</td>
<td>13.2</td>
<td>19 25.0</td>
<td>33</td>
<td>43.4</td>
</tr>
<tr>
<td>Community service or volunteer work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.42</td>
<td>.497</td>
<td>.46 .499</td>
</tr>
<tr>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
<td>12</td>
<td>15.8</td>
<td>42</td>
<td>55.3</td>
<td>9 11.8</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
<td>17</td>
<td>22.4</td>
<td>44</td>
<td>57.9</td>
<td>8 10.5</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>Foreign (additional) language coursework</td>
<td>8</td>
<td>10.5</td>
<td>39</td>
<td>51.3</td>
<td>11 14.5</td>
<td>18</td>
<td>23.7</td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.24</td>
<td>.427</td>
<td>.43 .496</td>
</tr>
<tr>
<td>Independent study or self-designed major</td>
<td>14</td>
<td>18.4</td>
<td>45</td>
<td>59.2</td>
<td>13 17.1</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.05</td>
<td>.224</td>
<td>.07 .251</td>
</tr>
</tbody>
</table>

*Mean range: 0=have not decided, do not plan to do, plan to do and 1=done. Thus, the mean is the proportion responding “done” among all valid respondents.*
### Table 9
**Quality of Relationships**

<table>
<thead>
<tr>
<th>Quality: Your relationships with other students</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfriendly, Unsupportive, Sense of Alienation</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>35.5</td>
</tr>
<tr>
<td>Friendly, Supportive, Sense of Belonging</td>
<td>17</td>
<td>22.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>5.18</td>
<td>1.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>5.18</td>
<td>1.40</td>
</tr>
</tbody>
</table>

*Mean range: 1-unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

### Table 10
**Quality: Your relationships with faculty members**

<table>
<thead>
<tr>
<th>Quality: Available, Helpful, Sympathetic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unavailable, Unhelpful, Unsympathetic</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>23.7</td>
</tr>
<tr>
<td>Available, Helpful, Sympathetic</td>
<td>10</td>
<td>13.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>4.91</td>
<td>1.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>5.06</td>
<td>1.35</td>
</tr>
</tbody>
</table>

*Mean range: 1-unavailable, unhelpful, unsympathetic to 7-available, helpful, sympathetic

### Table 11
**Quality: Your relationships with administrative personnel and offices**

<table>
<thead>
<tr>
<th>Quality: Unhelpful, Inconsiderate, Rigid</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>9.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>25.0</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>Helpful, Considerate, Flexible</td>
<td>5</td>
<td>6.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.76</td>
<td>1.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.74</td>
<td>1.73</td>
</tr>
</tbody>
</table>

*Mean range: 1-unhelpful, inconsiderate, rigid to 7=helpful, considerate flexible
<table>
<thead>
<tr>
<th>Time Usage</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours per 7-day week spent preparing for class (studying, reading, writing,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing homework or lab work, analyzing data, rehearsing, and other academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities)</td>
<td>0</td>
<td>.0</td>
<td>19.0</td>
<td>25.0</td>
<td>19.7</td>
<td>3</td>
<td>3.9</td>
<td>2.6</td>
<td>2.6</td>
<td>3.70</td>
<td>1.48</td>
<td>3.76</td>
</tr>
<tr>
<td>Hours per 7-day week spent working for pay ON CAMPUS</td>
<td>68</td>
<td>89.5</td>
<td>2.6</td>
<td>2.6</td>
<td>3</td>
<td>3.9</td>
<td>1</td>
<td>1.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Hours per 7-day week spent working for pay OFF CAMPUS</td>
<td>12</td>
<td>15.8</td>
<td>0</td>
<td>4</td>
<td>5.3</td>
<td>4</td>
<td>5.3</td>
<td>10.5</td>
<td>14</td>
<td>18.4</td>
<td>5.6</td>
<td>6.6</td>
</tr>
<tr>
<td>Hours per 7-day week spent participating in co-curricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(organizations, campus publications, student government, social fraternity</td>
<td>53</td>
<td>69.7</td>
<td>10</td>
<td>13.2</td>
<td>7</td>
<td>9.2</td>
<td>4</td>
<td>5.3</td>
<td>0.0</td>
<td>1</td>
<td>1.3</td>
<td>0.0</td>
</tr>
<tr>
<td>or sorority, intercollegiate or intramural sports, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours per 7-day week spent relaxing and socializing (watching TV, partying,</td>
<td>2</td>
<td>2.6</td>
<td>27</td>
<td>35.5</td>
<td>22</td>
<td>28.9</td>
<td>10</td>
<td>13.2</td>
<td>4</td>
<td>5.3</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours per 7-day week spent providing care for dependents living with you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(parents, children, spouse, etc.)</td>
<td>45</td>
<td>59.2</td>
<td>11</td>
<td>14.5</td>
<td>6</td>
<td>7.9</td>
<td>3</td>
<td>3.9</td>
<td>2</td>
<td>2.6</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Hours per 7-day week spent commuting to class (driving, walking, etc.)</td>
<td>0</td>
<td>.0</td>
<td>37</td>
<td>48.7</td>
<td>30</td>
<td>39.5</td>
<td>6</td>
<td>7.9</td>
<td>2</td>
<td>2.6</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Mean range: 1=0 hrs, 2=1-5 hrs, 3=6-10 hrs, 4=11-15 hrs, 5=16-20 hrs, 6=21-25 hrs, 7=26-30 hrs, 8=more than 30 hrs.
<table>
<thead>
<tr>
<th>Institutional Emphasis:</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Dept. SD</th>
<th>Univ. SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending significant amounts of time studying and on academic work</td>
<td>0 .0</td>
<td>15</td>
<td>20.0</td>
<td>33</td>
<td>44.0</td>
<td>27</td>
<td>36.0</td>
<td>3.16</td>
</tr>
<tr>
<td>Providing the support you need to help you succeed academically</td>
<td>9 12.0</td>
<td>22</td>
<td>29.3</td>
<td>26</td>
<td>34.7</td>
<td>18</td>
<td>24.0</td>
<td>2.71</td>
</tr>
<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>8 10.7</td>
<td>26</td>
<td>34.7</td>
<td>23</td>
<td>30.7</td>
<td>18</td>
<td>24.0</td>
<td>2.68</td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>40 53.3</td>
<td>19</td>
<td>25.3</td>
<td>10</td>
<td>13.3</td>
<td>6</td>
<td>8.0</td>
<td>1.76</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>33 44.0</td>
<td>19</td>
<td>25.3</td>
<td>18</td>
<td>24.0</td>
<td>5</td>
<td>6.7</td>
<td>1.93</td>
</tr>
<tr>
<td>Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
<td>22 29.3</td>
<td>28</td>
<td>37.3</td>
<td>22</td>
<td>29.3</td>
<td>3</td>
<td>4.0</td>
<td>2.08</td>
</tr>
<tr>
<td>Using computers in academic work</td>
<td>0 .0</td>
<td>7</td>
<td>9.3</td>
<td>22</td>
<td>29.3</td>
<td>46</td>
<td>61.3</td>
<td>3.52</td>
</tr>
</tbody>
</table>

*Mean range: 1=very little, 2=some, 3=quite a bit, 4=very much
## Table 14
Educational and Personal Growth

<table>
<thead>
<tr>
<th>Institutional Contribution:</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Dept. Mean* SD</th>
<th>Univ. Mean* SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Acquiring a broad general education</td>
<td>1</td>
<td>1.4</td>
<td>7</td>
<td>9.5</td>
<td>30</td>
<td>40.5</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>7</td>
<td>9.5</td>
<td>12</td>
<td>16.2</td>
<td>30</td>
<td>40.5</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>3</td>
<td>4.1</td>
<td>12</td>
<td>16.2</td>
<td>35</td>
<td>47.3</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>4</td>
<td>5.4</td>
<td>13</td>
<td>17.6</td>
<td>28</td>
<td>37.8</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>0</td>
<td>.0</td>
<td>10</td>
<td>13.5</td>
<td>29</td>
<td>39.2</td>
</tr>
<tr>
<td>Analyzing quantitative problems</td>
<td>0</td>
<td>.0</td>
<td>15</td>
<td>20.3</td>
<td>31</td>
<td>41.9</td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>2</td>
<td>2.7</td>
<td>8</td>
<td>10.8</td>
<td>23</td>
<td>31.1</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>1</td>
<td>1.4</td>
<td>10</td>
<td>13.5</td>
<td>24</td>
<td>32.4</td>
</tr>
<tr>
<td>Voting in local, state (provincial), or national (federal) elections</td>
<td>30</td>
<td>40.5</td>
<td>24</td>
<td>32.4</td>
<td>13</td>
<td>17.6</td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td>3</td>
<td>4.1</td>
<td>24</td>
<td>32.4</td>
<td>30</td>
<td>40.5</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>16</td>
<td>21.6</td>
<td>14</td>
<td>18.9</td>
<td>28</td>
<td>37.8</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>8</td>
<td>10.8</td>
<td>21</td>
<td>28.4</td>
<td>21</td>
<td>28.4</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>8</td>
<td>10.8</td>
<td>19</td>
<td>25.7</td>
<td>31</td>
<td>41.9</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>16</td>
<td>21.6</td>
<td>17</td>
<td>23.0</td>
<td>26</td>
<td>35.1</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>25</td>
<td>33.8</td>
<td>27</td>
<td>36.5</td>
<td>15</td>
<td>20.3</td>
</tr>
<tr>
<td>Developing a deepened sense of spirituality</td>
<td>52</td>
<td>70.3</td>
<td>10</td>
<td>13.5</td>
<td>4</td>
<td>5.4</td>
</tr>
</tbody>
</table>

*Mean range: 1=very little, 2=some, 3=quite a bit, 4=very much
### Table 15
**Academic Advising**

<table>
<thead>
<tr>
<th>Overall, how would you evaluate the quality of academic advising you have received at your institution?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>8</td>
<td>10.8</td>
</tr>
<tr>
<td>Fair</td>
<td>17</td>
<td>23.0</td>
</tr>
<tr>
<td>Good</td>
<td>31</td>
<td>41.9</td>
</tr>
<tr>
<td>Excellent</td>
<td>18</td>
<td>24.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>2.80</td>
<td>.936</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>2.49</td>
<td>.938</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor, 2=fair, 3=good, 4=excellent

### Table 16
**Satisfaction**

<table>
<thead>
<tr>
<th>How would you evaluate your entire educational experience at this institution?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Fair</td>
<td>8</td>
<td>10.8</td>
</tr>
<tr>
<td>Good</td>
<td>41</td>
<td>55.4</td>
</tr>
<tr>
<td>Excellent</td>
<td>25</td>
<td>33.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.23</td>
<td>.631</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.02</td>
<td>.730</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor, 2=fair, 3=good, 4=excellent

### Table 17

<table>
<thead>
<tr>
<th>If you could start over again, would you go to the SAME INSTITUTION you are now attending?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely no</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Probably no</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>Probably yes</td>
<td>35</td>
<td>47.3</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>25</td>
<td>33.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.12</td>
<td>.776</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>2.97</td>
<td>.874</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes
University System Questions

Table 18

<table>
<thead>
<tr>
<th>During this academic year, how many times have you participated in academic advising at this college?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>9.9</td>
</tr>
<tr>
<td>1</td>
<td>26</td>
<td>36.6</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>21.1</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>14.1</td>
</tr>
<tr>
<td>4 or more times</td>
<td>13</td>
<td>18.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>2.94</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1.28</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univ.</th>
<th>Mean*</th>
<th>2.68</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1.34</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=0, 2=1, 3=2, 4=3, 5=4 or more times

Table 19

<table>
<thead>
<tr>
<th>Importance of assistance: An academic advisor helps students select courses.</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Essential</th>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>16</td>
<td>22.2</td>
<td>13</td>
<td>18.1</td>
<td>42</td>
</tr>
<tr>
<td>Importance of assistance: An academic advisor provides information about academic programs.</td>
<td>1</td>
<td>1.4</td>
<td>5</td>
<td>6.9</td>
<td>21</td>
<td>29.2</td>
</tr>
<tr>
<td>Importance of assistance: An academic advisor talks with students about career opportunities.</td>
<td>3</td>
<td>4.2</td>
<td>15</td>
<td>20.8</td>
<td>22</td>
<td>30.6</td>
</tr>
<tr>
<td>Importance of assistance: An academic advisor talks with students about non-academic/career interests and plans.</td>
<td>18</td>
<td>25.0</td>
<td>20</td>
<td>27.8</td>
<td>17</td>
<td>23.6</td>
</tr>
</tbody>
</table>

*Mean range: 1=not important, 2=somewhat important, 3=very important, 4=essential
Table 20

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor was available when needed.</td>
<td>5  7.0</td>
<td>15  21.1</td>
<td>41  57.7</td>
<td>10  14.1</td>
<td>2.79</td>
<td>.773</td>
<td>2.70</td>
<td>.890</td>
</tr>
<tr>
<td>My academic advisor provided me with accurate information</td>
<td>2  2.9</td>
<td>4  5.7</td>
<td>43  61.4</td>
<td>21  30.0</td>
<td>3.19</td>
<td>.666</td>
<td>2.80</td>
<td>.873</td>
</tr>
<tr>
<td>about courses, programs, and requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My advisor provided assistance when academic difficulties</td>
<td>5  7.4</td>
<td>11  16.2</td>
<td>40  58.8</td>
<td>12  17.6</td>
<td>2.87</td>
<td>.790</td>
<td>2.65</td>
<td>.913</td>
</tr>
<tr>
<td>occurred.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses at this college are offered in such a way that I can</td>
<td>5  7.0</td>
<td>14  19.7</td>
<td>38  53.5</td>
<td>14  19.7</td>
<td>2.86</td>
<td>.816</td>
<td>2.77</td>
<td>.818</td>
</tr>
<tr>
<td>take them in the recommended sequence and still complete my</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>degree in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

Table 21

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often felt: That your job responsibilities</td>
<td>6  8.5</td>
<td>10  14.1</td>
<td>28  39.4</td>
<td>27  38.0</td>
<td>3.07</td>
<td>.931</td>
<td>2.80</td>
<td>1.05</td>
</tr>
<tr>
<td>interfered with your coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often felt: That your family responsibilities</td>
<td>12 16.9</td>
<td>19  26.8</td>
<td>28  39.4</td>
<td>12  16.9</td>
<td>2.56</td>
<td>.967</td>
<td>2.60</td>
<td>1.01</td>
</tr>
<tr>
<td>interfered with your coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often felt: That financial difficulties</td>
<td>10 14.1</td>
<td>18  25.4</td>
<td>27  38.0</td>
<td>16  22.5</td>
<td>2.69</td>
<td>.980</td>
<td>2.71</td>
<td>1.07</td>
</tr>
<tr>
<td>interfered with your coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often felt: Academically unprepared to handle your</td>
<td>27 38.0</td>
<td>24  33.8</td>
<td>18  25.4</td>
<td>2  2.8</td>
<td>1.93</td>
<td>.867</td>
<td>1.87</td>
<td>.869</td>
</tr>
<tr>
<td>coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=not at all, 2=rarely, 3=occasionally, 4=frequently

Table 22

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Senior Student GPA</td>
<td>3.00</td>
</tr>
<tr>
<td>University</td>
<td>3.11</td>
</tr>
</tbody>
</table>
Table 1
Academic and Intellectual Experiences

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td>1</td>
<td>1.2</td>
<td>25</td>
<td>30.1</td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>2</td>
<td>2.4</td>
<td>10</td>
<td>12.0</td>
</tr>
<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>12</td>
<td>14.5</td>
<td>31</td>
<td>37.3</td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>2</td>
<td>2.4</td>
<td>4</td>
<td>4.8</td>
</tr>
<tr>
<td>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
<td>3</td>
<td>3.6</td>
<td>23</td>
<td>27.7</td>
</tr>
<tr>
<td>Come to class without completing readings or assignments ¹</td>
<td>12</td>
<td>14.5</td>
<td>50</td>
<td>60.2</td>
</tr>
<tr>
<td>Worked with other students on projects DURING CLASS</td>
<td>5</td>
<td>6.0</td>
<td>40</td>
<td>48.2</td>
</tr>
<tr>
<td>Worked with classmates OUTSIDE OF CLASS to prepare class assignments</td>
<td>1</td>
<td>1.2</td>
<td>14</td>
<td>16.9</td>
</tr>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
<td>3</td>
<td>3.8</td>
<td>26</td>
<td>32.9</td>
</tr>
<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
<td>43</td>
<td>54.4</td>
<td>28</td>
<td>35.4</td>
</tr>
<tr>
<td>Participated in a community-based project (e.g., service learning) as part of a regular course</td>
<td>52</td>
<td>65.8</td>
<td>22</td>
<td>27.8</td>
</tr>
</tbody>
</table>

¹Mean range: 1=never, 2=sometimes, 3=often, 4=very often
²Low mean score has positive association
<table>
<thead>
<tr>
<th>Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</th>
<th>Never</th>
<th>%</th>
<th>Sometimes</th>
<th>%</th>
<th>Often</th>
<th>%</th>
<th>Very often</th>
<th>%</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>5</td>
<td>6.3</td>
<td>17</td>
<td>21.5</td>
<td>26</td>
<td>32.9</td>
<td>31</td>
<td>39.2</td>
<td>3.05</td>
<td>.932</td>
<td>2.93</td>
<td>1.00</td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td></td>
<td>0</td>
<td>11</td>
<td>14.1</td>
<td>23</td>
<td>29.5</td>
<td>44</td>
<td>56.4</td>
<td>3.42</td>
<td>.730</td>
<td>3.25</td>
<td>.795</td>
</tr>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>26</td>
<td>29</td>
<td>36.7</td>
<td>23</td>
<td>29.1</td>
<td>23</td>
<td>29.1</td>
<td></td>
<td>2.82</td>
<td>.917</td>
<td>2.67</td>
<td>.893</td>
</tr>
<tr>
<td>Talked about career plans with a faculty member or advisor</td>
<td>27</td>
<td>31.6</td>
<td>41</td>
<td>51.9</td>
<td>8</td>
<td>10.1</td>
<td>5</td>
<td>6.3</td>
<td>1.91</td>
<td>.819</td>
<td>1.99</td>
<td>.864</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>22</td>
<td>40.5</td>
<td>32</td>
<td>40.5</td>
<td>8</td>
<td>10.1</td>
<td>7</td>
<td>8.9</td>
<td>1.87</td>
<td>.925</td>
<td>1.95</td>
<td>.940</td>
</tr>
<tr>
<td>Received prompt feedback from faculty on your academic performance (written or oral)</td>
<td>30</td>
<td>2.6</td>
<td>23</td>
<td>29.9</td>
<td>35</td>
<td>45.5</td>
<td>17</td>
<td>22.1</td>
<td>2.87</td>
<td>.784</td>
<td>2.74</td>
<td>.801</td>
</tr>
<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>23</td>
<td>2.6</td>
<td>24</td>
<td>31.2</td>
<td>29</td>
<td>37.7</td>
<td>22</td>
<td>28.6</td>
<td>2.92</td>
<td>.839</td>
<td>2.73</td>
<td>.719</td>
</tr>
<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>22</td>
<td>63.6</td>
<td>18</td>
<td>23.4</td>
<td>4</td>
<td>5.2</td>
<td>6</td>
<td>7.8</td>
<td>1.57</td>
<td>.909</td>
<td>1.60</td>
<td>.888</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td>17</td>
<td>2.6</td>
<td>24</td>
<td>31.2</td>
<td>31</td>
<td>40.3</td>
<td>20</td>
<td>26.0</td>
<td>2.90</td>
<td>.821</td>
<td>2.79</td>
<td>.874</td>
</tr>
<tr>
<td>Had serious conversations with students of a different race or ethnicity than your own</td>
<td>19</td>
<td>7.8</td>
<td>22</td>
<td>28.6</td>
<td>20</td>
<td>26.0</td>
<td>29</td>
<td>37.7</td>
<td>2.94</td>
<td>.991</td>
<td>2.75</td>
<td>.998</td>
</tr>
<tr>
<td>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>11</td>
<td>6.5</td>
<td>26</td>
<td>33.8</td>
<td>24</td>
<td>31.2</td>
<td>22</td>
<td>28.6</td>
<td>2.82</td>
<td>.928</td>
<td>2.66</td>
<td>.969</td>
</tr>
</tbody>
</table>

*Mean range: 1=never, 2=sometimes, 3=often, 4=very often
### Table 3
#### Mental Activities

<table>
<thead>
<tr>
<th>Coursework emphasized:</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Dept. Mean*</th>
<th>RCB Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMORIZING facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>4 5.2</td>
<td>18</td>
<td>23.4</td>
<td>32</td>
<td>41.6</td>
<td>23</td>
</tr>
<tr>
<td>ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
<td>1 1.3</td>
<td>10</td>
<td>13.0</td>
<td>25</td>
<td>32.5</td>
<td>41</td>
</tr>
<tr>
<td>SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>1 1.3</td>
<td>20</td>
<td>26.0</td>
<td>31</td>
<td>40.3</td>
<td>25</td>
</tr>
<tr>
<td>MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td>3 3.9</td>
<td>22</td>
<td>28.6</td>
<td>24</td>
<td>31.2</td>
<td>28</td>
</tr>
<tr>
<td>APPLYING theories or concepts to practical problems or in new situations</td>
<td>1 1.3</td>
<td>9</td>
<td>11.7</td>
<td>36</td>
<td>46.8</td>
<td>31</td>
</tr>
</tbody>
</table>

*Mean range: 1=very little, 2=some, 3=quite a bit, 4=very much

### Table 4
#### Reading and Writing

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Between 1 and 4</th>
<th>Between 5 and 10</th>
<th>Between 11 and 20</th>
<th>More than 20</th>
<th>Dept. Mean*</th>
<th>RCB Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assigned textbooks, books, or book-length packs of course readings</td>
<td>0 .0</td>
<td>31 40.8</td>
<td>26 34.2</td>
<td>15 19.7</td>
<td>4 5.3</td>
<td>2.89</td>
<td>2.98</td>
</tr>
<tr>
<td>Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</td>
<td>15 19.7</td>
<td>39 51.3</td>
<td>15 19.7</td>
<td>2 2.6</td>
<td>3 3.9</td>
<td>2.88</td>
<td>2.43</td>
</tr>
<tr>
<td>Number of written papers or reports of 20 PAGES OR MORE</td>
<td>22 28.9</td>
<td>41 53.9</td>
<td>8 10.5</td>
<td>2 2.6</td>
<td>3 3.9</td>
<td>1.99</td>
<td>1.70</td>
</tr>
<tr>
<td>Number of written papers or reports BETWEEN 5 AND 19 PAGES</td>
<td>8 10.5</td>
<td>34 44.7</td>
<td>24 31.6</td>
<td>4 5.3</td>
<td>6 7.9</td>
<td>2.55</td>
<td>2.40</td>
</tr>
<tr>
<td>Number of written papers or reports of FEWER THAN 5 PAGES</td>
<td>3 3.9</td>
<td>17 22.4</td>
<td>23 30.3</td>
<td>18 23.7</td>
<td>15 19.7</td>
<td>3.33</td>
<td>2.97</td>
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</tbody>
</table>

*Mean range: 1=none, 2=between 1-4, 3=between 5-10, 4=between 11-20, 5=more than 20
Table 5
Problem Sets

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>Dept.</th>
<th>RCB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete</td>
<td>11</td>
<td>14.5</td>
<td>31</td>
<td>40.8</td>
<td>19</td>
<td>25.0</td>
<td>9</td>
<td>11.8</td>
<td>6</td>
<td>7.9</td>
<td>2.58</td>
</tr>
<tr>
<td>Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete</td>
<td>19</td>
<td>25.0</td>
<td>21</td>
<td>27.6</td>
<td>21</td>
<td>27.6</td>
<td>7</td>
<td>9.2</td>
<td>8</td>
<td>10.5</td>
<td>2.53</td>
</tr>
</tbody>
</table>

*Mean range: 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6

Table 6
Examinations

<table>
<thead>
<tr>
<th>Count</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Very little</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Very much</td>
<td>6</td>
</tr>
</tbody>
</table>

Dept. | Mean | 5.22 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td>RCB</td>
<td>Mean</td>
<td>5.53</td>
</tr>
<tr>
<td>SD</td>
<td>1.15</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=very little to 7=very much
## Table 7
Additional Educational Experiences

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended an art exhibit, gallery, play, dance, or other theater performance</td>
<td>27</td>
<td>35.5</td>
<td>38</td>
<td>50.0</td>
<td>7</td>
<td>9.2</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Exercised or participated in physical fitness activities</td>
<td>15</td>
<td>19.7</td>
<td>26</td>
<td>34.2</td>
<td>19</td>
<td>25.0</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</td>
<td>35</td>
<td>46.1</td>
<td>14</td>
<td>18.4</td>
<td>14</td>
<td>18.4</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>11</td>
<td>14.5</td>
<td>25</td>
<td>32.9</td>
<td>27</td>
<td>35.5</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
<td>3</td>
<td>3.9</td>
<td>27</td>
<td>35.5</td>
<td>30</td>
<td>39.5</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>Learned something that changed the way you understand an issue or concept</td>
<td>3</td>
<td>3.9</td>
<td>21</td>
<td>27.6</td>
<td>32</td>
<td>42.1</td>
<td>20</td>
<td>26.3</td>
</tr>
</tbody>
</table>

*Mean range: 1=never, 2=sometimes, 3=often, 4=very often

## Table 8
Enriching Educational Experiences

<table>
<thead>
<tr>
<th></th>
<th>Have not decided</th>
<th>Do not plan to do</th>
<th>Plan to do</th>
<th>Done</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
<td>14</td>
<td>18.4</td>
<td>10</td>
<td>13.2</td>
<td>19</td>
<td>25.0</td>
<td>33</td>
<td>43.4</td>
</tr>
<tr>
<td>Community service or volunteer work</td>
<td>13</td>
<td>17.1</td>
<td>12</td>
<td>15.8</td>
<td>19</td>
<td>25.0</td>
<td>32</td>
<td>42.1</td>
</tr>
<tr>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
<td>12</td>
<td>15.8</td>
<td>42</td>
<td>55.3</td>
<td>9</td>
<td>11.8</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
<td>17</td>
<td>22.4</td>
<td>44</td>
<td>57.9</td>
<td>8</td>
<td>10.5</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>Foreign (additional) language coursework</td>
<td>8</td>
<td>10.5</td>
<td>39</td>
<td>51.3</td>
<td>11</td>
<td>14.5</td>
<td>18</td>
<td>23.7</td>
</tr>
<tr>
<td>Study abroad</td>
<td>14</td>
<td>18.4</td>
<td>45</td>
<td>59.2</td>
<td>13</td>
<td>17.1</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Independent study or self-designed major</td>
<td>15</td>
<td>19.7</td>
<td>49</td>
<td>64.5</td>
<td>6</td>
<td>7.9</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)</td>
<td>9</td>
<td>11.8</td>
<td>12</td>
<td>15.8</td>
<td>26</td>
<td>34.2</td>
<td>29</td>
<td>38.2</td>
</tr>
</tbody>
</table>

*Mean range: 0=have not decided, do not plan to do, plan to do and 1=done. Thus, the mean is the proportion responding “done” among all valid respondents
### Table 9

#### Quality of Relationships

<table>
<thead>
<tr>
<th>Quality: Your relationships with other students</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfriendly, Unsupportive, Sense of Alienation</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>35.5</td>
</tr>
<tr>
<td>Friendly, Supportive, Sense of Belonging</td>
<td>17</td>
<td>22.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCB</td>
<td>5.47</td>
<td>1.30</td>
</tr>
<tr>
<td></td>
<td>5.19</td>
<td>1.33</td>
</tr>
</tbody>
</table>

*Mean range: 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

### Table 10

#### Table 10

<table>
<thead>
<tr>
<th>Quality: Your relationships with faculty members</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unavailable, Unhelpful, Unsympathetic</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>23.7</td>
</tr>
<tr>
<td>Available, Helpful, Sympathetic</td>
<td>10</td>
<td>13.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCB</td>
<td>4.91</td>
<td>1.31</td>
</tr>
<tr>
<td></td>
<td>5.09</td>
<td>1.32</td>
</tr>
</tbody>
</table>

*Mean range: 1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

### Table 11

#### Table 11

<table>
<thead>
<tr>
<th>Quality: Your relationships with administrative personnel and offices</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unhelpful, Inconsiderate, Rigid</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>25.0</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>Helpful, Considerate, Flexible</td>
<td>5</td>
<td>6.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCB</td>
<td>3.76</td>
<td>1.65</td>
</tr>
<tr>
<td></td>
<td>3.96</td>
<td>1.72</td>
</tr>
</tbody>
</table>

*Mean range: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate flexible
### Table 12
**Time Usage**

<table>
<thead>
<tr>
<th>Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
<th>Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>19</td>
<td>25.0</td>
<td>20</td>
<td>26.3</td>
<td>15</td>
<td>19.7</td>
<td>1</td>
<td>5</td>
<td>19.7</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Hours per 7-day week spent working for pay ON CAMPUS</strong></td>
<td>68</td>
<td>89.5</td>
<td>2</td>
<td>2.6</td>
<td>2</td>
<td>2.6</td>
<td>3</td>
<td>3.9</td>
<td>1</td>
<td>1.3</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td><strong>Hours per 7-day week spent working for pay OFF CAMPUS</strong></td>
<td>12</td>
<td>15.8</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>5.3</td>
<td>4</td>
<td>5.3</td>
<td>8</td>
<td>10.5</td>
<td>14</td>
<td>18.4</td>
</tr>
<tr>
<td><strong>Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)</strong></td>
<td>53</td>
<td>69.7</td>
<td>10</td>
<td>13.2</td>
<td>7</td>
<td>9.2</td>
<td>4</td>
<td>5.3</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Hours per 7-day week spent relaxing and socializing (watching TV, partying, etc.)</strong></td>
<td>2</td>
<td>2.6</td>
<td>27</td>
<td>35.5</td>
<td>22</td>
<td>28.9</td>
<td>10</td>
<td>13.2</td>
<td>4</td>
<td>5.3</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td><strong>Hours per 7-day week spent providing care for dependents living with you (parents, children, spouse, etc.)</strong></td>
<td>45</td>
<td>59.2</td>
<td>11</td>
<td>14.5</td>
<td>6</td>
<td>7.9</td>
<td>3</td>
<td>3.9</td>
<td>2</td>
<td>2.6</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Hours per 7-day week spent commuting to class (driving, walking, etc.)</strong></td>
<td>0</td>
<td>.0</td>
<td>37</td>
<td>48.7</td>
<td>30</td>
<td>39.5</td>
<td>6</td>
<td>7.9</td>
<td>2</td>
<td>2.6</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>

*Mean range: 1=0 hrs, 2=1-5 hrs, 3=6-10 hrs, 4=11-15 hrs, 5=16-20 hrs, 6=21-25 hrs, 7=26-30 hrs, 8=more than 30 hrs.
Table 13
Institutional Environment

<table>
<thead>
<tr>
<th>Institutional Emphasis:</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending significant amounts of time studying and on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic work</td>
<td>0.0</td>
<td>15</td>
<td>20.0</td>
<td>33</td>
<td>44.0</td>
<td>27</td>
<td>36.0</td>
<td></td>
</tr>
<tr>
<td>Providing the support you need to help you succeed academically</td>
<td>9.0</td>
<td>22</td>
<td>29.3</td>
<td>26</td>
<td>34.7</td>
<td>18</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>Encouraging contact among students from different economic, social, and racial or</td>
<td>8.0</td>
<td>10.7</td>
<td>26</td>
<td>34.7</td>
<td>23</td>
<td>30.7</td>
<td>18</td>
<td>24.0</td>
</tr>
<tr>
<td>ethnic backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>40.0</td>
<td>53.3</td>
<td>19</td>
<td>25.3</td>
<td>10</td>
<td>13.3</td>
<td>6</td>
<td>8.0</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>33.0</td>
<td>44.0</td>
<td>19</td>
<td>25.3</td>
<td>18</td>
<td>24.0</td>
<td>5</td>
<td>6.7</td>
</tr>
<tr>
<td>Attending campus events and activities (special speakers, cultural performances,</td>
<td>22.0</td>
<td>29.3</td>
<td>28</td>
<td>37.3</td>
<td>22</td>
<td>29.3</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>athletic events, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using computers in academic work</td>
<td>0.0</td>
<td>0</td>
<td>7</td>
<td>9.3</td>
<td>22</td>
<td>29.3</td>
<td>46</td>
<td>61.3</td>
</tr>
</tbody>
</table>

*Mean range: 1=very little, 2=some, 3=quite a bit, 4=very much
### Table 14
#### Educational and Personal Growth

<table>
<thead>
<tr>
<th>Institutional Contribution</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring a broad general education</td>
<td>1 1.4</td>
<td>7 9.5</td>
<td>30 40.5</td>
<td>36 48.6</td>
<td>3.36</td>
<td>.713</td>
<td>3.37</td>
<td>.771</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>7 9.5</td>
<td>12 16.2</td>
<td>30 40.5</td>
<td>25 33.8</td>
<td>2.99</td>
<td>.944</td>
<td>3.11</td>
<td>.875</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>3 4.1</td>
<td>12 16.2</td>
<td>35 47.3</td>
<td>24 32.4</td>
<td>3.08</td>
<td>.807</td>
<td>3.14</td>
<td>.777</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>4 5.4</td>
<td>13 17.6</td>
<td>28 37.8</td>
<td>29 39.2</td>
<td>3.11</td>
<td>.885</td>
<td>3.15</td>
<td>.833</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>0 .0</td>
<td>10 13.5</td>
<td>29 39.2</td>
<td>35 47.3</td>
<td>3.34</td>
<td>.708</td>
<td>3.32</td>
<td>.750</td>
</tr>
<tr>
<td>Analyzing quantitative problems</td>
<td>0 .0</td>
<td>15 20.3</td>
<td>31 41.9</td>
<td>28 37.8</td>
<td>3.18</td>
<td>.747</td>
<td>3.18</td>
<td>.780</td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>2 2.7</td>
<td>8 10.8</td>
<td>23 31.1</td>
<td>41 55.4</td>
<td>3.39</td>
<td>.791</td>
<td>3.25</td>
<td>.905</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>1 1.4</td>
<td>10 13.5</td>
<td>24 32.4</td>
<td>39 52.7</td>
<td>3.36</td>
<td>.769</td>
<td>3.25</td>
<td>.797</td>
</tr>
<tr>
<td>Voting in local, state (provincial), or national (federal) elections</td>
<td>30 40.5</td>
<td>24 32.4</td>
<td>13 17.6</td>
<td>7 9.5</td>
<td>1.96</td>
<td>.985</td>
<td>2.17</td>
<td>1.11</td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td>3 4.1</td>
<td>24 32.4</td>
<td>30 40.5</td>
<td>17 23.0</td>
<td>2.82</td>
<td>.834</td>
<td>2.98</td>
<td>.910</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>16 21.6</td>
<td>14 18.9</td>
<td>28 37.8</td>
<td>16 21.6</td>
<td>2.59</td>
<td>1.05</td>
<td>2.78</td>
<td>1.04</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>8 10.8</td>
<td>21 28.4</td>
<td>21 28.4</td>
<td>24 32.4</td>
<td>2.82</td>
<td>1.01</td>
<td>2.79</td>
<td>1.01</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>8 10.8</td>
<td>19 25.7</td>
<td>31 41.9</td>
<td>16 21.6</td>
<td>2.74</td>
<td>.922</td>
<td>2.84</td>
<td>.919</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>16 21.6</td>
<td>17 23.0</td>
<td>26 35.1</td>
<td>15 20.3</td>
<td>2.54</td>
<td>1.04</td>
<td>2.66</td>
<td>1.05</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>25 33.8</td>
<td>27 36.5</td>
<td>15 20.3</td>
<td>7 9.5</td>
<td>2.05</td>
<td>.964</td>
<td>2.15</td>
<td>1.07</td>
</tr>
<tr>
<td>Developing a deepened sense of spirituality</td>
<td>52 70.3</td>
<td>10 13.5</td>
<td>4 5.4</td>
<td>8 10.8</td>
<td>1.57</td>
<td>1.00</td>
<td>1.78</td>
<td>1.06</td>
</tr>
</tbody>
</table>

*Mean range: 1=very little, 2=some, 3=quite a bit, 4=very much
### Table 15
**Academic Advising**

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>8</td>
</tr>
<tr>
<td>Fair</td>
<td>17</td>
</tr>
<tr>
<td>Good</td>
<td>31</td>
</tr>
<tr>
<td>Excellent</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>2.80</td>
<td>.936</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RCB</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>2.63</td>
<td>.885</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor, 2=fair, 3=good, 4=excellent

### Table 16
**Satisfaction**

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Fair</td>
<td>8</td>
</tr>
<tr>
<td>Good</td>
<td>41</td>
</tr>
<tr>
<td>Excellent</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.23</td>
<td>.631</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RCB</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.10</td>
<td>.744</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor, 2=fair, 3=good, 4=excellent

### Table 17
**If you could start over again, would you go to the SAME INSTITUTION you are now attending?**

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely no</td>
<td>2</td>
</tr>
<tr>
<td>Probably no</td>
<td>12</td>
</tr>
<tr>
<td>Probably yes</td>
<td>35</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.12</td>
<td>.776</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RCB</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean*</td>
<td>3.18</td>
<td>.747</td>
</tr>
</tbody>
</table>

*Mean range: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes
### University System Questions

#### Table 18

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<th></th>
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</tr>
<tr>
<td></td>
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<td>15</td>
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</tr>
<tr>
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*Mean range: 1=0, 2=1, 3=2, 4=3, 5=4 or more times

#### Table 19

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<th>Essential</th>
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<th>SD</th>
<th>Dept.</th>
<th>Mean*</th>
<th>SD</th>
<th>RCB</th>
<th>Mean*</th>
<th>SD</th>
</tr>
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<tr>
<td>N</td>
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<td>22.2</td>
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<td>3.14</td>
<td>.919</td>
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<td>%</td>
<td>1.4</td>
<td>16</td>
<td>22.2</td>
<td>13</td>
<td>18.1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Importance of assistance: An academic advisor provides information about academic programs.</td>
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<td>1.4</td>
<td>5</td>
<td>6.9</td>
<td>21</td>
<td>29.2</td>
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<td>1.4</td>
<td>5</td>
<td>6.9</td>
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<td>29.2</td>
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</tr>
<tr>
<td>%</td>
<td>1.4</td>
<td>5</td>
<td>6.9</td>
<td>21</td>
<td>29.2</td>
<td>45</td>
<td>62.5</td>
<td></td>
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<td>4.2</td>
<td>15</td>
<td>20.8</td>
<td>22</td>
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<td>4.2</td>
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<td>44.4</td>
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<tr>
<td>%</td>
<td>4.2</td>
<td>15</td>
<td>20.8</td>
<td>22</td>
<td>30.6</td>
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<td>44.4</td>
<td></td>
<td></td>
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<tr>
<td>Importance of assistance: An academic advisor talks with students about non-academic/career interests and plans.</td>
<td>18</td>
<td>25.0</td>
<td>20</td>
<td>27.8</td>
<td>17</td>
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<td>N</td>
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<td>25.0</td>
<td>20</td>
<td>27.8</td>
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<td>23.6</td>
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<td>23.6</td>
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*Mean range: 1=not important, 2=somewhat important, 3=very important, 4=essential
Table 20

<table>
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<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor was available when needed.</td>
<td>5 7.0</td>
<td>15 21.1</td>
<td>41 57.7</td>
<td>10 14.1</td>
<td>2.79</td>
<td>.773</td>
<td>2.83</td>
<td>.886</td>
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<tr>
<td>My academic advisor provided me with accurate information about courses,</td>
<td>2 2.9</td>
<td>4 5.7</td>
<td>43 61.4</td>
<td>21 30.0</td>
<td>3.19</td>
<td>.666</td>
<td>3.04</td>
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<td>programs, and requirements.</td>
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<td></td>
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<td></td>
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<tr>
<td>My advisor provided assistance when academic difficulties occurred.</td>
<td>5 7.4</td>
<td>11 16.2</td>
<td>40 58.8</td>
<td>12 17.6</td>
<td>2.87</td>
<td>.790</td>
<td>2.81</td>
<td>.937</td>
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<tr>
<td>Courses at this college are offered in such a way that I can take them in</td>
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<td>14 19.7</td>
<td>38 53.5</td>
<td>14 19.7</td>
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<td>.816</td>
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<tr>
<td>the recommended sequence and still complete my degree in a timely manner.</td>
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*Mean range: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

Table 21

<table>
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<tr>
<th>Statement</th>
<th>Not at all N %</th>
<th>Rarely N %</th>
<th>Occasionally N %</th>
<th>Frequently N %</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>RCB Mean*</th>
<th>SD</th>
</tr>
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<tr>
<td>How often felt: That your job responsibilities interfered with your</td>
<td>6 8.5</td>
<td>10 14.1</td>
<td>28 39.4</td>
<td>27 38.0</td>
<td>3.07</td>
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<td>.987</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>How often felt: That your family responsibilities interfered with your</td>
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<td>19 26.8</td>
<td>28 39.4</td>
<td>12 16.9</td>
<td>2.56</td>
<td>.967</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often felt: That financial difficulties interfered with your</td>
<td>10 14.1</td>
<td>18 25.4</td>
<td>27 38.0</td>
<td>16 22.5</td>
<td>2.69</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>How often felt: Academically unprepared to handle your coursework</td>
<td>27 38.0</td>
<td>24 33.8</td>
<td>18 25.4</td>
<td>2 2.8</td>
<td>1.93</td>
<td>.867</td>
<td>1.94</td>
<td>.826</td>
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*Mean range: 1=not at all, 2=rarely, 3=occasionally, 4=frequently

Table 22

<table>
<thead>
<tr>
<th>GPA</th>
<th>Mean</th>
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<tbody>
<tr>
<td>Marketing Senior Student GPA</td>
<td>3.00</td>
</tr>
<tr>
<td>RCB</td>
<td>2.97</td>
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</table>
Appendix D5 Summary Results of Surveys
The following statements are in response to the comment section in the online questionnaire.

All responses are imported directly into a Word document without any changes to wording, punctuation, spelling, or grammar.

Department of Marketing
Undergraduate Alumni

There were not enough support in the ICB for marketing students. (in regards to finding good jobs in marketing and networking with experienced marketing professionals) The variety of classes offered were limited. The classes did not allow for the pursuit of a sufficient major concentration.

Marketing department should have a job bank in MKT field for the Recent graduates.

I had many graduate assistants as teachers, my recommendation is to better prepare them for their teaching experience. I learned more and enjoyed the classes that were taught by actual faculty members. Graduate assistants seemed to be there because it was a required part of their day, not because they enjoyed students or teaching; this did not facilitate a pleasant learning experience.

I think it would be beneficial to have a broader selection of courses that relate more to the business side of marketing. For example, a class that teaches real “on the job” skills such as market analysis, pricing analysis, etc. I graduated two years ago, worked all the through school in a “financial” profession, and have yet to obtain a job in my field of study due to “lack of experience.” Not all Marketing jobs are sales, advertising, research etc., so I did find that people like me that have 8 yrs already of professional financial ability and experience find it hard to get a job that I desire (more on the financial/business side of Marketing)

Lack of marketing positions in GSU career fairs

GSU needs to offer more course to better prepare students for finding a job ie: job searches, how to interview; references, etc.

There was no career guidance or fair specifically for marketing students. I do not feel that GSU nor the Marketing department assisted me or my fellow graduates in any way for a career following graduation.

Like any school, there are specific individuals who stand out and really have a positive impact in instilling specific skills required to be successful in the “professional” world. One of those is Barksdale! He challenges his students to “step up” and utilize the skills they have acquired during their college experience. I appreciate and will always remember how he challenged his students and myself to actually “do” Marketing – easy to talk about hard to do!

I wish that there was more career advisement in the marketing dept.
The Marketing faculty is great. Perhaps a course for an internship like UGA offers and more advertising related courses.

- take more partnered internships with top Marketing Corporations, so that students get more of an active “hands-on” – RCB needs more advertising classes offered at the undergraduate level. There simply isn’t enough available, with the amount of marketing students registered as majors.
- ALL marketing students should be required to take at least one International Business Course and at least two management courses.

This department & the J. Mack School is highly favored & respect at companies in GA.

Department of Marketing/GSU alumni association need to help their students w/careers. The career department is still too weak compared many other universities of Georgia.

Most of the professors were very helpful but Advisement was never very good neither was financial aid, Admissions, student services or the graduation department. Also our diploma looked very cheap and the wrong name was printed on mine. Overall, I am not satisfied with GSU and would never recommend anyone I know attending.

I’m rather disappointed with the amount of career guidance that the department offers. The Mktg website in particular offers no job links or a clear direction for graduates. Many of my fellow peers who were also in the Mktg program have experienced the same frustrations in our last semester and post graduation when searching for a job. Althoug RCB is an excellent business school, I personally feel that the Mktg dept is understaffed & overlooked. I hope the Dept. can continue to grow & hopefully mend the weak areas.

I believe that students can benefit more from Marketing program if there were additional classes like 4900; a more practical approach. I enjoyed my time at the Robinson College and in the near future plan to attend graduate school there.

Have more one on one time with graduating students in the Marketing dept. Help more students find jobs in their major & try to point them in the right direction.

Need a variety in course offerings especially advertising & promotions related.

A larger variety of courses under the Marketing cap would help tremendously. Expanding the advertising sector would be very helpful for those students such as myself focus more on what their interested in most and allow them to build a workable portfolio. Additional classes would be helpful for working students. Thanks.

One thing that I would liked to see more of at the GSU Marketing Department was internships, marketing professional seminars, or co-ops. I felt like this is strongly needed in a department. I only heard of one marketing internship available and my professor announced it. There are many that have graduated for GSU & very successful, therefore more should be done to make a connection with them. Otherwise, more marketing classes in different industries could have been offered (music, fashion marketing)
I think the teachers need to be chosen in a different fashion since some try their students like they are in grade school (Professor Dadzie). More marketing classes should be offered at night for those students who work full time.

In my opinion, the Department of Marketing should place more emphasis on preparing students for careers in Marketing. There should be more of an emphasis on career developmental and job placement in the field of marketing, and less of an emphasis on textbook terms.

A lot of the courses that I was interested in taking like advertising, entrepreneur, etc were always full or conflicted w/ the schedule of my other classes. Some of the classes didn’t do any hands-on. I would have preferred to have outside speakers that were currently working in the field to speak to us in class. I think internships should be required, & the dept. should assist the students in that aspect (i.e. setting them up with companies).

Students need an advisor who knows what he/she is doing.

- Great department! Professors were Relevant and had Real-world experience.

Eliminate group projects from course requirements. The projects are a burden to hard-working students and a (?) to lazy students.

The Dept. of Marketing really needs to work on helping students w/ their career paths. Every one in the job market assumes that a Marketing major wants to sell something, which is not the case. The only reason I found my job was through the Hospitality program, which happens to be in the school of business. I highly recommend a Marketing Alumni Club. Thanks.

Smaller class sizes would be beneficial. More group activity teaches students how to interact with people. Esp. they didn’t like. I found that many of peers faced the inability to properly communicate and effectively coordinate with their groups. A class should be offered somewhere along the lines of “How to work with those you hate.” My experience has been that people skills, personal communication skills and group dynamics are not born into a worker. They have to be taught if America and esp. GSU are to stay ahead in to University business. Business Communications is only a start. But it was the best class I took. Great teacher! Mr. Tom Boyle (if I do remember correctly)

Please stress to all students the importance of taking math based (accounting & finance) classes in order for them to get a challenging job. Stress real life career(s) and how to get there…network, network, network! Tell them that if (?) pursue a marketing degree that the first job they will probably end up in out of school is a b2b sales position.

I’ve written this before about the lack of resources available to non traditional students. As a single, working mom I believe the school should have available the support necessary to those students who are working toward a career transition. The school is geared toward needs of the young & 1st entry into their career. Understand, I believe it is what you make it. However, I worked so hard to finish that upon graduation I had a degree & didn’t know what to do with it.
I feel that the department could provide resources to help students find positions in their choice of interest. If there is already a career management system already in place it could be made more known.

I have worked in my job at various positions for 20 years and getting my Marketing degree has been one of the most fulfilling things I have done. It has given me a great sense of accomplishment. I was always challenged in the classes I had in Mkt. As annoying as the group assignments were sometimes, they definitely prepare you for life and working with many personalities. Keep up the group assignments for sure.

I truly think there should be more of a variety of advertising classes and classes that teach design basics and explaining the software being used in advertising. I feel I would be more hireable had I taken such a course.

I would have liked future career advisement and job placement after graduation.

Professor Lounsbury is the best! He is very enthusiastic about what he teaches and he is very inspiring. Through him, I’ve learned many lessons of life. Next time you choose a ‘Faculty of the Year’ etc, you should strongly consider him. He is the best professor ever!

I was told it was impossible to find a job at an agency, yet after 2 months out of school, I had 2 offers at agencies in Atlanta, which I found on the internet. I don’t think the internship program is stressed enough, preparation for the real-world – more classes with communication could have helped.

I believe an intern would have been very beneficial to my coursework at Georgia State. However, the course load did not allow it. I believe the department should lighten the course work and require an internship. This way, each student is guaranteed hands-on experience While job searching, I found that my biggest barrier was that I had no experience in the field.

I would incorporate more multimedia presentations into classroom requirements. In the two jobs I’ve held since graduation, a majority of my work has been presenting excel spreadsheets and/or powerpoint. Further, though I graduated in a fairly tight economy, my degree and skills I learned in the RCB helped me to land a high-paying international position as a manager at a major airline. GSU’s international reputation gave me an edge that I don’t think the “typical” college experience in a college town could have given me.

I think that the Department should offer more internship opportunities and stress the importance of Internship experience in the Marketing field to secure employment. Also, I think the department should offer more marketing courses that relate to Sports and Entertainment Marketing.

I’d love to see future students have more career opportunities available upon graduation. I really had to work very hard to get a job in my field and felt like GSU did not help @ the very end.
Although I am very proud to have graduated from GSU I see room for improvements. Overall, my experience was good though.

SINCE MARKETING IS A DIFFICULT FIELD TO ENTER, MORE INTERNSHIP COURSES SHOULD BE AVAILABLE FOR SOME EXPERIENCE. THE MARKETING FIELD IS BASED SOLEY ON WHOM ONE KNOWS AND EXPERIENCE. ANOTHER SUGGESTION, IS FOR THE POLISHED ALUMS IN THE FIELD SHOULD MENTOR OR PROVIDE SOME INTERNSHIP TO MAKE OUR MARKETING PROGRAM ATTRACTIVE FOR PROSPECTIVE STUDENTS.

I wish RCB could have helped me in finding a job. It was not very effective with job placement as other departments are/were at that time. The classes were very effective.

I feel my academic career at GSU was excellent. The only think I would change if I could is to have someone advise on the different opportunities in Marketing rather than having to choose from broad aspects.

If GSU chooses to use a business professional as a professor, then need to make sure that the professional has or gains some teaching skills & knows how to talk to students. Also, I had one female insurance & risk mgmt. professor that tried to get me to drop her class because she didn’t think I could pass. She did not have faith in me. She didn’t ever have time for me, nor did she try to help me. I passed with a C.

The introductory marketing course should include a bigger portion on networking. My classmates that haven’t made it seem to have difficulty networking into powerful positions.
N = 117 (response rate = 21.9 percent)
University (20 departments) N = 1165 (response rate = 34.5 percent)

Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
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<tr>
<td>N</td>
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<td>%</td>
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<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<tr>
<td>Faculty members in the department were interested in the academic development of undergraduate majors.</td>
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<td>1.8</td>
<td>9</td>
<td>7.9</td>
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<td>14.9</td>
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<td>2.6</td>
<td>5</td>
<td>4.3</td>
<td>19</td>
<td>16.4</td>
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<td>43.1</td>
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<td>33.6</td>
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<td>Faculty in the department were appropriately prepared for their courses.</td>
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<td>8</td>
<td>6.8</td>
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<td>44</td>
<td>37.6</td>
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<td>I feel the undergraduate program prepared me for my professional career and/or further study.</td>
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<td>6.0</td>
<td>6</td>
<td>5.2</td>
<td>33</td>
<td>28.4</td>
<td>32</td>
<td>27.6</td>
<td>38</td>
<td>32.8</td>
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<td>There was open communication between faculty and undergraduate students about student concerns.</td>
<td>3</td>
<td>2.6</td>
<td>10</td>
<td>8.5</td>
<td>28</td>
<td>23.9</td>
<td>46</td>
<td>39.3</td>
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<td>Class size was suitable for effective learning.</td>
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<td>48</td>
<td>41.0</td>
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<td>35.9</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable excluded from analysis.
Faculty members in the department were interested in the academic development of undergraduate majors.

The undergraduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the undergraduate program prepared me for my professional career and/or further study.

There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
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<th>3</th>
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<th>Excellent</th>
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<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
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<td>17.1</td>
<td>32 27.4</td>
<td>30 25.6 18 15.4 9 7.7</td>
<td>3.28 1.16</td>
<td>3.62 1.22</td>
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<td>Career advisement available in the department</td>
<td>16</td>
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<td>25</td>
<td>21.4</td>
<td>31 26.5</td>
<td>27 23.1 6 5.1 12 10.3</td>
<td>2.83 1.14</td>
<td>3.03 1.20</td>
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<td>Availability of faculty to students outside the classroom</td>
<td>3</td>
<td>2.6</td>
<td>4</td>
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<td>56 48.3 15 12.9 2 1.7</td>
<td>3.67 .848</td>
<td>3.89 1.00</td>
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<tr>
<td>Effectiveness of teaching methods used by faculty</td>
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<td>0</td>
<td>4</td>
<td>3.4</td>
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<td>3.99 .902</td>
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<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>.9</td>
<td>6</td>
<td>5.1</td>
<td>25 21.4</td>
<td>60 51.3 23 19.7 2 1.7</td>
<td>3.85 .830</td>
<td>3.78 .923</td>
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<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>5</td>
<td>4.3</td>
<td>14</td>
<td>12.0</td>
<td>24 20.5</td>
<td>57 48.7 17 14.5 0 0</td>
<td>3.57 1.02</td>
<td>3.55 1.11</td>
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<tr>
<td>Variety of undergraduate major course offerings</td>
<td>6</td>
<td>5.1</td>
<td>17</td>
<td>14.5</td>
<td>27 23.1</td>
<td>43 36.8 24 20.5 0 0</td>
<td>3.53 1.12</td>
<td>3.62 1.09</td>
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<td></td>
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<tr>
<td>Clarity of degree requirements</td>
<td>3</td>
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<td>1.7</td>
<td>15 12.8</td>
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<td>4.02 1.02</td>
<td>64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded from analysis.

Graph 7

Graph 8

Graph 9

Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom
Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of undergraduate major course offerings

Variety of undergraduate major course offerings

Clarity of degree requirements
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
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</tr>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
<td>27</td>
<td>25.5</td>
</tr>
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</table>

Graph 15

Table 4

| The BBA program in Marketing provided good preparation for a career in Marketing. | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | N  | %   | N  | %   | N  | %   | N  | %   | N  | %   | Mean* | SD  |
|---------------------------------------------------------------------------------|-------------------|---------|---------------------------|-------|---------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|
|                                                                                   | 2                 | 1.7     | 13                        | 11.1  | 25            | 21.4| 60  | 51.3| 17  | 14.5| 3.66| .921|
| The Robinson College of Business helped me to get a job.                         | 35                | 29.9    | 23                        | 19.7  | 40            | 34.2| 10  | 8.5 | 9   | 7.7 | 2.44| 1.22|
| Through the BBA program in Marketing, I enhanced my network of professional contacts | 29                | 24.8    | 31                        | 26.5  | 40            | 34.2| 14  | 12.0| 3   | 2.6 | 2.41| 1.06|
| I would recommend the BBA program in Marketing at the Robinson College of Business to a prospective student with goals and objectives similar to mine. | 1                 | .9      | 12                        | 10.3  | 23            | 19.7| 52  | 44.4| 29  | 24.8| 3.82| .95 |

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree
The BBA program in Marketing provided good preparation for a career in Marketing.

The Robinson College of Business helped me to get a job.

Through the BBA program in Marketing, I enhanced my network of professional contacts.

I would recommend the BBA program in Marketing at the Robinson College of Business to a prospective student with goals and objectives similar to mine.
### Table 5

Describe your current employment situation.

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Not employed</td>
<td>19</td>
<td>16.4</td>
</tr>
<tr>
<td>Self-employed</td>
<td>8</td>
<td>6.9</td>
</tr>
<tr>
<td>Employed in brand or product management</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>Employed in advertising or public relations</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Employed in marketing research</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Employed in retail or industrial sales</td>
<td>19</td>
<td>16.4</td>
</tr>
<tr>
<td>Some other position</td>
<td>60</td>
<td>51.7</td>
</tr>
</tbody>
</table>

### Graph 20

Current Employment Situation

- Not employed: 16.4%
- Self-employed: 6.9%
- Employed in brand or product management: 4.3%
- Employed in advertising or public relations: 3.4%
- Employed in marketing research: 0.9%
- Employed in retail or industrial sales: 16.4%
- Some other position: 51.7%
<table>
<thead>
<tr>
<th>Other</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing manager</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Local store marketing</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Insurance adjuster</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>Management and Training</td>
<td>7</td>
<td>11.9</td>
</tr>
<tr>
<td>Auditing/Accounting</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Account management (not related to Marketing)</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Human Resources</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Sales</td>
<td>6</td>
<td>10.2</td>
</tr>
<tr>
<td>Paralegal/Legal Assistant</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Clinical Trials Coordinator</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Hospitality</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>GSA</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Recruiting</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>IT Project Management</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Retail</td>
<td>2</td>
<td>3.4</td>
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<tr>
<td>Office manager</td>
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<td>0.0</td>
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<tr>
<td>Operations manager</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Restaurant</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Marketing analyst</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Business specialist</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Higher Education</td>
<td>3</td>
<td>5.1</td>
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<tr>
<td>Financial specialist</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Aviation</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Banking</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Analyst</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Real Estate</td>
<td>2</td>
<td>3.4</td>
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<tr>
<td>Loyalty marketing</td>
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<td>1.7</td>
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<tr>
<td>Logistics</td>
<td>2</td>
<td>3.4</td>
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<tr>
<td>Pricing specialist</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Teacher</td>
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<td>1.7</td>
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<tr>
<td>Risk analysis</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Loan officer</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Brand ambassador</td>
<td>1</td>
<td>1.7</td>
</tr>
</tbody>
</table>
The following statements are in response to the comment sections in the online questionnaire.

All responses are imported directly into a Word document without any changes to wording, punctuation, spelling, or grammar.

Department of Marketing
Undergraduate Students

It is difficult to answer some of these questions as generalities. Some teachers are excellent teachers and some are not. Some really challenge me, and some are easy. I think it would be beneficial if you had an evaluator sit in on every teacher every semester for a class period or two while they taught. I also think that in general, teachers do not give students grades below a 'C' when clearly, they deserved less.

I think that it is important to make sure that there are enough evening classes available each semester to meet the needs of those students that work during the day. Sometimes only one section of a required class is offered in the evening and they fill up really quickly.

I am a none tradional student and which that we were taken in consideration when strategic plans are being made.

offering more than 2 advertising courses would be nice.

Although many students are working I feel that too many of the courses that are required are not given at good times. Most of the classes are offered at night or in the late afternoon and it makes it difficult to schedule classes because of this.

I have only taken a couple classes in my major, so I would probably answer this better in a year.

I could not offer much information in tihis survey as at this point have only had one Basic Marketing Class so cannot address the 'over-all' questions of the 'department' of marketing. I think GSU over-all needs help with communication to students as I have tried to contact them about a refund of tuition and have not had any response from phone messages, letters, emails etc. Seems to me that there should be an easier way to know where to go (apparently in person as other forms do not get acknowledged) and have an efficient process designed as I also work and waiting in line or going somewhere in 'hopes' it is correct place just does not fit into my schedule of school and work. I am looking forward to take more marketing courses in next semester or so. But so far, the BCOM 3950 which I am taking now is amazing and I highly recommend that! thank you.

It would be wonderful to see more variety of types of marketing classes. Being that the university is in downtown Atlanta, many students are interested in subjects like sports, in which there are no classes offered in undergard. Also, as a student, I am learning a lot, but the testing is very different from real world experience. They would be more efficient at the senior level especially if they were geared more toward what we need. For example, the projects we do on
companies help us to see what it's really like in a business environment. More scenarios in which the basics were covered, would actually help us learn more overall for our futures. Thanks

As students in today's society, we have to work and try to pursue our education simultaneously, so it is a great inconvenience for students if you only offer the upper level classes in so few sections and time slots. I have witnessed many times personally how students have to ask for 'overflow' from professors, but be rejected because professors insist that they are not able to or cannot overflow students into class. We pay tuition and fees, so I think every student is entitled to a fair selection of classes at convenient times. It would be greatly appreciated if you guys could work on this as a university system in whole. Many students find this a problem, but because it's a hassle and a perceived waste of time to try and voice their opinions, in fear of no results; no one has said anything. I will graduate this semester so, changes will probably not benefit me, but for the sake of my fellow underclassmen, I felt the need to say something. I'm hoping that my words will not go to waste, and this issue will be addressed.

I believe that BCOM 3950 should be optional, not required

I am currently taking BCOM 3950. I can already tell a difference in my communication skills.

I think there should be more forums where students can meet and network with marketing professionals.

BCOM should have been a 2 semester class - there is so much potential knowledge to gain. The marketing classes are very repetitive in the information they provide - I felt like I am learning the same thing over and over again in each class. When grad students teach classes they are OFTEN uninterested and unprepared. They show PPP that are given to them by the book, and offer no additional insight - I can read the book on my own. MGS 3100 does not apply to marketing at all - why is this even a requirement.

I have had some really good marketing professors at State. 2 of them I would like to mention. Professor Bruce Renner was EXCELLENT. In addition to the class material, Mr. Renner taught us 'life lessons' about the real world. I thought this was more valuable than some of the things I have learned in my other classes. I would also like to mention Dr. Carolyn Curasi. She was a GREAT professor as well. She really knew her topics. She was one of the most prepared teachers I have ever had. She made sure students understood the material and she also provided handouts for students each class which was wonderful! Professor Renner and Dr Curasi were WONDERFUL teachers and are both great assets to Georgia State University!!!

It is slightly difficult to assess the department as a whole, since professors play an important role in the learning and success of students and each professor is different. I have had professors that have been very encouraging and inspiring such as professors Thorton, Barksdale and Mosteller. I have also had professors that did not seem sincere or fair in their teaching and interaction among their students. Overall, I have enjoyed my experience as a Marketing student, but improvements can also be made.
I think that overall it is a good program and well organized. The only problem that I really have are the number of courses offered a semester. There are a lot more marketing students now and when you get closer to graduation it is hard to get in the classes needed to graduate. There should be more courses offered.

I have really enjoyed all of my marketing classes but if there were a few more to choose from I think that more students would be more inclined to go into marketing. Also if more advertising classes were available I know that I plus many other students would be very interested in taking those courses. Thank you for your consideration.

On a whole the Marketing Department thorough. I think that a larger variety of classes and availability would improve the Department's curriculm.

A sales specific degree would be benificial.

I felt that BCOM 3950 was the 'problem-child' in obtaining my marketing degree. It took 3 semesters for me to finally get a BCOM 3950 class that was open. In addition, I felt that my teacher for BCOM 3950 graded very subjectively. I've always been good at communicating and articulating my thoughts. My teacher didn't seem to agree, yet she provided zero feedback to help me improve on the next assignment. For this reason, I would not take any of Business Communication class if it were offered.

I would like to see more hands-on experiences at actual companies (such as field trips) or programs such as unpaid internship type assignments. Actually, I am currently seeking a paid internship and hope to benefit greatly from the experience coupled with my academics.

At this point in time I am still finishing my junior business core and do not feel that I can appropriately answer the questions asked.

have more course offering times. This semester was very limited in offerings and times offered.

Since I am graduating I had only 4900 left and the times offered didn't match my schedule and I had to take it when offered. It seemed that we have less classes then previous semesters.

I wish that the Department of Marketing will offer more various courses, which are related to Marketing major. Also, the Department of Marketing needs more faculties who could provide an advisement for students.

I'm a sophomore and I haven't taken any marketing courses here at Georgia State yet and have had very little contact with the department in general.

The Marketing program at GSU is a wonderful program and I am proud to say that I completed my degree here. However, some of the marketing courses that I have taken over the years were lacking in the ability to connect the skills I learned in the course to real live. Some of the professors, also, were lacking in their knowledge of marketing. (this was very frustrating!!) Lastly, there should be a wider variety of marketing courses that students could choose from.
Offer a wider variety of courses to better prepare students for the job market. Marketing is not just selling and advertising?

Do what it takes to get us listed in the top ten marketing schools in the nation. When a student sees that the degree that they are in is ranked high, it gives them a sense of pride.

I took BCOM 3950 with a professor who teaches the same course here at GSU, but at a junior college. Just because of that little fact that the course I took is supposedly a '3000-level' course here and was a 2000-level there, I haven't been given credit for it. I don't know if it applies to the MKTG department, but I think you guys should have exceptions to some of your policies!

I believe the importance of BCOM 3950 needs to be stressed. I took the class with Linda Willis and it prepared me on how to make an effective presentation. However, I feel many students in my classes who have taken the class are still walking away with out the essential skills from the class. Usually these are Marketing minors or those who did not have Willis fo the course. I also feel a class in advertising media would be good to include. The advertising campaigns class covers way too much material and should be broken down.

I would like to see more undergraduate marketing courses offered at the Alpharetta campus and more variety in the evening courses. Offerings now start too early in the day for those of us that work full time jobs.

I haven't taken any classes in marketing as of now.

Try to offer more Marketing courses, and have a variety of times and days

This is a very good survey with relevant questions. I also want to let it be known that I'm currently finishing up my junior core requirements. I am currently taking the basic Marketing(3010) course in addition to Business Communication (3950). BCOM is an essential and outstanding course for business-degree seeking students. Communication plays such a large role in business. I would like to take this survey again after I have taken some more of my required marketing courses (and electives)in addition to my RCB elective courses.

I like the opportunities given for internships and jobs. I would like to know how can I get involved in owning a business, but, a record company? I do not want to take Music Management, I figured marketing would be broad and I must learn how to communicate and advertise my clients and myself.

A lot of students like myself feel that the advisors need to be more knowledgable about the student themself and what eles they could offer students.

Great job guys, keep up the good work. I wish I were out a here though:

I think the marketing program is challenging but should allow students to receive internship credit for taking internships. I also think they should offer more classes in public relations as PR is increasingly seen as a management function. While the school of arts and sciences offer
public relations courses, marketing majors that are interested in this career are not able to register for upper level PR classes. Since we are taught that PR is a form of marketing communications, cross registration should be allowed.

Offer more classes at the Alpharetta Center.

My first visit to the Marketing department was not very helpful. I asked the receptionist for information on the various courses in marketing and all she referred me to the course listings available in GoSolar. I also asked for information on the AMA and all she could give me was a membership form and an email address. I think that the receptionists who work in the Marketing department should be more a bit more knowledgeable. She did not even suggest that I speak to any professors.

I am very satisfied with my experience at RCB. The Department of Marketing has been very helpful and has given me insight for career development. From my personal experience, the following Professors and Faculty in Marketing have taken time to help me with my academic and career goals: Ram Madupalli, Dr. Nasser, Dr. Dadzie, Instructor Marquit, Dr. Cobb-Walgren, Instructor Lounsbury, and Mr. Ken Burnhardt. I truly do appreciate everyone that I just mentioned. These individuals are nothing short of excellent.

I think that the GSU AMA chapter has been very helpful in helping with career goals, but I think that the teachers need to help also. I know that the Accounting department has their own Career management teacher/advisor. I don't think that is fair. The Marketing department should at least try something like that to.

I would recommend that GSU do it's best to ensure that professors for the Marketing classes have a very strong command of English.

Now looking back I do not feel that I have learned anything related to my major despite the fact that I performed well in them.

My one problem so far is the extreme amount of trouble I am having with a language barrier with my Mk4200 professor. I plan to follow up with this complaint further. My only other suggestion, is to have more course options with a wider variety of courses. I'm having trouble with the section of my requirements that is 'a 4000 level MK course'. I need more to choose from.

I am a non-traditional student; I work full-time during the day, and go to school at night. From my experience to date, there are many students like myself at GSU. I have not had any problems in finding classes to take at night, and I hope that this continues to hold true. Thank you.

The Department of Marketing does provide me with excellent skills that are or will be very beneficial to the requirements of future job positions. The resources, and professionals are also of great assistance. However, I feel as though the Marketing Department does not cater to other minor concentrations such as Appareal/Fashion Marketing and Fashion Merchandicing when it comes to career opportunities.
### Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>5 2.3</td>
<td>9 4.2</td>
<td>47 21.8</td>
<td>71 32.9</td>
<td>63 29.2</td>
<td>21 9.7</td>
<td>3.91</td>
<td>.988</td>
<td>3.86</td>
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<tr>
<td>The undergraduate program of study is academically challenging.</td>
<td>6 2.8</td>
<td>6 2.8</td>
<td>32 14.8</td>
<td>80 37.0</td>
<td>77 35.6</td>
<td>15 6.9</td>
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<td>.964</td>
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</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>3 1.4</td>
<td>7 3.2</td>
<td>34 15.7</td>
<td>82 38.0</td>
<td>69 31.9</td>
<td>21 9.7</td>
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<td>.900</td>
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<td></td>
</tr>
<tr>
<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
<td>7 3.2</td>
<td>11 5.1</td>
<td>41 19.0</td>
<td>68 31.5</td>
<td>72 33.3</td>
<td>17 7.9</td>
<td>3.94</td>
<td>1.05</td>
<td>3.87</td>
<td>1.12</td>
<td>57.1</td>
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</tr>
<tr>
<td>There is open communication between faculty and undergraduate students about student concerns.</td>
<td>8 3.7</td>
<td>21 9.8</td>
<td>54 25.1</td>
<td>63 29.3</td>
<td>54 25.1</td>
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<td>1.10</td>
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<td>1.18</td>
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</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>8 3.7</td>
<td>15 6.9</td>
<td>44 20.4</td>
<td>77 35.6</td>
<td>56 25.9</td>
<td>16 7.4</td>
<td>3.79</td>
<td>1.05</td>
<td>3.78</td>
<td>1.15</td>
<td>28.6</td>
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</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable excluded from analysis.
Faculty members in the department are interested in the academic development of undergraduate majors.

The undergraduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the undergraduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.
<table>
<thead>
<tr>
<th>Question</th>
<th>Poor N</th>
<th>Poor %</th>
<th>2 N</th>
<th>2 %</th>
<th>3 N</th>
<th>3 %</th>
<th>4 N</th>
<th>4 %</th>
<th>Excellent N</th>
<th>Excellent %</th>
<th>Don't know/Not applicable N</th>
<th>Don't know/Not applicable %</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>10</td>
<td>4.7</td>
<td>11</td>
<td>5.1</td>
<td>52</td>
<td>24.2</td>
<td>70</td>
<td>32.6</td>
<td>39</td>
<td>18.1</td>
<td>33</td>
<td>15.3</td>
<td>3.64</td>
<td>1.05</td>
<td>3.45</td>
<td>1.23</td>
<td>52.4</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>9</td>
<td>4.2</td>
<td>14</td>
<td>6.5</td>
<td>61</td>
<td>28.2</td>
<td>71</td>
<td>32.9</td>
<td>27</td>
<td>12.5</td>
<td>34</td>
<td>15.7</td>
<td>3.51</td>
<td>1.00</td>
<td>3.20</td>
<td>1.19</td>
<td>61.9</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>3</td>
<td>1.4</td>
<td>13</td>
<td>6.0</td>
<td>47</td>
<td>21.9</td>
<td>94</td>
<td>43.7</td>
<td>38</td>
<td>17.7</td>
<td>20</td>
<td>9.3</td>
<td>3.77</td>
<td>.891</td>
<td>3.68</td>
<td>1.04</td>
<td>47.6</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>2</td>
<td>.9</td>
<td>7</td>
<td>3.3</td>
<td>49</td>
<td>22.8</td>
<td>100</td>
<td>46.5</td>
<td>42</td>
<td>19.5</td>
<td>15</td>
<td>7.0</td>
<td>3.87</td>
<td>.819</td>
<td>3.82</td>
<td>.945</td>
<td>42.9</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>5</td>
<td>2.3</td>
<td>4</td>
<td>1.9</td>
<td>72</td>
<td>33.6</td>
<td>82</td>
<td>38.3</td>
<td>33</td>
<td>15.4</td>
<td>18</td>
<td>8.4</td>
<td>3.68</td>
<td>.866</td>
<td>3.66</td>
<td>.957</td>
<td>40.5</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>16</td>
<td>7.4</td>
<td>32</td>
<td>14.9</td>
<td>65</td>
<td>30.2</td>
<td>61</td>
<td>28.4</td>
<td>23</td>
<td>10.7</td>
<td>18</td>
<td>8.4</td>
<td>3.22</td>
<td>1.10</td>
<td>3.02</td>
<td>1.22</td>
<td>85.7</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>15</td>
<td>7.0</td>
<td>20</td>
<td>9.3</td>
<td>77</td>
<td>35.8</td>
<td>64</td>
<td>29.8</td>
<td>24</td>
<td>11.2</td>
<td>15</td>
<td>7.0</td>
<td>3.31</td>
<td>1.05</td>
<td>3.38</td>
<td>1.15</td>
<td>40.5</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>11</td>
<td>5.1</td>
<td>14</td>
<td>6.5</td>
<td>50</td>
<td>23.1</td>
<td>85</td>
<td>39.4</td>
<td>46</td>
<td>21.3</td>
<td>10</td>
<td>4.6</td>
<td>3.68</td>
<td>1.06</td>
<td>3.69</td>
<td>1.13</td>
<td>38.1</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded from analysis.
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
<th>Univ. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>130</td>
<td>61.3</td>
<td>74.4</td>
</tr>
<tr>
<td>Male</td>
<td>82</td>
<td>38.7</td>
<td>25.6</td>
</tr>
</tbody>
</table>

Graph 15

Department of Marketing - Supplemental Questions

Table 4

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you complete your BBA degree, which of the following best describes your plans?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan to remain in my current job</td>
<td>15</td>
<td>7.0</td>
</tr>
<tr>
<td>Plan to seek a job/new job in marketing</td>
<td>111</td>
<td>51.6</td>
</tr>
<tr>
<td>Plan to seek a job/new job in another field</td>
<td>12</td>
<td>5.6</td>
</tr>
<tr>
<td>Plan to be self-employed</td>
<td>11</td>
<td>5.1</td>
</tr>
<tr>
<td>Do not plan to seek employment immediately</td>
<td>4</td>
<td>1.9</td>
</tr>
<tr>
<td>Plan to go to graduate school</td>
<td>62</td>
<td>28.8</td>
</tr>
</tbody>
</table>

Graph 16

Table 5
Plan to seek a job/new job in marketing. In what field of marketing?

<table>
<thead>
<tr>
<th>Field</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>14</td>
<td>15.6</td>
</tr>
<tr>
<td>New product management</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Marketing research</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Advertising</td>
<td>24</td>
<td>26.7</td>
</tr>
<tr>
<td>Sports marketing</td>
<td>7</td>
<td>7.8</td>
</tr>
<tr>
<td>Sales</td>
<td>7</td>
<td>7.8</td>
</tr>
<tr>
<td>Fashion marketing</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Business to business</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Pharmaceutical sales</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Music marketing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Marketing hospitality</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Promotions</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Marketing management/Marketing coordinator</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Brand development/Management</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Physical distribution</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Experiential marketing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Buyer</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Entertainment</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Mainstream corporation</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Retailing/Retail marketing</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Managerial marketing</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Public relations</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Table 6

<table>
<thead>
<tr>
<th>Plan to seek a job/new job in another field. In what field?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Advertising</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Real Estate</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Sales</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Consulting</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Events coordinator</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Pro triathlete</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Table 7
Plan to be self-employed. In what type of work?

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day spa</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>E-Commerce</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Sound production</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Hotel management</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Fashion marketing</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Real estate</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Acting</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Homeless shelter</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Productions/theater company</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Marketing research</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Table 8

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unsatisfied</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>10</td>
<td>4.7</td>
</tr>
<tr>
<td>Satisfied</td>
<td>30</td>
<td>14.1</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>8</td>
<td>3.8</td>
</tr>
<tr>
<td>Have not sought</td>
<td>163</td>
<td>76.5</td>
</tr>
</tbody>
</table>

| Mean*                        | 2.88 |
| SD                           | .718 |

*Mean range: 1-very unsatisfied, 2-unsatisfied, 3-satisfied, 4-very satisfied; "Have not sought career management assistance excluded from analysis.

Graph 17

If you have sought career management assistance from the Robinson College of Business, overall, how satisfied have you been with the service provided?

Table 9

Graph 18
BCOM 3950, the business communications course, substantially improved my business communications skills.

**Table 10**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 3950, the business communications course, substantially improved my business communications skills.</td>
<td>Strongly disagree</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>I have not taken BCOM 3950</td>
<td>116</td>
</tr>
<tr>
<td>Mean*</td>
<td></td>
<td>3.66</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td>1.13</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree; "I have not taken BCOM 3950 excluded from analysis.

If additional, elective courses in Business Communications were offered, I would like to take them.

**Table 11**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>25</td>
</tr>
<tr>
<td>Mean*</td>
<td></td>
<td>3.44</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td>.935</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree.
I would recommend the Georgia State Marketing program to prospective BBA students who have goals and objectives similar to mine.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>1.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>1.9</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>30</td>
<td>14.0</td>
</tr>
<tr>
<td>Agree</td>
<td>118</td>
<td>55.1</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>59</td>
<td>27.6</td>
</tr>
<tr>
<td>Mean*</td>
<td>4.06</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.785</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree.

Graph 20

I would recommend the Georgia State Marketing program to prospective BBA students who have goals and objectives similar to mine.
Appendix D6 Undergraduate and Graduate Advisement Procedures

At both the undergraduate and graduate levels, responsibility for student advisement is divided between central College offices, specifically designated Department faculty, and other Department faculty who form relationships with individual students. Before undergraduate students are admitted to the College, and in particular before they accumulate 45 hours of college credit, they are advised by offices of the University (see information on University advisement procedures at [http://www.gsu.edu/student_advisement.html](http://www.gsu.edu/student_advisement.html)).

The College’s Office of Undergraduate Academic Assistance ([http://robinson.gsu.edu/academic/ouaa/advisement/index.html](http://robinson.gsu.edu/academic/ouaa/advisement/index.html)) and Office of Graduate Admissions & Student Services ([http://robinson.gsu.edu/academic/gass/index.html](http://robinson.gsu.edu/academic/gass/index.html)) advise students about general College and University requirements. The College’s Career Management Center ([http://robinson.gsu.edu/career/index.html](http://robinson.gsu.edu/career/index.html)) provides centralized assistance related to choosing a career and preparing to compete in the job marketplace.

Within the Department, particular faculty are designated advisers to students in different degree programs. Dr. Ritu Lohtia is the designated undergraduate student advisor, Dr. Bruce Pilling is the designated MS student advisor and Dr. Naveen Donthu is the designated Ph.D. student advisor. In addition, students are advised on both academic and career issues by faculty with whom they have established relationships. The Department chair is also an important advisor who has the ability to authorize waivers of particular policies and who must approve such things as independent study courses.

Department staff have also played key roles in academic advisement, putting to good use both their knowledge of College and University procedures and their position as “third parties” who can mediate between faculty and students in case of a disagreement. Ms Sharon Weaver, department manager until her retirement in August, was active and effective in this capacity. Ms Sharon Sullivan, in charge of student services for the Department, has also been effective in this role. The Department takes pride in taking ownership of student issues and resolving them quickly, rather than referring student questions to other offices for resolution.
2004 - 2005
EBI Part-Time MBA Exit Assessment

The Select 6 Comparison Group

chosen by

Georgia State University

George Mason University
Arizona State University
Boston University
Michigan State University
Southern Methodist University
DePaul University

To protect anonymity of the participants, the order in which these institutions appear in the analysis charts differs from the order they are listed above.

Note: If you selected an institution that was unable to provide data, it was replaced with your alternate choice.
Introduction to Executive Summary

The Executive Summary pulls all of the major components of this study together. We start with the most comprehensive report - the Priority Matrix (if the CSAR was ordered). This report establishes those factors that are most important to Overall Satisfaction. Next, we look at your operation's performance in comparison to your Select 6 group, your Carnegie Class, and all other participating institutions in the study. We will highlight your institution's factor means, the change of those factor means from last year, your operation's highest and lowest question means, and your operation's most positive change and most negative change from last year.

Analysis of Factors: Select 6 Comparison
This summary report sorts your factors by their predictor status and performs a statistical test (if the CSAR was ordered) between your institution's factor means and the aggregate of your Select 6. Arrows will indicate those factors that outperform and underperform compared to your Select 6. Ranks are also provided.

Analysis of Factors: Carnegie Class Comparison
This summary report sorts your factors by their predictor status and performs a statistical test (if the CSAR was ordered) between your institution's factor means and the aggregate of your Carnegie Class. Arrows will indicate those factors that outperform and underperform compared to your Carnegie Class. Ranks are also provided.

Analysis of Factors: All Institution Comparison
This summary report sorts your factors by their predictor status and performs a statistical test (if the CSAR was ordered) between your institution's factor means and the aggregate of all other participating institutions. Arrows will indicate those factors that outperform and underperform compared to all other institutions. Ranks are also provided.

Analysis of Factors: Five-Year Longitudinal Comparison
If your institution participated in this study last year, this report will provide a look at how your operation has changed over time. This summary report sorts your factors by their predictor status and performs a statistical test (if a CSAR was ordered) between your institution's factor means and the factor means from last year. Arrows will indicate those factors that have improved and those that have declined.

Highest and Lowest Mean Questions
Your question means are divided into 2 groups - greatest value and lowest value - and ranked. This gives you a quick look at your highest performing areas and your lowest performing areas.

Question Competitive Analysis: Select 6 Comparison
If your institution ordered a CSAR, a statistical test is performed between your institution's question means and the means from your Select 6 institutions. Those questions that are statistically different are sorted in 2 groups: those questions with the most positive statistical difference and those questions with the most negative statistical difference. If your institution did not order a CSAR, those questions with highest positive difference and lowest negative difference are reported.

Question Competitive Analysis: Carnegie Class Comparison
If your institution ordered a CSAR, a statistical test is performed between your institution's question means and the means from the institutions in your Carnegie Class. Those questions that are statistically different are sorted into 2 groups: those questions with the most positive statistical difference and those questions with the most negative statistical difference. If your institution did not order a CSAR, those questions with highest positive difference and lowest negative difference are reported.

Question Competitive Analysis: All Institution Comparison
If your institution ordered a CSAR, a statistical test is performed between your institution's question means and the means from all participating institutions. Those questions that are statistically different are sorted into 2 groups: those questions with the most positive statistical difference and those questions with the most negative statistical difference. If your institution did not order a CSAR, those questions with highest positive difference and lowest negative difference are reported.
Question Competitive Analysis: Longitudinal Comparison
If your institution participated in this study last year, this report will provide a look at how your operation has changed in the course of one year at the question level. If your institution ordered the CSAR, a statistical test is performed between your institution's question means and the means from last year's data. Those questions that are statistically different are sorted into 2 groups: those questions that have improved their means and those questions that have had their means decrease. If your institution did not order a CSAR, then those questions with highest positive difference and lowest negative difference are reported.

Curriculum Analysis: Student Comparison of Teaching Quality
This report is a simple way to evaluate the teaching quality of your faculty members, both through an assessment of your program and how teaching qualities compare to your Select 6, Carnegie Class, and to all participating programs. In this report, we have sorted the curriculum from the highest mean down to the lowest mean for your program and provided data on your Select 6, Carnegie Class, and all participating programs.
## Georgia State University

### Analysis of Factors: Select 6 Comparison

The table below presents a comparison of your data with the data from 6 selected institutions. For each factor, the table shows the number of responses (N), mean, standard deviation, weighted mean, range of means, and the difference in means compared to the selected institutions. The data is ranked within the 7 institutions.

<table>
<thead>
<tr>
<th>Factor 3. Elective Courses: Satisfaction with Aspects of Courses</th>
<th>Your Data</th>
<th>Select 6 Data</th>
<th>Comparison to Select 6 Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>Std Dev</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor 3. Elective Courses: Satisfaction with Aspects of Courses</td>
<td>83</td>
<td>5.85</td>
<td>0.97</td>
</tr>
<tr>
<td>Factor 7. Program Office Services</td>
<td>85</td>
<td>5.37</td>
<td>1.05</td>
</tr>
<tr>
<td>Factor 15. Overall Program Effectiveness</td>
<td>85</td>
<td>4.97</td>
<td>1.23</td>
</tr>
<tr>
<td>Factor 1. Required Courses: Quality of Faculty and Instruction</td>
<td>87</td>
<td>5.30</td>
<td>0.93</td>
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<tr>
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**Arrow Designations** - ▼: Your data has a lower mean than the mean of Select 6  ▲: Your data has a higher mean than the mean of Select 6
### Georgia State University

#### Analysis of Factors: Carnegie Class Comparison

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<tr>
<th>Factor</th>
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<th>Your Data</th>
<th>Carnegie Class's Data</th>
<th>Comparison to All Other Institutions in Carnegie Class</th>
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*NOTE: Weighted Mean is calculated without Georgia State University's data included

Arrow Designations - ▼: Your data has a lower mean than the mean of Carnegie Class  ▲: Your data has a higher mean than the mean of Carnegie Class
# Georgia State University

## Analysis of Factors: All Institution Comparison

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<th>Difference in Means</th>
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*NOTE: Weighted Mean is calculated without Georgia State University's data included

Arrow Designations - ▼: Your data has a lower mean than the mean of All Institutions ▲: Your data has a higher mean than the mean of All Institutions
### Georgia State University

**Analysis of Factors: Five-Year Longitudinal Comparison**

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<th>Comparison</th>
<th>Previous Year's Data</th>
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<td>1.62</td>
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**Arrow Designations** - ▲: 2005 has a higher mean than 2004. ▼: 2005 has a lower mean than 2004

**NA**: Not Applicable - Your institution did not participate in the study that year or the factor is new

**Difference**: Difference between means. **Arrow Designations** - ▼ denotes a difference < -0.1; ▲ denotes difference > 0.1
# Highest and Lowest Mean Questions

<table>
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<tr>
<th>Question</th>
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<tr>
<td>Q11: Satisfaction with quality of teaching in required subject matter: Business Law / Legal Environment</td>
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<tr>
<td>Q56: Administration and Support Services - Satisfaction with: Ease of class registration process</td>
</tr>
<tr>
<td>Q22: Satisfaction with: Grades in elective courses accurately reflecting students' level of performance</td>
</tr>
<tr>
<td>Q34: Satisfaction with: Average size of elective courses</td>
</tr>
<tr>
<td>Q33: Satisfaction with: Average size of required courses</td>
</tr>
<tr>
<td>Q21: Satisfaction with: Grades in required courses accurately reflecting students' level of performance</td>
</tr>
<tr>
<td>Q28: Satisfaction with: Elective course instructors relating concepts to the real world</td>
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<tr>
<td>Q23: Satisfaction with: Accessibility of required course instructors outside of class</td>
</tr>
<tr>
<td>Q24: Satisfaction with: Accessibility of elective course instructors outside of class</td>
</tr>
<tr>
<td>Q26: Satisfaction with: Elective course instructor's responsiveness to student concerns</td>
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<td>Q50: Administration and Support Services - Satisfaction with: Quality of MBA course classrooms</td>
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<tr>
<td>Q45: Learning Outcomes - To what extent did the MBA program enhance: Ability to analyze and interpret data</td>
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<tr>
<td>Q13: Satisfaction with quality of teaching in required subject matter: Finance</td>
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<td>Q27: Satisfaction with: Required course instructors relating concepts to the real world</td>
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<tr>
<td>Q57: Administration and Support Services - Satisfaction with: Friendliness/courtesy of the MBA program staff</td>
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<table>
<thead>
<tr>
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<tr>
<td>Q66: Career Services: To what extent did you actually utilize the school's placement/career services</td>
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<tr>
<td>Q59: Administration and Support Services - Satisfaction with: Food service availability</td>
</tr>
<tr>
<td>Q65: Career Services: How interested were you in utilizing the school's placement/career services</td>
</tr>
<tr>
<td>Q6: Curriculum - Extent that: The curriculum addressed social responsibility</td>
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<tr>
<td>Q47: Administration and Support Services - Satisfaction with: Academic advising by non-faculty</td>
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<tr>
<td>Q38: Learning Outcomes - To what extent did the MBA program enhance: Ability to use technology</td>
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<tr>
<td>Q67: Career Services: Satisfaction with the school's placement/career services</td>
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<tr>
<td>Q53: Administration and Support Services - Satisfaction with: Training to utilize Business school's computing resources</td>
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<tr>
<td>Q39: Learning Outcomes - To what extent did the MBA program enhance: Ability to manage technology</td>
</tr>
<tr>
<td>Q54: Administration and Support Services - Satisfaction with: Responsiveness of the Program administration to student concerns</td>
</tr>
<tr>
<td>Q31: Satisfaction with: Value derived from team experiences</td>
</tr>
<tr>
<td>Q3: Quality of Instruction and Faculty: Feedback on assignments (other than grades) received from instructors in required courses</td>
</tr>
<tr>
<td>Q49: Administration and Support Services - Satisfaction with: Availability of courses in your specialty</td>
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<tr>
<td>Q46: Administration and Support Services - Satisfaction with: Academic advising by the faculty</td>
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<tr>
<td>Q58: Administration and Support Services - Satisfaction with: Parking availability</td>
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Other: 6: Curric - Social Responsibility
38: LO - Use of Tech
39: LO - Manage Tech
31: Value from Teamwork
3: Feedback on assignments, required courses

---

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EBI Part-Time MBA Exit Assessment
Georgia State University

Question Competitive Analysis: Select 6 Comparison

<table>
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<th>Question</th>
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<th>std</th>
<th>diff</th>
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<td>Q32. Satisfaction with: Ability to waive or test out of courses in which you had prior background</td>
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<td>Q55. Administration and Support Services - Satisfaction with: Tuition/fee level of the program</td>
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<td>Q69. Overall Value: Comparing the expense to the quality of education, how do you rate the value of the investment made in MBA program</td>
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<table>
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<td>5.49</td>
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<tr>
<td>Q58. Administration and Support Services - Satisfaction with: Parking availability</td>
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<td>4.37</td>
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</table>

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Career Services not here - we all stink

NOTE: If a section is blank, this means that there were no questions that met those conditions.
## Georgia State University

### Question Competitive Analysis: Carnegie Class Comparison

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<th>Question</th>
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<th>3rd</th>
</tr>
</thead>
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<tr>
<td>Q11. Satisfaction with quality of teaching in required subject matter: Business Law / Legal Environment</td>
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<tr>
<td>Q55. Administration and Support Services - Satisfaction with: Tuition/fee level of the program</td>
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<tr>
<td>Q89. Overall Value: Comparing the expense to the quality of education, how do you rate the value of the investment made in MBA program</td>
<td>5.01</td>
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<td>Q32. Satisfaction with: Ability to waive or test out of courses in which you had prior background</td>
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<td>5.33</td>
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<td>Q34. Satisfaction with: Average size of elective courses</td>
<td>5.95</td>
<td>5.79</td>
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<td>5.48</td>
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<td>Q67. Career Services: Satisfaction with the school's placement/career services</td>
<td>4.08</td>
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### General Qualifications: Business, Support and Technical Skills

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<tr>
<td>Q31. Satisfaction with: Value derived from team experiences</td>
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<td>Q64. Classmates - Satisfaction with characteristics of your fellow students Level of camaraderie</td>
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<tr>
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**NOTE:** If a section is blank, this means that there were no questions that met those conditions.
# Georgia State University

## Question Competitive Analysis: All Institution Comparison

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<th>All Institutions</th>
<th>Difference</th>
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<tr>
<td>Q11. Satisfaction with quality of teaching in required subject matter: Business Law / Legal Environment</td>
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<td>Q69. Overall Value: Comparing the expense to the quality of education, how do you rate the value of the investment made in MBA program</td>
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<td>4.74</td>
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<td>5.85</td>
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<tr>
<td>Q50. Administration and Support Services - Satisfaction with: Quality of MBA course classrooms</td>
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<td>Q13. Satisfaction with quality of teaching in required subject matter: Finance</td>
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<td>Q32. Satisfaction with: Ability to waive or test out of courses in which you had prior background</td>
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<td>4.83</td>
<td>0.06</td>
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<tr>
<td>Q34. Satisfaction with: Average size of elective courses</td>
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<td>5.89</td>
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<table>
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<th>Question</th>
<th>Your Institution</th>
<th>All Institutions</th>
<th>Difference</th>
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<tr>
<td>Q31. Satisfaction with: Value derived from team experiences</td>
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<td>Q47. Administration and Support Services - Satisfaction with: Academic advising by non-faculty</td>
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<tr>
<td>Q37. Learning Outcomes - To what extent did the MBA program enhance: Ability to work in teams</td>
<td>4.57</td>
<td>5.45</td>
<td>-0.88</td>
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<tr>
<td>Q54. Administration and Support Services - Satisfaction with: Responsiveness of the Program administration to student concerns</td>
<td>4.26</td>
<td>5.12</td>
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<td>Q6. Curriculum - Extent that: The curriculum addressed social responsibility</td>
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<td>4.74</td>
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<td>Q41. Learning Outcomes - To what extent did the MBA program enhance: Ability to be an effective leader</td>
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<td>5.60</td>
<td>-0.71</td>
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<tr>
<td>Q12. Satisfaction with quality of teaching in required subject matter: Economics / Business Economics</td>
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<td>Q36. Learning Outcomes - To what extent did the MBA program enhance: Writing skills</td>
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<td>-0.68</td>
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<td>Q53. Administration and Support Services - Satisfaction with: Training to utilize Business school’s computing resources</td>
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<td>5.00</td>
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<tr>
<td>Q64. Classmates - Satisfaction with characteristics of your fellow students Level of camaraderie</td>
<td>4.90</td>
<td>5.52</td>
<td>-0.62</td>
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<tr>
<td>Q59. Administration and Support Services - Satisfaction with: Food service availability</td>
<td>3.76</td>
<td>4.37</td>
<td>-0.61</td>
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<tr>
<td>Q14. Satisfaction with quality of teaching in required subject matter: Human Resources Management</td>
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**NOTE:** If a section is blank, then there were no questions that met those conditions.

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Page 21
# Georgia State University

## Question Competitive Analysis: Longitudinal Comparison

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<tr>
<td>Q34. Satisfaction with: Average size of elective courses</td>
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<td>Q64. Classmates - Satisfaction with characteristics of your fellow students Level of camaraderie</td>
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<td>Q59. Administration and Support Services - Satisfaction with: Food service availability</td>
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<tr>
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<td>Q68. Expectations: To what extent did your MBA experience fulfill your expectations</td>
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<td>Q89. Overall Value: Comparing the expense to the quality of education, how do you rate the value of the investment made in MBA program</td>
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<td>Q41. Learning Outcomes - To what extent did the MBA program enhance: Ability to be an effective leader</td>
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### Georgia State University
Curriculum Analysis: Student Comparison of Teaching Quality

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<td>Q20. Statistics</td>
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<td>Q17. Management / Organizational Behavior</td>
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<td>Q14. Human Resources Management</td>
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**NOTE:** In your comparison groups, there are 6 institutions in your Select 6 group; there are 27 institutions in your Carnegie Class; and there are 94 institutions in All Institutions.
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SECTION E
SAT Scores and Transfer GPAs
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SAT Scores and Transfer GPAs
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2006 College-Bound Seniors

State Profile Report

GEORGIA

Included in this Report

SAT Reasoning Test™ Data
SAT Subject Tests™ Data
Demographic and Academic Information
College Plans
The SAT® Program

The SAT Reasoning Test™ (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. College-Bound Seniors 2006 includes students who tested through April 2006.

Using This Report

College-Bound Seniors presents data for high school graduates in the year 2006 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors;
- study changes over time in the characteristics of students taking SAT tests; and
- look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT Reasoning Test and in schoolwork.
- not all students in a high school, school district, or state take the SAT Reasoning Test. Since the population of test-takers is self-selected, using aggregate SAT Reasoning Test scores to compare or evaluate teachers, schools, districts, states, or other educational units is not valid, and the College Board strongly discourages such uses.
- interpreting SAT Reasoning Test scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT Reasoning Test scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation’s most selective colleges and scholarship programs. For these states, it is expected that the SAT Reasoning Test mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board Web site at www.collegeboard.com.

Mean
The mean is the arithmetic average.

Percentile
The percentile, also called the percentile point, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th, and 75th percentile points are often reported for large data sets. The 50th percentile point, like the mean, gives an idea of the performance of the typical student. Comparing the 25th to the 75th percentile point gives an idea of the range of ability in the population.

Scaled score
A scaled score is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses the 200–800 scale.

Standard deviation (SD)
The standard deviation (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

The College Board:
Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.
Total Group Mean SAT Reasoning Test Scores
College-Bound Seniors, 1972–2006

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NOTE: For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2006, all scores are reported on the recentered scale.
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### SAT Reasoning Test™ Data

Data in this report are for high school graduates in the year 2006. Information is summarized for seniors who took the SAT Reasoning Test™ at any time during their high school years through April 2006. If a student took the test more than once, the most recent score is used.

#### Table 1: Overall Mean Scores

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#### Table 2: Mean Scores by Gender

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<th>SAT Reasoning Test</th>
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<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Male</td>
<td>26,408</td>
<td>497</td>
<td>107</td>
<td>514</td>
</tr>
<tr>
<td>Female</td>
<td>31,901</td>
<td>492</td>
<td>105</td>
<td>481</td>
</tr>
</tbody>
</table>

#### Table 3: Year in Which Seniors Last Took the SAT Reasoning Test

Scores are from the last administration in which seniors took the SAT Reasoning Test.

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Senior</td>
<td>41,042</td>
<td>488</td>
<td>103</td>
<td>489</td>
</tr>
<tr>
<td>Junior</td>
<td>16,617</td>
<td>510</td>
<td>109</td>
<td>513</td>
</tr>
<tr>
<td>Sophomore</td>
<td>568</td>
<td>507</td>
<td>115</td>
<td>507</td>
</tr>
<tr>
<td>Freshman</td>
<td>82</td>
<td>515</td>
<td>121</td>
<td>503</td>
</tr>
<tr>
<td>Total</td>
<td>58,309</td>
<td>494</td>
<td>106</td>
<td>496</td>
</tr>
</tbody>
</table>

#### Table 4: Mean Scores for Total Group

Mean scores for the total group may serve as points of reference when evaluating mean scores for the state.

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Total Group</td>
<td>1,465,744</td>
<td>503</td>
<td>113</td>
<td>518</td>
</tr>
</tbody>
</table>

*Writing data are based on students who took the current version of the SAT Reasoning Test, first administered in March 2005. Of the 58,309 students in this report, 54,097 students have scores on the SAT writing section.

NOTE: Mean scores are reported when there are 5 or more test-takers. Standard deviations are reported when there are 25 or more test-takers.
### Table 5: Percentiles for State and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>State</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentile</td>
<td>Critical Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>75th</td>
<td>560</td>
<td>570</td>
</tr>
<tr>
<td>50th</td>
<td>490</td>
<td>490</td>
</tr>
<tr>
<td>25th</td>
<td>420</td>
<td>420</td>
</tr>
</tbody>
</table>

### Table 6: Score Distributions

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Range</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>750–800</td>
<td>324</td>
<td>372</td>
<td>696</td>
</tr>
<tr>
<td>700–749</td>
<td>573</td>
<td>648</td>
<td>1,221</td>
</tr>
<tr>
<td>650–699</td>
<td>1,364</td>
<td>1,538</td>
<td>2,902</td>
</tr>
<tr>
<td>600–649</td>
<td>2,644</td>
<td>2,823</td>
<td>5,467</td>
</tr>
<tr>
<td>550–599</td>
<td>3,480</td>
<td>3,977</td>
<td>7,457</td>
</tr>
<tr>
<td>500–549</td>
<td>4,808</td>
<td>5,686</td>
<td>10,494</td>
</tr>
<tr>
<td>450–499</td>
<td>4,885</td>
<td>6,101</td>
<td>10,986</td>
</tr>
<tr>
<td>400–449</td>
<td>3,908</td>
<td>5,295</td>
<td>9,203</td>
</tr>
<tr>
<td>350–399</td>
<td>2,455</td>
<td>3,280</td>
<td>5,735</td>
</tr>
<tr>
<td>300–349</td>
<td>1,269</td>
<td>1,472</td>
<td>2,741</td>
</tr>
<tr>
<td>250–299</td>
<td>450</td>
<td>456</td>
<td>906</td>
</tr>
<tr>
<td>200–249</td>
<td>248</td>
<td>253</td>
<td>501</td>
</tr>
</tbody>
</table>

### Table 7: Type of High School

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Public</td>
<td>47,785</td>
<td>88</td>
<td>45</td>
</tr>
<tr>
<td>Religiously Affiliated</td>
<td>3,422</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>Independent</td>
<td>3,337</td>
<td>6</td>
<td>52</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>3,765</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 8: Test-Taking Conditions

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Pct</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Standard Conditions</td>
<td>57,576</td>
<td>99</td>
<td>494</td>
<td>105</td>
</tr>
<tr>
<td>Nonstandard Conditions</td>
<td>733</td>
<td>1</td>
<td>497</td>
<td>118</td>
</tr>
</tbody>
</table>

NOTE: Percentiles are reported when there are 20 or more test-takers.
## Demographic Information

SAT Reasoning Test: Mean Scores by Gender Within Ethnicity

### Table 9: Total Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers Who Described Themselves As:</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Pct</td>
<td>Mean SD</td>
<td>Mean SD</td>
<td>Mean SD</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>236 0</td>
<td>502 103</td>
<td>488 103</td>
<td>487 87</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>2,895 5</td>
<td>503 122</td>
<td>562 119</td>
<td>502 119</td>
</tr>
<tr>
<td>Black or African American</td>
<td>14,600 25</td>
<td>435 92</td>
<td>427 92</td>
<td>431 84</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>634 1</td>
<td>467 94</td>
<td>470 95</td>
<td>455 90</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>317 1</td>
<td>484 96</td>
<td>478 97</td>
<td>472 89</td>
</tr>
<tr>
<td>Other Hispanic, Latino, or Latin American</td>
<td>966 2</td>
<td>480 103</td>
<td>484 98</td>
<td>469 100</td>
</tr>
<tr>
<td>White</td>
<td>33,396 57</td>
<td>521 97</td>
<td>524 99</td>
<td>513 94</td>
</tr>
<tr>
<td>Other</td>
<td>1,619 3</td>
<td>493 108</td>
<td>490 105</td>
<td>483 100</td>
</tr>
<tr>
<td>No Response*</td>
<td>3,646 6</td>
<td>488 118</td>
<td>484 117</td>
<td>477 112</td>
</tr>
<tr>
<td>Total</td>
<td>58,309 100</td>
<td>494 106</td>
<td>496 109</td>
<td>487 101</td>
</tr>
</tbody>
</table>

*No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

### Table 10: Male Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers Who Described Themselves As:</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Pct</td>
<td>Mean SD</td>
<td>Mean SD</td>
<td>Mean SD</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>132 0</td>
<td>498 104</td>
<td>502 110</td>
<td>476 87</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>1,459 3</td>
<td>504 121</td>
<td>577 120</td>
<td>498 120</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6,000 10</td>
<td>434 94</td>
<td>436 97</td>
<td>421 85</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>268 0</td>
<td>470 94</td>
<td>490 97</td>
<td>450 86</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>143 0</td>
<td>495 100</td>
<td>511 98</td>
<td>480 98</td>
</tr>
<tr>
<td>Other Hispanic, Latino, or Latin American</td>
<td>437 1</td>
<td>481 99</td>
<td>502 98</td>
<td>462 97</td>
</tr>
<tr>
<td>White</td>
<td>15,454 27</td>
<td>523 98</td>
<td>542 101</td>
<td>506 95</td>
</tr>
<tr>
<td>Other</td>
<td>706 1</td>
<td>492 111</td>
<td>504 109</td>
<td>474 101</td>
</tr>
<tr>
<td>No Response*</td>
<td>1,809 3</td>
<td>488 120</td>
<td>499 120</td>
<td>470 113</td>
</tr>
<tr>
<td>Total</td>
<td>26,408 45</td>
<td>497 107</td>
<td>514 112</td>
<td>481 102</td>
</tr>
</tbody>
</table>

### Table 11: Female Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers Who Described Themselves As:</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Pct</td>
<td>Mean SD</td>
<td>Mean SD</td>
<td>Mean SD</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>104 0</td>
<td>508 101</td>
<td>471 91</td>
<td>502 85</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>1,436 2</td>
<td>503 124</td>
<td>547 116</td>
<td>507 118</td>
</tr>
<tr>
<td>Black or African American</td>
<td>8,600 15</td>
<td>437 91</td>
<td>421 88</td>
<td>438 83</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>366 1</td>
<td>465 94</td>
<td>454 90</td>
<td>458 92</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>174 0</td>
<td>476 92</td>
<td>450 88</td>
<td>466 81</td>
</tr>
<tr>
<td>Other Hispanic, Latino, or Latin American</td>
<td>529 1</td>
<td>478 106</td>
<td>469 95</td>
<td>475 102</td>
</tr>
<tr>
<td>White</td>
<td>17,942 31</td>
<td>520 97</td>
<td>508 95</td>
<td>520 93</td>
</tr>
<tr>
<td>Other</td>
<td>913 2</td>
<td>493 106</td>
<td>479 100</td>
<td>490 99</td>
</tr>
<tr>
<td>No Response*</td>
<td>1,837 3</td>
<td>487 116</td>
<td>469 113</td>
<td>484 110</td>
</tr>
<tr>
<td>Total</td>
<td>31,901 55</td>
<td>492 105</td>
<td>481 104</td>
<td>492 99</td>
</tr>
</tbody>
</table>

*No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
Demographic Information
SAT Reasoning Test: Student Background Information and Characteristics

Table 12: Student Background Information and Characteristics
Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number  Pct</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>All Test-Takers</td>
<td>58,309 100</td>
<td>494  106</td>
<td>496  109</td>
<td>487  101</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Language Learned</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>49,058 87</td>
<td>498  104</td>
<td>496  107</td>
<td>490  100</td>
</tr>
<tr>
<td>English and Another</td>
<td>4,461 8</td>
<td>487  106</td>
<td>500  114</td>
<td>482  102</td>
</tr>
<tr>
<td>Another Language</td>
<td>2,570 5</td>
<td>465  114</td>
<td>515  122</td>
<td>463  113</td>
</tr>
<tr>
<td>No Response*</td>
<td>2,220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Citizen / U.S. National</td>
<td>51,761 96</td>
<td>497  105</td>
<td>497  108</td>
<td>490  100</td>
</tr>
<tr>
<td>U.S. Permanent Resident or Refugee</td>
<td>1,578 3</td>
<td>463  114</td>
<td>502  119</td>
<td>463  112</td>
</tr>
<tr>
<td>Citizen of Another Country</td>
<td>655 1</td>
<td>459  110</td>
<td>531  119</td>
<td>454  110</td>
</tr>
<tr>
<td>Other, Unknown, or No Response*</td>
<td>4,315</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disabling Condition</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3,456 6</td>
<td>483  106</td>
<td>485  111</td>
<td>470  98</td>
</tr>
<tr>
<td>Unknown or No Response*</td>
<td>54,853</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plans to Apply for Financial Aid</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>37,787 71</td>
<td>490  106</td>
<td>488  108</td>
<td>482  100</td>
</tr>
<tr>
<td>No</td>
<td>3,503 7</td>
<td>515  99</td>
<td>526  105</td>
<td>511  99</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>11,806 22</td>
<td>503  101</td>
<td>513  106</td>
<td>497  97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Income</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $10,000</td>
<td>1,645 4</td>
<td>416  92</td>
<td>419  94</td>
<td>415  82</td>
</tr>
<tr>
<td>$10,000–$20,000</td>
<td>2,695 7</td>
<td>437  99</td>
<td>438  99</td>
<td>432  90</td>
</tr>
<tr>
<td>$20,000–$30,000</td>
<td>3,369 8</td>
<td>453  97</td>
<td>452  99</td>
<td>448  90</td>
</tr>
<tr>
<td>$30,000–$40,000</td>
<td>4,032 10</td>
<td>468  101</td>
<td>465  102</td>
<td>460  94</td>
</tr>
<tr>
<td>$40,000–$50,000</td>
<td>3,399 9</td>
<td>485  99</td>
<td>481  99</td>
<td>474  94</td>
</tr>
<tr>
<td>$50,000–$60,000</td>
<td>3,648 9</td>
<td>489  97</td>
<td>486  99</td>
<td>480  93</td>
</tr>
<tr>
<td>$60,000–$70,000</td>
<td>3,308 8</td>
<td>496  99</td>
<td>497  101</td>
<td>487  93</td>
</tr>
<tr>
<td>$70,000–$80,000</td>
<td>3,550 9</td>
<td>502  97</td>
<td>501  100</td>
<td>494  93</td>
</tr>
<tr>
<td>$80,000–$100,000</td>
<td>5,363 14</td>
<td>516  98</td>
<td>517  102</td>
<td>505  95</td>
</tr>
<tr>
<td>More than $100,000</td>
<td>8,683 22</td>
<td>536  99</td>
<td>545  103</td>
<td>530  98</td>
</tr>
<tr>
<td>No Response*</td>
<td>18,617</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Highest Level of Parental Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No High School Diploma</td>
<td>1,452 3</td>
<td>425  93</td>
<td>440  99</td>
<td>422  86</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>18,542 35</td>
<td>461  95</td>
<td>461  97</td>
<td>454  88</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>4,626 9</td>
<td>477  94</td>
<td>475  97</td>
<td>468  89</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>16,193 30</td>
<td>512  100</td>
<td>515  104</td>
<td>503  97</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>12,863 24</td>
<td>541  106</td>
<td>543  110</td>
<td>533  102</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Took the PSAT/NMSQT®</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, As a Junior</td>
<td>6,747 14</td>
<td>475  102</td>
<td>472  105</td>
<td>466  96</td>
</tr>
<tr>
<td>Yes, As a Sophomore or Younger</td>
<td>20,836 42</td>
<td>487  99</td>
<td>489  103</td>
<td>479  94</td>
</tr>
<tr>
<td>Yes, As a Junior and As a Sophomore or Younger</td>
<td>16,894 34</td>
<td>529  104</td>
<td>532  108</td>
<td>523  100</td>
</tr>
<tr>
<td>No</td>
<td>5,217 10</td>
<td>450  102</td>
<td>447  102</td>
<td>437  91</td>
</tr>
</tbody>
</table>

* No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
## Academic Information
### Academic Record

Table 13: High School Rank

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Male</td>
</tr>
<tr>
<td>Top Tenth</td>
<td>8,440</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>Second Tenth</td>
<td>7,824</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td>Second Fifth</td>
<td>6,602</td>
<td>21</td>
<td>48</td>
</tr>
<tr>
<td>Final Three Fifths</td>
<td>8,322</td>
<td>27</td>
<td>48</td>
</tr>
<tr>
<td>No Response*</td>
<td>27,121</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 14: High School Grade Point Average

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Male</td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>2,827</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>A (93–96)</td>
<td>9,458</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>A- (90–92)</td>
<td>9,744</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>27,921</td>
<td>51</td>
<td>47</td>
</tr>
<tr>
<td>C (70–79)</td>
<td>5,259</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>71</td>
<td>0</td>
<td>65</td>
</tr>
<tr>
<td>No Response*</td>
<td>3,029</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean Grade Point Average: All Students: 3.31 Male: 3.20 Female: 3.39

Table 15: Average Years of Study in Six Academic Subjects

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Average Years of Study</th>
<th>Grade Point Average: Each Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Arts and Music</td>
<td>1.6</td>
<td>2.0</td>
</tr>
<tr>
<td>English</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Foreign and Classical Languages</td>
<td>2.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Total for All Subjects</td>
<td>18.7</td>
<td>19.3</td>
</tr>
</tbody>
</table>

Table 16: Total Years of Study in Combined Six Academic Subjects

Total years of study is calculated by combining the number of years that students studied each of the following subjects during high school: Arts and Music, English, Foreign and Classical Languages, Mathematics, Natural Sciences, and Social Sciences and History. ‘Incomplete Response’ denotes the number of test-takers who did not respond to all six subjects.

<table>
<thead>
<tr>
<th>SAT Reasoning Test</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Male</td>
</tr>
<tr>
<td>20 or More Years</td>
<td>21,077</td>
<td>47</td>
<td>39</td>
</tr>
<tr>
<td>19 or 19.5 Years</td>
<td>5,467</td>
<td>12</td>
<td>47</td>
</tr>
<tr>
<td>18 or 18.5 Years</td>
<td>5,628</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>17 or 17.5 Years</td>
<td>4,117</td>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td>16 or 16.5 Years</td>
<td>2,473</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>15 or 15.5 Years</td>
<td>1,791</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Less than 15 Years</td>
<td>4,525</td>
<td>10</td>
<td>49</td>
</tr>
<tr>
<td>Incomplete Response</td>
<td>13,231</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*’No Response’ indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
## Academic Information

### Course-Taking Patterns

### Table 17: English, Mathematics

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Reasoning Test Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>2,055</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>4 Years</td>
<td>37,732</td>
<td>77</td>
<td>45</td>
</tr>
<tr>
<td>3 Years</td>
<td>7,057</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>2 Years</td>
<td>1,669</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>1 Year</td>
<td>326</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>251</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>No Response*</td>
<td>9,219</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course Work or Experience

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Reasoning Test Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
</tr>
<tr>
<td>American Literature</td>
<td>44,595</td>
<td>94</td>
<td>44</td>
</tr>
<tr>
<td>Grammar</td>
<td>30,635</td>
<td>65</td>
<td>43</td>
</tr>
<tr>
<td>Composition</td>
<td>29,012</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>Literature, Historical Periods</td>
<td>17,327</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>British Literature</td>
<td>26,208</td>
<td>55</td>
<td>43</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>11,016</td>
<td>23</td>
<td>42</td>
</tr>
<tr>
<td>Literature, Other Country</td>
<td>7,477</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>English As Second Language</td>
<td>1,436</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>AP®/Honors Courses</td>
<td>15,790</td>
<td>32</td>
<td>38</td>
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</table>

### Mathematics

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Reasoning Test Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>5,759</td>
<td>12</td>
<td>47</td>
</tr>
<tr>
<td>4 Years</td>
<td>33,627</td>
<td>68</td>
<td>44</td>
</tr>
<tr>
<td>3 Years</td>
<td>7,938</td>
<td>16</td>
<td>44</td>
</tr>
<tr>
<td>2 Years</td>
<td>1,443</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>1 Year</td>
<td>237</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>222</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>No Response*</td>
<td>9,083</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Course Work or Experience

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Reasoning Test Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
</tr>
<tr>
<td>Algebra</td>
<td>48,359</td>
<td>98</td>
<td>44</td>
</tr>
<tr>
<td>Geometry</td>
<td>47,603</td>
<td>97</td>
<td>44</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>24,254</td>
<td>49</td>
<td>44</td>
</tr>
<tr>
<td>Precalculus</td>
<td>15,977</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td>Calculus</td>
<td>11,670</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Other Math Courses</td>
<td>12,662</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>Computer Math</td>
<td>2,633</td>
<td>5</td>
<td>54</td>
</tr>
<tr>
<td>AP®/Honors Courses</td>
<td>12,635</td>
<td>26</td>
<td>44</td>
</tr>
</tbody>
</table>

*No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
## Academic Information
### Course-Taking Patterns

### Table 18: Natural Sciences, Social Sciences and History

#### Natural Sciences

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Number</th>
<th>Pct.</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Than 4 Years</td>
<td>2,767</td>
<td>6</td>
<td>45</td>
<td>55</td>
<td>536</td>
<td>548</td>
<td>523</td>
</tr>
<tr>
<td>4 Years</td>
<td>22,994</td>
<td>47</td>
<td>46</td>
<td>54</td>
<td>512</td>
<td>516</td>
<td>505</td>
</tr>
<tr>
<td>3 Years</td>
<td>19,012</td>
<td>39</td>
<td>42</td>
<td>58</td>
<td>477</td>
<td>474</td>
<td>470</td>
</tr>
<tr>
<td>2 Years</td>
<td>2,568</td>
<td>5</td>
<td>50</td>
<td>50</td>
<td>470</td>
<td>473</td>
<td>465</td>
</tr>
<tr>
<td>1 Year</td>
<td>783</td>
<td>2</td>
<td>46</td>
<td>54</td>
<td>459</td>
<td>457</td>
<td>453</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>638</td>
<td>1</td>
<td>38</td>
<td>62</td>
<td>425</td>
<td>423</td>
<td>419</td>
</tr>
<tr>
<td>No Response*</td>
<td>9,547</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

#### Course Work or Experience

<table>
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<tr>
<th>Subject</th>
<th>Number</th>
<th>Pct.</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>48,472</td>
<td>99</td>
<td>44</td>
<td>56</td>
<td>495</td>
<td>496</td>
<td>488</td>
</tr>
<tr>
<td>Chemistry</td>
<td>42,811</td>
<td>87</td>
<td>44</td>
<td>56</td>
<td>503</td>
<td>507</td>
<td>495</td>
</tr>
<tr>
<td>Physics</td>
<td>25,249</td>
<td>51</td>
<td>47</td>
<td>53</td>
<td>519</td>
<td>529</td>
<td>511</td>
</tr>
<tr>
<td>Geology, Earth, or Space Science</td>
<td>16,502</td>
<td>34</td>
<td>47</td>
<td>53</td>
<td>485</td>
<td>479</td>
<td>475</td>
</tr>
<tr>
<td>Other Sciences</td>
<td>23,146</td>
<td>47</td>
<td>41</td>
<td>59</td>
<td>490</td>
<td>487</td>
<td>483</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>12,422</td>
<td>25</td>
<td>43</td>
<td>57</td>
<td>568</td>
<td>578</td>
<td>558</td>
</tr>
</tbody>
</table>

#### Social Sciences and History

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Number</th>
<th>Pct.</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Than 4 Years</td>
<td>2,907</td>
<td>6</td>
<td>43</td>
<td>57</td>
<td>529</td>
<td>521</td>
<td>515</td>
</tr>
<tr>
<td>4 Years</td>
<td>28,975</td>
<td>59</td>
<td>45</td>
<td>55</td>
<td>503</td>
<td>504</td>
<td>495</td>
</tr>
<tr>
<td>3 Years</td>
<td>13,805</td>
<td>28</td>
<td>43</td>
<td>57</td>
<td>479</td>
<td>483</td>
<td>473</td>
</tr>
<tr>
<td>2 Years</td>
<td>2,422</td>
<td>5</td>
<td>49</td>
<td>51</td>
<td>471</td>
<td>480</td>
<td>468</td>
</tr>
<tr>
<td>1 Year</td>
<td>543</td>
<td>1</td>
<td>48</td>
<td>52</td>
<td>458</td>
<td>467</td>
<td>453</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>320</td>
<td>1</td>
<td>44</td>
<td>56</td>
<td>422</td>
<td>424</td>
<td>414</td>
</tr>
<tr>
<td>No Response*</td>
<td>9,337</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Work or Experience

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Pct.</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>47,593</td>
<td>97</td>
<td>44</td>
<td>56</td>
<td>495</td>
<td>496</td>
<td>487</td>
</tr>
<tr>
<td>World History or Cultures</td>
<td>43,642</td>
<td>89</td>
<td>44</td>
<td>56</td>
<td>496</td>
<td>498</td>
<td>489</td>
</tr>
<tr>
<td>U.S. Government or Civics</td>
<td>38,286</td>
<td>78</td>
<td>44</td>
<td>56</td>
<td>495</td>
<td>495</td>
<td>487</td>
</tr>
<tr>
<td>Economics</td>
<td>33,875</td>
<td>69</td>
<td>43</td>
<td>57</td>
<td>496</td>
<td>497</td>
<td>487</td>
</tr>
<tr>
<td>Geography</td>
<td>25,812</td>
<td>52</td>
<td>44</td>
<td>56</td>
<td>486</td>
<td>487</td>
<td>479</td>
</tr>
<tr>
<td>Psychology</td>
<td>9,999</td>
<td>20</td>
<td>35</td>
<td>65</td>
<td>517</td>
<td>509</td>
<td>506</td>
</tr>
<tr>
<td>European History</td>
<td>5,762</td>
<td>12</td>
<td>46</td>
<td>54</td>
<td>539</td>
<td>531</td>
<td>527</td>
</tr>
<tr>
<td>Sociology</td>
<td>5,214</td>
<td>11</td>
<td>37</td>
<td>63</td>
<td>497</td>
<td>488</td>
<td>487</td>
</tr>
<tr>
<td>Ancient History</td>
<td>3,030</td>
<td>6</td>
<td>49</td>
<td>51</td>
<td>520</td>
<td>514</td>
<td>511</td>
</tr>
<tr>
<td>Anthropology</td>
<td>822</td>
<td>2</td>
<td>44</td>
<td>56</td>
<td>489</td>
<td>477</td>
<td>478</td>
</tr>
<tr>
<td>Other Courses</td>
<td>6,739</td>
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<td>45</td>
<td>55</td>
<td>505</td>
<td>504</td>
<td>495</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>14,629</td>
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<td>41</td>
<td>59</td>
<td>563</td>
<td>561</td>
<td>551</td>
</tr>
</tbody>
</table>

*No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
### Academic Information

#### Course-Taking Patterns

#### Table 19: Foreign and Classical Languages

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Reasoning Test Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Male</td>
</tr>
<tr>
<td>1,723</td>
<td>37</td>
<td>63</td>
<td>569</td>
</tr>
<tr>
<td>6,495</td>
<td>40</td>
<td>60</td>
<td>557</td>
</tr>
<tr>
<td>10,553</td>
<td>43</td>
<td>57</td>
<td>523</td>
</tr>
<tr>
<td>23,246</td>
<td>46</td>
<td>54</td>
<td>477</td>
</tr>
<tr>
<td>4,756</td>
<td>44</td>
<td>56</td>
<td>453</td>
</tr>
<tr>
<td>2,198</td>
<td>52</td>
<td>48</td>
<td>409</td>
</tr>
<tr>
<td>9,338</td>
<td></td>
<td></td>
<td>483</td>
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<td><strong>Chinese</strong></td>
<td>450</td>
<td>1</td>
<td>51</td>
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<tr>
<td><strong>French</strong></td>
<td>9,632</td>
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<td>39</td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>2,371</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td><strong>Greek</strong></td>
<td>119</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td><strong>Hebrew</strong></td>
<td>232</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>169</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td><strong>Japanese</strong></td>
<td>480</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td><strong>Korean</strong></td>
<td>211</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td><strong>Latin</strong></td>
<td>3,826</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td><strong>Russian</strong></td>
<td>199</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>36,396</td>
<td>74</td>
<td>44</td>
</tr>
<tr>
<td><strong>Other Languages</strong></td>
<td>626</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td><strong>AP/Honors Courses</strong></td>
<td>7,708</td>
<td>16</td>
<td>38</td>
</tr>
</tbody>
</table>

*No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
### Table 20: Arts and Music, Computers

#### Arts and Music

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Than 4 Years</td>
<td>2,185</td>
<td>5</td>
<td>35</td>
<td>65</td>
<td>512</td>
<td>502</td>
<td>503</td>
</tr>
<tr>
<td>4 Years</td>
<td>8,184</td>
<td>17</td>
<td>36</td>
<td>64</td>
<td>525</td>
<td>521</td>
<td>519</td>
</tr>
<tr>
<td>3 Years</td>
<td>5,067</td>
<td>11</td>
<td>36</td>
<td>64</td>
<td>503</td>
<td>496</td>
<td>496</td>
</tr>
<tr>
<td>2 Years</td>
<td>7,260</td>
<td>15</td>
<td>40</td>
<td>60</td>
<td>498</td>
<td>496</td>
<td>491</td>
</tr>
<tr>
<td>1 Year</td>
<td>9,816</td>
<td>21</td>
<td>46</td>
<td>54</td>
<td>491</td>
<td>496</td>
<td>484</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>14,426</td>
<td>31</td>
<td>52</td>
<td>48</td>
<td>476</td>
<td>483</td>
<td>468</td>
</tr>
<tr>
<td>No Response*</td>
<td>11,371</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

#### Course Work or Experience

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting or Play Production</td>
<td>7,645</td>
<td>18</td>
<td>32</td>
<td>68</td>
<td>526</td>
<td>506</td>
<td>516</td>
</tr>
<tr>
<td>Art History or Appreciation</td>
<td>7,868</td>
<td>19</td>
<td>39</td>
<td>61</td>
<td>505</td>
<td>501</td>
<td>497</td>
</tr>
<tr>
<td>Dance</td>
<td>3,840</td>
<td>9</td>
<td>11</td>
<td>89</td>
<td>487</td>
<td>473</td>
<td>485</td>
</tr>
<tr>
<td>Drama: Study or Appreciation</td>
<td>7,440</td>
<td>18</td>
<td>30</td>
<td>70</td>
<td>511</td>
<td>496</td>
<td>503</td>
</tr>
<tr>
<td>Music: Study or Appreciation</td>
<td>5,639</td>
<td>13</td>
<td>42</td>
<td>58</td>
<td>518</td>
<td>508</td>
<td>508</td>
</tr>
<tr>
<td>Music Performance</td>
<td>15,155</td>
<td>36</td>
<td>37</td>
<td>63</td>
<td>513</td>
<td>508</td>
<td>506</td>
</tr>
<tr>
<td>Photography or Film</td>
<td>5,031</td>
<td>12</td>
<td>36</td>
<td>64</td>
<td>517</td>
<td>511</td>
<td>510</td>
</tr>
<tr>
<td>Studio Art and Design</td>
<td>6,923</td>
<td>16</td>
<td>38</td>
<td>62</td>
<td>520</td>
<td>517</td>
<td>512</td>
</tr>
<tr>
<td>None</td>
<td>10,861</td>
<td>26</td>
<td>56</td>
<td>44</td>
<td>470</td>
<td>480</td>
<td>462</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>3,203</td>
<td>7</td>
<td>36</td>
<td>64</td>
<td>562</td>
<td>554</td>
<td>553</td>
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</table>

#### Computers

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Literacy</td>
<td>29,086</td>
<td>63</td>
<td>44</td>
<td>56</td>
<td>496</td>
<td>496</td>
<td>488</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>7,305</td>
<td>16</td>
<td>55</td>
<td>45</td>
<td>487</td>
<td>496</td>
<td>478</td>
</tr>
<tr>
<td>Word Processing</td>
<td>31,013</td>
<td>67</td>
<td>43</td>
<td>57</td>
<td>497</td>
<td>497</td>
<td>489</td>
</tr>
<tr>
<td>Internet Activity</td>
<td>22,161</td>
<td>48</td>
<td>44</td>
<td>56</td>
<td>502</td>
<td>501</td>
<td>494</td>
</tr>
<tr>
<td>Using Computer Graphics</td>
<td>13,246</td>
<td>29</td>
<td>49</td>
<td>51</td>
<td>503</td>
<td>505</td>
<td>494</td>
</tr>
<tr>
<td>Creating Spreadsheets/Databases</td>
<td>14,774</td>
<td>32</td>
<td>45</td>
<td>55</td>
<td>505</td>
<td>506</td>
<td>496</td>
</tr>
<tr>
<td>None</td>
<td>7,015</td>
<td>15</td>
<td>39</td>
<td>61</td>
<td>509</td>
<td>511</td>
<td>503</td>
</tr>
</tbody>
</table>

*‘No Response’ indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.*
Table 21: Number of Test-Takers and Tests for SAT Subject Tests

<table>
<thead>
<tr>
<th>Students Who Took SAT Subject Tests</th>
<th>Students Who Took an SAT Subject Test and Also Took the SAT Reasoning Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Test-Takers</td>
<td>Number of Tests</td>
</tr>
<tr>
<td>3,274</td>
<td>8,867</td>
</tr>
</tbody>
</table>

Students Who Took One or More Different SAT Subject Tests

<table>
<thead>
<tr>
<th>Number of Tests Taken</th>
<th>Number of Test-Takers</th>
<th>Percent of Total Test-Takers Who Took One or More Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>283</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>944</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>1,679</td>
<td>51</td>
</tr>
<tr>
<td>4 or More</td>
<td>368</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 22: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT Reasoning Test

Most, but not all, students who take the SAT Subject Tests also take the SAT Reasoning Test. This table provides a side-by-side presentation of the two scores for those students who took both tests.

<table>
<thead>
<tr>
<th>SAT Subject Test</th>
<th>SAT Reasoning Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Writing*</td>
<td>389</td>
</tr>
<tr>
<td>Literature</td>
<td>1,485</td>
</tr>
</tbody>
</table>

History and Social Studies

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Critical Reading Mean</th>
<th>SD</th>
<th>Mathematics Mean</th>
<th>SD</th>
<th>Writing Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>1,545</td>
<td>625</td>
<td>122</td>
<td>1,432</td>
<td>642</td>
<td>110</td>
<td>633</td>
<td>112</td>
<td>629</td>
<td>107</td>
</tr>
<tr>
<td>World History</td>
<td>144</td>
<td>607</td>
<td>122</td>
<td>131</td>
<td>641</td>
<td>111</td>
<td>631</td>
<td>106</td>
<td>629</td>
<td>104</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Critical Reading Mean</th>
<th>SD</th>
<th>Mathematics Mean</th>
<th>SD</th>
<th>Writing Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Level 1</td>
<td>1,509</td>
<td>581</td>
<td>122</td>
<td>1,345</td>
<td>600</td>
<td>118</td>
<td>614</td>
<td>116</td>
<td>597</td>
<td>114</td>
</tr>
<tr>
<td>Mathematics Level 2</td>
<td>1,344</td>
<td>675</td>
<td>103</td>
<td>1,301</td>
<td>655</td>
<td>101</td>
<td>693</td>
<td>89</td>
<td>648</td>
<td>98</td>
</tr>
</tbody>
</table>

Science

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Critical Reading Mean</th>
<th>SD</th>
<th>Mathematics Mean</th>
<th>SD</th>
<th>Writing Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology-E</td>
<td>256</td>
<td>593</td>
<td>115</td>
<td>236</td>
<td>612</td>
<td>120</td>
<td>608</td>
<td>116</td>
<td>600</td>
<td>110</td>
</tr>
<tr>
<td>Biology-M</td>
<td>371</td>
<td>653</td>
<td>107</td>
<td>356</td>
<td>649</td>
<td>95</td>
<td>668</td>
<td>94</td>
<td>647</td>
<td>92</td>
</tr>
<tr>
<td>Chemistry</td>
<td>625</td>
<td>643</td>
<td>118</td>
<td>599</td>
<td>646</td>
<td>106</td>
<td>687</td>
<td>98</td>
<td>642</td>
<td>104</td>
</tr>
<tr>
<td>Physics</td>
<td>348</td>
<td>652</td>
<td>98</td>
<td>339</td>
<td>654</td>
<td>101</td>
<td>709</td>
<td>87</td>
<td>641</td>
<td>100</td>
</tr>
</tbody>
</table>

Foreign and Classical Languages

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Critical Reading Mean</th>
<th>SD</th>
<th>Mathematics Mean</th>
<th>SD</th>
<th>Writing Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese/Listening</td>
<td>57</td>
<td>777</td>
<td>34</td>
<td>57</td>
<td>636</td>
<td>129</td>
<td>715</td>
<td>70</td>
<td>632</td>
<td>128</td>
</tr>
<tr>
<td>French</td>
<td>174</td>
<td>608</td>
<td>113</td>
<td>167</td>
<td>656</td>
<td>88</td>
<td>657</td>
<td>83</td>
<td>659</td>
<td>84</td>
</tr>
<tr>
<td>French/Listening</td>
<td>43</td>
<td>641</td>
<td>92</td>
<td>43</td>
<td>668</td>
<td>81</td>
<td>657</td>
<td>81</td>
<td>668</td>
<td>72</td>
</tr>
<tr>
<td>German</td>
<td>16</td>
<td>642</td>
<td>15</td>
<td>15</td>
<td>639</td>
<td>665</td>
<td>631</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German/Listening</td>
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<td>695</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Modern Hebrew</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese/Listening</td>
<td>14</td>
<td>721</td>
<td>13</td>
<td>13</td>
<td>549</td>
<td>664</td>
<td>541</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean/Listening</td>
<td>25</td>
<td>770</td>
<td>51</td>
<td>25</td>
<td>584</td>
<td>99</td>
<td>681</td>
<td>92</td>
<td>600</td>
<td>86</td>
</tr>
<tr>
<td>Latin</td>
<td>57</td>
<td>624</td>
<td>118</td>
<td>57</td>
<td>675</td>
<td>98</td>
<td>670</td>
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<td>671</td>
<td>86</td>
</tr>
<tr>
<td>Spanish</td>
<td>336</td>
<td>619</td>
<td>122</td>
<td>331</td>
<td>643</td>
<td>100</td>
<td>643</td>
<td>98</td>
<td>646</td>
<td>93</td>
</tr>
<tr>
<td>Spanish/Listening</td>
<td>112</td>
<td>624</td>
<td>104</td>
<td>112</td>
<td>659</td>
<td>85</td>
<td>649</td>
<td>90</td>
<td>655</td>
<td>88</td>
</tr>
</tbody>
</table>

*After the January 2005 administration, the SAT Subject Test in Writing was no longer administered because the SAT Reasoning Test now includes the writing section; 2006 is the last year for which scores for the SAT Subject Test in Writing are reported.

NOTE: The ELPT (English Language Proficiency Test) was last administered in January 2005. Please consult the 2005 College-Bound Seniors Reports for data on ELPT.
## SAT Subject Tests Score Distributions

### Table 23: English, History and Social Studies

<table>
<thead>
<tr>
<th>SAT Subject Tests</th>
<th>Writing</th>
<th>Literature</th>
<th>U.S. History</th>
<th>World History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
<td>N</td>
<td>Pct</td>
</tr>
<tr>
<td>750–800</td>
<td>77</td>
<td>20</td>
<td>144</td>
<td>10</td>
</tr>
<tr>
<td>700–749</td>
<td>65</td>
<td>17</td>
<td>251</td>
<td>17</td>
</tr>
<tr>
<td>650–699</td>
<td>65</td>
<td>17</td>
<td>263</td>
<td>18</td>
</tr>
<tr>
<td>600–649</td>
<td>58</td>
<td>15</td>
<td>208</td>
<td>14</td>
</tr>
<tr>
<td>550–599</td>
<td>39</td>
<td>10</td>
<td>150</td>
<td>10</td>
</tr>
<tr>
<td>500–549</td>
<td>40</td>
<td>10</td>
<td>118</td>
<td>8</td>
</tr>
<tr>
<td>450–499</td>
<td>17</td>
<td>4</td>
<td>110</td>
<td>7</td>
</tr>
<tr>
<td>400–449</td>
<td>13</td>
<td>3</td>
<td>121</td>
<td>8</td>
</tr>
<tr>
<td>350–399</td>
<td>10</td>
<td>3</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td>300–349</td>
<td>4</td>
<td>1</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>250–299</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>200–249</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** | 389 | 1,485 | 1,545 | 144 |

**Mean** | 637 | 598 | 625 | 607 |

**SD** | 114 | 125 | 122 | 122 |

**75th percentile** | 730 | 700 | 720 | 690 |

**50th percentile** | 650 | 630 | 650 | 620 |

**25th percentile** | 560 | 500 | 550 | 510 |

### Table 24: Mathematics, Science

<table>
<thead>
<tr>
<th>SAT Subject Tests</th>
<th>Mathematics Level 1</th>
<th>Mathematics Level 2</th>
<th>Biology-E</th>
<th>Biology-M</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
<td>N</td>
<td>Pct</td>
<td>N</td>
<td>Pct</td>
</tr>
<tr>
<td>750–800</td>
<td>75</td>
<td>5</td>
<td>422</td>
<td>31</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>700–749</td>
<td>236</td>
<td>16</td>
<td>220</td>
<td>16</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>650–699</td>
<td>264</td>
<td>17</td>
<td>231</td>
<td>17</td>
<td>45</td>
<td>18</td>
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<td>10</td>
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<td>9</td>
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<tr>
<td>350–399</td>
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<td>1</td>
<td>11</td>
<td>4</td>
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<tr>
<td>300–349</td>
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<td>1,344</td>
<td>256</td>
<td>371</td>
<td>625</td>
<td>348</td>
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</table>

**Mean** | 581 | 675 | 593 | 653 | 643 | 652 |

**SD** | 122 | 103 | 115 | 107 | 118 | 98  |

**75th percentile** | 680 | 760 | 680 | 740 | 740 | 730 |

**50th percentile** | 600 | 690 | 610 | 680 | 680 | 660 |

**25th percentile** | 480 | 620 | 500 | 600 | 560 | 590 |
### Table 25: Foreign and Classical Languages

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<th>German</th>
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<td>Pct</td>
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<td>750–800</td>
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<td>81</td>
<td>25</td>
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<td>19</td>
</tr>
<tr>
<td>700–749</td>
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<td>11</td>
<td>3</td>
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<tr>
<td>650–699</td>
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<td>7</td>
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<td>13</td>
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<td>23</td>
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<td>23</td>
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<td>19</td>
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<td>777</td>
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<td>641</td>
<td>642</td>
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<td>630</td>
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<td>630</td>
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<tr>
<td>25th percentile</td>
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<td>570</td>
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### Table 26: Foreign and Classical Languages (continued)

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<th>Japanese/Listening</th>
<th>Korean/Listening</th>
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Table 27: Intended College Major, Degree-Level Goal, Plans for Advanced Standing

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<th>Test-Takers</th>
<th>Mean Scores</th>
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<th>Writing</th>
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<td>459</td>
<td>450</td>
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<td>518</td>
<td>484</td>
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<td>490</td>
<td>499</td>
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<td>522</td>
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<td>461</td>
<td>459</td>
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</table>
Table 28: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 58,527 students from your state who participated in the SAT Program, 48,340 designated that their SAT score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 2,365 institutions received score reports from your students.

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Type</th>
<th>Number of Students</th>
<th>Percent of Score Senders*</th>
</tr>
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<tr>
<td>UNIVERSITY OF GEORGIA ATHENS</td>
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<td>21,331</td>
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<td>GA</td>
<td>Public</td>
<td>13,272</td>
<td>27.5</td>
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<td>GA</td>
<td>Public</td>
<td>12,900</td>
<td>26.7</td>
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<td>GA</td>
<td>Public</td>
<td>8,662</td>
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<td>Public</td>
<td>8,275</td>
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<td>FL</td>
<td>Public</td>
<td>2,528</td>
<td>5.2</td>
</tr>
<tr>
<td>BERRY COLLEGE</td>
<td>GA</td>
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<td>2,500</td>
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<tr>
<td>AUGUSTA STATE UNIVERSITY</td>
<td>GA</td>
<td>Public</td>
<td>1,929</td>
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<td>GAINESVILLE COLLEGE</td>
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<td>Public</td>
<td>1,869</td>
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<td>CLAYTON STATE UNIVERSITY</td>
<td>GA</td>
<td>Public</td>
<td>1,800</td>
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<tr>
<td>ARMSTRONG ATLANTIC STATE UNIVERSITY</td>
<td>GA</td>
<td>Public</td>
<td>1,778</td>
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<tr>
<td>DUKE UNIVERSITY</td>
<td>NC</td>
<td>Private</td>
<td>1,701</td>
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<tr>
<td>UNIVERSITY OF ALABAMA TUSCALOOS</td>
<td>AL</td>
<td>Public</td>
<td>1,701</td>
<td>3.5</td>
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<tr>
<td>SAVANNAH COLLEGE OF ART AND DESIGN</td>
<td>GA</td>
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<td>1,640</td>
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<td>UNIVERSITY OF NORTH CAROLINA CHAPEL HILL</td>
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<td>1,574</td>
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<td>FL</td>
<td>Public</td>
<td>1,501</td>
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<tr>
<td>FORT VALLEY STATE UNIVERSITY</td>
<td>GA</td>
<td>Public</td>
<td>1,469</td>
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<td>SOUTHERN POLYTECHNIC STATE UNIVERSITY</td>
<td>GA</td>
<td>Public</td>
<td>1,422</td>
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<td>UNIVERSITY OF SOUTH CAROLINA COLUMBIA</td>
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<td>Public</td>
<td>1,360</td>
<td>2.8</td>
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<tr>
<td>SPelman COLLEGE</td>
<td>GA</td>
<td>Private</td>
<td>1,284</td>
<td>2.7</td>
</tr>
<tr>
<td>VANDERBILT UNIVERSITY</td>
<td>TN</td>
<td>Private</td>
<td>1,265</td>
<td>2.6</td>
</tr>
<tr>
<td>GEORGIA SOUTHWESTERN STATE UNIVERSITY</td>
<td>GA</td>
<td>Public</td>
<td>1,232</td>
<td>2.5</td>
</tr>
<tr>
<td>NCAA INITIAL ELIG CLEARINGHSE</td>
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<td>Scholarship</td>
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<tr>
<td>UNIVERSITY OF MIAMI</td>
<td>FL</td>
<td>Private</td>
<td>1,150</td>
<td>2.4</td>
</tr>
<tr>
<td>NEW YORK UNIVERSITY</td>
<td>NY</td>
<td>Private</td>
<td>1,110</td>
<td>2.3</td>
</tr>
<tr>
<td>ABRAHAM BALDWIN AGRICULTURAL COLLEGE</td>
<td>GA</td>
<td>Public</td>
<td>1,098</td>
<td>2.3</td>
</tr>
<tr>
<td>FURMAN UNIVERSITY</td>
<td>SC</td>
<td>Private</td>
<td>1,058</td>
<td>2.2</td>
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<tr>
<td>UNIVERSITY OF TENNESSEE KNOXVILLE</td>
<td>TN</td>
<td>Public</td>
<td>1,052</td>
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<tr>
<td>OXFORD COLLEGE</td>
<td>GA</td>
<td>Private</td>
<td>1,046</td>
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</tr>
<tr>
<td>SHORTER COLLEGE ROME</td>
<td>GA</td>
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<tr>
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<td>GA</td>
<td>Private</td>
<td>1,019</td>
<td>2.1</td>
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</table>

*Of your students who designated that their SAT Program score reports be sent to institutions, the ‘Percent of Score Senders’ indicates the percent of those students who had their scores sent to each institution listed.
### Marketing Ph.D. Program Applicants, Accepts and Enrollments

<table>
<thead>
<tr>
<th>year</th>
<th>College Applicants</th>
<th>Marketing Applicants</th>
<th>College Accepts</th>
<th>Marketing Accepts</th>
<th>College Enrolled</th>
<th>Marketing Enrolled</th>
<th>Change</th>
<th>Change Rate</th>
<th>Rate</th>
<th>Change Rate</th>
<th>Rate</th>
<th>Change Rate</th>
<th>Rate</th>
<th>Change Rate</th>
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<tbody>
<tr>
<td>2004</td>
<td>334</td>
<td>47</td>
<td>31</td>
<td>7</td>
<td>20</td>
<td>4</td>
<td>-24.9%</td>
<td>-9.3%</td>
<td>14.9%</td>
<td>57.1%</td>
<td>64.5%</td>
<td>42.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>251</td>
<td>28</td>
<td>*</td>
<td>*</td>
<td>26</td>
<td>4</td>
<td>-15.5%</td>
<td>-3.6%</td>
<td>19.7%</td>
<td>32.1%</td>
<td>61.5%</td>
<td>-42.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>212</td>
<td>27</td>
<td>*</td>
<td>*</td>
<td>17</td>
<td>4</td>
<td>-36.5%</td>
<td>-12.3%</td>
<td>23.9%</td>
<td>37.5%</td>
<td>61%</td>
<td>-42.6%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-36.5%</td>
<td>-12.3%</td>
<td>23.9%</td>
<td>37.5%</td>
<td>61%</td>
<td>-42.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not all departments notify the Doctoral Program Office of applicants who are offered admission but decline the offer.*
Appendix E3 GMAT Scores Report

Please go to the website below to access this Appendix.

http://www.gmac.com/gmac/VirtualLibrary/Tools/ProfileofGMATCandidates2000–01to2004–05.htm
### TABLE E-1
**MEAN STANDARDIZED GRADUATE ADMISSION TEST SCORES**  
**FY 2004 - FY 2006**

<table>
<thead>
<tr>
<th>ACADEMIC PROGRAM</th>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th>CONC</th>
<th>APPLIED</th>
<th>ACCEPTED</th>
<th>ENROLLED</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GRE</td>
<td>GRE</td>
<td>GRE</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VERB</td>
<td>QUANT</td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VERB</td>
<td>QUANT</td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VERB</td>
<td>QUANT</td>
<td>TOTAL</td>
</tr>
<tr>
<td>FY04</td>
<td>MBA</td>
<td>MK</td>
<td></td>
<td></td>
<td>480</td>
<td>573</td>
<td>1053</td>
</tr>
<tr>
<td>FY05</td>
<td>MBA</td>
<td>MK</td>
<td></td>
<td></td>
<td>453</td>
<td>581</td>
<td>1034</td>
</tr>
<tr>
<td>FY06</td>
<td>MBA</td>
<td>MK</td>
<td></td>
<td></td>
<td>430</td>
<td>610</td>
<td>1040</td>
</tr>
<tr>
<td>FY04</td>
<td>MS</td>
<td>MK</td>
<td></td>
<td></td>
<td>450</td>
<td>622</td>
<td>1072</td>
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<tr>
<td>FY05</td>
<td>MS</td>
<td>MK</td>
<td></td>
<td></td>
<td>402</td>
<td>516</td>
<td>920</td>
</tr>
<tr>
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<td>MS</td>
<td>MK</td>
<td></td>
<td></td>
<td>360</td>
<td>520</td>
<td>880</td>
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<tr>
<td>FY04</td>
<td>PHD</td>
<td>MK</td>
<td></td>
<td></td>
<td>533</td>
<td>728</td>
<td>1260</td>
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<tr>
<td>FY05</td>
<td>PHD</td>
<td>MK</td>
<td></td>
<td></td>
<td>443</td>
<td>477</td>
<td>920</td>
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### TABLE E-2
**SELECTION RATIO OF APPLICANT/ACCEPTED GRADUATE STUDENTS**  
**FY 2004 - FY 2006**

<table>
<thead>
<tr>
<th>ACADEMIC PROGRAM</th>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th>CONC</th>
<th># OF APPLICANTS</th>
<th># OF ACCEPTED</th>
<th>RATIO</th>
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<tr>
<td>FY04</td>
<td>MBA</td>
<td>MK</td>
<td></td>
<td></td>
<td>177</td>
<td>67</td>
<td>37.9%</td>
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<td>FY05</td>
<td>MBA</td>
<td>MK</td>
<td></td>
<td></td>
<td>129</td>
<td>52</td>
<td>40.3%</td>
</tr>
<tr>
<td>FY06</td>
<td>MBA</td>
<td>MK</td>
<td></td>
<td></td>
<td>121</td>
<td>45</td>
<td>37.2%</td>
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<tr>
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<td>MS</td>
<td>MK</td>
<td></td>
<td></td>
<td>55</td>
<td>19</td>
<td>34.5%</td>
</tr>
<tr>
<td>FY05</td>
<td>MS</td>
<td>MK</td>
<td></td>
<td></td>
<td>41</td>
<td>15</td>
<td>36.6%</td>
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<tr>
<td>FY06</td>
<td>MS</td>
<td>MK</td>
<td></td>
<td></td>
<td>30</td>
<td>6</td>
<td>20.0%</td>
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<td>MK</td>
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<td>7.4%</td>
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<td>47</td>
<td>6</td>
<td>12.8%</td>
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<td>FY06</td>
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<td>MK</td>
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<td></td>
<td>28</td>
<td>8</td>
<td>28.6%</td>
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</tbody>
</table>
SECTION F
Appendix F1  Graduate Faculty Status and Criteria

Graduate faculty in the College are eligible to teach graduate courses and to serve on dissertation committees. Exceptions are allowed for other faculty, as well. The stated criteria for earning Graduate Faculty status are “several” quality publications in refereed journals in the last five years, or other evidence of research activity, and a record of effectiveness in graduate teaching.
Appendix F2: Graduate Faculty in the Marketing Department

Dr. Hiram C. Barksdale
Dr. Danny Bellenger
    Dr. Dan Bello
    Dr. Jim Boles
    Dr. Carolyn Curasi

    Dr. Kofi Dadzie
    Dr. Naveen Donthu
        Dr. Pam Ellen
        Dr. Sevgin Eroglu
        Dr. Wes Johnston

    Dr. Ritu Lohtia
    Dr. George Moschis
        Dr. Bruce Pilling
        Dr. Edward Rigdon
    Dr. Corliss Thornton
HIRAM C. BARKSDALE, JR.

OFFICE ADDRESS: College of Business Administration    HOME ADDRESS: 294 Colonial Homes Drive NW
Georgia State University    Atlanta, Georgia 30309
Atlanta, Georgia 30303    Phone: (404) 352-5137
Phone: (404) 651-2740    Fax: (404) 651-4198

EDUCATION:

1978-1982 University of North Carolina at Chapel Hill
    Doctor of Philosophy in Business Administration
    Marketing Concentration

1975-1977 University of Georgia
    Master of Business Administration
    Marketing Concentration

1971-1975 Davidson College
    Bachelor of Arts in Economics

Fellowships and Awards:

1976 Sigma Iota Epsilon Honorary Management Fraternity

1976-1977 University of Georgia University-Wide Research Assistantship

1977 Beta Gamma Sigma Business Honorary

1977 Phi Kappa Phi Academic Honorary

1978 Outstanding Young Men in America

1979 University of North Carolina Graduate School of Business Research Assistant

1981 Smith Fund Grant for Dissertation Research, University of North Carolina


1983 Alpha Mu Alpha, Marketing Honorary

1989-1993 Marketing Department Nominee for the College of Business Distinguished Service Award

1997 ANBAR Citation of Excellence, Highest Quality Rating for article “What National
Account Decision Makers Would Tell Salespeople About Building Relationships,” in Journal of Business and Industrial Marketing

1997 Journal of Business and Industrial Marketing Award for Excellence: Outstanding Article of the Year for 1997 for article title “Salesperson Behavior: Antecedents and Links to Performance"

1997 Georgia State University Instructional Innovation Award Finalist

1999 Marketing Department Nominee for the Robinson College of Business Outstanding Teaching Award

2002 Recipient of one of four Instructional Innovation Grants from the Robinson College of Business Faculty Development Committee.

2003 Journal of Personal Selling and Sales Management Marvin Jolson Award for the “Best Contribution to Selling and Sales Management Practice” for the paper titled “The Impact of Realistic Job Previews and Perceptions of Sales Force Performance and Continuance Commitment: A Longitudinal Test.”

Spring 2004 Served as faculty advisor to the student team that won the General Motors Scholastic Achievement Award signifying our selection as the top school in the southeast for the marketing strategy the students designed and executed for the launch of several new products Chevrolet Division.

Fall 2004 Served as the faculty advisor to the student team that won the General Motors Scholastic Achievement Award signifying our selection as the top school in the southeast region for the marketing strategy the students created and executed for the launch of the Pontiac G6.

Work Experience:

1987-Present Marketing Department, Georgia State University
Associate Professor

Areas of Instruction: undergraduate and graduate level marketing management, sales management and marketing principles

1981-1987 Marketing Department, Georgia State University
Assistant Professor

Areas of Instruction: undergraduate and graduate level sales management, marketing management, marketing principles and industrial marketing
1978-1981  Marketing Department, University of North Carolina at Chapel Hill
Graduate Research Assistant and Graduate Teaching Assistant

Areas of Instruction: undergraduate marketing research and retailing

1977-1978  Marketing and Transportation Department, Auburn University
Instructor of Marketing

Areas of Instruction: undergraduate level sales management, promotion, marketing principles and consumer behavior

**Publications: Refereed Scholarly:**


**Refereed Scholarly: Manuscript Submissions:**

“Mentoring Relationship Characteristics, the Perceived Quality of Mentoring Functions and Turnover Intentions in a Sales Environment,” (co-authored with Danny N. Bellenger, Thomas G. Brashear, and James S. Boles), submitted to the Journal of Personal Selling and Sales Management.

**Publications: Books and Monographs**

A Study of Exhibitors and Attendees: International Carpet and Rug Show, July 16-20, 1983. A research monograph published by the Georgia World Congress Institute and Georgia State University (co-authored with Daniel C. Bello).


**Publications: Nonrefereed and Other**


"Bibliography of Theory and Theory Groups in Behavioral Marketing Research," (co-authored with


"Getting from Short List to Contract,"(2000), (co-authored with Ellen Day) Marketer, Vol. 20, No. 6, pp. 8-11.


**Other writings: (Manuscripts in draft form):**

“Selected Organizational and Personal Factors as Predictors of Sales Force Turnover: An Event History Approach,” (co-authored with Thomas G. Brashear, Danny N. Bellenger, and James S. Boles).

"Putting the Pieces Together Better: The Use of Experiential Exercises in the Capstone Marketing Course,"

“Buyers’ Perceptions of Salespeople’s Influence Tactics on Trust, Commitment, and Future Intentions,” (co-authored with John Andy Wood, James S. Boles, and Julie Johnson).


Externally-Funded Research Projects

1980
Smith Fund Grant for Dissertation Research, University of North Carolina
$1,000. Used to fund data collection.

1981-1982
University of North Carolina Business Foundation Grant for Dissertation Research,
$1,000. Used to fund data collection.

1982-1983
U.S. Department of Commerce

The U.S. Department of Commerce provided a $75,000 research grant to
investigate methods of increasing U.S. exports by using domestic trade shows to
target international attendees.

Results of the U.S. Department of Commerce Research Grant:

This research grant resulted in six publications including two research
monographs, a refereed journal article, two proceedings papers and a book
chapter.

1.) An Analysis of Foreign Attendees and U.S. Exhibitors at American Trade
Shows: Study Number 26, May 1985, (New Canaan, Connecticut: Trade Show
Bureau), (co-authored with Daniel C. Bello).

2.) A Study of Exhibitors and Attendees: International Carpet and Rug Show, July
16-20, 1983. A research monograph published by the Georgia World Congress
Institute and Georgia State University, (co-authored with Daniel C. Bello).

3.) "Exporting at Industrial Trade Shows" ( 1986) Industrial Marketing

4.) "Exporting Industrial Products at American Trade Shows," a chapter in

5.) "Exporting Through Industrial Trade Shows" Proceedings of the 1985 AMA
Educator's Meeting pp. 199, (co-authored with Daniel C. Bello).

6.) "Managerial Role, Firm Size and Exporting at Trade Shows," Proceedings of
the Southern Marketing Association, 1985, pp. 135-138, (co-authored with Daniel
C. Bello).
The American Institute of Architects

The AIA Underwrote the funding for a nationwide survey of their membership. I developed a survey to examine the prevalence of the marketing of architectural services based on diffusion theory.

Results of the American Institute of Architects Funded Research

The AIA research project resulted in three publications: a published research monograph and two refereed journal articles:


City of Atlanta ($20,000); Working with Dave Sjoquist of Research Atlanta, I helped in developing a proposal that was accepted and funded by the City of Atlanta for approximately $20,000. The research was conducted during the fall quarter and the report delivered in December, 1993. The study estimated the economic impact of the entertainment industry on the City. Research Atlanta created a report which was sold to business. The study received a great deal of attention in the local media.

A $25,000 grant to study business-to-business customer relationships in several settings using AT&T’s customer base. AT&T funded three separate data collection efforts in which we examined business customer perceptions of their relationships with AT&T. We examined “middle market” customers ($50,000+ per year) of long distance service as well as large national accounts of an equipment division of AT&T.

Results of the AT&T Research Grant:

To date, fourteen refereed publications have resulted from the AT&T research grant including three refereed journal articles and two proceedings papers:

1.) “Factors Associated with Customer Willingness to Refer Leads to Salespeople,” Journal of Business Research, (forthcoming)(co-authored with James S. Boles and Julie Johnson)


6.) “What National Account Decision Makers Would Tell Salespeople About Building Relationships,”(1996), Journal of Business and Industrial Marketing, Vol. 11, No. 2, pp. 6-17. (This paper received the ANBAR Citation of Highest Quality Rating for “...outstanding contribution to the literature and body of knowledge.”(co-authored with James S. Boles and Julie Johnson).


authored with James S. Boles and Julie T. Johnson).


Pending Results of the AT&T Grant:

1.) “Buying Firm’s Availability of Alternatives Moderating Satisfaction and Propensity to Stay Within a Service Setting,” (a manuscript in draft form), (co-authored with Brian N. Rutherford, James S. Boles, and Julie T. Johnson).

2.) “The Effects of Geographic Scope of an Organization on the Relationship Between Satisfaction and Propensity to Stay in the Relationship,” (a manuscript in draft form), (co-authored with Brian N. Rutherford, James S. Boles, and Julie T. Johnson).

1999 Society for the Marketing of Professional Services Foundation Grant

In early November, 1999, I was awarded a research grant in a grant competition sponsored by the Society for the Marketing of Professional Services (SMPS) Foundation. It was the first research grant awarded to offered by SMPS. Two $5,000 grants or one $10,000 grant were offered. I received a grant of the full $10,000 to fund the expenses of data collection for a project I titled “From Short List to Contract”. Data collection was based on a two-stage data collection effort. The first stage involved surveying SMPS members to obtain decision-maker names. The second stage involved surveying client decision-makers regarding the selection criteria that they use in choosing a professional services firm from a short list. The data collected are the basis for the research project described in this document. Five papers resulted from the grant.
Results of the Society for the Marketing of Professional Services Foundation Grant


Papers Presented at Professional Meetings:


"Teaching Industrial Marketing," a presentation to the Georgia Association of Marketing Educators, May 3, 4, 1990, Milledgeville, Georgia.


“Getting from the Short List to the Contract,” (2001), A presentation given at the Society for the Marketing of Professional Services Annual Meeting


**Supervision of Doctoral Dissertations:**

1983-1984 Served as a dissertation committee member on Susan Logan Nelson's dissertation
Served as a dissertation committee member on Donnie Layne Rich's dissertation

1986-1987 Served as a reader on an International Business/Marketing dissertation proposal by Amy McClung

Chaired the dissertation of Munshik Suh titled "An Examination of the Client-Professional Service Provider Relationship Maintenance From the Client's Perspective,"

1993-1994 Served as a committee member on Steve Henson's dissertation committee
Chaired the dissertation of Julie Tracey Johnson titled "The Influence of Interfirm Structure and Buyer-Salesperson Behaviors on Relationship Outcomes,"

1996-1998 Served as a committee member on Tom Brashear's dissertation committee
1996-1998 Served as a committee member on Annie Liu's dissertation committee

**Continuing Education Activities**
1993  "Marketing Basics" A Presentation to NationsBank Trust Bankers
1994  "Marketing Basics" A Presentation to NationsBank Trust Bankers

Service Activities Internal to the University

1983-1985  College of Business Library Committee member
1984-1990  Faculty Advisor, Georgia State University AMA Collegiate Chapter
1985-1987  Graduate Business Placement Committee member
           Marketing Department Honors and Awards Committee
           Coordinator for MK 301, Basic Marketing
           Marketing Department Undergraduate Program Task Force
1988-present  Marketing Department delegate to the Faculty Affairs Committee of the College of Business
1990-1991  Chairman, Faculty Affairs Committee, College of Business
           Member, Marketing Department Chairperson Search Committee
1990-1992  Graduate Program Council Member
           Member, College of Business Informal Planning Committee
1993  Member, MBA Curriculum Committee
       Faculty Advisor to Alpha Kappa Psi
       Member, Joint Subcommittee of the Executive Committee and the Faculty Affairs Committee to Review and Make Recommendations on Research Committee Policy and Procedures.
       Member of a faculty group convened by the Dean and chaired by Bikram Garcha to develop a proposal to fund a research center focused on cross-disciplinary issues in quality which was submitted for funding to UPS
       Member, Marketing Department Chairperson Search Committee
Member, CBA Graduate Placement Officer Advisory Committee

Member, College of Business Administration's Strategic Planning Committee

1994
MK 301 Coordinator

Member of the Ad-Hoc Committee to Review the Undergraduate Curriculum

1995-1998
Joint Subcommittee on Research Program Committee Policies and Procedures, member

1995-present
Marketing Department liaison to Pullen Library

1996-present
Chairman, Marketing Department Undergraduate Curriculum Committee

1998-present
University Planning and Development Committee member

Marketing Department liaison to Writing Across the Curriculum

1999-present
Fellow, Center for Teaching and Learning, Georgia State University

2003-present
College of Business Administration Strategic Planning Committee Member

2003-2004
Chair of the Marketing Department Journal Ranking Committee

2004
Member of the Marketing Department Chair Search Committee

Service Activities in Academic and Professional Organizations

1982
Conducted a "Shirt Sleeves Seminar" on sales force compensation for SME Atlanta with Dr. N. Williamson and Dr. Terry Powell.

1983
Developed a two day seminar with Dr. Terry Powell titled "Successful Selling Skills." We presented the seminar two times during 1983 through GSU's continuing education department.

1983-1990
Faculty Advisor, Georgia State University American Marketing Association Collegiate Chapter

1983-1984
Academic Relations Chairperson, Atlanta American Marketing Association

1984-1985
Reviewer; Marketing Research Track, Southern Marketing Association

Reviewer; Marketing Strategy, Planning and Control Track, American
Marketing Association, National Educator's Conference

Chairperson, Marketing Department Honors and Awards Committee

1984-1991 Editorial Advisory Council member, Business magazine

1985 Paper Discussant: 1985 Summer AMA Conference

Paper Discussant: 1985 Winter AMA Conference

Strategic Planning Committee member of the Atlanta Chapter of the American Marketing Association

Co-chair: "Strategic Marketing Planning Mini-Course" sponsored by the Atlanta Chapter of the American Marketing Association

1986 Paper Discussant: 1986 Southern Marketing Association Educators' Conference

Ad hoc reviewer for Journal of Personal Selling and Sales Management

Marketing section editor for Business magazine

Paper reviewer: 1986 Summer AMA Conference

Dissertation Competition Judge: 1986 Marketing Science Annual Dissertation Competition

Panelist: 1986 Winter AMA Conference

1986-1987 Assistant Vice President for Mini Courses, Atlanta Chapter of the American Marketing Association

Member of the Ad Hoc Committee on the Southeastern AMA Careers Conference.

Conference Co-Chairman, Southeastern Regional Collegiate American Marketing Association Conference, February 1987, Atlanta, Georgia

Conference Chairperson for the Tenth Annual Collegiate Conference of the American Marketing Association, April 1988, New Orleans, Louisiana

Member of the Collegiate Council, Atlanta Chapter of the American Marketing Association
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tr>
<td>1990</td>
<td>Developed (with Ellen Day and Jerry Dibble) and presented a two day</td>
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<tr>
<td></td>
<td>seminar on the marketing of professional services for the Society for</td>
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<td></td>
<td>the Marketing of Professional Services annual conference in Phoenix, AZ.</td>
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<tr>
<td>1990-1992</td>
<td>Member of the Board of Directors of the American Marketing Association</td>
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<td></td>
<td>Vice President of the Collegiate Division of the American Marketing</td>
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<td>Association</td>
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<tr>
<td>1992-1994</td>
<td>Member of the American Marketing Association Strategic Planning Committee</td>
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<td>Member of the Customer Satisfaction Task Force of the American Marketing</td>
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<td>Association</td>
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<td>1992-present</td>
<td>Assistant Vice President for Scholarships and Awards for the Atlanta</td>
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<td>Chapter of the American Marketing Association</td>
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<td>Member of the Council of Reviewers, Marketing Management</td>
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<td></td>
<td>Assistant Vice President, Collegiate Affairs, Atlanta Chapter of the</td>
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<td>American Marketing Association</td>
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<tr>
<td>1997</td>
<td>Paper Reviewer, 1997 AMA Winter Educators’ Conference</td>
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<td>1997</td>
<td>Paper Reviewer, 1998 AMA Winter Educators’ Conference</td>
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<td>1998</td>
<td>Paper Reviewer, 1998 Academy of Marketing Science Conference</td>
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<td>1998</td>
<td>Paper Reviewer, Economics of Education Review</td>
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<tr>
<td>1998</td>
<td>Paper Reviewer, Organization Science</td>
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<tr>
<td>2001</td>
<td>Paper Reviewer, 2001 AMA Winter Educators’ Conference</td>
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<td>2001</td>
<td>Paper Reviewer for 2001 Academy of Marketing Science Conference</td>
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</table>

### Service to the Community

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<tr>
<th>Year</th>
<th>Position</th>
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</table>
1990    Project Manager for the Marketing Department's task force that worked with the Atlanta Convention and Visitor's Bureau to develop their first strategic plan

1992-present    Directed student teams that assisted more than 325 small businesses through my course, MK 4900, Marketing Problems. According to the Small Business Development Center at Georgia State, this number (325) represents approximately 75% of the student projects that the SBDC has conducted during that time.

1994    Principal researcher for a study conducted for the City of Atlanta to estimate the economic impact of the entertainment industry on Atlanta. Conducted under the auspices of the Policy Research Center.

1998-2001    Conducted several marketing research projects for Peachtree Presbyterian Church and advised several committees on the application of marketing research findings.

2001    Conducted a marketing research study for LifeSpan, a community organization focused on the needs of senior citizens on the feasibility of a shuttle bus system to take seniors to church on Sundays.

RESEARCH INTERESTS

Industrial Marketing
Organizational Buying Behavior
Sales Force Management
Professional Services Marketing
Partnering/Business Alliances

TEACHING INTERESTS

Primary interest areas are marketing management, sales management, industrial marketing and marketing principles. Related topics in the industrial marketing area are also of interest such as marketing channels and organizational buying behavior.
DANNY N. BELLENGER

Office address: Married
Georgia State University Two children
Robinson College of Business DOB: 6/20/46
Department of Marketing
P.O. Box 3991
Atlanta, GA 30302-3991

EDUCATION

Ph.D., Business Administration
University of Alabama, May 1972
Primary Field: Marketing
Secondary Fields: Economics and Finance

M.S.C., Economics
University of Alabama, May 1970
B.S., General Business Administration
University of Alabama, May 1968

TEACHING AND ADMINISTRATION

Professor and Marketing Research Fellow
Department of Marketing
Robinson College of Business
2003 - Present

Chairman
Department of Marketing
Robinson College of Business
Georgia State University
1993 - 2003

Responsible for faculty recruiting, course scheduling, supervision of department staff and budgets, serving on the College Executive Committee, and other administrative duties in a Department with 21 full-time faculty.

Dean
College of Business
Auburn University
Fall 1989 - 1993

Responsible for the administration of the College of Business with over 100 full-time faculty and over 4,000 students.

Associate Dean for Academic Programs
College of Business Administration  
Texas Tech University  
Fall 1985 - 1989  

Responsible for the administration of the graduate and undergraduate programs in the College of Business Administration.

**Associate Dean for Graduate Programs and Research**  
College of Business Administration  
Texas Tech University  
Fall 1984 - 1985  

Responsible for the administration of the graduate programs and the research budget in the College of Business Administration.

**Area Coordinator and Professor of Marketing**  
Texas Tech University  
Fall 1981 - 1984  

Responsible for faculty recruiting, course scheduling, supervision of Area staff and budgets, serving on the college Coordinating Council, and other administrative duties in an Area with twelve full-time faculty.

**Associate Professor of Marketing**  
Georgia State University  
Fall 1976 - 1981  

*Promoted to Full Professor, Effective Fall 1981*

**Assistant Professor of Marketing**  
Georgia State University: 1972 - 1976  

Undergraduate courses taught: Principles of Marketing, Marketing Research, Advanced Marketing Research, Sales Management, and Retailing.

Graduate courses taught: Marketing Theory, Marketing Thought, Marketing Research, Marketing Management, Sales Management, and Seminar in Decision Sciences. Served on 25 dissertation committees and numerous departmental and school committees. The three most recent Ph.D. committees were for Dr. Alex Zablah (chaired), he will start at Oklahoma State University summer of 2005; Dr. Connie Porter, Assistant Professor at the University of Notre Dame (started Fall 2004); and Dr. Andy Wood, Assistant Professor at West Virginia University (started Fall 2004).


**BUSINESS**

AWARDS

Faculty Recognition Award, Texas Tech University, 1988.
Dean’s Leadership Award for Outstanding Leadership Performance, Academy of Business Administration, 1993.

TEACHING AREAS

Marketing Theory
Marketing Management
Sales Management
Retailing

RESEARCH INTERESTS

Organizational Socialization
Motivation and Job Satisfaction
Retail Shopping Behavior

PUBLICATIONS

Books and Monographs

Co-author of four textbooks on sales, sales management, retailing, and research for MacMillan Publishing Company and Richard D. Irwin, Inc.

Sales Management: A Review of Recent Literature (a research monograph, Georgia State University, Bureau of Business and Economic Research, 1981), with Robert Berl and Denise Taylor.
New Development in Retail Trading Area Analysis and Site Selection (a research monograph, Georgia State University, Bureau of Business and Economic Research, 1978), with Jac L. Goldstucker, Thomas J. Stanley, and Ruth Otte.

Qualitative Research in Marketing (a monograph published by the American Marketing Association, 1976), with Kenneth L. Bernhardt and Jac L. Goldstucker.

The Classification of Consumer Goods (a research monograph, Georgia State University, Bureau of Business and Economic Research, 1973), with Barnett A. Greenberg.

JOURNAL CITATIONS

The Social Science Index documents that of Dr. Bellenger's articles have been extensively cited by other researchers in scholarly publications and in textbooks over the past 20 years.

REFEREED JOURNAL ARTICLES


“Patronage Motives of Mature Consumers in the Selection of Food and Alcoholic Beverage Brands,” accepted for publication in the Journal of Food Products Marketing, with George Moschis and Carolyn Curasi.


“An Examination of Reward Preferences for Sales Managers,” The Journal of Personal Selling and Sales Management, Vol. 4 (November, 1984), pp. 1-6, with Jim Wilcox and
Tom Ingram.


“Female Attitudes Toward the Use of Credit vs. Cash,” Journal of Bank Research, Vol. 10 (Spring, 1979), pp. 54-57, with Dan H. Robertson and Barnett A. Greenberg.


NATIONAL MEETINGS PAPERS


“The Impact of Media Specific Investments and Trust on the Use of the Internet for Information Search,” (2006), AMA Winter Conference, with Naveen Donthu and Talai
Osmonbekov.

“Housing Preferences of Older Consumers.” 2004, 10th Annual Conference of the Pacific Rim Real Estate Society, with George Moschis and Carolyn Curasi.


REGIONAL MEETINGS PAPERS


“General Life Style Segmentation and Retail Patronage,” Proceedings of the Southwestern Marketing Association Conference (November, 1979), with Caroline John and Barbara Bryant.


“Psychological Congruence in the Success of the Buyer-Seller Dyad: Implications for


MISCELLANEOUS PUBLICATIONS


“The Income and Employment Impact of the University of Alabama on Tuscaloosa County,” Alabama Business (Tuscaloosa, Alabama: Center for Business and Economic Research, Graduate School of Business, University of Alabama, April, 1971).

CASES

Author of numerous cases published in textbooks.

WORK IN PROGRESS


“The Impact of CRM Orientation on Relationship Quality,” manuscript in final stages for submission to the Journal of Marketing, with Alex Zablah and Wesley Johnston.

REFERENCES

Provided on request
Daniel C. Bello

Work Address
Department of Marketing
Georgia State University
Atlanta, Georgia 30303

VOICE:(404) 651-4190
FAX: (404) 651-4198
E-mail: dbello@gsu.edu

Education
Ph.D.  Marketing, Michigan State University
M.B.A.  Marketing/Finance, University of Wisconsin
B.B.A.  Business Administration, University of Wisconsin

Recent Fellowships and Awards
2002 College of Business Faculty Recognition Award for Service
2002 Best Paper Award, SMA Conference
1999 Best Paper Award, SMA Conference (2 tracks)
1998 College of Business Faculty Recognition Award for Research
1997 Highly Commended Article Award, MCB University Press
1995 Best Paper Award, AMA Winter Educators’ Conference
1994 Best Paper Award, SMA Conference
1992 Best Overall Paper Award, AMA Summer Educators’ Conference

Work Experience
Marketing RoundTable Research Professorship, Georgia State University, 2000– present.
Professor of Marketing, Georgia State University, Atlanta, Georgia, 1995 - present.
Associate Professor of Marketing, Georgia State University, Atlanta, Georgia.
Assistant Professor of Marketing, Georgia State University, Atlanta, Georgia.
Assistant Professor of Marketing, University of Notre Dame, Notre Dame, Indiana.
Editorships and Editorial Review Boards

Editor-in-Chief (2003-2007), *Journal of International Marketing*
Published by the *American Marketing Association*; a scholarly journal focusing on international marketing.

Editorial Review Board Memberships

Journal of Marketing, 1991-1993 (Tom Kinnear, Editor),
1994-1996 (Rajan Varadarajan, Editor)
2000-2002 (David Stewart, Editor)
2003-2005 (Ruth Bolton, Editor)

Journal of the Academy of Marketing Science, 2000-present (Rajan Varadarajan, Editor)

Journal of Business Research, 1988- present (Arch Woodside, Editor)

Journal of Marketing Management, [United Kingdom] 2000-present (Susan Hart, Editor)

Journal of International Business Studies, 2002-present (Arie Lewin, Editor)

Publications: Refereed Scholarly

*Journal Articles*


International Publications


Refereed Scholarly Proceedings


7


Publications: Books and Monographs


**Funded Research Projects**

USA Exhibitors and Foreign Attendees at USA Trade Shows 1983, $75,000 grant from the Economic Development Administration, U.S. Department of Commerce; EDA Technical Assistance Grant No. 99-06-07119. Grant administered by the Georgia World Congress Institute. Role in Project: Principal Investigator, Co-researcher: Hiram C. Barksdale.

An Examination of Downtown Retailing 1983 - 1984, $3,500 grant from the U.S. Small Business Administration; SB-2M-00051-04 in conjunction with the Center for Business and Economic Studies at the University of Georgia. Grant was administered by the Small Business Development Center at Georgia State University. Role in Project: Principal Investigator.


An Investigation of Industrial, Retail, and Consumer Trade Shows 1987 - 1988, $5,000 grant from the Trade Show Bureau, East Orleans: MA. Role in Project: Principal Investigator.
An Investigation of Hybrid Governance 1994 - 1995, $2,500 grant from the Institute for the Study of Business Markets (ISBM) at The Pennsylvania State University. Role in Project: Investigator. Co-researchers: Shirish Dant, Saint Louis University; Ritu Lohtia, Georgia State University.

Summer Research Grants, College of Business, Georgia State University, various years 1981 to present.

**Papers Presented at Refereed Professional Meetings**


**Supervision of Doctoral Dissertations**

*Dissertation Chair*


Li Zhang, "Performance in the Exporter - Foreign Distributor Marketing Channel," 1993. Recipient of $1,000 University dissertation grant. Currently Assistant Professor of Marketing, Mankato State University.


Judith D. Powell, "The Effect of Dependency and Role Prescriptions on the Structural Development of a New International Channel Intermediary," 1984. Formerly Assistant Professor of Marketing, University of Richmond.

Also served as a member and examiner for a number of marketing and international business dissertations.

**Service Activities Internal to the University**

**Department**

Chair, Doctoral Program Committee, 1989 - 1992

Post-Tenure Review Committees, Chair & Member, 1997 – present.

Member, Doctoral Program Committee, 1985 - present

Master of Science in Marketing (MS) Coordinator, 1987 - 1989

Taylor E. Little Memorial Fund Coordinator, 1985 - present


Chair Search Committee Member, 1988 - 1989

Faculty Recruiting Committee Member, 1985 - 1990

Research Committee Member for Department Strategic Plan, 1992

Pi Sigma Epsilon student marketing fraternity, Faculty Advisor, 1982 - 1984

**College**

Promotion & Tenure Committee, 1996 - 1999
Graduate Faculty Membership Committee, Chair, Member –to present.

MBA Orientation Group: Faculty Presentor for Case Analysis, 1996 - 2003

Faculty Development Committee Member, 1993 - 1995

Faculty Hearings Committee Member, 1990 - 1998

Doctoral Admissions Committee Member, 1989 - 1992

Graduate Student Recruitment Committee Member, 1987 - 1988

University

President's Task Force on University Image; also known as the University's Publications Coordination Committee, 1984 - 1985

Faculty Search Committee member for the College of Public and Urban Affair's School of Hospitality Administration, 1991

Service Activities in Academic and Professional Organizations

Conferences Activities

European Marketing Academy Conference, Track Chair, Channels of Distribution & International Retailing, 2004 to be held at the Universidad de Murcia (Spain).

American Marketing Association Educators' Conferences, Winter & Summer. Served in various capacities over the years 1980 – present. --Reviewer, Session Chair, Discussant, Presenter

Academy of Marketing Sciences Annual Conference. Served 1986 - present. --Reviewer, Session Chair, Discussant, Presenter

Society for Marketing Advances Annual Conference. Served in various capacities over the years 1982 - present. --Reviewer, Session Chair, Discussant, Presenter

Memberships

Phi Kappa Phi, National Honor Society
Beta Gamma Sigma, National Business Honor Society

American Marketing Association

European Marketing Academy

Academy of International Business

Latin American Marketing Association

Academy of Marketing Science

Society for Marketing Advances
Kenneth L. Bernhardt

Dr. Bernhardt is Regents Professor, Taylor E. Little Jr. Professor of Marketing, and Assistant Dean for Corporate Relations at the Robinson College of Business at Georgia State University in Atlanta where he has been a member of the faculty since 1972. He previously served as Chairman of the Marketing Department from 1989 to 1993 and 2003 to 2005. He teaches courses in Strategic Marketing Management and Consumer Behavior. During 1983-84, Professor Bernhardt was Visiting Professor of Business Administration at the Harvard Business School. He has also taught at the University of Michigan and Virginia Tech (V.P.I.), and has served as Visiting Research Professor at the Marketing Science Institute in Cambridge, MA.

From 1978 to 1980, Dr. Bernhardt served as Consumer Research Advisor at the Federal Trade Commission. In that position, he was responsible for the Impact Evaluation Program to assess the effectiveness of the FTC's consumer protection programs and for the design and implementation of the FTC's marketing research activity. He received the Chairman's Award for Meritorious Service when he left the FTC to return to teaching.

His other work experience includes consulting and research assignments for a number of organizations including BellSouth, IBM, Chick-fil-A, UPS, The Federal Trade Commission, Kimberly-Clark Health Care, Holiday Inn, Southern Mills, Coca-Cola, Snapper, Information America, CheckFree, Century 21, and several law firms. He serves on the Board of Directors of Enterpulse and on the Boards of Advisors for Sanders Financial Management, New Heights Manufacturing, and Spunlogic, an interactive marketing agency. His other activities include service as past Chairman of the Board of the 45,000 member American Marketing Association, past Chairman of the Board of Directors of the Alliance Theatre, past President and former Executive Secretary of the Association for Consumer Research, and past Chairman of the Board of Trustees of the American Marketing Association Foundation. He currently serves on the Boards of Directors of the Atlanta Convention and Visitors Bureau, Junior Achievement of Georgia, Leadership Atlanta, AMA Foundation, the Alliance Theatre, Metro Atlanta Arts and Culture Coalition, Harvard Business School Alumni Club of Atlanta, and the Georgia State University Foundation. He is a former Chair of the U.S. Census Bureau Marketing Advisory Committee.

Dr. Bernhardt has published ten books and monographs (including 2 leading marketing textbooks) and numerous articles on marketing and consumer behavior in the Journal of Business Research, the Journal of Public Policy and Marketing, the Journal of Retailing, Business, American Education Research Journal, and the Proceedings of the Annual Conferences of the Association for Consumer Research, the American Marketing Association and the American Psychological Association. His current research interests involve consumer attitudes and behavior, public policy issues in marketing, and the marketing of services. He is a member of the Editorial Review Board of Marketing Management. He writes a bi-monthly column on marketing for the Atlanta Business Chronicle.

Professor Bernhardt has won 4 Outstanding Teacher Awards and has won the Alumni Distinguished Professor Award as the best professor in the GSU College of Business. In 1995 he received the University's first Exceptional Service Award given for outstanding service to the community and in 1999 he received the Arts and Business Council's ABBY Award for volunteerism in the arts. In 2000 he received the Atlanta Convention and Visitors Bureau President’s Award for outstanding contributions to the marketing of Atlanta, and in 2001 he received the American Marketing Association’s Lemburg Award for outstanding contributions to the marketing profession.
Bernhardt

Dr. Bernhardt received a B.S. degree from Washington and Lee University, and he is a graduate of the Harvard Business School M.B.A. program. He received the Ph.D. in Business Administration from the University of Michigan.

Books and Monographs


Consumer Reactions to Legal Services Advertising in the State of Georgia (with Cathy Cobb-Walgren), Atlanta: State Bar of Georgia, October 1995.


Journal Articles


Bernhardt


Papers in Proceedings


Vita

JAMES S. BOLES
GEORGIA STATE UNIVERSITY
July 2006

OFFICE ADDRESS:  HOME ADDRESS
Department of Marketing  61 Terracedale Ct.
Robinson College of Business  Griffin, GA 30224
Georgia State University  (770) 228-3537
P.O. Box 3991
Atlanta, GA 30302-3991

EDUCATIONAL BACKGROUND:

Ph. D. in Business Administration, Louisiana State University, 1991.
  Major Area: Marketing   Minor Area: Management

Masters in Business Administration, University of West Florida, 1981.

Masters in Educational Administration, University of West Florida, 1978.

Bachelor of Arts, University of West Florida, 1974.

ACADEMIC EXPERIENCE

Professor, Marketing, Georgia State University, Fall 2004 – current

Associate Professor, Marketing, Georgia State University, Fall 2000-current

Associate Professor, Marketing, University of South Florida, Fall 1999-Summer 2000

Associate Professor, Marketing, Georgia State University, Fall 1997-Summer 1999

Assistant Professor, Marketing, Georgia State University, Fall 1990 to 1997.

Graduate Research Assistant, Louisiana State University, Fall 1986 to 1990.

Social Studies Teacher and Coach, Santa Rosa County, Florida 1977-1986

BUSINESS EXPERIENCE:


PUBLICATIONS: REFERRED SCHOLARLY JOURNAL ARTICLES

James S. Boles, Ramana Madapalli, Brian Rutherford, and John Andy Wood, “The Inter-relationship of Salesperson Job Satisfaction Facets on Organizational Commitment,” accepted Journal of Business and Industrial Marketing.


Barry J. Babin and James S. Boles, "The Effects of Perceived Co-Worker Involvement and Supervisor Support on Service Provider Role Stress, Performance and Job Satisfaction," Journal of Retailing 72 (Spring, 1996), 57-76.


James S. Boles and Barry J. Babin, "Role Stress Revisited: One or Two Constructs?", Journal of Marketing: Theory and Practice 2 (Summer, 1994), 57-69.


PAPERS IN PROCEEDINGS


Johnson, Julie T., Hiram C. Barksdale, Jr. and James S. Boles, “ The Importance of


MANUSCRIPTS UNDER REVIEW


SELECTED WORKING PAPERS


James S. Boles, Hiram C. Barksdale, Jr., Danny Bellenger, and Thomas G. Brashear “The Use of Survival Analysis to Examine Turnover Among Outside Salespeople.” Target: Journal of Marketing Research
James S. Boles, Mark Leach, and Thomas Brashear, "The Inter-Relationships Between Workplace Relationships, Role Stress, and Inter-Domain Conflict." Target: Journal of Business and Industrial Marketing

Barry J. Babin, James S. Boles and Mitch Griffin, "Emotions, Value and Relationships: Does Gender Matter?" Target: Journal of Retailing

OTHER PUBLICATIONS


Danny Bellenger, James Boles, Naveen Donthu, Sevgin Eroglu, Colriss Green, Patrick Kaufmann, George Moschis, Lois Mohr, and Sharon Weaver, “Marketing 2,000 and Beyond,” Competitive Edge (June/July 1997).


Research Awards

Received Georgia State University Robinson College of Business Faculty Recognition Award for Outstanding Research 1997 and 2001.

Research Funding


Robinson College of Business 2005 Summer Research Grant, “Buyers’ Perceptions of Salespeople’s Influence Tactics and The Effect on Trust, Commitment and Future Intentions,” Manuscript being prepared for submission to the Journal of Marketing.
Co-Investigator in a Customer Study funded by AT&T Commercial Markets Division.


TEACHING

Received Georgia State University Robinson College of Business Faculty Recognition Award for Outstanding Teaching 1996.

Departmental nominee for College of Business Faculty Recognition Award for Outstanding Teaching 1995.

Undergraduate Courses Taught


Each year I taught 1 large section of this course. My evaluations from students for this course were 4.0 on a 5 point scale with 5 representing the maximum score and 1 being the minimum. The college average is around 4.0 for similar junior-level required business classes.


I have typically taught 4 sections of this course per year. My evaluations from students for this course have ranged between 4.3 and 4.8 on a 5 point scale with 5 representing the maximum score and 1 being the minimum. This exceeded the college average of between 4.0 and 4.1 for senior level business electives.

Graduate courses taught:


I have taught this course twice. Student evaluations of instructor effectiveness for summer 1995 were 4.4 on a 5 point scale. In the winter of 1996, my student-rated effectiveness score was 4.5. The departmental and college average for graduate electives in both quarters was 4.1.

MK8200 - Marketing Communications (Fall 1996 and Spring 1997).

The course is taught as an integrated marketing communications course which surveys all promotional methods. It emphasizes an integrated approach to all promotional information. Evaluations averaged 4.0, which was the college average for all graduate electives.

MK8642 – Marketing Management (Fall 1998, Summer 1999, Fall 2000 -
Summer 2001, Spring and Summer 2002
The course was taught utilizing a case methodology. My effectiveness rating averaged 4.3 while the department average for the course was 3.9.

EMBA 8250—Strategic Marketing (Fall 2002)
Course is taught using case methodology and short lectures. My effectiveness rating was 4.0.

MK6816 – Marketing Strategy (Fall 1999, Spring 2000, Summer 2000 at University of South Florida).
I taught this course utilizing a case method approach. My teaching ratings averaged 4.4 on a 5 point scale. This exceeded the College average.

DOCTORAL DISSERTATION SUPERVISION
CHAIR
Brian Rutherford, successfully defended his proposal and is now working on data collection (will be co-chairing with Wes Johnston)

Ramana Madupalli, successfully defended his proposal and is now collecting data.


MEMBER


Linda Aab, "The Importance of Interpersonal Relations and Corporate Reputation for Buyer-Seller Relationship Quality." Defended.
David Gilliland, "Manufacturer's Commitment of Industrial Distributors: Antecedent Conditions, Governance Implications and Performance Consequences." Defended.


**SERVICE ACTIVITIES**

**Service Activities In Academic Organizations**

Selected to serve as Associate Editor of the *Journal of Personal Selling and Sales Management* for a three year term 2005-2008. The Associate Editor typically becomes the editor for a three year term.

President-Elect of the Society for Marketing Advances.


Conference co-chair for the Academy of Marketing Science 2005 Annual Conference, Innisbrook Resort, Tampa, FL.

Conference co-chair for the American Marketing Association’s Summer Educator’s Conference 2004, Boston, MA.

Chair for the American Marketing Association Sales Special Interest Group 2001-2002.

Vice-Chair of Programs for the American Marketing Association Sales Special Interest Group 2000-2001.

Treasurer for the Sales Interest Group of the American Marketing Association, 1994-1995

Co-Chair of the Business-to-Business Track of the 2001 Academy of Marketing Science Conference, San Diego, CA

Vice President for Research, Society for Marketing Advances 2000.

Vice President for Membership, Society for Marketing Advances 1999.

Co-Chair of the *Great Teachers in Marketing* track of the 1999 Academy of Marketing
Science Conference, Coral Gables Fl.

Editor of Special Issue of the Journal of Business and Industrial Marketing, "Transfiguring the Salesforce: The Leading Edge of Business Selling," 1997

Member, Review board for The Journal of Personal Selling and Sales Management 1996 - current.


Member, Review board for Journal of Business and Industrial Marketing 1994 - current.

Member, Review board for Journal of Managerial Issues 1996 - current.

Track Chairman for the Sales and Sales Management Track, 1996 Academy of Marketing Science Conference: Phoenix, AZ.

Chair, "Transfiguring the Salesforce: The Leading Edge of Business Selling" First Center of Business and Industrial Marketing Research Workshop and Conference, 1995.


Ad hoc reviewer for Special Issue of Journal of Advertising 1994


Reviewer for Southern Marketing Association Conference 1994 - 2000


Participant in 1994 Relationship Marketing Consortium. Atlanta, Georgia.


Facilitator at the 1996 AMA Selling and Sales Management Special Interest Group Special Conference, New Horizons in Personal Selling and Sales Management, Orlando, Florida.


SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY
Marketing Department

Served as faculty co-advisor to the student AMA chapter at Georgia State University, 1995-1997.

Served as business-to-business interest group coordinator in the Marketing Department Fall Quarter 1994 to Fall Quarter 1996 (Georgia State University).

College and University

Served as a faculty representative on the Georgia State Faculty Senate 1995-1999 and 2001-2005.

Member of the GSU Faculty Senate Athletic sub-committee 1995-1996 and 2001-2005

Member of the GSU Faculty Senate Student Life sub-committee 1995-1999 and 2001-2005.

Member of the GSU Faculty Senate Strategic Planning sub-committee 1996-1999.

CURRENT MEMBERSHIPS

American Marketing Association
Sales Interest Group of the American Marketing Association
Academy of Marketing Science
Society for Marketing Advances

HONORS AND AWARDS:

2004  Received Excellence in Reviewing Award for the Journal of Personal Selling and Sales Management -- Awarded by Pi Sigma Epsilon, the national professional fraternity in Marketing, Sales Management, and Selling.

2004  Received the Marvin Jolson Award for Best Contribution to Selling and Sales Management Practice from the Journal of Personal Selling and Sales Management -- for the article, “The Impact of Realistic Job Previews and Perceptions of Training on Sales Force Performance and Continuance Commitment: A Longitudinal Test”.

2001-  Received Faculty Recognition Award from the Georgia State University College of Business for Outstanding Research
2001 - **William Darden Award** for best paper in the Marketing Research Track at the Academy of Marketing Science Conference.

1998 - Finalist for the Georgia State University **Outstanding Faculty Achievement Award** (university wide award based on excellence in research, teaching, and service).

1997 - Received **Faculty Recognition Award from the Georgia State University College of Business for Outstanding Research**.

1997 - **Excellence in Reviewing Award** for the *Journal of Personal Selling and Sales Management* -- Awarded by Pi Sigma Epsilon, the national professional fraternity in Marketing, Sales Management, and Selling.

1996 - Received **Faculty Recognition Award from the Georgia State University College of Business for Outstanding Teaching**

1989 - Attended AMA Doctoral Consortium at Harvard as the representative from Louisiana State University.

1986 - Awarded a four-year Louisiana State University Alumni Fellowship.

1984 - Selected as one of 15 teachers from among all Florida High School Economics Teachers to serve on the Florida Economics Curriculum Development Project. This writing team produced the *Economics Teachers Curriculum Guide*. 
Vita

CATHY J. COBB–WALGREN

April 2005

Work Address:
Department of Marketing
Georgia State University
35 Broad Street
Atlanta, GA 30303-3083
Phone: (404) 651-2740
Fax: (404) 651-4198
email: mktccw@langate.gsu.edu

Home Address:
3341 Robinson Farms Court
Marietta, GA 30068-3276
Phone: (770) 579-2853
Cell: (615) 631-4762
Fax: (770) 579-2853

PROFESSIONAL OBJECTIVES

Primary Teaching Interests: Strategic Advertising Campaigns, Principles of Advertising, Contemporary Issues in Advertising, Marketing Communications and Promotion.

Primary Research Interests: Effects of Media Environment on Advertising Response, Measurement and Management of Brand Equity, Services Advertising, Consumer Information Search and Choice Behavior (particularly Impulse Purchase Behavior), Media Uses and Gratifications.

EDUCATION

Ph.D. University of Texas at Austin December 1983

M.B.A. University of Texas at Austin August 1982
Thesis: "The Effects of a Crowded Media Environment on Television Advertising Recall: An Experimental Analysis."

M.A. University of Texas at Austin December 1978
Thesis: "The Value of Advertising Education: Local and Regional Professionals' Attitudes."

B.F.A. Middle Tennessee State University, cum laude May 1975
HONORS

- Presidential Fellowship, Office of the Provost, Georgia State University (1996-1997)
- Phi Kappa Phi, National Honor Society
- Beta Gamma Sigma, National Business Honor Society
- Kappa Tau Alpha, National Journalism Honor Society
- University of Texas Graduate School of Business
- John H. Crichton Scholarship (1979)
- American Association of Advertising Agencies
- Who's Who in American Colleges and Universities (1975)

TEACHING AWARDS

- Georgia State University Instructional Innovation Award (1997)
- Nominated for Georgia State University College of Business Administration Faculty Recognition Award for Teaching (1997)
- GSU Distinguished Professor Award given by Mortar Board Honor Society (1990)

RESEARCH PAPER AWARDS

- Best Paper, American Marketing Association, Consumer Behavior Track (1985)
RESEARCH GRANT AWARDS

Externally Funded Research


Internally Funded Research


- Shell Oil Development Grant (1982) University of Texas

ACADEMIC EXPERIENCE

September 1987 to Present
GEORGIA STATE UNIVERSITY
Department of Marketing
Associate Professor
Teaching responsibilities include: Advertising Campaigns (undergraduate), Advertising (undergraduate), Marketing Communications and Promotion (graduate).

January 1983 to June 1987
UNIVERSITY OF ILLINOIS at Urbana-Champaign
Department of Advertising
Assistant Professor
Teaching responsibilities included: Advertising Campaigns (undergraduate), Advertising in Contemporary Society (undergraduate), Consumer Behavior (graduate).

January 1980 to December 1982
UNIVERSITY OF TEXAS at Austin
Institute for Constructive Capitalism
Graduate Research Assistant
Responsibilities included: sample generation; data collection and analysis; manuscript preparation.

January 1977 to December 1979
UNIVERSITY OF TEXAS at Austin
Department of Advertising
Graduate Teaching Assistant
Responsibilities included: Advertising Management (coordination of marketing simulation game); Advertising Copy and Layout (lab instructor).

PROFESSIONAL EXPERIENCE

Winter 1996
COCA-COLA INTERNATIONAL GLOBAL MARKETING DIVISION
Atlanta, Georgia
Marketing Consultant
Responsibilities included: Design of an innovative research project utilizing experience sampling, in which consumers were equipped with a pager and intercepted at random for a week, during which time their activities, mood states, food and beverage choices, and proximity to media outlets were recorded in a diary.

Fall 1994-Fall 1995
STATE BAR OF GEORGIA
Atlanta, Georgia
Marketing Consultant
Responsibilities included: Design, implementation, and analysis of a statewide marketing research study. Primary authorship of 279-page report. Purpose of the project was to investigate 1) current attitudes among Georgia residents toward the legal profession in general and lawyer advertising in particular, and 2) consumer responses to a broad range of television commercials for legal services, with special emphasis on the miscomprehension of claims (either stated or inferred) in attorney advertising which could result in consumer injury. Results were presented to the Board of Governors in November of 1995.
Summer 1990
TREES ATLANTA
Atlanta, Georgia
Marketing Consultant
Responsibilities included: Design and implementation of a large-scale survey of environmental attitudes and behavior among residents of metro Atlanta. Presented findings to the Board of Directors in March of 1991.

Summer 1984
SUNGENE TECHNOLOGIES CORPORATION
Palo Alto, California
Marketing Consultant
Responsibilities included: Preparation and presentation of an analysis of competitive strategies used by major companies in the hybrid seed corn industry. Drew upon extensive field interviews and published data in order to evaluate opportunities available to Sungene for entrance into the market.

Summer 1983
D'ARCY MASIJUS BENTON & BOWLES ADVERTISING AGENCY
St. Louis, Missouri
Department of Strategic Planning and Research
Visiting Professor
Responsibilities included: Data collection and coding; qualitative and quantitative data analysis; report preparation; strategic planning; observation of major agency departments.

January 1980 to December 1982
Austin, Texas
Freelance Graphics Designer
Clients included: Business Publications, Inc. (illustrated Marketing Research, 1st Edition, by Robert Peterson); Institute for Constructive Capitalism (designed brochures); Frank Erwin Special Events Center; The Country Basket.

June 1975 to December 1976
GRESHAM AND SMITH ARCHITECTS
Nashville, Tennessee
Public Relations Assistant/Graphics Designer
Responsibilities included: Handling of domestic and international job development proposals; director of continuing education program. Promoted to Graphics Designer, April 1976. Responsibilities included: logo and letterhead design for clients; presentation boards; signage.
PUBLICATIONS: REFEREED SCHOLARLY

JOURNAL ARTICLES


Cobb-Walgren, Cathy J. and Pratibha Dabholkar, "The Value of Physician Advertising in the Yellow Pages: Does the Doctor Know Best?" *Journal of Health Care Marketing*, 12, 1 (March 1992), 55-64.


Cobb-Walgren, Cathy J., "Why Teenagers Don't 'Read All About It'," *Journalism Quarterly*, 67, 2 (Summer 1990), 340-347.


**PAPERS IN PROCEEDINGS**


PUBLICATIONS: BOOKS AND MONOGRAPHS


PUBLICATIONS: WORKING PAPERS, NON-REFEREED, OTHER


CONFERENCE PRESENTATIONS: REFEREED SCHOLARLY


RESEARCH IN PROGRESS

Cobb-Walgren, Cathy J. and Naveen Donthu, “Patterns of In-Store Decision Making,” in revision at Journal of Marketing Theory and Practice.


**SUPERVISION OF DISSERTATIONS AND THESES**

*Dissertation Chair*


- Article in *Journal of Advertising Research*.
- Currently Associate Professor, Temple University.

*Master’s Thesis Committee Member*


Alison J. Harris, “Marketing for a Managed Care Future: Developing Marketing Communications Strategies for Private Practice Physicians,” 1995.

*Dissertation Reader*


**UNDERGRADUATE STUDENT GUIDANCE**

- Supervised winning student project selected by GSU Athletics Association as theme for 1992 fundraising campaign (Fall 1992).
- Sponsored ten students in the POPAI Student Marketing Competition (Fall 1989).
- Sponsored four students in AAA/INAME Student Newspaper Advertising Competition (Fall 1988).
- Supervised four students in AAF Student Advertising Competition (Spring 1983).
PROFESSIONAL DEVELOPMENT

- Participant, International Radio and Television Society Foundation Conference on Children's Programming (February 1998)
- Advertising Educational Foundation Visiting Professional Seminars
- CBA Faculty Development Workshops
- GSU Teaching Effectiveness Lectures
- Department of Marketing Roundtable Lectures
- Department of Marketing MAXX Awards
- ADWEEK Seminars: Creative Brainstorming Workshop (March 1992)
- Atlanta Ad Club Strategic Advertising Planning Workshop (Spring 1991)
- Atlanta Ad Club Creative Thinking Workshop (Spring 1991)
- Atlanta Ad Club Six-Week "Evening at Emory" Series in Advertising (January-March 1990)
- Two-Day Program on Specialty Advertising Industry, Atlanta, GA (May 1989)

SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

- Past Judge for Silver Medal Award, given by the Atlanta Ad Club
- Member, American Academy of Advertising
- Ad Hoc Reviewer:
  - Journal of Advertising
  - Journal of Marketing
  - American Academy of Advertising
  - American Marketing Association
  - Advances in Consumer Research
  - Academy of Marketing Science
SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY

University:

• Presidential Fellowship, Office of the Provost, Georgia State University (1996-1997)
• University Senate, elected position (1993-1995)
• Academic Programs and Continuing Education Committee (1993-1995)
• Student Life and Development Committee (1993-1995)
• Dept. of Editorial and Design Search Committee (1994)
• Program Review Committee for Department of Medical Technology (1993-1994)
• Presidential Task Force on Enrollment Management (1990-1991)

College:

• Undergraduate Program Council (2004 to present)
• Member, Search Committee for Director of Communications for the CBA (2000)
• Undergraduate Program Council (1995-1998)
• Communication Assessment Team (1995 to Present)
• Committee to Market the CMBA (1995)
• Advisory Committee for Marketing of CBA (1993)
• CBA Board of Advisors (1989-1992)
• Marketing and PR Committee Vice-Chairman, Board of Advisors (1989-1992)

Department:

• Communications Committee (2004 to present)
• MBA Recruiting Packets (2004-2005)
• Undergraduate Program Committee (1993-1998)
• Culture Committee for Departmental Strategic Plan (1992)
• Chairman Search Committee (1988-1989)
• Search Committee (1987-1988)
• Assistant Advisor, Pi Sigma Epsilon (1987-1988)

University of Illinois Service:

• Affirmative Action Committee (1983-1986)
• Admissions Committee (1984-1986)
• Library Committee (1983-1984)
• Advisory Committee - elected (1984-1986)
• Graduate Committee (1985-1986)
• Scholarship and Awards Committee (1983-1985)
• Search Committee (1983-1984)
• Faculty Advisor, Student Advertising Association (1983-1985)
• Academic Advising (1983-1987)
### SERVICE TO THE COMMUNITY—2005

<table>
<thead>
<tr>
<th>Community:</th>
<th>PTA</th>
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<tbody>
<tr>
<td><strong>PTA</strong></td>
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</tr>
<tr>
<td>Director, Junior Great Books Program, Dickerson Middle School (PTA District Winner for Education and Literacy Priority Report, 2005)</td>
<td></td>
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<tr>
<td>Member of the Board, Dickerson Middle School PTSA, 2005</td>
<td></td>
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<tr>
<td>Co-Chair, Walton High School Orchestra Annual Fruit Sale Fundraiser</td>
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<tr>
<td>Member, Community Partnership Committee, Dickerson PTSA</td>
<td></td>
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<tr>
<td>Volunteer Instructor, Junior Great Books Program, Dickerson Middle School (2001 – 2005)</td>
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<tr>
<td>Volunteer, Student Newspaper, Dickerson Middle School</td>
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<td>Co-Chair, 8th Grade Dance Committee, Dickerson Middle School</td>
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<td>Volunteer, Media Center, Dickerson Middle School</td>
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<tr>
<td>Assistant Scoutmaster, Boy Scout Troop 1011 (2005)</td>
<td></td>
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<tr>
<td>Committee Member, Boy Scout Troop 1011 (2001 – 2005)</td>
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<td>Adult Leader, Bert Adams Boy Scout Reservation, June 2005</td>
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<td>Communications Instructor, Bert Adams Summer Camp, June 2005</td>
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<td>Instructor, U.S. Heritage Award, Boy Scout Troop 1011</td>
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<td>Adult Leader, Camp Daniel Boone, Asheville, NC, July 2005</td>
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<td>Adult Leader, Annual Pine Straw Fundraiser, Marcy 2005</td>
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<tr>
<td>Coordinator, Annual McFarlane Picnic, September 2005</td>
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<tr>
<th>Boy Scouts</th>
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<tbody>
<tr>
<td>Artist Merit Badge Counselor, Boy Scout Troop 1011</td>
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<td>Pottery Merit Badge Counselor, Boy Scout Troop 1011</td>
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<td>Communication Merit Badge Counselor, Boy Scout Troop 1011</td>
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<tr>
<td>Project Captain, Great Day of Service, Mt. Bethel UMC</td>
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<tr>
<td>Member, Mt. Bethel United Methodist Church</td>
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<tr>
<td>Volunteer, MUST Ministries Food Drive, February 2005</td>
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<tr>
<td>Volunteer, Annual Toy Drive for Sister School (Powers Ferry Elementary, December 2005</td>
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<tr>
<td>Volunteer, Hurricane Katrina Relief Effort, Fall 2005</td>
</tr>
<tr>
<td>Volunteer, Pennies for Patients, Fall 2005</td>
</tr>
<tr>
<td>Project Captain, Friends of East Cobb Park Annual Clean-up, March 2005</td>
</tr>
<tr>
<td>Member, Board of Directors, Robinson Farms Homeowners Assn.</td>
</tr>
<tr>
<td>Concessions Volunteer, PWMC Swim Team, Summer 2005</td>
</tr>
<tr>
<td>Chairman, Pool and Tennis Committee, Robinson Farms Homeowners Association (2003-2005)</td>
</tr>
</tbody>
</table>
## SERVICE TO THE COMMUNITY—2004

• Member of the Board, Dickerson Middle School PTSA, 2004  
• Member of the Board, Walton High School, 2004  
• Co-Chair, Walton Orchestra Annual Fruit Sale Fundraiser  
• Co-Chair, 8th Grade Dance, Dickerson Middle School, 2004  
• Member, Community Partnership Committee, Dickerson PTSA  
• Volunteer Instructor, Junior Great Books Program, Dickerson Middle School (2001 – 2004)  
• Volunteer, Media Center, Dickerson Middle School  
• Volunteer Photographer, Dickerson M.S. Yearbook  
• Volunteer, Dickerson Middle School Front Office  
• Committee Member, Boy Scout Troop 1011 (2001 – 2004)  
• Merit Badge Counselor, Boy Scout Troop 1011  
• Adult Leader, Boy Scout Camp Comer, Alabama, June 2004  
• Adult Leader, Boy Scout Camp Hinds, Maine, July 2004  
• Adult Leader, Annual Pine Straw Fundraiser, March 2004  
• Coordinator, Annual McFarlane Picnic, September 2004  
• Led Artist Workshop, Boy Scout Troop 1011, Spring 2004  
• Led Pottery Workshop, Boy Scout Troop 1011, Summer 2004  
• Project Captain, Great Day of Service, Mt. Bethel UMC  
• Member, Mt. Bethel United Methodist Church  
• Volunteer, MUST Ministries Food Drive, February 2004  
• Volunteer, Annual Toy Drive for Sister School (Powers Ferry Elementary), December 2004  
• Volunteer, Pennies for Patients, Fall 2004  
• Regular Volunteer, Feed the Hungry, Marietta, GA  
• Project Captain, Keep Cobb Beautiful Bring One For the Chipper Christmas Tree Recycling Program, January 2004  
• Project Captain, Friends of East Cobb Park Annual Clean-up, March 2004  
• Member, Board of Directors, Robinson Farms Homeowners Asn  
• Chairman, Pool and Tennis Committee, Robinson Farms H.A.  
• Concessions Volunteer, PWMC Swim Team, Summer 2004 |

| Boy Scouts |  |

| Arts |  |

| Church |  |

| Charity |  |

| Environment |  |

| Homeowners |  |
| Community: PTA | • Director, Junior Great Books Program, Dickerson Middle School (First Place Winner of District PTA competition for Education and Literacy, 2003)  
• Co-Director, Adventures in Art Program, East Side Elementary (Third Place Winner of Statewide PTA competition for Arts in Education, 2003)  
• Member of the Board, East Side Elementary School PTA, 2003  
• Member of the Board, Dickerson Middle School PTSA, 2003  
• Member, 2003 Nominating Committee, Dickerson PTSA  
• Member, Community Partnership Committee, Dickerson PTSA  
• Volunteer Instructor, Junior Great Books Program, Dickerson Middle School (2001 – 2003)  
• Member, Community Partnership Committee, Dickerson M.S.  
• Member, Yearbook Committee, East Side Elementary  
• Member, 5th Grade Picnic Committee, East Side Elementary  
• Member, Fall Festival Committee, East Side Elementary  
• Adult Volunteer, Media Center, Dickerson Middle School  
• Adult Volunteer, Media Center, East Side Elementary  
• Adult Volunteer Photographer, Dickerson M.S. Yearbook  
• Den Leader for 5th Grade Webelo Cub Scouts, Pack 121  
• Coordinator, Cub Scout Crossover Ceremony, March 2003  
• Committee Member, Boy Scout Troop 1011 (2001 – 2003)  
• Adult Leader, Bert Adams Boy Scout Reservation, June 2003  
• Adult Leader, Raven Knob Boy Scout Reservation, July 2003  
• Co-Director, Adventures in Art Program, East Side Elementary  
• Artist Merit Badge Counselor, Boy Scout Troop 1011  
• Pottery Merit Badge Counselor, Boy Scout Troop 1011  
• Led Artist Workshop, Boy Scout Troop 1011, November 03  
• Project Captain, Great Day of Service, Mt. Bethel UMC  
• Member, Mt. Bethel United Methodist Church  
• Project Captain, Cobb Christmas Stocking Drive  
• Project Captain, MUST Ministries Food Drive, February 2003  
• Regular Volunteer, Feed the Hungry, Marietta, GA  
• Project Captain, Keep Cobb Beautiful Bring One For the Chipper Christmas Tree Recycling Program, January 2003  
• Friends of Hike Inn Volunteer  
• Member, Board of Directors, Robinson Farms Homeowners Asn  
• Coordinator, Piranhas Swim Team Banquet, July 2003  
• Chairman, Pool and Tennis Committee, Robinson Farms H.A. |
Vitae
Carolyn Folkman Curasi
3241 Mill Chase Circle
Marietta, GA 30067

Marketing Department, Room 1308
Georgia State University
J. Mack Robinson College of Business
(404) 651-1978 (office phone)
(404) 651-4198 (office fax)
(770) 850-9645 (home phone)
ccurasi@gsu.edu

EDUCATION

University of South Florida Ph.D. in Business Administration
Specialization in Marketing
December 1998

Florida Institute of Technology Master of Business Administration, 1986

Florida State University Bachelor of Science
1978

PRESENT POSITION

GEORGIA STATE UNIVERSITY, Assistant Professor, August 2002-Present
Atlanta, GA  30303
Teach Undergraduate marketing courses in Marketing Research.
Teach graduate marketing course, Marketing Management.
Assistant Director of Georgia State University J. Mack Robinson College of Business, Center for
Mature Consumer Studies.
Publish consistently and in some of the top outlets in the discipline of marketing.

PREVIOUS PROFESSIONAL EXPERIENCE

BERRY COLLEGE, Assistant Professor, August 1998-August 2002
Mount Berry Station, Georgia
Taught undergraduate marketing courses in Principles of Marketing, Marketing Research, and
Qualitative Research, as well as an M. B. A. Special Topics seminar on Services Marketing;
performed extensive service work within the School of Business and the Berry College
community; published in some of top outlets in the discipline.
PROFESSIONAL EXPERIENCE (Continued)

UNIVERSITY OF SOUTH FLORIDA, Graduate Teaching Assistant and Graduate Research Assistant, 1994-1998
Tampa, Florida
Taught Principles of Marketing and Marketing Research; assisted faculty with research; full time student in Ph.D. program in Business Administration, specialization in marketing

UNIVERSITY OF CENTRAL FLORIDA, Adjunct Professor, December 1990-May 1994
Orlando, Florida
Taught courses in Principles of Marketing and Marketing Communications in the undergraduate Business Administration program

RELATED PROFESSIONAL EXPERIENCE

ITEC PRODUCTIONS, 1994
Orlando, Florida
DIRECTOR OF MARKETING AND BUSINESS DEVELOPMENT

FLORIDA POWER CORPORATION 1980 to 1993
Altamonte Springs, Florida
ANALYST, MARKETING DEPARTMENT 1989 to 1993

Winter Park, Florida
MANAGER, WINTER PARK DISTRICT OFFICE 1988 to 1989

Winter Park, Florida
ASSISTANT TO THE VICE PRESIDENT 1986 to 1988

Winter Park, Florida
ENERGY CONSERVATION EDUCATION SUPERVISOR 1984 to 1986

DAIRY AND FOOD NUTRITION COUNCIL 1980
Orlando, Florida
DIRECTOR OF NUTRITION EDUCATION, SOUTH FLORIDA

GULF POWER COMPANY 1979 to 1980
Panama City, Florida
MARKETING ADVISOR
ARTICLES, REFEREED


ARTICLES, REFEREED (Continued)


Curasi, Carolyn and Karen Norman Kennedy, (2002), “From Prisoners to Apostles: A Typology of Repeat Buyers and Loyal Consumers in Service Businesses,” *Journal of Services Marketing*, Vol. 16, No. 4, 322-339. This paper was awarded the *Literati Club Award for Excellence*. This honor is bestowed on up to three papers from the latest complete volume.


ARTICLES, REFEREED (Continued)


BOOK IN PROGRESS


*Leaving Home*, co-authored with Margaret K. Hogg and Pauline Macalaran. There has been little work on how women undergo socialization as mothers at the empty nest stage. The empty nest household represents an important transitional period for women’s experience of motherhood. We examine how women’s understanding of motherhood is altered as they experience the transition to an empty-nest household.

BOOK CHAPTERS


COLUMNS CONTRIBUTIONS (INVITED PAPER)


ARTICLES, CURRENTLY UNDER REVIEW

1. **Patronage Motives of Mature Consumers in the Selection of Food and Alcoholic Beverage Brands.** In this research examining the brand preferences of mature consumers we employ a random, nation-wide, sample of 10,500 names of household heads drawn from seven age categories. The literature from a wide range of disciplines was examined to explore factors and events affecting preferences and motives in the selection of food and beverage brands. Using factor analysis four gerontological segments resulted that best describe the mature consumer market. Marketing strategies are offered suggesting how to most effectively appeal to older consumers in general as well as more precise suggested strategies for successfully appealing to the four gerontological segments. Currently under review with the *Journal of Food Products Marketing.*
PRESENTATIONS, REFEREED, International and National


Curasi, Carolyn Folkman (2000), “A Critical Exploration of Internet and In-Person Depth Interviews in the Context of Customer Loyalty and the Internet: Benefits that Customers Perceive from Loyalty to Internet Service Providers,” *ACR Conference*, Salt Lake City, Utah. I am the sole author of the paper.

PRESENTATIONS, REFEREED, International and National (Continued)


Special Session Organized: (1998), American Marketing Association Winter Educators’ Conference, Session Title: Critical Issues in Successful Marketing to Aging Baby Boomers.


PRESENTATIONS, REFEREED, International and National (Continued)

The Problem of Intergenerational Disposition of Valued Possessions,” presented as part of a
special session, Association for Consumer Research 1996 Conference, Tucson, Arizona, (Fall).

Curasi, Carolyn Folkman, (1996), “Examining the Relationship between Perceptions of Quality,
Satisfaction, and Affective States,” Frontiers in Services Conference, Nashville, Tennessee,
(Fall).

Reconstruction of Community,” presented as part of a special session proposal “Community: A
Neglected Dimension in Marketing Thought and Practice,” American Marketing Association
Winter Educators’ Conference, Hilton Head, South Carolina, (Winter).

PRESENTATIONS, Regional and Local Professional Presentations

Countries and the Housing Preference of Mature Consumers,” presented to The Atlanta 50 Plus
Housing Council, of the Greater Atlanta Homes Builders, (March).

Bay Estate Planning Council (professional organization composed of attorneys and CPA’s),
Tampa, Florida, (Spring).

Curasi, Carolyn Folkman (1996), “Using the NUD*IST Qualitative Software to Store, Organize,
Analyze and Interpret Interview and Focus Group Qualitative Data,” Carolyn Folkman Curasi,
presented to interdisciplinary graduate students and professors, University of South Florida,
(Fall).

Curasi, Carolyn Folkman “Energy Choices and Challenges,” (1993), Carolyn Folkman Curasi,
presented for the Building Owners and Managers Association of Central Florida, Orlando,
Florida, (Winter).
PRESENTATIONS, REFEREED, International and National (Continued)


COURSES TAUGHT

Undergraduate Courses

_J. Mack Robinson College of Business, Georgia State University (Assistant Professor)_

<table>
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<tr>
<th>Course Number</th>
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<tr>
<td>MK 4200</td>
<td>Marketing Research</td>
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MBA Program:

_J. Mack Robinson College of Business, Georgia State University (Assistant Professor)_

<table>
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<th>Course Number</th>
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<tr>
<td>MBA 8642</td>
<td>Marketing Management</td>
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<td>MBA 8140</td>
<td>Marketing Management</td>
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<td>MBA 8240</td>
<td>Marketing Strategy and Techniques</td>
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MBA Program:

_Campbell School of Business, Berry College (Assistant Professor)_

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<th>Course Number</th>
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<td>BUS 625</td>
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Undergraduate Program:

_Campbell School of Business, Berry College (Assistant Professor)_

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<tr>
<td>BUS 320</td>
<td>Principles of Marketing</td>
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<td>BUS 323</td>
<td>Marketing Research and Analysis</td>
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<td>BUS 327</td>
<td>Qualitative Research Methods</td>
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COURSES TAUGHT (Continued)

University of South Florida (Graduate Teaching Assistant)

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<td>Principles of Marketing</td>
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<td>MAR 3613</td>
<td>Marketing Research and Analysis</td>
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University of Central Florida (Adjunct Professor)

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<td>Internet Customer Loyalty</td>
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<td>1999</td>
<td>Ultra-Durable Products: An Overlooked Product Classification</td>
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<tr>
<td>1997-1999</td>
<td>A Multi-Method Exploration of the Perceived Vulnerability of Older Consumers</td>
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<tr>
<td>1996</td>
<td>Getting Rid of Things: Older Consumers’ Disposition of Possessions</td>
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<td>1995</td>
<td>Migrating Seniors and Measures of Materialism</td>
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AWARDS AND RECOGNITION

- 2005-2006 Marketing Professor of the Year, GSU Collegiate Chapter of the American Marketing Association
- Nominated by Department Chair for a Faculty Research Award, 2005
- Doctoral Consortium Fellow, American Marketing Association, 1997
- Doctoral Consortium Fellow, Southern Marketing Association, 1997
- Graduate School of Business Fellow, University of South Florida, 1994-1998
- Institute on Aging, Summer Research Grant Award, 1995, 1996, 1997
- Board Member, Central Florida Chapter, American Marketing Association, 1991-1994
- Consecutively Named One of Florida Power Corporation’s Top Speakers, 1982-1992
- Awarded Marketing Excellence Award, for New Product Introduction, Awarded by the Central Florida Chapter of the American Marketing Association, 1991

SERVICE

Institutional

**Georgia State University**
**J. Mack Robinson College of Business, Marketing Department**

*Center for Mature Consumer Studies, Fall 2002 - Present*

Includes:

- Speaking with reporters from a variety of newspapers and magazines from around the nation. Including reporters from *The Wall Street Journal, USA Today* newspaper, *The Atlanta Journal Constitution* and *Forbes Magazine*
- Good article in *Atlanta Business Journal* in Spring 2005; (See attached)
- Good article in the *Christian Science Monitor* in July 2005; (See attached);
- Speaking with representatives from businesses across the nation and Canada to respond to their questions related to mature consumers.;
- Presentations to local organizations on topics related to mature consumers, such as a recent presentation to the Greater Atlanta Home Builders Association;
SERVICE (Continued)

Institutional

Georgia State University
J. Mack Robinson College of Business, Marketing Department

Assist Colleagues, includes:
• Presented an educational program on using qualitative software, such as NUD*IST
• Leading a class for the Ph.D. student seminar led by Dr. Naveen Dothu;
• Leading two Ph. D. consumer behavior classes for Dr. Pam Ellen;
• Leading a Ph.D. seminar class period for Dr. George Moschis;
• Presenting a program on Interpretive research for Dr. Kofi Dadzie at the African Business and Development Conference in Atlanta.
Boards

Board of Directors, American Marketing Association 1990-1994
Central Florida Chapter, Orlando, Florida

Board of Directors, Southern College 1988-1994
Orlando, Florida

Board of Directors, Winter Park Chamber of Commerce 1986-1988
Winter Park, Florida

Professional Participation/Service

American Marketing Association, Member, 1990-present

Association for Consumer Behavior Research, Member, 1996-present

The Academy of Marketing Science, Member, 2000-present

*The Journal of Financial Services Marketing*
North American Editor 2001-present

*Journal of Contemporary Ethnography*
Reviewer, 2000-present

Association for Consumer Research, Member, 1996-present

*Journal of Consumer Research*
Reviewer, Manuscripts submitted for publication in Journal, 2002 - Present

Southwest Marketing Association Conference,
Reviewer, Personal Sales and Sales Management Track, 2000

Southern Advances in Marketing, Member, 1995-present
2006 SMA Conference Marketing Research Track Chair

*European Advances in Consumer Behavior*
Reviewer, Annual Conference, Services Track, 2002

*Advances in Consumer Behavior*
Reviewer, Annual Conference, Consumer Behavior Track, 2002

*Journal of Advertising*
Reviewer, Special Issue, Summer 2002

[04/06]
Professional Participation/Service (Continued)

*Journal of the Academy of Marketing Science (JAMS)*

Co-Chair, Working Paper Session, Association for Consumer Research (ACR)
Annual Conference, 2005

Community Volunteer Services

- Taught corporate Political Awareness course to all exempt employees at Florida Power Corporation, Eastern, Mid-Florida and Ridge Divisions 1986-1990
- Leadership Orlando Alumni, Orlando Chamber of Commerce, 1988-1989
- Business Advisory Board, Southern College, Orlando, Florida 1987-1994
- Central Florida Home Builders’ Association, Committee Co-Chair 1989-1992
- Winter Park Chamber of Commerce, Member, Winter Park, FL 1987-1988
- Winter Park Chamber of Commerce, Member, Winter Park, FL 1985-1987
Resume – Kofi Q. Dadzie

October 2005

PERSONAL DATA

Business Address: Department of Marketing,
J. Mack Robinson College of Business,
Georgia State University, University Plaza
35 Broad Street
Atlanta GA 30303
Phone: (404) 651-4193
e-mail: kdadzie@gsu.edu. Fax: 404-651-4198

Education:
B.Sc. in Business Administration,
Major: Management & Marketing
University of Ghana-1974.

Master of Business Administration (MBA),
Major: Marketing
The Ohio State University-1977

Ph.D. in Business Administration
Major Field: Marketing and Logistics
Faculty of Marketing & Logistics
The Ohio State University-1981

Dissertation Title: “An Investigation of Skill Requirements in Physical Distribution Management Career-Path Development.” (Bernard La Londe: Chair)

Fellowships and Awards
GSU Research Foundation Award for Conference Organization ($3,000)

GSU Chancellor's Research Initiation Grant (1994/95),
Georgia State University College of Business Administration;

Outstanding Research Award Nominee, Department of Marketing, GSU (1990);

Chancellor's Award for Academic Excellence, North
Carolina Central University (1986);
United Nations Commission for Africa fellowship
November 1982 and May 1983;

**Work Experience**

1988-Present, Assistant-Associate Professor, J. Mack Robinson College of Business, Georgia State University, Atlanta GA.

Courses Taught: Logistics Management (Graduate), Marketing Management (Graduate), and Distribution Management (Undergraduate), and International Marketing (Undergraduate)

1992-1993 Visiting Associate Professor of Marketing, School of Business, North Carolina & T State University, Greensboro, NC. Courses Taught: Marketing Research, Marketing Management

1984-1988 Assistant-Associate Professor of Marketing, North Carolina Central University, Durham, NC. Courses Taught: Marketing Management, Marketing Channels, and Principles of Marketing

Spring 1988 Visiting Assistant Professor of Marketing, Fuqua School of Business, Duke University, Durham, NC

Summer 1987 Visiting Assistant Professor of Marketing, The University of North Carolina, Chapel Hill, NC

1983-1984 Assistant Professor of Marketing, Texas Southern University, Houston, Texas

1981-1983 Lecturer in Marketing, The University of Ghana, School of Administration, Legon, Ghana

1974-1975: Marketing Analyst/Intern, Blue Cross/Blue Shield of Connecticut (Sponsor: AISEC Yale University, New Haven, USA)

1972: Summer Intern, Chadwick’s Dublin (Ltd), Dublin, Republic of Ireland (Sponsor: AISEC Trinity College).
PUBLICATIONS: REFEREED SCHOLARLY JOURNALS


**PUBLICATION: REFEREED CONFERENCE PROCEEDINGS**

Association, Summer Educators Conference, San Francisco, California July/August).


**EXTERNALLY-FUNDED RESEARCH PROJECTS**


Dadzie, Kofi Q. “Management Development Program and Research with The National University of Côte d’Ivoire” (1997-2000), the United States Information Agency, Grant # IA-ASJL-G8190027 (Amount: $120,000).


Dunson, Bruce H. and Kofi Q. Dadzie (1989), "Determinants of Loan Default and Delinquency in Rural Credit Programs in Ghana," report submitted to U.S. Agency for International Development, Grant No: DAN 5053-G-SS-7062-00. (Amount: $100,000)


Baseline Study of Farmers' Response to the Introduction of a Bank-Based System of Cocoa Purchasing," The Ghana Cocoa Marketing Board (Amount: $30,000)

SUPERVISION OF DOCTORAL DISSERTATIONS


(2) Hope Torkornoo, "Foreign Direct Manufacturing Investments in the U.S.: An Empirical Analysis of the Strategies of Multinationals from Developing Economies," Committee Member, Completed August 1991 now at Kennesaw State University;

(3) Harash Sachdev, "Performance Differences Between Export Intermediaries: A Transaction Cost Analysis" Committee Member. Completed November 1991, now at University of Tennessee;

(4) Whang Park, "A Product Life Cycle Approach to Transfer Pricing" Committee Member, Completed August 1993, now at Seoul National University;

(5) Boonghee Yoo, “The Effects of Marketing Efforts and Culture on Brand Equity Formation” Committee Member, Completed July 1996, now at Hofstra University;

(6) Sungwoo Jung, “Effect of Perception of Pioneer on Long-Term Relationship in Business-to-Business Context,” committee member, Completed, now at Sunny-Buffalo;

(7) Charles Hutchinson, “Pedagogical Incongruence Facing Ghanaian Transplant Science Teachers when they Emigrate to teach in US High Schools,” (College of Education), committee member. Status: Completed in December 2001;

(8). Joseph M. N’Yanji, “Career Resilience and Sales Force Performance,” Markarere University Business School, Markarere University, Kampala, Uganda. Status: Dissertation Proposal. External Committee Member

(9) Frank Xie, (First Mover Advantage and International Marketing Strategy, completed by June 2003, now at Drexel University;


SERVICE ACTIVITIES

Service Actives Internal to the University

Member of the University Senate (1991 to 1996);
Member, Provost Strategic Planning Group (1995-1996);

Member Project Link (Since 1994-2002);

Member, University Senate Committees, Library Affairs and Student Life (1991-1993);

Member, Department Recruiting Committee (1990); Member of MBA Program Committee;

**Service Activities in Academic and Professional Organizations**


Regional Editor for Africa, *Journal of Business and Industrial Marketing*


*Reviewer, Journal of Business Logistics, Review* 2004- Present,


International Academy of African Business and Development
Conference and Program Chair, 2004 Annual Conference : Ambassador Andrew Young-Key
Note Speaker

Track Chair; International Academy of African Business and Development Conference, London, April 9-12;


Transportation and Logistics Educators Conference, Reviewer (1990-1993,1987);

**ADMINISTRATIVE EXPERIENCE:** Area Coordinator, Faculty of Marketing, School of Business, North Carolina Central University, 1987; Chair, Board of Advisors, International Association of Students of Economics and Management (A.I.E.S.E.C.), Ghana, 1982-1983.

**WORK IN PROGRESS**

Distribution and Logistics Management (Invited for Second Review)

“Toward A Discrepancy Theory of Collaboration in the Supply Chain,” Journal of Business Logistics

“Consumer Reaction to Americanization of University Educational Services in West Africa”: Anti-American Sentiments or Country of Origin Effects?, Journal of Consumer Research


Service to the Community

Metrica, Inc., Bryant, TX. (Retained as a consultant on survey design and design of International Advisor to the Emerald Publishing Group. England

Member of the Research Award Committee for Emerald Publishing

PROFESSIONAL AFFILIATIONS

American Marketing Association;
Academy of Marketing Science;
International Society for Marketing and Development;
International Academy of African Business and Development.
NAVEEN DONTHU

e-mail: ndonthu@gsu.edu
Web: www.gsu.edu/~mktnnd or www.donthu.com

1300 Home Place Dr. Department of Marketing
Lawrenceville, GA 30043 USA Georgia State University
Phone: (678) 377 9460 Atlanta, GA 30303 USA
Fax: (614) 308 8680 Phone: (404) 651 1043
Fax: (404) 651 4198

PROFESSIONAL INTERESTS

Primary Teaching Interests: New Product Development and Management, Marketing Models &
Research Methodology, International Marketing, Marketing Engineering, Electronic Commerce
and Internet Marketing.

Primary Research Interests: Marketing Research Methodology, E-Commerce and E-Consumer
Behavior, Cross-Cultural Issues, Comparative and Outdoor Advertising, Hispanic Consumer
Research, Brand Equity, Service Quality and Customer Satisfaction, Marketing Productivity.

EXPERIENCE

1/01 onwards: Katherine S. Bernhardt Research Professor
9/98 onwards: Professor
9/93 to 8/98: Associate Professor (with tenure)
9/90 to 8/93: Assistant Professor
Department of Marketing, Georgia State University, Atlanta, USA.

9/86 to 8/90: Assistant Professor
College of Management, Georgia Institute of Technology, Atlanta, USA.

EDUCATION

Ph.D. University of Texas at Austin August 1986
(Major: Marketing Minor: Statistics)
Dissertation: (chair: Roland T. Rust) "Flexible Ideal Point
Mapping and Product Positioning"

M.S.E. University of Texas at Austin August 1983
(Major: Management Science Minor: Marketing)

B.E. Gujarat University, India January 1982
(Major: Mechanical Engineering)
HONORS / AWARDS

2004 Board of Advisors Award for Service Excellence (college-wide award for outstanding service), Robinson College of Business, Georgia State University.

2003 Faculty Recognition Award for Service (college-wide award for outstanding service), Robinson College of Business, Georgia State University.


2002 American Marketing Association, Best Special Session in Relationship Management track.

1999 Faculty Recognition Award for Research and Publications (college-wide award for outstanding research), Robinson College of Business, Georgia State University.

1998 Faculty Recognition Award for Teaching (college-wide award for outstanding teaching), Robinson College of Business, Georgia State University.

Ranked #1 (highest number of publications in the time period studied) in the Journal of Advertising Research by a study published in the Journal of Advertising in 2000.

1997 Outstanding Faculty Achievement Award, (university-wide award for outstanding research, teaching and service), Georgia State University.


1995 Southern Marketing Association, Best paper Award in Consumer Behavior Track.

1994 Faculty Recognition Award for Research and Publications (college-wide award for outstanding research), Robinson College of Business, Georgia State University.

Alpha Mu Alpha (national marketing honor society), American Marketing Association.

ANBAR citation for excellence.

Nominated to Marquis Who is Who in Advertising.

Nominated to Who is Who in American Educators.

Nominated to Who is Who in Young American Professionals.

Voted as Best Teaching Assistant (1983), University of Texas at Austin.

Gold Medalist - ranked #1 in graduating class (1981), Gujarat University, India.

National Merit Scholar (1975), Government of India.
REFEREED PUBLICATIONS

JOURNALS


BOOK CHAPTERS


PROCEEDINGS


of Academy of Business Administration.


CONFERENCE PRESENTATIONS

Presented over 65 papers at major national and international conferences such as American Marketing Association’s educator’s conference, INFORMS Marketing Science Conference, INFORMS annual conference, Academy of Marketing Science conference etc.

BOOK REVIEWS


SOFTWARE

FLEX: A FORTRAN program for Flexible Regression, (with R. T. Rust).


RESAMPLE-REG: A Visual Basic Program for Regression using Resampling Methods to address Multicollinearity.

RESEARCH PROJECTS IN PROGRESS (OR UNDER REVIEW)

"Differences in Diffusion of Innovations Through Ethnic Sub-Groups” (with J. Cherian)

“Measuring Cultural Orientation at the Individual Level” (with B Yoo and T Lenartowitz)

“Multicollinearity in Marketing Research,” (with Roland Rust)

“Analytical Marketing Models,” (with L. Froeb and Roland Rust)
“Eshop Efficiency,” (with Paul Alpar)

"Family Values Scale Development," (with Jim Boles and Tom Brashear)

“Advertising Repetition Strategy on the Internet,” (with Idil Sayrac)

"Perceived Quality of Internet Shopping Sites," (with Boonghee Yoo)

“Internet Media-specific Investment,” (with Dan Bellenger and Talai Osmenbekov)

“Banner Advertising Effectiveness” (with Ritu Lohtia)

“Virtual Communities” (with Connie Porter)

“Web Expertise” (with Idil Sayrac)

“Trade Promotions” (with Atul Parvatiyar and Amit Poddar)

“Mass Customization” (with Margarita Guilabert)

“Relationship Marketing Programs” (with Stephanie Noble and Kay Lemon)

“Outsourcing Sales and Marketing” (with Atul Parvatiyar and Tom Gruen)

“Post Audit Activity and Impact on Relationships” (with Atul Parvatiyar and Tom Gruen)

“Marital Status and Role of Brands” (with Brian Brown and Corliss Thornton)

“Marketing ROI” (with Raj Srivastava and Naras Eechambadi)

**RESEARCH GRANTS**

Grocery Manufacturer Association (2004-05) - $250000.00
“Value of Outsourcing Sales and Marketing”

Food Service Marketing Association (2004-05) - $75000.00
“Value of Outsourcing Sales and Marketing for Food Services Suppliers”

PRG-Schultz, (2004-05) - $200000.00
“Trade Promotions and Post Audit Recovery”

Engage Media Inc. (2002-04) - $100000.00
“Banner Advertising Effectiveness”

CBIM and Electronic Commerce Institute (2002-03) - $4000.00
"Website Efficiency"
GSU Marketing Roundtable and Electronic Commerce Institute (1999-00) - $4000.00
"Scale Development to Measure Perceived Quality of Internet Shopping Sites"

GSU Marketing Roundtable (1996-97) - $3000.00
"Ethnic Identification Scale Development"

GSU Marketing Roundtable (1995-96) - $3000.00
"Family Values Scale Development"

GSU Marketing Roundtable (1994-95) - $4000.00
"Spatial Effects of Outdoor Advertising"

GSU Research Initiation Grant (1994-95) - $5,000.00
Office of the Vice President for Research, Georgia State University.

Hook Outdoor Advertising (1995) - $40,000.00
"Spatial Effects of Outdoor Advertising"

GSU Marketing Roundtable (1993-94) - $4000.00
"Cross Cultural Investigation of Comparative Advertising Effectiveness"

GSU Research Enhancement Grant (1992-93) - $5,000.00
Office of the Vice President for Research, Georgia State University.

Hook Outdoor Advertising (1992) - $32,000.00
"Sales Response to Outdoor Advertising"

27 Research Course Releases (Spring, Summer & Fall 1991; Winter & Summer 1992; Winter, Spring, & Summer 1993; Winter, Summer & Fall 1994; Summer & Fall 1995; Winter, Summer & Fall 1996; Winter, Summer & Fall 1997; Summer 1998; Summer 1999; Summer 2000; Summer 2001; Summer 2002; Summer 2003; Summer 2004; Summer 2005) College of Business Administration, Georgia State University.

Instruction Innovation Award (Summer 1993)
College of Business Administration, Georgia State University.

Apple Computers (1991) - $7500.00
"Advanced Academic Marketing Project"

Classroom 2000 Development Award (1989) - $15,400.00
Georgia Tech Foundation.

Classroom 2000 Development Award (1990) - $17,200.00
Georgia Tech Foundation.
STUDENT GUIDANCE

Ph.D. Dissertation Chair

last known academic position
1. Chanda Dasgupta Arizona State University
2. Boonghee Yoo Hofstra University
3. Idil Sayrac American University
4. Edmund Hershberger Southern Illinois University
5. Frank Xie (co-chair) Drexel University
6. Connie Porter University of Notre Dame
7. Margarita Guilabert not yet
8. Beverly Wright East Carolina University
9. Amit Poddar in progress
10. Jill Mosteller in progress


Supervision of independent study courses (1986 – date): 60

SERVICE: PROFESSIONAL ASSOCIATIONS

VP Meetings, INFORMS Society for Marketing Science, 2001 – 2005

Chair (98), Chair - Elect (97), Vice Chair (96), Marketing Research Special Interest Group (SIG), American Marketing Association.

Vice President for Academic Affairs, Product Development and Management Association, 1994-97.

SERVICE: ACADEMIC CONFERENCES

Chair, Pricing and Product Track for the 2005 Academy of Marketing Science Conference.

Chair, Marketing Research Track for the 2004 Society for Marketing Advances Conference.

Chair, Marketing Research Track for the 2002 American Marketing Association’s International Conference.

Chair, Relationship Management Track for the 2002 American Marketing Association’s Winter Educator's Conference.

Chair, Marketing Research Track for the 2000 American Marketing Association’s Summer Educator's Conference.
Chair, Marketing Research Track for the 1999 American Marketing Association’s Summer Educator's Conference.

Organized and Chaired a plenary session on "Future of Marketing" for the 1999 American Marketing Association’s Summer Educator's Conference.

Co-chair, Joint CBIM/ISBM 1998 conference on “Marketing Effectiveness”.

Chair, Marketing Track at the 1996 Fall INFORMS conference.

Chaired over 25 sessions at major conferences such as American Marketing Association’s Educator's Conference, Marketing Science Conference, INFORMS conference, Academy of Marketing Science conference etc.

Organized and Chaired 15 special sessions at major conferences such as American Marketing Association’s Educator's Conference, Marketing Science Conference, INFORMS conference, Academy of Marketing Science conference etc.

Discussant for over 15 sessions at major conferences such as American Marketing Association’s Educator's Conference, Marketing Science Conference, INFORMS conference, Academy of Marketing Science conference etc.

SERVICE: ACADEMIC PUBLICATIONS


Member of the Editorial Board, Journal of Marketing 2005 -

Member of the Editorial Board, Journal of Service Research 1999 -


SERVICE: EXTERNAL REFEREE FOR P&T DECISIONS

Baruch College
Cleveland State University
University of Rhode Island
Temple University
University of California Riverside
Old Dominion University
Marquette University
University of Cincinnati
Portland State University

SERVICE: UNIVERSITY / DEPARTMENT

Doctoral Program Co-ordinator, Department of Marketing, Georgia State University, 1995 -

Member of MBA Steering Committee, Robinson College of Business, Georgia State University, 2002 – 2005.

Member of Promotion and Tenure Committee, Robinson College of Business, Georgia State University, 2003 – 2006.

Member of Department Chair Recruiting Committee, Department of Marketing, Georgia State University, 2002-03.

Member of Department Chair Recruiting Committee, Department of Marketing, Georgia State University, 2004-05.

Member of Pennybaker Chair Recruiting Committee, Department of Marketing, Georgia State University, 2004-05.

Member, GSU President evaluation committee 2004.

Member, GSU Provost’s Strategic Planning Committee 2004-05.

Chair of Faculty Recruiting Committee, Department of Marketing, Georgia State University, 1998-01.

Member of Doctoral Program Committee, Department of Marketing, Georgia State University, 1990 - 95.

Member of Faculty Recruiting Committee, Department of Marketing, Georgia State University, 1991 - 1994.

Member of Computer Use Committee, College of Management, Georgia Tech., 1989-90.
Member of Institute Statistics Committee, Georgia Tech., 1989-90.

Coordinated Recruiting for the Marketing Area (1987 and 1988) at Georgia Tech.

EXECUTIVE SEMINARS

“Brand Management”
Executive MBA, Sorbonne France, October 2005.

“Marketing Engineering”

“Brand Management”
Executive MBA, Sorbonne France, October 2004.

“Internet Marketing”
AIG Japan at LOMA, October 2003.

“Brand Management”
Executive MBA, Sorbonne France, October 2003.

“Marketing Research and Forecasting”
IMT BERLIN, September 2002

“Product Planning Techniques”
Clark Atlanta University, April 2001.

“The Internet Shopper”

“Advertising and Marketing Communications”
Executive MBA, Erasmus University, June 1999.

“The Internet Shopper”

“Marketing Engineering,”
Southern Company, December 1998

"Customer Satisfaction and Profitability,"

"Customer Satisfaction and Profitability,"
Institute for International Research, February 1996.

"Global Product Development and Advertising,"
"New Product Development and Advertising,"
Atlanta Management Institute, June 1994.

"Perceptual Mapping"
United Postal Services, April 1994.

"Opportunities for Cable Television,"
Columbia School of Broadcasting and Coopers and Lybrand, May 1987.

CONSULTING EXPERIENCE

- SDR Incorporated (Employee / Customer Satisfaction)
- CRMG (International Market Entry)
- Allstate Insurance (International Market Entry)
- Newsletters Plus (Brand Name Evaluation)
- Marriott Corporation (Linkage Study)
- Chick-fil-a (Customer Satisfaction; Brand Equity)
- UPS (Perceptual Mapping; Relationship Marketing; Market Research)
- Apple Computers (New Product Development)
- Bard Pharmaceuticals (Statistical Analysis)
- Service Master (Service Quality)
- KOKE radio station (New Product Development)
- TBS (New Product Positioning)
- Hook Outdoor Advertising (Outdoor Advertising Effectiveness)
- Asian Variety Show (Consumer Research and Statistical Analysis)
- Atlanta Management Institute (International Marketing Research)
- International Management Consultants (New Product Development)
- Jones and Askew (Consumer Research and Statistical Analysis)
- Institute for International Research (Customer Satisfaction)
- Summit National Bank (Ethnic Marketing)
- Paul, Hastings, Janofsky, Walker LLP (expert witness – new product failure)
- Reed Marketing Group (New Product Development)
- McKinsey & Co. (Data Envelopment Analysis)
- Survey Communications (Perceptual Mapping)
- PRG-Schultz (Trade Promotions and Post Audit Practices)
- iCRM (Outsourcing)

PERSONAL DATA
Age: 46 years
Marital Status: Married (wife: Roopa)
Children: 2 (son: Suraj - 13 years; daughter: Sonia - 6 years)
Citizenship: U.S.A.
PAM SCHOLDER ELLEN

EDUCATION:

Ph.D., Business Administration, University of South Carolina, 1987.
Major: Marketing  Minor: Consumer Psychology


FELLOWSHIPS AND AWARDS:

Scholarship to Emerging Woman in Management Workshop, 1976.

Recipient of Corporation for Public Broadcasting Women's Training Grant, 1976.

1979 Certificate of Merit, American Bar Association for documentary "The Alabama Supreme Court: A Changing Constant."

1982 Outstanding Student Paper Award, Southern Marketing Association.

1982-83 Outstanding Graduate Student, Birmingham chapter, American Marketing Association.

GSU College of Business Administration Instructional Innovation Award for Development of Experiential Exercises for Marketing Research Classes (1990)

2000 Reviewer of the Year, Journal of Advertising

GSU College of Business Administration Instructional Innovation Award for the Creation of a Database Analysis Series for Marketing Research Classes (1994)

University Instructional Improvement Grant for Redesigning and Standardizing the Undergraduate Marketing Research (1999)


Instructional Innovation Grant (IIG), Robinson College of Business, “Improving Business Students’ Ability to Communicate Quantitative Information: A Tutorial Approach to Build Clarity and Objectivity into Reporting (2004)

GSU Student Technology Fee Grant ($36,924), Student Communications and Research Lab (2004)

WORK EXPERIENCE:

Graduate Research/Teaching Assistant, University of South Carolina, August 1984 to June 1987.

Assistant Professor, Georgia State University, June 1987 to August 1993

Associate Professor, Georgia State University, September 1993 to present

Research Manager (Faculty Internship), BellSouth Advertising and Publishing Company, 1992.

Associate, Ellen Communications, Inc., a marketing communications firm specializing in sponsorship support, advertising merchandising, marketing research and media relations. Client emphasis on hospitality industry and sports/special events marketing.


**PUBLICATIONS: REFEREED SCHOLARLY**


Ellen, Pam Scholder, (1994) "Do We Know What We Need to Know? Objective and


**PUBLICATIONS: REFEREED PROFESSIONAL/PRACTITIONER**

**PUBLICATIONS: BOOKS and MONOGRAPHS**

**PUBLICATIONS: NON-REFEREED AND OTHER**


**EXTERNALLY-FUNDED RESEARCH PROJECTS:**

Co-recipient of $1,000 worth of AutoCad software and media materials from Miller-Zell Design Inc., Atlanta, GA for "Store Environment as a Source of Consumer Affect, Approach and Avoidance: An Exploratory Study."
Recipient of Coca-Cola Co. grant ($2400) for support of research on 'green marketing' claims.

Recipient of Georgia State University Marketing Roundtable Research Grant ($2700) for support of research on 'green marketing' claims.

Co-recipient of American Marketing Association research grant ($1800) for support of research on environmental cue effects in retailing.

Co-recipient of West Virginia University Travel Bureau grant ($7,300) for support of research on olfaction in advertising.

Co-recipient of West Virginia University Senate Research Grant ($3,000) for support of research on use of imagery in advertising design.

Co-recipient of Carson Professorship Grant from Oklahoma State University ($10,000) for Choosing Long Term Gains over Short Term Pleasures: Improving Retirement Investment

PAPERS PRESENTED AT PROFESSIONAL MEETINGS (REFEREED):


Ellen, Pam Scholder, Lois A. Mohr, and Deborah J. Webb (1995), "Consumer

...
Reactions to Corporate Social Responsibility: Do Attributions Make A Difference?" Association for Consumer Research, October.


Ellen, Pam Scholder Ellen, Deborah J., Pam Scholder Ellen, and Lois A. Mohr (2005), Building Corporate Associations: Consumer Attributions for Corporate Socially Responsible Programs,” Academy of Marketing Science Conference.


SUPERVISION OF DOCTORAL DISSERTATIONS
CHAIR

W. Randy Clark, "A Comparison of Trust Across Relational Form As Established by Dependence Level"


Oh Park Kwon, "The Influence of Consumer Knowledge and Skepticism on the Effectiveness of Numerical and Verbal Claims."

MEMBER

Kelly Smith (1991), "Elderly Consumers' Responses to Senior Citizen Incentives: An Application to Labeling Theory."

Anil Mathur (1991), "The Role of Care Providers in the Consumer Socialization of the Elderly."


EXAMINER


Rose Johnson (1992), "The Impact of Cognitive Speed and Television Environment on Ad Effectiveness."

Munshik Suh (1994), "An Examination of the Client-Professional Service Provider Relationship Maintenance from the Clients' Perspective."

CONTINUING EDUCATION ACTIVITIES IN PAST FIVE YEARS


Instructor, Korea University Business School: Study Abroad Program in Atlanta, GSU Center for Global Business Leadership (2005). Course: Customer Relationship Management

Continuing (Executive) Education, Georgia State University (2002). Course: Customer Relationship Management
SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY:

**Academic Unit**

Coordinator of Scholarship Sharing Series (1989 - present): Monthly seminar for the sharing of research work and ideas among departmental faculty and Ph.D. candidates.

Director, Masters in Science Program (1995 to 2004), Member of committee (1993-1995).

Member of Faculty Recruiting Committee (1991-1994; 1998)

Member of Departmental Chair Search Committee (1992-1993, 2004-2005)

Member of Pennebaker Chair Search Committee (2005-2006)

Member of Screening Committee for Marketing Award for Excellence (MAX) (1993, 1994):

Reviewer for Marketing RoundTable Research Grant Program (1994-1995)

**College and University Level**

Recipient of 2004 Robinson College of Business Faculty Recognition Award for Service

Member, Robinson College of Business 90th Anniversary Committee

Unit Coordinator, 1994-95 Faculty & Staff Giving Campaign

College Unit Coordinator, 1995-96 State Charitable Contributions Campaign

Marketing Consultant, Child-Health Education Project for Families with Low Literacy Skills, Parent-Infant Resource Center of Georgia State University

Conducted or supervised research projects for:
- College of Business on weekend and alternative scheduling for MBA classes
- School of Art and Design for feasibility of proposed fine arts museum
- GSU Alumni Association for alumni survey and segmentation study
- GSU Career Services audit and survey of former clients
- Rialto Theater on customer satisfaction
- GSU Student Recreation Center on customer satisfaction
- Pullen Library on response to redesign

SERVICE ACTIVITIES IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS:

**Journals and Conference Reviewer**

Member of Editorial Review Board for *Journal of Public Policy & Marketing* (1992-present)
Member of Editorial Review Board for the *Journal of the Academy of Marketing Science* (2002-present)

Member of the Scientific Board of the Review for the *International Review on Public and Non Profit Marketing* (2005-present)

Member of the Editorial Review Board of the *Journal of Consumer Policy* (2005-present)


Co-editor, 1995 *Marketing and Public Policy Conference Proceedings* and special issue articles for *Journal of Public Policy & Marketing*

**Conference Planning/Administration**

Co-chair, 2004 Summer Educators’ Conference, American Marketing Association

Co-chair, Marketing & Society SIG Track, 2002 Summer Educators’ Conference American Marketing Association

Marketing and Public Policy Conference Planning Board (1994-present).

Conference Co-chair for 1995 Marketing and Public Policy Conference

Organizer, First Doctoral Symposium in Public Policy and Social Marketing Research.

Local Arrangements and Marketing and Public Policy Conference Coordinator, 1995 Society of Consumer Psychology Conference on "The Role of Advertising in Social Marketing"

Conference co-chair Marketing & Society SIG Mini-Conference on "Environmental Marketing," 1996 AMA Summer Educators' Conference


Local Arrangements and Publicity Coordinator, Marketing and Society SIG Mini-Conference on “Internet Marketing” for 1999 AMA Summer Educators’ Conference.

Marketing and Society Special Interest Group of the American Marketing Association
Vice-Chair for Communications (2002 to present)
Chair (1998-1999)
Member of Executive Committee (1997-2000)
At-Large Member (2001 to present)

American Marketing Association

Academic Council At-Large Member (2004-2007)
President Elect-Designate (2007)

SERVICE TO THE COMMUNITY USING PROFESSIONAL EXPERTISE

Supervised the design and conduct of research for over 25 Atlanta area nonprofits including ZooAtlanta, SciTrek, the Margaret Mitchell House, WPBA Public Television, WABE Radio, St. Vincent de Paul, Alliance Theater, Atlanta History Museum, Ashford-Dunwoody YMCA, Rialto Theatre, Trees Atlanta, and Underground Atlanta.


Expert panelist on advertising campaign effectiveness for Centers for Disease Control HIV/AIDS media campaign "Know Now."

Member of Marketing Advisory Board on communication program design for the Southern Region Radon Training Center of the Environmental Protection Agency
SEVGIN “SEVO” EROGLU

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College of Business Administration
Georgia State University
Atlanta, GA 30303-3083
(404) 651-2740
E-mail: seroglu@gsu.edu.
Fax: (404) 651-4198

EDUCATION

Ph.D., Michigan State University, 1985
   Major: Marketing
   Minors: International Business, Consumer Behavior
   Dissertation: Retail Crowding: An Investigation of Antecedents and Consequences

M.B.A., Michigan State University, 1977

B.S., Business Management, Middle East Technical University, Turkey, 1974

Certificate of Language, Sorbonne University, France, 1974

EMPLOYMENT

1993 - Present  Associate Professor
                Georgia State University

1989 - 1993  Assistant Professor
               Georgia State University

1985 - 1989  Visiting Assistant Professor
               Michigan State University

1984 - 1985  Assistant Professor
               Iowa State University

1979 - 1983  Graduate Assistant
               Michigan State University

1978 - 1979  Instructor and Research Associate
               Middle East Technical University
               Ankara, Turkey

1977 - 1978  Vice President of Marketing, MAKTAS, Inc.
               Izmir, Turkey
JOURNAL PUBLICATIONS-Refereed


**PUBLISHED PROCEEDINGS (With Presentations)**


Sevgin Eroglu, Glenn S. Omura and Karen A. Machleit, Evoked Set Size and Temporal Proximity to Purchase, in P.E. Murphy et al., (eds.), *AMA Summer Educator’s Conference Proceedings*, Chicago:
PRESENTED PAPERS


“Issues at the Cutting Edge in Domestic and International Marketing in the U.S., presentation made to the Executive MBA students from Institutio Euvaldo Lodi, training arm of the Federation of Industries, Natal, Brazil, 2000.


“The Globalization Imperative”, presentation made to the Executive MBAs from the Federal University of Pernambuco, Recife, Brazil, January 2000.


“International Marketing” and “Doing Business in Emerging Markets,” two workshops conducted at the CIBER program at Michigan State University, E. Lansing, MI, 1999.

“Methodology for Overseas Target Marketing” with W. Johnston, Chamber of Commerce, Atlanta, GA, October 1999.

“Marketing Globally” presentation to Executive MBA class from Pernambuco University of Brazil, Atlanta, GA, November 1999.


Enhancing the Cultural and International Component of the EMBA Program at Georgia State University: An Interdisciplinary Effort, presented at the AACSB, The International Association for Management Education, Scottsdale, AZ, 1998.

The Impact of Retail Density and Atmospheric Music on Retail Shoppers Crowding Perceptions and Store Satisfaction, with James Kellaris and Karen Machleit, presented at the Academy of Marketing Science Conference, Norfolk, VA, 1998.

Innovations in Retail Technology: Theoretical and Managerial Implications presented at the Annual Meetings of the Center for Business and Industrial Marketing, Atlanta, GA, 1998.

Store Environment as a Source of Consumer Affect, Approach and Avoidance, Faculty Advisor Grant Symposium of the AMA Collegiate Conference, New Orleans, April, 1994.

The Impact of Atmospheric Music and Retail Density on Retail Crowding Perceptions, ACR Conference, Vancouver, October, 1992 (Co-organizer of the Special Session on Atmospheric Factors in Retail Environments).


The Internationalization of U.S. Franchising, Faculty Advisor Grant Symposium of the AMA Collegiate Conference, New Orleans, April, 1991.


The `Made in Label as an Informational Cue in Determining Quality Perceptions, Midwest Meeting of The Academy of International Business, Chicago, April, 1984.

BOOK REVIEWS AND CASES


HONORS AND GRANTS


Recipient of the College Board of Trustees Award, 2003.

Business International Education grant with Karen Loch ($300,000) in 2003, and again in 2006, for internationalization of business faculty, students, staff and ethnic minority enterprises in Atlanta.

International Council of Shopping Centers grant ($14,000) for examining the retail revitalization of the Buford Corridor, 2001.

Nominated by the College of Business for the University Outstanding faculty Award, 1999.


Assisted in winning government grants (Educational partnership with Khazar University, Baku, Azerbaijan and with the Consortium of Georgia University, Tbilisi, Republic of Georgia) received by CBA (total amount $400,000), 1997, 1998.


Nominated Outstanding Faculty Advisor, American Marketing Association Student Chapter, 1992.

Marketing RoundTable Research Grant, with D. Bellenger and C. Green, Marketing RoundTable Research Grant, 1996.


Recipient of AMA Faculty Advisor Grant Program, Chicago, 1993.
Miller-Zell Retail Design Grant, 1992.

AMA Faculty Advisor Grant Program, 1991.

College of Business Course Release Grants based on competitive proposals. (8 times).

**DISSERTATION COMMITTEE WORK**

Whiting, A., The Impact of Customer Crowding on Front Line Service Employees (Chair)

Sneath, J., The Impact of Stressful Life Events on Consumers’ Impulsive and Compulsive Buying Behaviors. (Chair)

Mosttellar, J., Impact of Information Load on Online Shopping Behavior

Volkov, S., Personalized Content Aggregation at Web Portals: Tailoring the Content Bundle based on Content Provider’s Credibility. (CIS Department)

Yaveroglu, I., Online Consumer Behavior

Miller, V., Organizational Culture and Contemporary Marketing Practices

Cloninger, P., Internationalization of the Service Industry (Management Department)

Webb, D., Consumer Attributions Regarding Cause-Related Marketing Offers and Their Impact on the Evaluations of the Firm and Purchase Intentions

Neubaum, D., Partial Foreign Acquisitions and the Effects on the Technological Capabilities of U.S. Firms: A Model and An Empirical Test. (Management Department)


Brooks, C., Store Choice and Trip Chaining Behavior.

Zhang, L., Performance in the Exporter-Foreign Distributor Marketing Channel.


Johnson, R., The Impact of Cognitive Speed and Television Environment on Ad Effectiveness.

Dabholkar, P.A., Decision Making in Consumer Trial of Technology-Based, Self-Service Options: An Attitude-Based Choice Model.

Mathur, A., The Role of Care Providers in the Consumer Socialization of the Elderly.

Johnson, S.D., Prior Knowledge and Task Complexity in Recommendation-Based Decision Making for Selecting a Medical Professional, Michigan State University.
Lee, H., Moderating Roles of Involvement in Information Processing Routes and Message Acceptance for Different Numbers of Ad Repetitions, Michigan State University.

**MASTER’S THESIS SUPERVISION**

Martin, I., Can Scripts Contribute to Advertising Effectiveness?, Michigan State University.

**TEACHING RESPONSIBILITIES**

**Ph.D. Level**  
Retailing module of the Doctoral Colloqium

**Executive MBA Level**  
Cross-Cultural Business Practices (I&II)

**Master’s Level**  
Marketing Principles  
International Marketing

**Undergraduate Level**  
Retailing  
Consumer Behavior  
Marketing Principles

**Teaching in CBA Outreach/International Programs**  
Marketing Principles (MBA)-Baku, Azerbeijan  
Cross-Cultural Marketing (MBA)-Tolouse, France  
Retailing and Marketing (EMBA), EAS, Sorbonne, France  
AIT, Train the Trainers, Alexandria, Egypt  
Marketing of Handcrafts, Ifran, Morocco

**SERVICE**

**University Level**  
GSU Presidential Scholarship Committee, 1998-present.  
Minority Mentoring Program, 2004- present  
Advisor, GSU Turkish Student Association

**College Level**  
Member, Graduate Program Committee, 2004-present  
Member, Faculty Development Committee, 2002-2004  
Adjunct Member, Institute of International Business, 2003-present  
Member, CBA Associate Dean Search Committee, 1999.  
Member, Graduate Program Council, 1994 -1997 (full term).  
Member, Task Force for planning the Masters in International Business Degree, 1990.

**Department Level**
Retail RoundTable, founding faculty, 1992-2002. Retail RoundTable is a forum for the top marketing executives of Georgia-based chain retailers who meet year-round to confer on issues and interact with facilitators from academic, consulting and business leadership positions.

Chair Search Committee, 2002-03.

MS in Marketing Committee, 1994 - Present.

MS/MBA Marketing Department Assessment Committee, 1998.

Faculty Advisor, Georgia State University Chapter of the American Marketing Association, 1989 -1985. The chapter received the AMA Outstanding Chapter in Community Service (1991) and the advisor was nominated for AMA Outstanding Faculty Advisor (1992).

Member, Research Productivity Subcommittee, 1992.


PhD. candidate recruitment and development, 1989-present.

**Professional Level**

**Journal Service**


**Conference Service**


Marketing Education Track Chair, The Eighth Biennial World Marketing Congress, 1997.

Reviewer, various conferences including AMA, ACR, AMS, SEA, AID, ACCRA

Reviewer, Marketing & Public Policy,

Reviewer, AMS, SEA, AID, ACCRA

Special Session Chair, ACT (1993); AID (1990), AMA Collegiate Conference Faculty Track (1992); AMS World Marketing Congress (1993).
Track chair, AMS World Marketing Congress (1993).


Judge, AMA Faculty Advisor Research Grant, 1992.

Judge, AMA Collegiate Chapter Competition, 1992.

EXECUTIVE TEACHING & CONSULTING
*Customized training for artisan women in Morocco on basic marketing and merchandising skills to promote their handicrafts, March 2006.
*Customized training sessions on customer service, merchandising and store management for store managers of Migros, the largest supermarket chain in Turkey, 2002-present.
*Development of a marketing plan for promoting the country of Ghana as a tourism destination, 2004.
*Series of seminars on Retailing and Global Marketing to businesspeople from Latin America and Europe, 1996-present.
*Executive teaching at the Sorbonne University, France, 2000-present.
*Seminar to Atlanta Chamber of Commerce members on Export Marketing, 2000.
*Global market analysis for Kimberly-Clark Medical Package Division, 1999 (class project with undergraduate International Marketing students).
*Merchandising Strategy module to sporting goods retail buyers, Super Show University, Atlanta, 1996.
*Seminar on international marketing to Avon executives at The American Institute for Managing Diversity, Morehouse College, Atlanta, 1994; 1995.
*Market research and retail strategy development for Bargainata, fund raising arm of NCJW, Atlanta, 1995 (class project with undergraduate Retailing students).
*Seminar on international marketing to Brazilian executives, through a program coordinated by GSU and Georgia Institute of Technology, Atlanta, 1994; 1995; 1997; 1998.
*Customer profile analysis for Atlanta Merchandise Mart, 1994 (with GSU-AMA Collegiate Chapter members).
*Target market awareness research for AT&T, Atlanta, 1992 (with GSU-AMA Collegiate Chapter members).
*Customer and demand analysis for Shepherd Spinal Center, Atlanta, 1992 (with GSU-AMA Collegiate Chapter members).
*Customer profile analysis for Banker’s Note, a women’s apparel chain, 1992 (class project with undergraduate Retailing students).
COMMUNITY SERVICE

* Supervise and conduct marketing research for non-profit organizations with students (see some above)
* Presentations to various local communities and organizations (primary and secondary schools, churches, professional organizations) on international, cross-cultural and diversity issues
* Member, Diversity Advisory Board at a secondary school
* Cooking classes and provision of ethnic meals for community fundraising/educational purposes

MEMBERSHIPS

Phi Beta Delta International Scholar Society (elected 1995)
Beta Gamma Sigma Business Honor Society (elected 1986)
American Marketing Association
Association for Consumer Research
Academy of Marketing Science
American Collegiate Retailing Association
Academy of International Business
CHRISTINE HEURING

- Ph.D. in business studies - Experience in program administration at university-level
- Experience in international education

EDUCATION

**PhD**  
Business and Management  
"Change, teacher education, and management in a Hong Kong university"  
University of South Australia, International Graduate School of Management, May 2003. Adelaide Australia  

**MA**  
Counseling/Student Services & Teaching English as a Second Language (TESL)  
University of North Texas, May 1990. Denton Texas USA  

**BA**  
Psychology (major), History (minor)  
University of Manitoba, May 1983. Winnipeg Manitoba Canada

WORK HISTORY (selected)

Instructor (Department of Marketing)  
Robinson College of Business, Georgia State University  
August 2005 - present

Consultant  
Decision Research Management Ltd. Almaty Kazakhstan  
September 2003 - March 2004

Instructor  
Miras International School. Almaty Kazakhstan  
August 2003 - March 2004

Visiting Lecturer (Language Center & Continuing Education Department (MBA))  
Kazakhstan Institute of Management, Economics, and Strategic Research (KIMEP). Almaty Kazakhstan  
August 2002 - May 2003

- Staff development - encouraging independent learning in students
- Research committee
- Consultant - development of independent learning center
- International Executive Training Center - Curriculum Coordinator - Certificate for English Language Teaching
- Personnel Department - Consultant - human resource policies

Visiting Lecturer (MBA Program)  
University of International Business (UIB). Almaty Kazakhstan  
August 2002 - December 2002

Visiting Lecturer (Division of Language Studies)  
College of Higher Vocational Studies, City University of Hong Kong. Hong Kong SAR China  
January 2000 - April 2002

Lecturer (English Language Centre)  
Hong Kong Polytechnic University. Hong Kong SAR China  
August 1994 - December 2000

- Staff development workshops & large-scale independent learning materials development
- Program development - Coordinator - Summer Program & Writing Assistance Program
- Line manager for 10 academic & 4 support staff
- Centre for Independent Language Learning - Counseling/tutoring workshops
- Research and Staff Development Committee - Appointed member 1996-2000
- Research projects funded
  - An on-line writing assistance service: developing independent and critical revision ability in student writers
  - Using a mentoring scheme to provide on-going language support for ELSC students
  - Popular films: an examination of the effectiveness of different film viewing methods for English language learning

Lecturer (Foreign Languages Department)  
Southwest China Normal University. Chongqing Beibei China  
August 1992 - July 1994

Instructor  
Richland College, Dallas County Community College District. Dallas TX  
August 1990 - May 1992

Instructor  
North Lake College, Dallas County Community College District. Irving TX  
October 1989 - December 1989

Educational Services Coordinator  
KERA-Television. Dallas TX  
January 1987 - December 1987

Lecturer (Foreign Languages Department)  
Jiangsu Institute of Technology. Zhenjiang Jiangsu China  
September 1985 - August 1986
COURSES TAUGHT

- Organizational Behavior
- Corporate Communication (MBA)
- English for Academic Purposes
- English for the Workplace
- Teaching Methodology
- Educational Psychology
- American/British Culture & History
- Human Resource Management
- Intensive Reading, Extensive Reading
- Business Communication

COMMUNITY SERVICE

The QUEST for Public Education Inc, Atlanta Georgia Present
- Researcher & writer (www.concertforpublicschools.org)

Georgia Council for International Visitors Present
- Fundraising support

PROFESSIONAL ACTIVITIES

Terry College of Business, University of Georgia - Non-Profit Board Member Seminar
Academy of Management – member (2006)

Hong Kong Association for Self-Access Learning and Development (HASALD)
- Elected Secretary 1996 & Elected President 1997-1999
- Coordinator - organizing committee for conference (September 1998)
- Coordinator - workshops for primary & secondary schools (May 1999)

Hong Kong Education Department (Consultant)
- Teacher Education Package on Self-Access Learning Corners 1998

VTech Computer Systems Ltd (Consultant)
- Development of learning website 1999

English Language Centre, City University of Hong Kong (Consultant)
- Counseling for self-access tutors April 1999

New Horizons Education (Consultant)
- Primary English curriculum development & teacher development January-July 2001

SKILLS

Teaching, Learning & Evaluating
- Over 15 years teaching & evaluating students and teachers in universities, colleges and schools in the USA, China, Hong Kong, & Kazakhstan
- Developing programs and training undergraduate & graduate students in career skills & language skills
- Identifying development needs and providing career/study-oriented feedback
- Consulting government, business, and other teaching units
- Effective communication with non-native speakers of English
- Experience in distance learning

Organization & Communication
- Proven success in a range of written & oral communication genres
- Experience in preparing annual reports for government funding agencies, writing ad hoc reports for various internal and external bodies, collecting and analyzing statistics (outcome assessment)
- Proven oral and written experience communicating with individuals, small groups and large groups

Leadership
- Line manager for ten academic and four support staff in a unit using both innovative management techniques and innovative learning programs
- Responsible for development of new learning programs
- Responsible for coordinating and monitoring the day-to-day operation of the programs
- Considerable administrative responsibilities & coordinating teacher & student evaluations of learning programs
- Recruitment of new staff & responsible for aspects of staff evaluation

CONTRIBUTIONS TO ROBINSON COLLEGE OF BUSINESS

- Course Coordinator – Fundamentals of Business Communication
- Elected Faculty Development Committee (college-wide)
- Created freshman course for Freshman Learning Community


Presentations


Heuring, Christine & Maida Xiao. "An Examination of the Effectiveness of Different Film Viewing Techniques". *HASALD*, Hong Kong, May 28, 1996.
EDUCATION

Ph.D. Business Administration, University of Pittsburgh, 1979
Major - Behavioral Marketing
Minor - Social Psychology
Dissertation Title: Communication Networks and Influence Patterns in Industrial Buying Behavior

M.B.A. Business Administration, University of Pittsburgh, 1975
M.A. Counseling Psychology, Ball State University, 1972
B.A. Economics, University of Pittsburgh, 1967

EMPLOYMENT

CBIM Roundtable Professor of Marketing, Robinson College of Business, 1999-present
Director, Center for Business and Industrial Marketing, 1994-present
Professor, Georgia State University, 1991 - present.
Associate Professor, University of Southern California, 1986 - 1991.
Associate Professor, The Ohio State University, 1984 - 1986.
Assistant Professor, The Ohio State University, 1978 - 1984.
Industrial Internship, Cargill, Inc. Minneapolis, Minnesota, Summer 1977.

HONORS AND AWARDS

Who's Who in the World
Who's Who In American Education
International Who's Who of Intellectuals
Who's Who in Advertising
Who's Who in Sales and Marketing
Best Researchers in Marketing (Marketing Educator 1997)
Faculty Recognition Award for Distinguished Contributions in Research (GSU CBA 1996; 2003)
Phi Beta Delta Honor Society for International Scholars (1995)
Presidential Fellow, American Graduate School of International Management, Winterim 1990.
Marketing Professor of the Year, American Marketing Association, The Ohio State University, 1986
Fellow, National Center for Export/Import Studies (1984-1988)
Finalist, Pace Setter Professor of the Year (Teaching Award), College of Administrative Science, The Ohio State University (1983)
Faculty of Marketing, Pace Setter Research Professor of the Year, College of Administrative Science, The Ohio State University (1982)
First Place Award, American Marketing Association Doctoral Dissertation Competition (1979)
Summer Fellow, Center for Creative Leadership (1977)
Dean's List Graduate MBA (Top 10% of Class) (1975)
Beta Gamma Sigma National Honorary Business Fraternity (1975)
Pennsylvania State Senatorial Scholarship Recipient (1967)

EDITORSHIPS

Journal of Business and Industrial Marketing (1993-Present)
VISITING PROFESSORSHIPS
Docent, University of Oulu, Finland 1998-present
Cairo University, Egypt
Dalian University of Technology, National Center for Industrial Science and Technology, China
HELP Institute, Kuala Lumpur, Malaysia
Helsinki School of Economics and Business Administration, International Center, Finland
Korea University, Seoul, Korea
Ljubljana University, International Center for Promotion of Enterprises, Slovenia
Universidad Torcuato di Tella, Argentina
University of Western Sydney, Nepean, Australia

PUBLICATIONS

Articles


decade ahead: the key challenges we face & runner up for article of the year JBIM 2002)


"Industrial Sales Force Selection: Current Knowledge and Needed Research" (1981), Journal of Personal Selling and Sales Management (Summer/Fall), pp. 49-57, with Martha Cooper.

"Analyzing the Industrial Sales Forces Selection Process" (1981), Industrial Marketing Management (April), pp. 139-147, with Martha Cooper.


"Locus of Control, Trust and Decision Making" (1979), Decision Sciences (10), pp. 39-56, with Thomas V. Bonoma.


"Lateral Influences and Vertical Authority in Organizational Buying" (1977), Industrial Marketing Management (6), pp. 451-462, with Daniel Robey.

Books and Monographs


Chapters in Books


"Managing Export Development Between Industrialized and Developing Countries" (1986), in Managing Export Entry and Expansion: Concepts and Practice, Reed and Rosson (eds.), with David Ford and others.


Proceedings Papers


“Relationship Equity as a Predictor in the Adoption of New Industrial Services,” 19th Industrial Marketing and Purchasing Conference, Lugano, Switzerland, with Brian Low.

“Electronic Procurement in Today’s High-Tech Firms,” 19th Industrial Marketing and Purchasing Conference, Lugano, Switzerland, with Mark P. Leach and Annie H. Liu.


“Using Case Studies for Theory Testing in Business-to-business Research: The Development of a More Rigorous

“Evaluations, Expectations, and Behavioral Responses of Sales Managers,” 15th Annual IMP Conference, Interactions, Relationships and Networks: Learning from the Past, University of Dublin, 4-6 September 1999, pp. 345-363, with Steve Henson and Hiram Barksdale, Jr.


“Models in Business-to-business Communications,” Seminar on Marketing Communications 4th International Advertising Festival of the New Europe, pp. 30-37, with David I Gilliland.


"Developing Customer Relationship Strategies via an Analysis of Buying Center Network Locus of Influence and Information Processing" (1990) in Research Developments in International Marketing, Proceedings of the 6th International Marketing and Purchasing Conference, SDA Bocconi, Milan, Italy, with Thomas J. Page, Jr.


"Industrial Buying Behavior: Japan versus the U.S." (1986), Advances in Consumer Research Vol. XIV.

"Investigating the Salesperson Hiring Process" (1986), AMA Winter Educators' Proceedings, with Martha Cooper.


"Buyer-Seller Interactions in an Advanced-Technology Industry" (1984), Proceedings Research Developments in International Marketing, University of Manchester Institute of Science and Technology, pp. 58-86, with Daniel H. McQuiston.

"The Buying Center Concept: Fact or Fiction" (1984), Proceedings AMA Winter Educators' Conference, with Daniel H. McQuiston.


"Communication as a Surrogate for Influence Between Buyers and Sellers" (1983), Division 23 American Psychological Association Proceedings, Michael Mazis (ed.).


"Time and Consumer Behavior" (1980), in Advances in Consumer Research, 7, Jerry Olsen (ed.).


**SPONSORED RESEARCH**

Post audit best practices in trade promotions and industry survey. Funding: Center for Business and Industrial Marketing and PEG Schultz Accounting Company, Summer 2003

Global Customer Management: A Study of Contingency Effects. Funding: Robinson College of Business, Georgia State University, Summer 2002

How Firms Relate to Their Markets: An Empirical Examination of Contemporary Marketing Practices. Funding: Robinson College of Business, Georgia State University, Summer 2001

Measuring Network Competence: Some International Evidence. Funding: Robinson College of Business, Georgia State University, Summer 2000

The Selection and Organization of National Accounts: A North American Perspective. Funding: Robinson College of Business, Georgia State University, Summer 1999

Evaluations, Expectations, and Behavioral Responses of Sales Managers. Funding: Robinson College of Business, Georgia State University, Summer 1998

The Effects of Organizational restructuring on Industrial Buying Behavior. Funding: College of Business Administration Georgia State University, Summer 1997.

Correlates of Adoption and Diffusion of Innovative warehousing Automation (IWA); Marketing Implications. Funding: College of Business Administration Georgia State University, Summer 1996.


Strategic Account Management: Approaches and Metrics Funding: Target Marketing Systems, 1996.


Performance, Attribution and Expectancy Linkages in Sales force Cognition. Funding: College of Business Administration, Georgia State University, Summer 1994.

Advertising in the People's Republic of China. Funding: College of Business Administration, Georgia State University, Summer 1993.

Multiple Opponent Bargaining: Moving Away from Bilateral Monopoly Research. Funding: School of Business Administration, University of Southern California, Summer 1988.


Buyer-Seller Dyads between Developed and Developing Countries (8 country research project). Funding: OSU Seed Money Grant; National Center for Export/Import Studies, 1984 - 1985.

Central Ohio Marketing Plan, Discover Columbus Campaign. Funding: Central Ohio Marketing Council; Ohio State University, 1984 - 1985.


OTHER RESEARCH AND WORKING PAPERS


PRESENTATIONS


“Establishing a Research Center (Center for Business and Industrial Marketing) and the Benefits”, (June 2002), Emory University, American Marketing Association, Doctoral Consortium, Atlanta, Georgia

“Relationship Marketing: Who’s on First?” (June 1996), Emory University, 3rd Relationship Marketing Conference, Atlanta, Georgia.

“Maximizing Publication Success: A Conversation with the Gatekeepers,” (November 1995), Georgia State University, Atlanta, Georgia.

“Publishing in the Organizational Sciences,” (January 1995), Georgia State University, Atlanta, Georgia.


"Managing Customer Value," (November 1994, October 1995), Brazilian Business Group, Georgia Seminar, Georgia State University, Atlanta, Georgia.


"Investment Strategies for Korean Firms under an Appreciating Won" (July 1988), Korean Trade Association, Seoul.

"Industrial Buying Behavior Models and Methodological Issues" (June 1988), Korean Young Marketing Scholars Meeting, Korean Development Institute (KDI).

"Industrial Buying Behavior in Japan: Problems and Opportunities for U.S. Suppliers" (1986), TIMS XXVII, Gold Coast, Australia, with Jagdish N. Sheth.

"Economic Development in the Peoples Republic of China and Opportunities for Korean Firms" (July 1985), Chamber of Commerce and Industry, Seoul Korea.


"New Methodologies for Operationalizing the buying Center," Special Session Panelist, Influence Flows Within the Organizational Buying Center: Methodological Issues and Answers, American Marketing Association Educators' Conference, Chicago, IL, August 1982.

"Industrial Marketing--The Sales Force Connection," American Marketing Association Faculty Consortium, Columbus, OH, July 1982.


PROFESSIONAL ORGANIZATIONS

American Marketing Association
Association for Consumer Research
Academy of International Business

INvolvement In Professional Programs, Extension, And Service Activities

Professional Programs


Session Chair, American marketing Association Educators' Conference, "Evoked Set and Related Concepts," August 1983.
1983.

Co-Sponsor/Chairman, American Marketing Association Faculty consortium, "Industrial Marketing," 5-9 July 1982, Columbus, OH.

Session Chair, American Marketing Association Educators' Conference, "Improving Sales Force Productivity," August 1982


Faculty Representative, 9th Haring Symposium, Indiana University, IN, 1979.

Executive Development Seminars


"Advanced Marketing Strategy," Center for Executive Education, Georgia State University, three days contact time, enrollment 20, September 1994, October 1994.

"Marketing Concepts", Center for Executive Education, Georgia State university, four days contact time, enrollment 25, June 1993, July 1993.


"Marketing Strategy Formulation, "University of Southern California Management and Policy Institute, 4 hours contact time, enrollment of 20, October 1990.

"Marketing Strategy Implementation, "University of Southern California Management and Policy Institute, 4 hours contact time, enrollment of 20, October 1990.

"Market Analysis," University of Southern California Management Policy Institute, 4 hours contact time, enrollment of 40, October 1989, March 1990.

"Pricing and Marketing Mix Management," University of Southern California Management Policy Institute, 4 hours
contact time, enrollment of 40, October 1989, March 1990.

"Negotiation Strategies for Managers," University of Southern California Managing Other Managers Program, April 1989, November 1989


"Managing the Buyer-Seller Interface in International Relationships," University of Southern California-Korea University Exchange program, 4 hours contact time, enrollment of 20, August 1987, August 1988.

"Marketing Professional Services," College of Administrative Sciences, Ohio State University and the Institute of Business Design, 3 hours contact time, enrollment of 12, October 1984.

"Managing the National Account Program: Industrial Buying and Strategic Selling," College of Administrative Sciences, Ohio State University, 1 hour contact time, enrollment of 75, January 1982.


"Industrial Marketing," College of Administrative Sciences, Ohio State University, 2 hours contact time, enrollment of 15, October 1981.

Service Activities

Reviewer, Journal of Marketing, ad hoc.
Reviewer, Journal of Marketing Research, ad hoc.

PROFESSIONAL MEETINGS

Annual CBIM Business and Industrial Marketing Workshop, Center for Business and Industrial Marketing 1994-present
Product Development and Management Association, Program Committee, 1990.

DOCTORAL AND MASTER COMMITTEES

Coordinator
Department of Marketing Doctoral Program, 1992 – 1995
Dissertations
Brian Brown, Co-chairman of committee, in progress.

Othman Boujena, member of committee, in progress.

Minna Rollins, Co-supervisor, in progress.

Brian Rutherford, Co-chairman of committee, in progress.

Xinlin Tang (CIS), Member of committee, in progress.


Alex Ricardo Zablah, “A Communication Based Perspective on Customer Relationship Management (CRM) Success”, completed 2005 co-chairman of committee.


John Andreas Wood, “Perceptual Cues that Influence Buyer’s Assessments About the Trustworthiness of Sellers During Initial Sales Exchanges”, completed 2004, member of committee.


Mark Leach, “The Efficacy of Self Motivated Training and Control”, completed 2000, chairman of committee.


Boonghee Yoo, “The Effects of Marketing Efforts and Culture on Brand Equity Formation,” completed 1996, committee member.

Linda Aab, "The Importance of Interpersonal Relations and Corporate Reputation for Buyer-Seller Relationship Quality," completed 1994, chairman of committee.


Munshik Suh, "An Examination of the Client-Professional Service Provider Relationship Maintenance from the Client's Perspective," completed 1993, committee member.

committee member.


Theses


### COURSE TAUGHT

<table>
<thead>
<tr>
<th>Ph.D. level</th>
<th>Master's Level</th>
<th>Undergraduate Level</th>
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<tr>
<td>Buyer Behavior</td>
<td>Consumer Behavior</td>
<td>Industrial Marketing</td>
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<td>Marketing Management</td>
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<td>Customer Relationship Management</td>
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### Business Consultation
diverse organizations, 1978 - present.

Projects conducted for: AT&T; American Society of Plastic and Reconstructive Surgery; AMREP; Bushnell; CytRx; Everest and Jennings; Faxion; Georgia Power Company; GMA; Georgia-Pacific; Hewlett Packard; Lanier Worldwide; Management Horizons, Division of Price Waterhouse; The Ohio Medical Association; The Department of Family Medicine, The Ohio State University; PRG Schultz; Rockwell Automation; Robo-Tech Systems; Target Marketing Systems; Temple, Barker and Sloan, and W.W. Williams.

Seminars conducted for: Alfa Laval; Ahli United Bank; Arkema; AT&T; Air Movement and Control Association; AccuRay; Asia Pacific Breweries; Carrier International; Lockheed Finance Corporation; Hewlett Packard; Honeywell; Kaiser-Permanente; Northwest Georgia Health Systems; Pacific Bell; Southern Company; Thyssens Krupp; UPS; Unimation; W.W. Williams; Weyerhaeuser; Xerox; and Yleisradio PBS, Finland.
Beverly Young Langford  
330 Kelson Drive  
Atlanta, GA 30327  
770.859.9964

**Background**  
Experience in both academics and organizations, teaching business communication to graduate and undergraduate business students and assisting companies and individuals in improving interpersonal and corporate communication, developing leadership, and increasing team effectiveness.

**Experience**

**2005-Present**  
Coordinator, Business Communication Programs, Department of Marketing, Robinson College of Business

**1988-Present**  
Instructor, Business Communication Programs, Georgia State University, Robinson College of Business  
Graduate Coordinator, Business Communication Programs  
Original developer of BA 395 (Undergraduate communication course now called BCOM 3950) Taught pilot program that eventually became a requirement for RCB business major.  
Designed two MBA level courses: Effective Executive Communication and Corporate Communication  
Designed and delivers two Introductory Communication Workshops, one specifically tailored to international students.  
Active in supporting faculty in EMBA program as well as designing orientation program for entering students.  
Developed new MBA communication course, first at two mini-semester courses and then as MBA 8015, entitled Strategic Business Communication.

**Lecturer in Joint MBA program** between GSU and University of Cairo, 1999-2001

**Lecturer in International Fellows Program**, Risk Management Department, 1999-Present

**Lecturer in MBA Global Partners Program**
Presenter and Advisor, Women’s Leadership Academy, Georgia State University

Co-author: Communication Skills and Strategies: Guidelines for Managers at Work

Author: The Etiquette Edge: The Unspoken Rules for Business Success, AMACOM, New York, 2005

Co-Director: Robinson College of Business, Women’s Mentor Program (program designed to team successful business women with female MBA students in a one-year mentoring environment.

Co-Director: Robinson College of Business, Women’s Leadership Forum

1981-1987
Instructor, Georgia State University, Department of English
Taught writing, literature, and business writing.
Member, Advisory Council

Additional Experience
Taught seminars for GSU’s Division of Continuing Education and Center for Professional Development as well as American Management Association

Various consulting, training and coaching engagements, with corporations, organizations, and management on issues, such as communication strategies and structures, message development, leadership development, team building, and effective interpersonal communication skills.

Professional Associations
Association of Business Communicators
Association of Professional Communication Consultants

Education
University of Mississippi, BA, English with minor in Communications
Memphis State University, M.A., English
Georgia State University, Ph.D., English
| Certifications | Certified Course Designer/Developer |
Professional Licenses and Certifications

- Georgia Real Estate License
- Certified Course Designer/Developer
- Certified Instructor/Facilitator (In progress)

Additional Qualifications

- Certified to administer Myers Briggs Type Indicator
- Certified to administer Personal DISCernment Inventory and to certify other trainers
- Proficient in Microsoft Office Suite

Community Involvement

- Greater North Fulton Chamber of Commerce
  Chair, Board of Directors, 2001
- Board of Directors, Heritage Sandy Springs
- Advisory Board, Senior Services North Fulton
- Advisory Board, Habitat for Humanity North Fulton
- Leadership Facilitator, Leadership North Fulton
- Advisory Board, Habitat for Humanity North Fulton
- Named Who’s Who in the GA 400 Corridor for 1997-2001 by the Atlanta Business Chronicle

Other Publications

- Three cases published in State of Business (publication of the Robinson College of Business, Georgia State University)

Presentations

- Frequent presenter at the Association of Business Communicators’ Annual Conference
- Faculty Development sessions, Robinson College of Business
Christopher Lemley  
764 Springlake Lane, NW  
Atlanta, GA 30318US  
Home: (+1) 404.350.2441  
Mobile: (+1) 404.402.4333  
Home Office: (+1) 806.7519  
clemley@mindspring.com

PROFESSIONAL HIGHLIGHTS OR QUALIFICATIONS:

• Managing Director, The Professional MBA Program, Robinson College of Business, Georgia State University.

• Instructor at Georgia State University (1997-present) - Teaches in Executive Education, regular MBA programs and undergraduate programs. Coordinates core marketing MBA courses for the department. Receives highest teaching ratings at the departmental and college level by students in virtually every course taught.

• Instructor in Georgia State University and Pennsylvania State University (Institute for the Study of Business Markets) Executive Education courses in Sales and Brand Management for Fortune 500 companies and other large multinationals.

• Visiting Associate Professor Caucasus School of Business, Tbilisi, Republic of Georgia and teaches at the State Oil Academy in Baku, Republic of Azerbaijan in graduate marketing management courses and executive and faculty development programs.

• Visiting Associate Professor in exchange program in Alexandria and Cairo, Egypt on International Marketing.

• Case teaching and case writing instructor for The Eurasia Foundation.

• Fulbright Senior Specialist

• Co-Author Professional Selling in the Buyer's Era.

• 25 years experience in the senior-management roles in international advertising agencies.

• Extensive experience in advertising, direct marketing, sales and sales management functions. Prior to coming to academia successful career in senior and executive management positions in international advertising agency groups (DDB and Saatchi & Saatchi) working with such clients as Siemens, Twentieth Century-Fox Film Corporation, Sara Lee, Blue Bell, Universal Pictures, The Hoover Company, Federated Stores and BMG.

• Co-founder of e-marketing Internet sites in the music and voice-talent industries.

• Consultant in sales training, sales force management, advertising, marketing communications, change management and marketing in high risk environments.

• Coach for Georgia State University team for National Collegiate Sales Competition.
Chris publishes in numerous professional magazines. His consulting clients include many Fortune 500 companies as well as many smaller entrepreneurial companies. Chris’s sales, sales management and marketing management consulting assignments over the past 15 years have included projects in marketing communications, strategic change management, sales force reorganization, and sales force training. Additionally, he serves on the boards of numerous not-for-profit and profit-making organizations.

HONORS AND AWARDS:

• Several Marketing Effectiveness awards from the American Marketing Association and advertising awards from the American Advertising Federation and local ad clubs.
• Nominee for Robinson College of Business at Georgia State University Faculty Teaching Award (5 Years).

MEMBERSHIPS:

• Phi Beta Delta
• American Marketing Association (past board member)
• Creativity Atlanta
• American Advertising Federation
• Utility Communicators International
• Vergers Guild of The Episcopal Church (director)
• Affiliate Vergers Guild of the Church of England

EDUCATION:

• BA in Economics and Business Administration, Furman University, 1968.
• MBA in International Business, Georgia State University, 1973.
• Harvard University Business School, Case Method Teaching Seminar
• Harvard University Business School, Case Writing Seminar
• Certificate from The Institute of Advanced Advertising Studies, University of Georgia/American Association of Advertising Agencies.
• Certificate in Public Utility Economics, University of Alabama/The Southern Company.

Recent Papers:

“Marketing Management for the New Millennium: Product Development,” for the Fifth International Conference of the Center for Business and Industrial Marketing.

“A Deadly Loss of Focus,” Fourth International Conference of the Center for Business and Industrial Marketing.

“Selling is the Customers’ Process Not the Salesperson’s,” White Paper for First Commercial Banking Group.

“Getting Past The Pepsodent Smile: How to Choose an Advertising Agency.” Strategies: Journal of the ADSMP,”


Recent Speeches, Seminars and Presentations:


“Factors for CEO’s to Consider when Planning in the Post-Enron Business Environment,” For The Atlanta Chamber of Commerce.


“Put on Your Nikes and Grab Your Armor: Competitive Marketing for Utilities in the New Millennium.” The Allied Utility Network,

Marketing Management for the New Millennium: Product Development,” for the Fifth International Conference of the Center for Business and Industrial Marketing.


“Reorienting Traditionally Trained Sales Forces to Adaptive and Consultative Selling,” for The Executive Rountable and for Electric Mobility.

“Personal Selling: Adapting to the New Marketing Environment,” for the clients of The Woodruff Group and The Learning Organization.

“A Process for Reorganizing Small Businesses to Become Marketing Driven, Various Groups (Including executive groups in various area Chambers of Commerce).

“Marketing Research as a Key Component for Learning Organizations,” A Presentation and Discussion for the Member CEO’s of The Learning Organization.

“Marketing Music with the New Digital Technologies,” Interactive Media and the Music Industry Conference developed by The World Research Group, Santa Monica.
RITU LOHTIA

WORK ADDRESS

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HOME ADDRESS

3890 Highgreen Place
Marietta, GA 30068
Phone: (770) 565-9204

EDUCATION

Ph.D. in Business Administration, University of Maryland, 1991
Major Area: Marketing  Minor Area: Statistics

Masters in Management Studies, Birla Institute of Technology and Science, India, 1986

ACADEMIC EXPERIENCE

Associate Professor, Marketing, Georgia State University, Fall 1999 to present

Assistant Professor, Marketing, Georgia State University, Fall 1990 to 1999
  Spring 1996 to Spring 1999  Assistant Professor, Marketing, Georgia State University
  Summer 1994 - Winter 1996  Assistant Professor, Marketing, Georgia State University,
                              (leave of absence)
                              Visiting Professor, Keio University, Tokyo
                              Visiting Researcher, Waseda University, Tokyo

Fall 1990 - Spring 1994  Assistant Professor, Marketing, Georgia State University

AWARDS

1997 Highly Commended Winner for the article published in the Journal of Business and
Industrial Marketing.

University of Maryland Marketing Department Representative for the American Marketing Association Doctoral Consortium, August 1989.

PUBLICATIONS: REFEREED SCHOLARLY

Journal Articles


**Refereed Proceedings**


PAPERS PRESENTED AT REFEREED PROFESSIONAL MEETINGS


RESEARCH IN PROGRESS


FUNDED RESEARCH PROJECTS

Externally-Funded Research

Evaluating the Effectiveness of Banner Advertisements, 2001. $10,000 grant from a leading Internet advertising firm. Role in Project: Co-researcher; Co-researcher: Naveen Donthu.


Efficient Consumer Response in Japan, 1995. Research fully funded by the Waseda University, Tokyo, Japan. Role in Project: Principal Investigator; Co-researchers: Toshihiro Murakoshi, Ramesh Subramaniam, and “Frank” Tian Xie.


Internally-Funded Research

A Transaction Cost and Resource-Dependence Based Model of Buyer-Seller Relationships, 1989. $2,000 Charles A. Taff Doctoral Research Fund awarded by the University of Maryland’s College of Business and Management: College Park, MA. Role in Project: Principal Investigator.
Collaborative Relationships for Component Development: The Role of Strategic Issues, Production Costs, and Transaction Costs, 1993. $1,500 grant from the Marketing RoundTable, Georgia State University, Atlanta, GA. Role in Project: Co-researcher (with Shirish P. Dant and Daniel C. Bello).

Recipient of eleven J. Mack Robinson College of Business competitive research course release awards, 1991 to present.

COURSES TAUGHT

Undergraduate

- Business-to-Business Marketing (1990 - present)
- Principles of Marketing (1997 - present)

Graduate

- Business-to-Business Marketing (1991 - present)
- International Marketing (Fall 2002 to present)

Other

- Taught Business-to-Business Marketing (undergraduate level) at Keio University, Tokyo, Japan.

SUPERVISION OF DOCTORAL DISSERTATIONS

Committee Member


Reader


CONTINUING EDUCATION ACTIVITIES

- Taught Customer Relationship Management in the Executive Program run by the College. Fall 2002.
- Private Sector Management Development Program organized jointly by the J. Mack Robinson College of Business at Georgia State University and the faculty of Economics and Business, University of Cocody, Abidjan, Ivory Coast. Taught a seminar on Business-to-Business Marketing and participated in conducting a week long management development program for Ivorian managers. The seminar was conducted in the Ivory Coast. Fall 1999.

SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY

University


College

- Member, Faculty Development Committee, 2004.
- Member, Graduate Program Council, 1998 – 2001
- Provided mentoring to Mr. Kartlos Kipiani, a faculty member of Caucasus School of Business, Tbilisi, Georgia. Mr. Kipiani attended my business-to-business marketing class in Spring 2000.
- Served on the Fulbright selection committee for former student Maryann Rose who was applying for a Fulbright Binational Business Grant to Mexico for the 2005-2006 grant years.
Department

- Placement Advisor, 1990 to present
- On Undergraduate Assessment Committee 2005 to present.
- Committee member for cumulative review of Dr. Wesley Johnston, 2003.
  CBIM is affiliated with the Institute for the Study of Business Markets (ISBM), The Pennsylvania State University, University Park, PA.

SERVICE ACTIVITIES IN ACADEMIC ORGANIZATIONS

Editorial Review Board

- Journal of Marketing Channels, 2000 to present
- Journal of Business and Industrial Marketing, 1994 to present

Reviewer

- Journal of Retailing, 2001 to present
- Southern Marketing Association Conference, 1998
- Journal of Public Policy and Marketing, 1995
- International Business Review, 1995
- Journal of Advertising, 1992
- Journal of Franchising, 1992

Track Chair

- Academy of Marketing Science Conference, Business-to-Business Marketing Track, 2001
- American Marketing Association Summer Educators’ Conferences, Business-to-Business Marketing Track, 2000

Session Chair

- American Marketing Association Winter Educators’ Conference, 2000
- Faculty Consortium on Business-to-Business Marketing, Northwestern University, 2000
- Conference on Relationship Marketing, 1998
- Conference co-sponsored by The Center for Business and Industrial Marketing and the
Institute for the Study of Business Markets, 1998

Discussant

- Conference co-sponsored by The Center for Business and Industrial Marketing and the Institute for the Study of Business Markets, 2000
- Conference on Relationship Marketing, 1994, 1996

PROFESSIONAL AFFILIATIONS

- American Marketing Association
- Academy of Marketing Science

SERVICE TO THE COMMUNITY

- On the Organizing Committee for the Indian American Scholarship Fund (2004 to present). Worked with local school counselors to provide them information on the fund. Helped in the application review process. Also contacted current students from the local colleges (Georgia State University, Georgia Institute of Technology, University of Georgia, and Emory University) to be present at the 12th Annual Graduate Reception to help answer questions from new students who were at the reception and were going to attend one of these colleges.
RESUME

GEORGE P. MOSCHIS

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RESUME

NAME: George P. Moschis

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          University Plaza
          Atlanta, GA 30303
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               email: gmoschis@gsu.edu

DATE: June 2006

ADDRESS: Department of Marketing
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          Atlanta, GA 30303
          (404) 651-1981

HOME ADDRESS: 207 The South Chace
               Atlanta, GA 30328
               (404) 256-9758
               email: gmoschis@gsu.edu

DEGREES:

B.S., Marketing
University of Tennessee
March 1969

M.B.A., Marketing
Georgia State University
March 1971

Ph.D., Business
University of Wisconsin
December 1976

Ph.D. MAJOR: Marketing
SECONDARY: International Business
MINOR: Mass Communications

DISSERTATION TITLE: Acquisition of the Consumer Role by Adolescents
(Chaired by Gilbert A. Churchill, Jr.)

POST DOCTORAL WORK: Gerontology, Georgia State University
(1 year) - 1987

PROFESSIONAL EXPERIENCE:

1999 - Present
Georgia State University
Professor of Marketing,
Alfred Bernhardt Research Professor, and
Director of the Center for Mature Consumer Studies,
Member of Georgia State University’s Gerontology Program Faculty

1987 - 1998
Georgia State University
Professor of Marketing,
Director of the Center for Mature Consumer Studies, and
Member of Georgia State University's Gerontology Program Faculty

1984 - 1987
Georgia State University,
Research Professor of Marketing

1981 - 1984
Georgia State University,
Associate Professor of Marketing

1977 - 1981
Georgia State University,
Assistant Professor of Marketing
1974 - 1977  University of Wisconsin-Milwaukee, Lecturer of Marketing  
University of Wisconsin-Whitewater, Lecturer of Marketing  
University of Wisconsin-Madison, Instructor of Marketing

1971 - 1973  University of Wisconsin-Madison, Graduate Research Assistant

1969 - 1971  Georgia State University,  
Graduate Research Assistant

TEACHING ABROAD & SHORT-TERM SEMINARS:

- Consortium for International Business  
  Asolo/Paterno, Italy, Fall 2000

- University of Helsinki  
  Kuala Lumpur, Malaysia, Fall 2001

- Thammasat University,  
  Bangkok, Thailand, Fall 2003 & Spring 2006

- Bangkok University  
  Bangkok, Thailand, Summer 2004

- University of Sydney,  
  Sydney, Australia, Fall 2005

- University of Malaya.  
  Kuala Lumpur, Malaysia, Fall 2004

- University of Athens  
  Athens, Greece, Fall 1981

COURSES TAUGHT:

- Marketing Principles  
- Marketing Management (MBA)  
- Marketing Strategy (MBA)  
- Marketing Research (Undergraduate, MBA)  
- Advanced Marketing Research (MBA)  
- Research Methodology Seminar (Ph.D.)  
- Advertising (Undergraduate)  
- Advertising Campaigns (Undergraduate)  
- Consumer Behavior (Undergraduate, MBA)  
- Nonprofit Marketing (MBA)  
- Marketing to Older Adults (MBA)  
- Pricing and Profitability (MBA)  
- Product Management (MBA)  
- International Marketing (MBA)

AREAS OF RESEARCH INTEREST:

- Consume Behavior of Special Segments, including Children, Adolescents, & Elderly  
- Consumer Socialization  
- Uses and Effects of Mass Communications  
- Cross-Cultural Research
AWARDS AND HONORS:

Alfred Bernhardt Research Professor, holder of the first professorship awarded to the Marketing Department at Georgia State University.

Recognized as one of the best researchers in marketing (Source: John Fraedrich “The Best Researchers in Marketing,” Marketing Educator, Summer 1997, pp. 5)

Center for Mature Consumer Studies (founded by its director) recognized by American Demographics magazine for six consecutive years (1990-1995) as one of the 100 best sources of marketing information, the only university-based center in the field of aging. (www.robinson.gsu.edu/marketing/centers/cmcs/index.htm)

Recognition by peers as one of the most influential researchers in the field of consumer behavior (based on objective measures of influence on one's discipline -- number of author citations and programmatic research).

National recognition by Association for Consumer Research for research contributions (1980-1984), and as a top influential in determining what will or will not be published in the area of consumer behavior (based on editorial-review-board memberships -- 1985-1989).

Recipient of the 1990 Sage Award (by Maturity Market Perspectives Newsletter) for exemplary work in market research, marketing and communications oriented toward the mature market.

College of Business outstanding faculty member -- two (2) recognition awards for research activities over two five-year periods (1983-1987, and 1988-1992).

Research Professorship -- Selected by Marketing Faculty and College of Business to receive one of the seven appointments among the 220 College Faculty (1984-1987). Helped increase the Department's research output, contributing to its national ranking.

Alumni Distinguished Professor of the Year (1986-87) of the College of Business Administration, Georgia State University.

Numerous research grants.

American Marketing Association -- Doctoral Research Award in Annual National Competition (1975).

SUMMARY OF MAJOR ACCOMPLISHMENTS

1. Over 150 refereed journal articles and papers presented at (inter)national conferences or published in scholarly books or proceedings.

2. National recognition by Association for Consumer Research (ACR) for research contributions to the field of consumer behavior. ACR recognition for contribution to the field as a reviewer.

3. Ranked 1st, as the most programmatic researcher among the forty-two most published researchers in Journal of Consumer Research (the most respectable academic journal in the field of consumer research) between 1974-1989 (partial overlap of academic career with publication time frame used). Ranked 5th most frequently cited researcher among those who published the most in JCR over the same period (JCR 3/93).

4. Three of the research books were recognized by Choice as “best academic books.” They summarize and interpret scientific research, and suggest implications for future research and marketing practice.
5. Conceived the idea for GSU’s Center for Mature Consumer Studies (CMCS), successfully implemented the concept and directed its research activities, achieving national visibility. Obtained funding from government, foundations, and corporations, and made CMCS self-supporting.

6. Developed the first course in the field of mature consumer marketing. The course has been used as a model by other universities in developing similar courses. Developed the first doctoral research seminar in GSU’s Robinson College of Business.

7. First to publish an article in the *Journal of Marketing Research*, sole authored, as a doctoral student.

**PUBLICATIONS: REFEREEED SCHOLARLY (ARTICLES)**


pp. 110-126.


George P. Moschis, Pradeep Korgaonkar and Anil Mathur, "Older Adults' Responses to Direct Marketing Methods," *Journal of Direct Marketing*, (Fall 1990), pp. 7-14.


**PUBLICATIONS: REFEREED SCHOLARLY (PAPERS)**


George P. Moschis and Anil Mathur, “Multitheoretical Perspectives on Older Adults’ Cognitive Responses” Proceedings of the ACR Asia-Pacific Coference,” Australia (Forthcoming).

PUBLICATIONS: BOOKS AND MONOGRAPHS

George P. Moschis and Anil Mathur, Baby Boomers and Their Parents, forthcoming 2006. (Paramount Publ.)


George P. Moschis, Marketing Health Care Services and Products, Center for Mature Consumer Studies, Atlanta, 1999.

George P. Moschis, Marketing Food Products, Center for Mature Consumer Studies, Atlanta, 1999.


George P. Moschis, National Studies of Older Adults’ Consumption of Pharmaceutical Products, Center for Mature Consumer Studies, Atlanta, 1997.

George P. Moschis, National Studies of Mass Media Use by Older Adults, Center for Mature Consumer Studies, Atlanta, 1997.


George P. Moschis, *Gerontographics: Life-Stage Segmentation for Marketing Strategy Development*, Westport, CT: Quorum, 1996 (was named outstanding academic book by *Choice*).


George P. Moschis, *Marketing Strategies for the Mature Market*, Westport, CT: Quorum, 1994. (research grant) was named outstanding academic book by *Choice* (one of the most respectable journals of book reviews).


"Moschis has written an outstanding book... A must for the academic or professional marketing library" (*Choice*, January 1994, p. 1514).


"The author, who is currently the most informed person on marketing to the older consumer ...has written a book that combines the self-discipline of an excellent scholar with the tenets of consumer behavior research... the book will be informative for marketing managers, public policy makers, and academicians; it will be rewarding for both those who know little about this area of research and those who know a great deal" (*Journal of Marketing*, October 1993, p. 151).


George P. Moschis, Older Consumer Orientations Toward Marketing Activities and Responses to New Products, Atlanta: Georgia State University, Center for Mature Consumer Studies, 1990. (research grant)


"When it comes to looking into the mind of the adolescent consumer, George Moschis has few peers" (AdWeek, 12/1/1986, p. 26).


PUBLICATIONS: NON-REFEREED AND OTHER


EXTERNALLY-FUNDED RESEARCH PROJECTS


REFEREED PAPERS PRESENTED AT PROFESSIONAL MEETINGS


"Some Communication Effects of Charity Advertising Campaigns," Public Relations Division, Association for Education in Journalism Annual Conference, Houston, August 5-8, 1979, (with Roy L. Moore and Pradeep K. Korgaonkar).

"An Analysis of the Effects of Selected Communication and Demographic Variables on Purchasing Patterns of Adolescent Consumer," Annual Conference of the Association for Education in Journalism, Mass Communication and Society Division, Boston, August 10-13, 1980 (with Roy L. Moore).


“The Impact of Mass Communication on the Acquisition of Brand Preferences Among Adolescent Consumers”, Presented to the Advertising Association for Education in Journalism Annual Convention, Michigan State University, East Lansing, Michigan, August 1981 (with Roy L. Moore)


"A Longitudinal Analysis of Television Advertising Effects on Adolescents," presented at the Advertising Division, Association for Education in Journalism Annual Convention, Ohio University, Athens, Ohio, July, 1982 (with Roy L. Moore).


"Older Adults' Responses to Age-Targeted Marketing Communications," presented at the Annual Conference of the Association for Consumer Research, New York, October 4-7, 1990.

“Retirement Housing and Long-Term Health Care Attitudes of the Elderly,” paper presented at the American Real Estate Society Convention, April 1993 (with Karen Gibler and James Lumpkin).


SUPERVISION OF DOCTORAL DISSERTATIONS

1. Steven T. Barnett, III, “Exploratory Study of Marketing Knowledge and Operating Efficiency in a Nonprofit Organization” 1979, (Member)

2. Thomas N. Ingram “Personal and Organizational Characteristics: Their Effect on Reward Preferences of Industrial Salespeople” 1980, (member)


5. Karen M. Gibler, “Economic Life Cycle Hypothesis and Home Equity Dissaving Behavior of the Elderly” 1990 (Member)


7. Anil Mathur, “The Role of Care Providers in the Consumer Socialization of the Elderly,” (1991 Chair)


9. Charles Gerald Mills, “A Study of Demand for Long-Term Care Insurance”, 1995 (Member)


11. Megan Cleaver, “Psychological and Demographic Predictors of Cognitive Age Among Seniors” (2001, Griffin University, Australia) (Member)


SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY

Departmental:

1993-present    Marketing Doctoral Program Committee
1988-1992        Department Chair Search Committee (Member)
1983-1988        Ph.D. Program in Marketing (Director)
1981-1985        M.S. Program in Marketing (Coordinator)

College:

1986-present    Director of the Center for Mature Consumer Studies
1988-1991        CoBA Promotion and Tenure Committee (Member)
1985-1988        CoBA Doctoral Assistantship Award Committee (Member)
1983-1984        Search Committee, Dean of CoBA (Member)
1983-1984        Ad Hoc Executive MBA Review Committee (Member)
1982-1983        Committee on Search for Director for Business Research (Member)
SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY (cont’d)

1980-1981 CoBA Committee on Improvement of Communication Skills (Member)
1980-1981 MBA Ad Hoc Special Standing Admissions Committee (Member)
1978-1984 CoBA Research Council Committee (Member)

University:

1985-present Member of the Gerontology Center Faculty
1990-1992 Gerontology Center Planning Committee
1977-1980 Member of Urban Life Faculty

SERVICE ACTIVITIES IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

Business Advisory Boards:

MedicAlert, Task Force
National Eldercare Institute on Business and Aging

Academic:

Editorial Boards:

1986-1997 Journal of Marketing
1980-1986 Journal of Retailing
2003-present Journal of the Academy of Marketing Science
1985-present Journal of Direct Marketing (recently renamed, Journal of Interactive Marketing)
1991-present Journal of Advertising
1992-present Journal of Business Research

Reviewer for:

Journal of Consumer Research
Journal of Marketing Research
Journal of Consumer Affairs
Journal of Psychology and Marketing
Journal of Consumer Psychology
Journal of Business and Economic Research
Journal of Public Policy and Marketing
International Journal of Research in Marketing
International Marketing Review Business
Marketing Management
Journal of Retailing and Consumer Services
Financial Counseling and Planning
External Faculty/Program Assessor:
Greek Ministry of Education, 1997
University of Malaya, 2002-present
SERVICE TO THE COMMUNITY

Public Relations

a) Information has been disseminated to thousands of organizations in the form of newsletters, research reports and direct consultation.

b) Information about CMCS studies is sent to approximately 400 major media outlets (both consumer and business), ultimately reaching several hundred newspaper, magazines, trade publications and broadcast outlets. Some major media coverage/appearances include:

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<thead>
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<th>Newspapers:</th>
<th>Magazines:</th>
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<tbody>
<tr>
<td>The Wall Street Journal</td>
<td>Newsweek</td>
<td>ABC’s “Business World”</td>
</tr>
<tr>
<td>USA Today</td>
<td>Nation’s Business</td>
<td>CNN “Prime Time News”</td>
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<tr>
<td>Washington Post</td>
<td>Fortune</td>
<td>CNN “Morning News”</td>
</tr>
<tr>
<td>Chicago Tribune</td>
<td>U.S. News &amp; World Report</td>
<td>CNBC</td>
</tr>
<tr>
<td></td>
<td>The Economist</td>
<td></td>
</tr>
</tbody>
</table>

c) Numerous presentations/speeches to business organizations nonprofit and other nonacademic groups. Examples:

“Consumer Behavior of Older Adults: A National View,” presented at two National Conferences Sponsored by the Mature Market Institute, June 1988 (Chicago) and April 1989 (Atlanta).


“Marketing to Older Adults,” presented at the Aging in the 1990’s Conference, Maryland Office on Aging, September 13, 1989.


“Preparing for the Changing Marketplace: Year 2000 and Beyond,” Sejong University, Seoul, June 8, 2001


“Strategies for Academic Research,” presentation to Faculty and Doctoral Students at Thammasat University, Bangkok, September 1, 2003.

Workshops/Symposia/Colloquia

Various types for practitioners and university faculties. Examples:

GSU Retailing RoundTable, June 1994
University of Florida, Center for Retailing Studies, October 1995
University of Florida, Marketing Faculty, October 1995
Florida Atlantic University, Marketing Faculty, April 1991
St. Louis University, faculty and practitioners, November 1990

Advisory/Consulting Services:

Morgan, Lewis & Bockius, New York
Blue Cross Blue Shield of Florida
CNN, Atlanta
Toyota Motors, Torrance, CA.
Cox Cable
Centex Corp., Dallas
Coca-Cola, Atlanta
Unitron Hearing, Canada
LaRoche Industries, Atlanta
Lord & Dantsu, NY
SCI, Systems, Inc., Huntsville, AL
Powell, Goldstein, Frazer and Murphy, Atlanta
Petitti & Martin, Washington, D.C.
Weiberg Consulting Group, D.C.
Integrated Communication Systems, Atlanta
Ameritech Services, Inc., Chicago
Intersport Hellas, Athens, Greece
Womble, Garlyle, Winston-Salem, NC
Whirlpool Corp., Benton Harbor, MI
M&M Mars, Hackettstown, NJ
Manufacturers Hanover Trust, NY
McKinsey & Company, Inc., Atlanta
Covington & Burling, Washington, D.C.
Olympian Sports, Ltd., Leeds, United Kingdom
Teen-age Research Unlimited, Chicago
BellSouth Corp., Atlanta
Chase Manhattan Bank, New York
Edward D. Jones, Washington, D.C.
Payment Systems, Inc. (Subsidiary of American Express Co.)
Leo Burnett Advertising, Chicago
Management Science of America, Inc., Atlanta
Black and Decker (U.S.), Inc., Bridgeport, CT.
The Reidstad Corporation, Clearwater, FL
Louis, Bowlis, and Grove, Inc., Dallas Texas
Data Tabulation Service, Inc., Atlanta
Narcisso Volz, Philadelphia, Pennsylvania
Georgia Real Estate Commission
Textile Mill Store, Atlanta
Key Bridge Retirement Community, Atlanta
Alliance for Business Development, Atlanta
Stop N Go Stores, Atlanta
Gould, Inc., Chicago
MedicAlert, New York
David L. Nasser, Ph.D.
1307 Robinson College of Business
Georgia State University
Atlanta, Georgia, 30303
404-651-4175/404-247-0511 (Cell)

**Education:**
Ph.D., Mass Communication Research, University of Minnesota
M.A. Communication Research, University of Connecticut
B.A., Communication, University of Connecticut

**Academic Experience:**
Assistant Clinical Professor, Department of Marketing, Robinson College of Business, Georgia State University, 2004 -
Marketing Management, Marketing Problems, Consumer Behavior, Advertising

Teaching Professor, Department of Marketing, R.H. Smith School of Business, University of Maryland 2003-2004
Marketing Strategy & Policies, Consumer Analysis, Integrated Marketing Communication, Consumer Product Marketing,

Instructor, Department of Marketing, Robinson College of Business, Georgia State University, 1998 – 2003

Adjunct Professor, Grady School of Journalism and Mass Communication, University of Georgia 1999
Advertising Management, Advertising Research

Instructor, University of Connecticut, 1975-1976
Communication, Attitude Change Theory, Mass Communication

**Industry Experience:**
Principal, Nasser Research, 1998-
Senior Client Services Director, Booth Research Services, Atlanta, 1993-1998

Vice President/Account Planning and Research, Fahlgren Advertising (Lintas), Atlanta 1990-1993

Vice President, Strategic Planning, CW&A/Tracy-Locke, Atlanta, 1988 – 1990

Vice President, Research Director, Cargill, Wilson & Acree, Atlanta (DDB) 1982 – 1987


Brands Served:

Honda, McDonald’s, Southern Company, Georgia Power Company, Bank South, Bank of America, Chick-fil-A, UPS, Ameritech, BellSouth, Delta Air Lines, Cadillac, Sun Maid, Nine West, Days Inns, Nestle Dairy Products, Earthlink

Publications

“Your Customers’ Customers.” Catalyst, October, 2005

“Research Vs. Creativity, Not Necessarily Fighting Words,” Adweek, October 1985

“Who’s Liable for Bad Results?” Adweek, May, 1986

“How to Focus,” Public Relations, 1987

“Asking Questions” Utility Communicator’s Exchange

Papers Presented at Professional Meetings:


Using Marketing Research: The Straight Dope, American Marketing Association, Atlanta, Young Professionals SIG, July, 2001

New Business Models for Small Entrepreneurs, Public Relations Society of America, National Meeting, Atlanta, Georgia, October 2002


Geodemographics and Marketing Strategy, American Marketing Association, Atlanta, 1995

Representative Corporate Projects:

Segmentation Of Consumers Who Use Web-based Searches for Apartment Dwellings,

Issues Affecting Franchisee Recruitment and Success, Popeye’s Chicken

The Causes of Customer Churn and Some Remedial Strategies, EarthLink

How Broadband Subscribers use the Internet, EarthLink

Designing Communications Materials In Support of Gift Annuity Campaigns Among Affluent Donors, American Cancer Society

Developing Effective Message Strategies Regarding Prostate Cancer Treatment, How to Communicate with Survivors, Target Audiences and Physicians, American Cancer Society

Customer Reactions to New Product Trials, Ideas for Refinement, Georgia Power Company

Communicating with Internal and External Publics about Deregulation, Atlanta Gas Light Company

Understanding Post-Deregulation Dissatisfaction among Customers and Employees, Atlanta Gas Light Company
Determining the Boundaries of Your Brand’s Authority, Powerware

Branding of New Products and Services, What Corporate Target Markets are Willing To Believe, Productivity Point International

Effective Message Strategies for Communicating New Services to Commercial Customers, Georgia Power Company.
Service Activities:

Marketing Department Communications Committee, Georgia State University, 2004 -

AMA Georgia State University, Chapter Advisor, 2005 -

Undergraduate Curriculum Committee, Department of Marketing, Georgia State University 1998 - 2003

AMA University of Maryland Chapter Advisor, 2003 - 04

hair, Department Scholarship Committee, Georgia State University 1998 - 2003

Presentations to Doctoral Methodology Symposium, April 2001, 2002 *There is Life Outside of Academia, The Non-Traditional Ph.D.*

Service to Professional Organizations:

Member, AMA Nominating Committee, Atlanta 2001

Facilitator, AMA Planning Session, Spring, 2002

Seminar in Marketing Management, International Center for the Promotion of Enterprise, Ljubljana, Slovenia, March 2001

Community Service:

Board Member, Cedar Club Foundation of Atlanta
Stewardship Council Fund Raising Committee, St. Joseph’s Catholic Church

Coach, Atlanta Youth Soccer Association
BRUCE K. PILLING

March 2005

OFFICE ADDRESS:      HOME ADDRESS:

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College of Business Administration  Alpharetta GA 30022
Georgia State University      Telephone: 770.442.5243
University Plaza
Atlanta, Georgia  30303
(404) 651-4187    E-mail: bpilling@gsu.edu

EDUCATION:

Ph.D. in Business Administration, Arizona State University, 1988.
  Major: Marketing   Minor: Social Psychology

Masters of Business Administration, Brigham Young University, 1976.

Bachelor of Arts, Brigham Young University, 1974

ACADEMIC POSITIONS:

  Associate Professor, Marketing, Georgia State University, Fall 1994 to present.

  Assistant Professor, Marketing, Georgia State University, August 1988 to 1994.

  Graduate Research/Teaching Assistant, Arizona State University, 1984 to 1988.

  Visiting Instructor, Brigham Young University, Summer 1985.

TEACHING EXPERIENCE:

  Taught undergraduate and masters students. Courses include strategic market planning
  and sales management.

  Visiting professor, Ecole des Hautes Etudes Commerciales (HEC) in Toulouse, France in
  Spring 2002 and 2003. Course: Strategic Sales Management

FELLOWSHIP AND AWARDS:

  1986  American Marketing Association Doctoral Consortium Fellow
1986  Kenneth A. Coney Memorial Scholarship recipient

1988  National Association of Purchasing Management Fellow

Recipient of eleven College of Business Administration competitive research course release awards, 1989-1999.

Recipient of one College of Business Administration Innovative Instructional Grant 1994, "Enhancing Student Learning Effectiveness of Marketing Simulation."

RELEVANT WORK EXPERIENCE:


Business Programs Coordinator, Faculty of Continuing Education, University of Calgary, 1977-1980.

PUBLICATIONS: REFEREED SCHOLARLY:

**Journal**


Proceedings


Brashear, Thomas and Bruce K. Pilling, "The Emergence of Relational Norms: Toward Research Hypotheses," accepted for publication as an abstract Winter 1995 AMA Educator's Conference.


PUBLICATIONS: REFEREED PROFESSIONAL/PRACTITIONER:


**RESEARCH PROJECTS IN PROGRESS:**

[1] “The Role of IT in Enhancing the Marketing-Sales Interface”. Data collection and analysis are complete and a draft manuscript has been completed. My co-authors are Jim Stachura and Pam Ellen and the target journal is the *Journal of Business and Industrial Marketing*.

[2] “Enhancing the Value of Marketing Investments: Perspectives from Marketing and Finance Professionals”. My co-authors are Pam Ellen, Hiram Barksdale and Ed Rigdon. Data collection is complete as well as data analysis. The *Journal of Business Research* is the target journal.

[3] “Marketing and Sales: Barriers to Synergistic Relationships”. This project is at the data collection phase (through a web panel) and is being funded by Alera Corporation. My co-author is Pam Ellen. The target outlet is either the *Journal of Marketing* or the *Journal of Personal Selling & Sales Management*.

[4] Develop a separate manuscript to analyze an existing data base dealing with curriculum development and assessment issues from the perspective of GSU alumni. This manuscript would be targeted to the *Marketing Education Review* or the *Journal of Marketing Education*.

**PUBLICATIONS: BOOKS AND MONOGRAPHS:**

**PUBLICATIONS: NON-REFEREED AND OTHER:**

**EXTERNALLY-FUNDED RESEARCH PROJECTS:**

**PAPERS PRESENTED AT PROFESSIONAL MEETINGS:**


SUPERVISION OF DOCTORAL DISSERTATIONS:

**Member**


Lawrence E. Ross (1991), "The Impact of Role Stress on the Sales Performance of Professional Service Providers."


Randy Clark (2002), “A Comparison of Trust Across Relational Form as Established by Dependence Level”.


CONTINUING EDUCATION ACTIVITIES IN THE PAST FIVE YEARS:

SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY:

**Academic Unit**

Director, Masters of Science program (2004 to present.)

Served as a member of Master of Science Graduate Committee from 1993 to 2004.

Served as a member of the department's three person culture committee, 1992.

**College and University Level**

Member of Research Program Committee - responsible for evaluation of course release research proposals. Committee member Fall 1989 to 2004.

Faculty Senate: elected for 3 year term starting summer 2005.
SERVICE ACTIVITIES IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS:


Chairman, Business Marketing Roundtable sessions (3), AMA Business Marketing Conference, April 29 - May 1, 1990.

Session chair for the 1993 Academy of Marketing Science Conference.

Discussant for the 1993 Academy of Marketing Science Conference.

Discussant for the 1993 Society of Franchising Conference.

Reviewer for 1993 Summer AMA Educator's Conference.

Reviewer for 1993 Society of Franchising Conference.

Reviewer for special issue, Journal of Business Research.

Reviewer for special issue, Journal of Marketing Channels.

Discussant for the 1993 Southern Marketing Association Conference (Nov 3 - 6, 1993)

Ad Hoc Reviewer, Journal of Business and Industrial Marketing, since 5 - 94.

Reviewer for special issue, Psychology and Marketing.

Conference Coordinator, Marketing in Transition: Responses to Drastic Change (January 1997) sponsored by the Center for Business and Industrial Marketing and the Institute for the Study of Business Markets.

Session Chair, joint CBIM/ISBM conference, January 1998.

SERVICE TO THE COMMUNITY


I designed and executed a research study investigating issues surrounding the Piedmont Park Off-Leash park – 2003.
VITA

Edward E. Rigdon

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Conley, GA 30288
(404) 363-0356 (phone)
erigdon@gsu.edu (e-mail)
http://www.gsu.edu/~mkteer/ (WWW)

Education

Ph.D., major in marketing, University of Alabama, Tuscaloosa, 1990.

MBA, University of Chicago, 1984 (includes graduate study in marketing and international business, Catholic University of Leuven, Belgium, 1982-1983).

BA, major in political science, University of Alabama, Tuscaloosa, 1981.

Awards and Honors

1999 Exceptional Service Award, Georgia State University.
1999 Faculty Service Award, Robinson College of Business.

Work Experience

2005-Present: Professor and Chair, Department of Marketing, Georgia State University, Atlanta. Courses: (doctoral) applied regression, structural equation modeling.

2004-2005: Professor, Department of Marketing, Georgia State University, Atlanta. Courses: (doctoral) applied regression, structural equation modeling, advanced topics in structural equation modeling; (graduate) services marketing.

1996-2004: Associate Professor, Department of Marketing, Georgia State University, Atlanta. Courses: (doctoral) structural equation modeling; (graduate) marketing management, electronic marketing; (undergraduate) marketing research.


1989-1996: Assistant Professor, Department of Marketing, Georgia State University, Atlanta. Courses: (doctoral) structural equation modeling, research methods; (graduate) mathematical models; (undergraduate) basic marketing, advertising, marketing research.
1988-89: Instructor, Department of Marketing, Mississippi State University, Starkville, MS. Courses taught: (undergraduate) advertising, consumer behavior.

Publications: Refereed Scholarly Journals


**In Progress**


**Publications: Refereed Scholarly Conference Proceedings**


Publications: Book Chapters


Publications: Book and Software Reviews


**Publications: Other**


**Presentations at Professional Meetings**


**Supervision of Doctoral Dissertations**

As member:

David Allen--Management, Georgia State University  
Harriette Bettis-Outland—Marketing, Georgia State University  
Leila Borders--Marketing, Georgia State University  
Scott Butterfield—Accountancy, Georgia State University  
Pratibha Dabholkar--Marketing, Georgia State University  
Bruce Eagle--Management, Georgia State University  
Stefan Gaertner--Management, Georgia State University  
Jang-Hui Han--Marketing, University of Alabama  
Po-An Hsieh—Computer Information Systems, Georgia State University  
Rose Johnson--Marketing, Georgia State University  
(cont.)
Sung Kim--Management of Technology, Georgia Institute of Technology
Mark Kunze--Managerial Sciences, Georgia State University
James Lollar--Marketing, University of Alabama
Charla Mathwick--Marketing, Georgia Institute of Technology
Richard McFarland--Marketing, Georgia Institute of Technology

Jennifer Priestley--Decision Sciences, Georgia State University
Tim Quey--Marketing, Georgia Institute of Technology (in progress)
Larry Ross--Marketing, Georgia State University
Brian Rutherford--Marketing, Georgia State University (in progress)
Vinita Sangtani--Marketing, Georgia State University

Aditya Sharma--Information Systems, Emory University (in progress)
Kelly Smith--Marketing, Georgia State University
Linda Wallace--Computer Information Systems, Georgia State University
Anita Whiting--Marketing, Georgia State University
Li Zhang--Marketing, Georgia State University

As reader:

Charles Brooks--Marketing, Georgia State University
Steve Henson--Marketing, Georgia State University

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**Continuing Education Activities**

Occasional: Have hosted faculty from GSU, Georgia Tech, Emory University, Mercer University, Atlanta University Center and Jacksonville (AL) State University "sitting in" for all or part of my doctoral course on structural equation modeling

2002: Moderated a panel session on “The Future of Email Marketing” for the Atlanta chapter of the American Marketing Association.

2000: One-day seminar on Electronic Commerce for the Managers MBA program, University of Florida.

2000: Presentation on "Sticky B2B: Retaining Members in Online Business Marketing" at quarterly meeting of Center for Business and Industrial Marketing.

2000: One-day seminar on "Electronic Commerce: Strategies for Success," as part of a Small Business Administration certificate program at Clark-Atlanta University.


1999: One-day presentation on "Electronic Marketing Strategy" for an MBA/manager study group, Menestyksen Strategiat, from Finland.

1998: With Werner Wothke, co-presented two-day seminars on "Introduction to SEM with Amos" in Boston and Chicago.

1998: Marketing Department presentation on "the ELVIS Project," illustrating new opportunities for faculty to communicate and share information with students via the Department's Internet server.

1996: Presented tutorial on structural equation modeling for Faculty Development Committee, College of Business Administration, GSU.

1995: Marketing Department presentation on using the Internet, and on establishing home pages on the World Wide Web.

1993: Presented one-day seminar on structural equation modeling for faculty and doctoral students at Bryant College, Smithfield, RI. Program drew more than 30 faculty and students from at least seven institutions in Rhode Island and Massachusetts.

1993: Marketing Department presentation on identification issues in structural equation modeling.

Service Activities Internal to the University

2004-2005: Member, Marketing Department Chair search committee and Pennebaker Chair in Direct and Interactive Marketing search committee.

2003-present: Member, RCB Student Technology Fee grant committee; Member, RCB committee on validating the revised Student Evaluation of Instructor form; Mentor, RCB Minority Faculty Mentoring Program.

1998-present: Technology Coordinator, Marketing Department.

1993-present: Member of Marketing Department doctoral program committee. Assembled/wrote comprehensive examinations, recruited doctoral students, and helped make key policy decisions.

1996-2004: Member, GSU Committee on Admission of Students with Special Talents.

1999--2001: Co-chair, Marketing Department recruiting committee seeking candidates who can contribute to college initiatives in electronic commerce.
2000: Represented Marketing Department on RCB E-Commerce Committee.

1999-2000: Member, Provost's committee on implications of standards-based education for GSU.

1999-2000: Represented Marketing Department on committee to establish e-commerce executive MBA program. Outlined two e-marketing courses for the program.

1999-2000: Represented Marketing Department on the "RCB Online" committee, looking at ways to deliver MBA core courses online.


1996-1999: Chair, Academic Program Review Self-Study Committee, Marketing Department. Drafted the Marketing Department Self-Study Report. Wrote and supervised response to external review team and negotiations with Faculty Senate reporting committee.


1995-2001: Established and maintained Marketing Department World Wide Web site and configured and maintained the hosting server. Obtained funding through a grant application from the Board of Regents of the University System of Georgia.

1993-1995: Director of Marketing RoundTable Research Grant Program. Solicited proposals, recruited evaluators, evaluated proposals, and reported evaluation results.

1993-1994: Member of ad hoc committee on revising the core course sequence in the Marketing Department's undergraduate program.

1993: Head of committee that designed the Marketing RoundTable Research Grant Program, which offers expense reimbursement grants to support faculty research in the Marketing Department.

1992: Head of committee that wrote Marketing Department policy on benefits for retired and emeritus faculty.

Service Activities in Academic and Professional Organizations

1993-present: Co-founder and frequent contributor to SEMNET, an electronic mail discussion list on structural equation modeling, which currently (December 1999) has more than 1,600 subscribers in more than 40 countries around the world.

2002-2003: Vice President, AMA Technology and Innovation Special Interest Group.


2001: co-editor of special issue on electronic commerce of the electronic Academy of Marketing Science Review.


1992: Organizer and host for Marketing Ideas Consortium meeting at Georgia State University. The meeting, attended by faculty and doctoral students from several institutions, featured a presentation by Karl Jöreskog on new features in PRELIS 2/ LISREL 8.

1992: Co-chair and director of local arrangements, Third National Symposium on Methodological Issues in Advanced Causal Modeling., Atlanta, GA. Multi-disciplinary conference attended by more than 60 faculty and doctoral students.

Service Activities in the Community

2002: Member, Advisory Board, and Chair, Public Relations and Marketing Committee, St. John the Evangelist Catholic School.

2000-2002: Member, Development Committee, St. John the Evangelist Catholic School.
RESUME

Gillian Royes, Ph.D.
Business Communication Program, Marketing Department
Robinson College of Business
Georgia State University
Atlanta, Georgia 30303
Telephone:   (404) 642-7471 (cell.) or (404) 463-4738 (office)

Professional Status: Strong Communications and Diversity Lecturer and Consultant with excellent educational background and over 25 years' business experience in the US and Caribbean.

EMPLOYMENT

Communications Lecturing

Jun 05 – pres:
INSTRUCTOR (Fulltime), Business Communication Program, Robinson College of Business, Georgia State University, Atlanta, GA.
Subjects: Business Communication (BA and MBA programs)

Sep 01-May 05:
ADJUNCT PROFESSOR, Department of Mass Media Arts, Clark Atlanta University, Atlanta, Georgia.
Subjects: Mass Media Research, Intercultural Communications, Public Speaking, Public Relations, Advertising, Newswriting (BA program)

Sep 02-04:
LECTURER, University of Phoenix, Atlanta, Georgia.
Subjects: Business Communications (BA and Executive MBA programs)

1992-1996:
LECTURER and CONSULTANT, Institute of Business, University of the West Indies, Trinidad.
Subjects: Organizational Communications (BA and International MBA programs); Public Speaking, Listening Skills (International and Executive MBA programs); Organizational Communications and Stress Management (corporate consulting)

1979-1983:
ASSISTANT PROFESSOR, Mass Communications Department, Clark College, Atlanta, Georgia.
Subjects: Public Relations, Advertising

Communications and Diversity Consulting
2004-pres:
**PRINCIPAL, Gillian Royes and Associates, Atlanta, Georgia.**
Consultant and workshop facilitator in diversity and change management. Clients have included:
- Procter & Gamble, Black Leadership Team, R&D Division, Cincinnati, Ohio
- Bureau of Alcohol, Tobacco and Firearms (Chicago and Washington, DC)
- Medicare/Medicaid of Georgia
- Network of Medical Communications and Research

1998-pres:
**COLUMNIST, The Jamaica Observer, Kingston, Jamaica.**
Author of a weekly column in the Sunday magazine of leading daily newspaper in Jamaica.

Jan 01-04:
**PRINCIPAL, Gender Plus+ Ltd., Atlanta, Georgia.**
Consultant in gender and diversity communications. Clients included:
- Atlanta’s Prejudice Awareness Summit in 2001-2003 (diversity),
- Georgia Power (gender)
- CB Richard Ellis (gender and diversity)
- Pathways Development Corp. (diversity)

1990-2000:
**PRINCIPAL, Gillian Royes and Associates, Kingston, Jamaica and Port of Spain, Trinidad.**
Communications consulting firm. Facilitated over 80 workshops in Organizational Communications; erected Caribbean media website; authored and edited multinational business publication, among other tasks. Clients included:
- (Jamaica) Bureau of Standards, Jamaica Council of Children, Institute of Planning, Cement Company of Jamaica; and (Trinidad) The Judges of the Justice Department, Nuns of Dominican Order, Personnel Management Services, Neal and Massey Group, ISPAT Steel Company, and Petrotrin Oil Company (UWI corporate workshop facilitator)
- Lonsdale, Saatchi and Saatchi (creator and writer of Caribbean media website)
- Paria Publishing (author, business publication; editor)

1984-1989:
**DIRECTOR, Intermedia Ltd., Kingston, Jamaica.**
Media consultant in private and public sectors. Clients included:
- Gleaner Co. Ltd (editor of major agricultural publication)
- Kentucky Fried Chicken (script writer/producer of training film)
- Jamaica Literacy Program (originator/host of national weekly radio program)
- Organization of American States (producer/editor of international film on Caribbean craft)
Management

1998-1999:
GRANTS MANAGER, Food for the Poor, Kingston, Jamaica. (Headquartered in Florida, FFP is the largest charity in the Caribbean and Central America.) Responsibilities/achievements:
• Supervised writing of over 60 internal proposals for small rural projects for funding by FFP Head Office in Florida
• Obtained US$1.5 million in grant funds from international agencies (USAID, UN, PAHO).

1994-1995:
DIRECTOR, Flight Services, BWIA International Ltd., Trinidad. Caribbean international airline. Recruited for communications skills during privatization transition; took early retirement at end of transition. Responsibilities:
• Supervised Inflight, Catering, Complaints and Inflight Training Departments (390 employees)

1984-1989:
PRINCIPAL/MARKETING MANAGER, Xaymaca Craft Company, Kingston, Jamaica. Craft distributing company supplying 200+ tourist shops in Jamaica, the Caribbean and the US. Responsibilities:
• Supervised marketing line of over 1000 items to gift shops
• Managed sales force of 12 employees
• Directed public relations and advertising campaigns.

1984-1989:
PRINCIPAL/OPERATIONS MANAGER, Tropical Distributing Company, Grand Cayman, BWI. Craft, food and garment distributing company supplying tourist shops in the Cayman Islands. Responsibilities:
• Sourced Jamaican products for export
• Negotiated with Jamaican producers
• Coordinated transportation of products to Cayman Islands

EDUCATION
1979: Ph.D., American Studies (Communications/History)
Emory University, Atlanta, Ga., USA.

1973: M.A., Journalism
University of Wisconsin, Madison, Wis., USA.

1970: B.A., Spanish (Phi Beta Kappa)
Colorado College, Colorado Springs, Co., USA.

PUBLICATIONS

- “Shake-Up! The Cultural Earthquake in America,” manuscript in progress with co-author Verna Ford.

- Selling to Men, Selling to Women, co-authored with Jeff Halter, 2006.


COMMUNITY ACTIVITIES

2004-pres: Vice President, Society for Human Resource Mgrs, Atlanta, GA.
2002-2004: Board Member, Georgia Breast Cancer Coalition, Atlanta, GA.
1999: Board Member, UNFAO Telefood Concert, Jamaica.
1992-95: Vice-President, Citizens for Conservation, Trinidad.

Languages Spoken: Spanish, German
WORK ADDRESS

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Robinson College of Business
Georgia State University
Atlanta, GA 30303-3083

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FAX: (404) 651-4198
EMAIL: cthornton@gsu.edu

EDUCATION

Ph.D. in Business Administration, Florida State University, 1993.
  Major Area: Marketing  Minor Area: Demography

B.B.A. in Business Administration, Howard University, 1989.

EXPERIENCE

2000-present  Associate Professor of Marketing, Georgia State University, Atlanta, Georgia

2001-2002  Consultant, Lattimer-Moffitt Communications, Atlanta, Georgia

1993 to 2000  Assistant Professor of Marketing, Georgia State University, Atlanta, Georgia

PUBLICATIONS: REFERRED SCHOLARLY

JOURNAL ARTICLES


FUNDED RESEARCH PROJECTS


TEACHING RESPONSIBILITIES

UNDERGRADUATE COURSES TAUGHT

- Buyer Behavior, undergraduate required course, (1993)
• Advertising, undergraduate elective course, (1994-2006)
• Advertising Campaigns, undergraduate elective course (2004-2006)

GRADUATE COURSES TAUGHT

• Marketing Communications and Promotion, master’s level elective course, (1997-2001)
• Advertising and Promotional Strategy, Groupe ESC Business School, Toulouse, France (2001)

SUPERVISION OF DOCTORAL DISSERTATIONS

COMMITTEE MEMBER


READER

Yoo, Boonghee, “The Effects of Culture on Brand Equity Formation,” 1996.

PROFESSIONAL DEVELOPMENT

• Advertising Educational Foundation, Visiting Professor, Coca-Cola Foods, Houston, TX
• GSU Center for Teaching and Learning Teaching Portfolio Workshop, Atlanta, GA
• American Marketing Association Workshop on Enhancing Student Motivation, San Diego, CA
• Master Teacher Program, Georgia State University, Atlanta, GA
• Promotional Products Association VIP Program for Professors, Dallas, TX
• Direct Marketing Association National Professors Institute, Atlanta, GA
• Ad Week/CLIO Creative Seminar, New York, NY
• Evening at Emory Advertising Series, Atlanta, GA
• IRTS Faculty/Industry Seminar, New York, NY

SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY

(1) UNIVERSITY
  • Committee Member, Evaluation of the Vice-President of Student Services, 1999

(2) COLLEGE
  • GSU College of Business, Ph.D. Project Representative, 1996 to present
  • GSU College of Business, Faculty Hearings Committee, 1999-present

(3) DEPARTMENT
  • Faculty Advisor, American Marketing Association-GSU Collegiate Chapter, 1994-2000.
  • Scholarship Coordinator, 1997-2000; 2004-present
  • Pre-tenure Review Committee, 2004
  • Pennebaker Chair Search Committee, 2004-2005

SERVICE TO THE PROFESSION

REVIEWER FOR JOURNALS, AND TEXTS AND CONFERENCES
Integrated Marketing Communications by Duncan (2nd edition), Reviewer
Advertising by O’Guinn, Allen, and Semenik (1st edition), Reviewer (3rd edition), Reviewer
Journal of Advertising, Ad Hoc Reviewer
Journal of Consumer Affairs, Ad Hoc Reviewer
AMA Summer Educator’s Conference, Reviewer
Cross-Cultural Symposium on Consumer and Business Studies, Reviewer
Multicultural Marketing Conference, Reviewer, Discussant, Session Chair
Cross-Cultural Research Conference, Reviewer
Association for Consumer Research, Reviewer
BRONISLAW J. VERHAGEN

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Georgia State University
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827 Ponce de Leon Terrace
Atlanta, GA 30306 U.S.A.
(404) 892-4513
Married: three daughters
Nationality: Citizen of the Netherlands
Permanent USA Resident
Date of Birth: April 7, 1950

EDUCATION

Ph.D., University of Texas at Austin, 1978
Major: Marketing
Minor: International Business; Social Psychology

M.B.A., Marketing, Texas Tech University, Lubbock, 1971

B.A., Marketing, University of Oregon, Eugene, 1970

Undergraduate, Nyenrode University, Netherlands Business School, Breukelen, 1969

WORK EXPERIENCE

1991 - Present  Professor of Marketing
Georgia State University

1986 - 1991  Associate Professor of Marketing
Georgia State University

1984 - 1985  Associate Professor of Marketing
Erasmus University (Rotterdam School of Management)
Rotterdam, The Netherlands

1983, 1984  Visiting Associate Professor of Marketing
Georgia State University

1981 - 1984  Associate Professor of Marketing
Interuniversitaire Interfaculteit Bedrijfskunde,
Graduate School of Business
Delft, The Netherlands

1978 - 1980  Assistant Professor of Marketing
Interuniversitaire Interfaculteit Bedrijfskunde,
Graduate School of Business
Delft, The Netherlands
1975 - 1977  Teaching Assistant,
Department of Marketing Administration
Graduate School of Business
University of Texas at Austin

Other Professional Experience

1976 - 1977  Assistant Instructor of Marketing
Division of Extension, University of Texas at Austin

Lecturer and Chairman of the Marketing Department

Guest Lecturer in Marketing

1982 - 1983  P.A.O. (Post-Academisch Onderwijs), Amsterdam
Chairman Executive Marketing Program

1982 - 1985  Stichting Reclame- en Marketing Onderwijs, Amsterdam
Guest Lecturer in Marketing

1985  Nyenrode University, Netherlands Business School, Breukelen
Visiting Associate Professor
International Business Program (Summer School)

1988  Erasmus University Rotterdam, Rotterdam School of Management
Visiting Associate Professor, MBA and MBI Program

1992 - 1993  Erasmus University Rotterdam, Rotterdam School of Management
Visiting Professor, Executive MBA and MBI Program

1994  Webster University, Leiden, The Netherlands
Visiting Professor (Summer)

Nonacademic Positions

1967 - 1970  Internships at several European companies, among which Rijnmond Bakkerijen
(Rotterdam, The Netherlands) and Crawford’s of Edinburgh (Scotland)

1972 - 1975  Marketing Coordinator, SHV Nederland N.V.,
Utrecht, The Netherlands

In this marketing management position, I was responsible for stimulating and
coordinating marketing activities of several subsidiaries of one of Holland’s
largest multinational corporations. With fluency in Dutch, English, German and
French (in order of competence), I maintained numerous international contacts,
on behalf of the holding company.
FELLOWSHIPS AND AWARDS

Selected to participate in the exchange program between the Netherlands School of Business and the University of Oregon and awarded a scholarship (1969).

Bachelor, Master and Doctoral Degree graduations with full University and Department honors.

Awarded a full fellowship to participate in the International Teachers Program in France, sponsored by Harvard, Insead and 7 other leading European business schools. Its objective was to help university educators select new teaching methods of management and improve their professional skills in designing and managing learning situations (1979).

CONSULTING

1979 - 1980    Gerard de Lange BV, Rotterdam
1981 - 1985    Saunacentrum Groenoord, Schiedam
1983 - 1990    Instituut voor Bedrijfswetenschappen (IBW), Utrecht
1983 - 1991    Stenfert Kroese, Leiden
1984           Kint Liqueurfabrieken, Warigem, Belgium
1992 - 1996    InSight Home Inspections Services of Atlanta, Inc.
1995           ING Group, participated in training program of Mirek Tacl, General Manager Prague, with Ken Bernhardt
1995 - 1996    Intergroup Trading, Amsterdam
1998 -         Verhage Fast Food, Barendrecht, The Netherlands
PUBLICATIONS: REFEREED SCHOLARLY

Refereed Journals in English


Bronis J. Verhage and Eric Waarts, “Marketing Planning for Improved Performance: A


**Refereed Journals in Dutch**


**REFEREED PROCEEDINGS**


PAPERS PRESENTED AT PROFESSIONAL MEETINGS


PUBLICATIONS: BOOKS


AUXILIARY MATERIALS TO TEXTBOOKS:


**MISCELLANEOUS PUBLICATIONS**


Bronis J. Verhage, *NIMA-A, NIMA-B*. Complete courses developed for IBW, Bilthoven/Utrecht,


SUPERVISION OF DOCTORAL DISSERTATIONS

1995 Boonghee Yoo Reader
Dissertation Title: “The Effects of Culture on Brand Equity Formation”

1991 Munshik Suh Member
Dissertation Title: “An Examination of a Client and Professional Service Provider Relationship: Client’s Perspectives”

1991 Kelly L. Smith Examiner
Dissertation Title: “Elderly Consumers= Responses to Age-Based Incentives: An Application of Labeling Theory”

1990 Harash J. Sachdev Examiner
Dissertation Title: “Performance Differences Among Export Intermediaries: A Transaction Cost Perspective”

1986 Judith D. Powell Member
Dissertation Title: “The Effect of Dependency and Role Prescription on the Structural Development of a New International Channel Intermediary”
UNIVERSITY COMMITTEE ASSIGNMENTS

1990 - 1992   University Senate, serving as a member
1990 - 1992   Committee on Academic Programs and Continuing Education, serving as a member
1990 - 1992   Committee on Research, serving as a member
1990 - 1992   Subcommittee on Assessment of Academic Programs, serving as a member

COLLEGE COMMITTEE ASSIGNMENTS

1987 - 1988   Search Committee for Director of the Institute of International Business - Michael J. Jedel, Chairman, serving as a member. The committee processed 40 applicants, interviewed 3 and recommended 2 candidates to the Dean’s office.

1986 - 1987   IBAAC Sub-committee, serving as a member (with Jedel, Mehta and Rushing), assigned to examine what international business topics are being taught in COBA courses and to formulate appropriate changes in the existing IB curriculum at the MBA and Ph.D. level.

1986 - 1989   International Business Academic Advisory Council - Michael J. Jedel, Chairman, serving as a member.

1990   International Business Council, member of the Advisory Committee for the Foreign Companies in Georgia project.

1990 - 1991   Ad Hoc Committee of the Graduate Program Council to Develop MS in International Studies (chair: David C. Ewert), serving as a member.

1991   Subcommittee of Executive Committee to review the policies and procedures of the Research Program Committee (chair: Art Schreiber), serving as a member.

1991   Member of the MBA Committee, assigned to review the program of study, (chair: Dave Sjoquist).

1992 - 1993   MBA Review Committee (member), created by the Dean to help make significant changes in the MBA-program.

1993 - 1997   MBA Faculty Group (member).

SIGNIFICANT SERVICE ACTIVITIES WITHIN THE ACADEMIC UNIT


1989 - 1992   MS/MBA Coordinator. Responsibilities included analyzing student records and making admission recommendations to the Office of Academic Assistance, counseling and advising students on their formal program of study for the Master of Science Degree with
a major in Marketing, and coordinating BA 864. Also involved in creating the MS
Degree in International Business with a major in Marketing.

1992 - 1993 Core course coordinator, chairing an ad-hoc committee responsible for the selection of a
(new) textbook for MK 301 and BA 608.

1993 MS/MBA Committee, member

1994 - Present MS Program Committee, Member

1995 - Post Tenure Review Committee for Hiram C. Barksdale, Chair

1994 - 1996 MK 301 Coordinator

1997 - 2002 MBA 8642 Coordinator

1998 Post-tenure Review Committee for Wesley Johnston (member)

1999 Post-tenure Review Committee for Kofi Dadzie (member)

2002 Post-tenure Review Committee for David Nasser, Chair

1998 - 2002 Taught a session on International Marketing in Dr. Bellenger’s Marketing Colloquium

2002 - Present MK 3010 Coordinator/Chair

2003 Marketing Department P&T Committee for five year cumulative review of Ed Rigdon (member)

2003 Marketing Department P&T Committee for five year cumulative review of Jim Boles (member)

2004 Marketing Department P&T Committee for five year cumulative review of Kofi Dadzie (member)

2004 Marketing Department P&T Committee for five year cumulative review of Sevo Eroglu
(member)

2004 Spearheaded the textbook selection process for the new Marketing 3010 text

2004 - 2005 Participated in the MS/MBA Committee and MBA7040/8140/8240 group (member)

2005 Undergraduate Assessment Committee (member)

2005 Search Committee for a Clinical Assistant Professor of Marketing (member)

2005 Marketing Department P&T Committee for five year cumulative review of Danny Bellenger
(member)

2005 Marketing Department P&T Committee for five year cumulative review of Dan Bello
SIGNIFICANT ASSIGNMENTS IN PREVIOUS ACADEMIC POSITIONS

1978 - 1985 Supervised or served as reader on over 50 masters theses
1979 - 1982 Secretary Vakgroep 1 (Economics Department)
1980 - 1982 Chairman PG-1 Commissie (Interdisciplinary study program)
1980 - 1983 Chairman Marketing Variant (Graduate program in marketing)

SERVICE TO THE COMMUNITY

City of Schouwen-Duiveland: Advisor to the Mayor and City Council on issues ranging from city marketing and attracting tourism to the province of Zeeland to providing political asylum to evacuees and integrating refugees into the community, creating a model system for other Dutch cities, 1990 – present.

SERVICE ACTIVITIES IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

NIMA (Nederlands Instituut voor Marketing), frequently called upon for advice in developing international relationships and other services for the Dutch equivalent of the American Marketing Association.


2005 Reviewer for new Marketing Management textbook by Sleth & Sisodia (Wiley)

CONTINUING EDUCATION ACTIVITIES

Graduate School of Management, Delft, The Netherlands
As a Chairman of the Executive Marketing Program, I developed and taught a program for the University’s Post-Academic Education Center in 1983.

Georgia State University
International Executive Program, London Business School/GSU International Business Council, taught a session named “A Comparison of Marketing Trends in the U.S. and Europe,” and
participated in a panel, November 1986.

Executive MBA program. Taught the Strategic Marketing Management course in the EMBA program in Winter Quarter, 1991.

Nijenrode University, Breukelen, The Netherlands, chaired seminar and participated in panel, March 1994.

International Executive MBA/MBI Program of Erasmus University Rotterdam at Georgia State University in Atlanta, taught marketing classes, June 1994.


Participated in the International Executive MBA/MBI (Summer) Program of Erasmus University Rotterdam at GSU, 1995.


Participated in several Microsoft classes to improve my computer skills, 1996 – 2000.

Participated in various workshops of the Faculty Development Committee, such as Effective Classroom Management, Effective Teacher Attributes, Mastering the Case Method, 1996 – 2002.


CAROL S. WHITE, PhD
Robinson College of Business - Department of Marketing
35 Broad Street - Suite 1425
Atlanta, GA 30303
404.651.2740 (department)
770.578.6941 (home office)
Email: cswhite@gsu.edu or drcswhite@aol.com

Education
1996 PhD Business Education Georgia State University Atlanta, GA
1973 MBE Business Education Georgia State University Atlanta, GA
1964 B. S. Business Florida State University Tallahassee, FL

Professional Work Experience
1993 to 1996 Learning Alliance - Atlanta; Consultant/Trainer, Sales & Communication Skill Development
Learning Alliance - Stockholm, Sweden; Consultant/Trainer, Sales Training
1989 to 1992 International Business Machines (IBM) - Consulting Instructor, USA Sales Training
1988 to 1989 Sydney, Australia; Guest Instructor/Consultant for Marketing Education & Sales Training Curriculum
Hong Kong; Consultant, Sales Training Curriculum
1987 to 1988 IBM - Atlanta; Instructor, USA Marketing Education & Sales Training
1984 to 1986 IBM - Atlanta; Marketing & Project Manager, K-12 Education
1982 to 1984 IBM - Atlanta; Analyst, Competitive Sales & Marketing Strategies
1979 to 1981 IBM - USA; National Account Marketing Support, Coca-Cola Company
1976 to 1978 IBM - Atlanta; Marketing Support Representative, Customer Education
1973 to 1975 IBM - Atlanta; Sales Representative, Office and Systems Products

Academic/Teaching Experience
1996 to present Georgia State University - Atlanta; Instructor, Robinson College of Business, Department of Marketing, Business Communication Programs
1970 to 1973 Jones Business College - Jacksonville, FL; Chair/Faculty, Business Department
1964 to 1969 Duval County Schools - Jacksonville, FL; High School Teacher, Business Education
**Academic Service**

*Business Communication Programs*
- Coordinator, Undergraduate Core Courses 1999 - 2006
- Coordinator, New Faculty/Orientation for BCOM 3950 PT Instructors 1999 - 2006
- Developer, WebCT Resource for BCOM 3950 Faculty/PT Instructors 2005 - 2006

*Department of Marketing*
- Member, Undergraduate Assessment Committee 2005 to present
- Coordinator, RCB/BCP Website 2004 to present

*Robinson College of Business*
- Member, Faculty Development Committee 1998 - 2002
- Coordinator, Faculty Development Workshops 1999 - 2002
- Mentor, Women’s Mentorship Program, 1997 - 2002

*University*
- Member, Advancement of Women Faculty Committee 2004 to present
- Member, Center for Teaching and Learning 2002 - 2003
- Founder, Campus Talkers/Toastmasters 2000
- Faculty Advisor, Campus Talkers/Toastmasters 2000 to present

**Areas of Research Interest & Specialization**
Language, Gender, and Society; Communication and Organizational Behavior; Gender Differences in Communicative Competence; Group Process and Role Assumption Theory.
Personal Interest in 18th and 19th Century Women as Thought Leaders.

**Books and Monographs**
Grants
• Instructional Innovation Grant, Summer 2006. “A Collaborative Approach to Developing Business Students’ Writing and Presentation Skills: Building Online Access to Communication Resources for RCB Faculty.”

Professional Memberships
• Member, American Association for University Women 1995 to present
• Member, Association for Business Communication 1994 to present;
  ▶ Member, Proceedings Committee 1999 - 2001;
  ▶ Member, Student Awards Committee, 2001 - 2002;
  ▶ Chair, Student Awards Committee 2002 - present;
• Member, Delta Pi Epsilon 1993 - 2000
  ▶ Program Chair 1996 - 1998
  ▶ Secretary 1998 - 1999
• Member, National Association for Business Education 1993 - 2001
• Member, National Organization for Women 1990 - present
• Member, Toastmasters International 2000 - present
  ▶ Club Advisor 2000 - present

Publications
• “Presentation Tips: A to Z.” Article submitted in April 2006 to Toastmasters’ monthly publication for members. Pending acceptance.

Papers at Professional Conferences (2000 to present)
• Association for Business Communication (ABC) International Conference 2006 - Two papers approved for October presentations:
  ▶ “The Journey of the FOX: A Collaborative Online Approach to Developing Business Students’ Writing and Presentation Skills through Involvement of All Business School Faculty” and
  ▶ “The 3 R’s for Success in the Student Writing Contest: Read, Reason, and Rite.”
• GSU Leadership Academy for Women 2006 - “Why Smart Women Don’t Speak Up.”
• ABC International Conference 2005 - Two papers:
  ▶ Informal Research Results: “Is Gender a Predictor of Role Assumption in Mixed-Sex Student Teams? - A Closer Look” and
  ▶ “Student Writing Contest - a Win/Win/Win for ABC/Faculty/Students.”
• GSU Leadership Academy for Women 2005 - “The High Cost of Silence.”
• Toastmasters District 14 Leadership Institute 2005 - “Getting Heard: Men, Women, and Club Communication.”

• ABC International Conference 2004 - Two papers:
  ▸ Informal Research Results: “Is Gender a Predictor of Role Assumption in Mixed-Sex Student Teams?” and
  ▸ “The Student Writing Contest: What You Always Wanted to Know but Were Afraid to Ask.”

• ABC Southeast Regional Conference 2004 - “Confucius: An Unlikely but Magnificent Muse for Teachers of Business Communication.”

• Toastmasters District 14 Leadership Institute 2004 - “Deliver More PowerFull Presentations: It’s as E-Z as A-B-C.”

• ABC International Conference 2003 - Two papers:
  ▸ “A Crash Course in Critical Thinking, Creativity, and Team Skills for Teachers of Business Communication” and
  ▸ A Decline in Good Taste? An Informal Study of Faculty Usage and View of Potentially Offensive Slang Expressions and Curse Words in the College Classroom.”

• Toastmasters District 14 Leadership Institute 2003 - “Set Your Sails to Earn Distinguished Club Recognition This Year and Every Year.”

• ABC International Conference 2002 - Two papers:
  ▸ “The A to Z of Effective Presentations for Undergraduate Business Students” and
  ▸ “Confucius and Business Communication: Strategic Partners in Preparing Students to Communicate Effectively Despite Emerging Boundaries of Change.”

• ABC US/West Regional Conference 2002 - “Effective Presentations: 26 Tips in 26 Minutes.”

• ABC International Conference 2001 - Two papers:
  ▸ “A Decline in Good Taste? An Informal Study of Student Usage and View of Potentially Offensive Slang Expressions and Curse Words in the College Classroom” and
  ▸ “Grading Business Writing: A Business Performance Appraisal-Based Rubric for More Realistic Academic Assessment.”

• ABC Southeast Regional Conference 2000 - “Learning Activities that Create Teachable Moments in the Business Communication Classroom.”

• Delta Pi Epsilon 2000 - “Why Smart Women Don’t Speak Up in the College Classroom.”
Community Service
- Docent, Atlanta History Center: 1988 - present; Volunteer of the Year 2005
- Volunteer, Atlanta Symphony Orchestra Fund Raisers
- Volunteer, Atlanta Children’s Theater Fund Raisers
- Coach, Future Business Leaders of America Public Speaking and Interview Competitions
- Judge, Toastmasters District 14 International Speech Contests
- Trainer for United Way Annual Fund Raising Drives
- Trainer for Morehouse University Undergraduate Sales Classes
- Partners in Education with IBM, North Springs High School, Argyle Elementary School and Brumby Elementary School
- Teacher, First Grade Sunday School, Johnson Ferry Baptist Church
Linda Patricia Willis
1424 Robinson College of Business
Georgia State University
Atlanta, GA 30303
404.651.4192
smarttalker@gsu.edu

Education
1988 M.Co., Speech Communication
Georgia State University, Atlanta GA
1978 A.B., Journalism (minor in English Language and Literature)
University of Michigan, Ann Arbor MI

Experience
1999-Present Instructor
Department of Marketing
J. Mack Robinson College of Business
Georgia State University, Atlanta, GA
Teach speaking, writing and business behavior (BCOM 3950)
Upper level required communication course
Manage $35,000 (Student Tech Fee) grant (awarded 2005) to enhance student performance IT equipment
Study effectiveness of student self- and peer-evaluation in oral presentations (as a result of $1,000 grant, awarded 2004, to be a member of the [First] Georgia State University Faculty Learning Community)
Consult in presentation skills to other courses in the RCB
Served as volunteer managerial coach and communication consultant to International Business and Practice 2002, 2003 Freshmen Learning Communities
Served as volunteer instructor in BUSA 3000, International Business, [Silloway and Dahkli sections]
Serve as advisor, coach and recommender to former students
Research small group communication and its relationship to classroom and corporate culture and professional behavior
Develop classroom process to improve individual student writing and speaking ability

1988-1999 Part Time Instructor in Communication
College of Arts and Sciences
Georgia State University, Atlanta, GA
Taught U.S.A. public speaking history, theory, and practical speaking techniques; voice and articulation; and business communication

1999-2002 Part Time Instructor in Communications
1990-1995 Institute of Paper Science and Technology, Atlanta, GA
Taught technical writing and managerial communication
Supervised structural development and writing of master’s thesis
Consulted to speakers of English as second language in pronunciation and writing
Reviewed and edited scientific manuscripts of doctoral students

1990-1992  Part Time Instructor
Clayton State College, Morrow, GA
Taught group communication, speaking and listening
Coached individual students

1986-1988  Graduate Student in Communication
Georgia State University, Atlanta, GA
Coached college debate students
Taught introductory speech to high school students
Studied argumentation, interpersonal and group communication, and writing

1997-1998  Administrative Assistant in Cardiac Electrophysiology
The Emory Clinic Inc, Atlanta, GA
Directed nonmedical activities of division
Served as liaison with Emory Hospital, Crawford Long Hospital, and Emory University School of Medicine

1991-1997  Administrative Assistant
Marietta Neonatology PC, Marietta, GA
Managed patient accounts, data entry, and statistics
Developed reports, correspondence, and presentations for the partners

1983-1986  Research Associate
Amherst Associates (acquired by Ernst and Young), Atlanta, GA
Supported development of computerized hospital cost accounting system and helped train clients
Researched and generated written and oral reports

1981-1983  Administrative Coordinator/Supervisor of Editing
Neonatal/Perinatal Medicine, Emory University, Atlanta, GA
Coordinated research grant design, writing, and editing
Provided writing and editing services for division
Coordinated meetings for a US/Canadian Research Consortium

1980-1981  Consultant/Office Coordinator
Gracie, Fall, and Strasius PC, Ann Arbor, MI
Initiated total reorganization of nonmedical aspects of practice
Hired, trained and supervised staff, and managed office

1972-1979  
**Assistant to Department Chair/Education Coordinator**  
Obstetrics and Gynecology  
University of Michigan, Ann Arbor, MI  
Provided administrative support to Chairman  
Coordinated house officer (resident physician) recruitment  
Coordinated and managed departmental conferences  
Provided writing and editing services to the department

Publications and Presentations

**Textbook Review**

**Article**

**Presentations**
“Think and Speak Smart: Lessons from Ancient and Modern History.”  
GSUnity, Leadership Conclave, student-invited speaker, October 2001, Rock Eagle, GA

“Intercultural Business Communication, or Can I Do Business Their Way?”  
Association for Business Communication (ABC) 65th Annual Convention, October 2000, Atlanta, GA, 2000

“Unifying a Diverse Student Body in a Standard American Business Communication Course,” ABC 65th Annual Convention, October 2000, Atlanta, GA

“Leading with Powerful Ideas: Communicating for Long-Lasting Impact.”  
GSUnity, Leadership Conclave, student-invited speaker, October 2002, Atlanta, GA

MARYANN T. WYSOR

AREAS OF EXPERTISE
Organizational, Financial and Management Skills
Effective Business Communication
Curriculum Development and Documentation
Advertising, Sales and Promotion
Expediting, Planning, Scheduling and Shipping
Manufacturing Operations

EXPERIENCE
GEORGIA STATE UNIVERSITY, College of Business Administration
Instructor, Department of Marketing
7/05 to Present
- Teach BCom3950, Fundamentals of Business Communication, a required class for business undergraduate students.
- Develop and teach BCom7255, Communication Skills for Business, a business communication course for ESL students.
- Teach business communication skills to mid-level business managers in Egypt for the Alexandria Institute of Technology and Nilessoft.
- Assess spoken and written English fluency of international graduate students for RCB.
- Serve as Co-Director of Annual Women’s Leadership Forum and Women’s Mentor Program.
- Represent RCB Department of Marketing as a Faculty Senator.
- Participate as Local Arrangements Committee Member for the 2006 Academy of Management Conference in Atlanta.
- Serve as Director-at-Large for the Association for Business Communication.

7/97 to 6/05
Director / Associate Director, Business Communication Programs
- Provided strategy and direction for program's/department's presence within the College of Business.
- Served as Co-Director for Annual Faculty/Staff Giving Campaign.
- Promoted graduate programs by creating Women's Mentor Program.
- Instructed undergraduate classes in Managerial Communication.
- Hired and trained new instructors for business communication classes.
- Developed classes in written and spoken communication for graduate students.
- Served as Co-Director of Annual Women’s Leadership Forum.
- Taught GMAT Verbal Preparation classes for the Division of Continuing Education and the College of Business.
- Delivered customized corporate training for interpersonal communication skills for the College of Business.
- Developed business communication module & teach mid-level business managers in Egypt for the Alexandria Institute of Technology.
Administrative Specialist/Academic  
- Managed department activities in absence of Director.
- Developed and executed a $168,000 budget based on past expenditures and future requirements.
- Administered Master's communication requirement, including screening exemption requests and resolving registration problems.
- Provided instructional support for BA395 instructors.
- Acted as liaison with Dean's office on registration, personnel, and other administrative matters.
- Instructed classes in Managerial Communication with business applications.
- Provided instructional support for BA395 instructors.
- Acted as liaison with Dean's office on registration, personnel, and other administrative matters.
- Instructed classes in Managerial Communication with business applications.
- Provided and coordinated teaching materials for all BA395 classes.
- Processed Requests for Payment and Reimbursement Requests.

Instructor - Business Communication Programs  
- Instructed classes in Managerial Communication.
- Designed and initiated administrative procedures for program.
- Developed policies for program evolving into a Department.
- Assisted with Business Communications Workshops.

Consultant for Business Communication Programs  
- Researched and selected new case studies for classes.
- Instructed Managerial Communications class as required.
- Organized class materials for future sessions.

Graduate Research Assistant  
- Provided secondary research, teaching tools and classroom assistance for assigned professors.

Communication Consultant (Freelance Services)  
- Create user documentation for computer software.

Subcontractor for Business Communications  
- Designed monthly newsletters for outside firms.
- Collected pertinent communication material for future use in company newsletter.

Production Control Supervisor - Press, Weld and Paint Depts.  
- Scheduled Press Department.
- Supervised one scheduler and three material handlers.
- Coordinated schedule changes.
- Tabulated major steel requirements.

Administrative Assistant  
- Proof-read articles prior to publication.
Prepared and edited instructional materials.
Coordinated activities with management and sales staff.
Maintained inventories and operated distribution system.

1/77 to 7/86  KITCHENAID INC. (Formerly HOBART CORP), Columbia, SC
Planner-Scheduler
Shipping and Receiving Supervisor
Data Recorder

- Performed as systems manager and troubleshooter for local area network of fifteen micros connected to 8130 minicomputer.
- Scheduled production for two assembly lines.
- Controlled requisitions for parts and steel.
- Coordinated directly with two outside vendors.
- Managed Shipping and Receiving Depts. plus stockroom.
- Supervised and trained five employees.

EDUCATION
GEORGIA STATE UNIVERSITY, Atlanta, GA
Masters of Business Administration
Major: Marketing

ECOLE SUPERIEURE DE COMMERCE EXTERIEURE,
Paris, France  (Summer ’89)
- Attended weekly discussions on European Economic Community.
- Completed two graduate level marketing classes.

MONTCLAIR STATE UNIVERSITY, Upper Montclair, NJ
Bachelor of Arts Degree
Major: Math Education

PROFESSIONAL LICENSES & AFFILIATIONS
Association for Business Communication - Director-at-Large
APICS Certification
South Carolina Real Estate License
Teaching Certificate for NJ Secondary Education in Math

RESEARCH & PRESENTATIONS
Presented paper at 70th Annual Convention of The Association for Business Communication in October 2005 in Orange County, CA
(Improving the Proficiency of ESL Graduate Students)

Presented paper at Spring Convention of The Association for Business Communication in April 2005 in Greensboro, NC (Overcoming the Challenges of Culture and Travel: Global Teaching Opportunities)

Presented paper at 69th Annual Convention of The Association for Business Communication in October 2004 in Cambridge, MA
(Overcoming the Challenges of Culture, Distance, and Time: Teaching in Alexandria, Egypt)
RESEARCH & PRESENTATIONS
(continued)

Presented paper at Spring Convention of The Association for Business Communication in April 2004 in La Jolla, CA (The Paralyzing Fear of Presentations)

Presented paper at 68th Annual Convention of The Association for Business Communication in October 2003 in Albuquerque, NM (Truth is Indeed Stranger Than Fiction: Combining Ethics and eBay to Write Case Studies and Teach Life Lessons)


Presented paper at Southeast Regional Conference of The Association for Business Communication in April 2002 in Savannah, GA (Making Effective Writing Relevant to Your Students)


Presented paper at Canadian and US West Joint Regional Conference of The Association for Business Communication in April 2001 in Vancouver, BC (Effective Listening Skills to Avoid Breakdowns in Business Communication)

Presented paper at 65th Annual Convention for The Association for Business Communication in October 2000 in Atlanta, GA (Intercultural Business Communication or Can I Do Business Their Way?)

Presented paper at Canadian, Eastern and Southeast Joint Regional Conference of The Association for Business Communication in March 2000 in Nashville, TN (Hiring the Best Candidates to Teach Business Communication)
Appendix F4 Faculty Involvement in Self-Study

In the Marketing Department, the chair of the last Academic Program Review self-study (in 1996) is still in the Department. Therefore, it was logical for this individual to chair the self-study again. In addition, the Department has a mandate from the Dean to maximize faculty production of premier journal publications. Therefore, one aim in managing this process was to maximize faculty involvement while minimizing the loss of time for research.

The Department chair named a self-study committing consisting of:

- Chip Barksdale--undergraduate program
- Danny Bellenger, MBA program
- Ken Bernhardt--outreach and endowments
- Naveen Donthu--doctoral program and research
- Beverly Langford--Business Communications
- Bruce Pilling--MS program

Department faculty were polled about key decisions, such as selection of peer and aspirational programs, selection of external reviewers, and definition of critical issues. Multiple rounds of feedback and revision were completed in order to gather faculty views. Faculty were also invited to provide input on such tasks as developing optional questions for the required surveys, and conducting reviews of the Department’s degree programs. Key faculty were specifically invited to comment on particular data provided by OIR, as when the doctoral program coordinator was invited to comment on OIR data relating to the doctoral program. Center directors wrote the required reports for their Centers.

The process included wide-ranging discussion of basic issues such as the Department’s mission statement. Finally, the entire draft self-study report was circulated for several rounds of faculty feedback. This self-study could not have been completed without the insights and energy of numerous Department faculty.
Premier Journal Publications From Calendar Year 2003 Forward

2003


2004


2005


2006


Forthcoming


## Appendix F6 Premier Journal Editorial Review Board Positions

<table>
<thead>
<tr>
<th>Number of faculty on major journal editorial review boards</th>
<th>GSU</th>
<th>Arizona State University</th>
<th>University of Cincinnati</th>
<th>University of Houston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Consumer Research</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Journal of Marketing</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Journal of Marketing Research</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Journal of the Academy of Marketing Science</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
SECTION G
MARKETING DEPARTMENT REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

Currently, the University Library’s marketing holdings adequately support the research areas of the faculty and undergraduate and graduate degree candidates in that discipline. Strengths of the marketing monographs collection include: Marketing management; Marketing research; Consumer behavior; and Advertising and sales promotion.

In addition to monographs, the University Library maintains a strong collection of online databases and journals to support the teaching and research needs of marketing faculty and students. The online databases used by the department are made available via Georgia State University Library subscription and GALILEO, a state-wide initiative to provide access to electronic resources. The journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many databases increase their full-text content.

Mediamark Reporter (MRI+) is a recent addition to the electronic resource collection. This database is a valuable source of consumer data and is a particular strength of the University Library’s marketing collection.

A weakness in the marketing monographs collection is the limited number of statistical resources. This can be addressed with increased purchasing in this area. The University Library does not currently have access to full-text market research reports, which are available in several subscription databases. Subscription costs for this type of resource can range from $3,500 per year for Marketresearch.com Academic to $28,000 per year for the Euromonitor Global Market Information Database (of the six peer and aspirational schools surveyed, four have access to one of this type of resource).

With regard to library service to the department in the form of instruction and individual consultations, there has been effective usage of services provided by the librarian for Marketing. As the liaison continues in her position, there should be increased usage of these library services.

Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review of Library Resources for Department of Marketing
Written by Claudia Dale, Business Liaison/Reference Librarian

Created on 11/4/2006
### Electronic Resources

Students and faculty in the Department of Marketing rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for marketing research.

#### GSU Library Subscription Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABI/Inform¹</td>
<td>Provides access to articles from business and marketing journals,</td>
</tr>
</tbody>
</table>

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¹ Beginning in 2005, the monographs budgets of the College of Business departments have contributed to the funding for the annual subscription to ABI/Inform.
as well as newspapers and magazines.

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Company Resource Center (at GALE)</td>
<td>Provides access to company profiles, industry overviews and news articles from industry and trade publications.</td>
</tr>
<tr>
<td>Factiva</td>
<td>Provides access to articles from major news sources and industry and trade publications; also contains abstracts of market research reports.</td>
</tr>
<tr>
<td>Investext Plus</td>
<td>Provides access to company and industry research reports by investment analysts.</td>
</tr>
<tr>
<td>iPoll</td>
<td>Provides access to survey questions and responses.</td>
</tr>
<tr>
<td>JSTOR</td>
<td>Provides full-text access to back issues of scholarly journals.</td>
</tr>
<tr>
<td>Market Insight</td>
<td>Provides access to industry surveys of 52 industries.</td>
</tr>
<tr>
<td>Mediamark Reporter (MRI+)</td>
<td>Provides access to national consumer survey data.</td>
</tr>
<tr>
<td>PsychARTICLES</td>
<td>Provides access to articles from journals such as the Journal of Applied Psychology.</td>
</tr>
<tr>
<td>TableBase</td>
<td>Provides access to consumer and market data and statistics.</td>
</tr>
<tr>
<td>World Marketing Data and Statistics Plus</td>
<td>Provides access to international marketing data and statistics.</td>
</tr>
</tbody>
</table>

### GALILEO Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Premier</td>
<td>Provides access to journal, newspaper and magazine articles.</td>
</tr>
<tr>
<td>Business Source Premier</td>
<td>Provides access to journal, newspaper and magazine articles, as well as company profiles and industry overviews.</td>
</tr>
<tr>
<td>Lexis Nexis Academic</td>
<td>Provides access to newspaper articles, as well as company information; also contains poll and survey questions and responses.</td>
</tr>
<tr>
<td>Research Library</td>
<td>Provides access to journal, newspaper and magazine articles.</td>
</tr>
</tbody>
</table>

Review of Library Resources for Department of Marketing  
Written by Claudia Dale, Business Liaison/Reference Librarian  
Created on 11/4/2006
# Appendix G3  Endowment Resources

<table>
<thead>
<tr>
<th>Account</th>
<th>Balance</th>
<th>Matching Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor E. Little Endowed Scholarship</td>
<td>$28,661</td>
<td></td>
<td>$28,661</td>
</tr>
<tr>
<td>Marketing Department Doctoral Dissertation</td>
<td>23,575</td>
<td></td>
<td>23,575</td>
</tr>
<tr>
<td>UPS Anonymous Restricted Endowment</td>
<td>21,663</td>
<td></td>
<td>21,663</td>
</tr>
<tr>
<td>Martin Sherry/Atlanta Broadcast Advertising Club</td>
<td>15,981</td>
<td></td>
<td>15,981</td>
</tr>
<tr>
<td>Marketing RoundTable Professorship – Quasi-Endowment</td>
<td>112,853</td>
<td></td>
<td>112,853</td>
</tr>
<tr>
<td>Alfred Bernhardt Distinguished Research Professorship</td>
<td>263,383</td>
<td></td>
<td>263,383</td>
</tr>
<tr>
<td>Marketing RoundTable Minority Endowed Scholarship</td>
<td>69,823</td>
<td></td>
<td>69,823</td>
</tr>
<tr>
<td>Vachel Pennebaker Eminent Scholar Chair in Direct Marketing</td>
<td>356,334</td>
<td>100,000</td>
<td>456,334</td>
</tr>
<tr>
<td>CBIM RoundTable Professor of Marketing Quasi-Endowment</td>
<td>193,071</td>
<td>~75,000</td>
<td>~268,071</td>
</tr>
<tr>
<td>Katherine S. Bernhardt Research Professorship</td>
<td>126,906</td>
<td>~125,000</td>
<td>~251,906</td>
</tr>
<tr>
<td>Taylor E. Little, Jr., Professorship in Marketing</td>
<td>178,634</td>
<td>~83,000</td>
<td>~261,634</td>
</tr>
<tr>
<td>Bernhardt Department Chair for Marketing</td>
<td>257,073</td>
<td>~250,000</td>
<td>~507,073</td>
</tr>
<tr>
<td>Richard and Susan Lenny Distinguished Chair in Marketing</td>
<td>757,154</td>
<td>~250,000</td>
<td>~1,007,154</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$2,405,082</td>
<td>~$883,000</td>
<td>~$3,288,082</td>
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</tbody>
</table>
### TABLE G-1
**MARKETING**
**STUDENT/FACULTY RATIOS, FY 2004-2006**

<table>
<thead>
<tr>
<th>FY 2004</th>
<th>FY 2005</th>
<th>FY 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>1,207</td>
<td>1,159</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>274</td>
<td>239</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>60.4</td>
<td>64.4</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>13.7</td>
<td>13.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 2004</th>
<th>FY 2005</th>
<th>FY 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td>0.8</td>
<td>0.7</td>
</tr>
</tbody>
</table>