Division of Academic Affairs
Annual Reports 2005-2006

Annual reports for units in the Division of Academic Affairs are to be posted to the Annual Report section of the unit’s strategic planning site on UPIC according to the following schedule:

- Academic departments/divisions: Friday, June 30
- Colleges and other units: Friday, July 14
- Division of Academic Affairs: Friday, July 28

An electronic copy should also be forwarded to the Office of Academic Affairs (academicaffairs@uwf.edu)

**Part I**

Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

To be completed by all units. See attached template for Part I-SP.

Go to Part I-ALC/ALP/AFP, Summary Report on Assessment of Student Learning

Undergraduate Programs: Academic Learning Compacts (ALCs)
Graduate Programs: Academic Learning Plans (ALPs)
General Education: Academic Foundation Plans (AFPs)

To be completed by academic units offering degree programs.

- See attached format OPTION ONE for Undergraduate Programs - MATRIX,
- See attached format OPTION TWO for Undergraduate Programs NARRATIVE.

**Part II**

Part II-A, Major Unit Accomplishments and Changes in Programs and Services

To be completed by all units. See attached template for Part II-A.

Note: If the unit’s Notable Accomplishments report has already been posted to UPIC, Part II-A need not be completed.

Part II-B, Distinguished Individual Accomplishments

To be completed by all units. See attached template for Part II-B.

Note: Information about tenure and promotion and university-level awards and recognitions need not be included given that this information is already on file in the Office of the Provost.

**Part III**

Part III-A, Strategic Planning Goals/Objectives for 2006-2007

To be completed by all units. See attached template for Part III-A.

Part III-B, Strategic Planning Goals/Objectives for 2006-2010

To be completed by all units. See attached template for Part III-B.

Part III-C, New Degree Program Projections

To be completed by academic units offering degree programs. See attached template for Part III-C.
# Annual Report, 2005-2006

**Department/Division:**  
**Marketing and Economics**

**College:**  
**College of Business**

## Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Status of Goal</th>
<th>Comments&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Assessment Information&lt;sup&gt;c&lt;/sup&gt; (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction (Marketing):</strong> Produce Marketing graduates who have the skills, knowledge, and motivation to succeed in business careers and are imbued with the desire and ability to continue learning throughout their lives. Note: This basic Instructional Goal applies to all Marketing Specializations (Comprehensive, Global, Sales Management, Research, and e-Commerce).</td>
<td>x</td>
<td></td>
<td>Assessment of business knowledge took place during both the Fall 2005 and Spring 2006 semesters.</td>
</tr>
<tr>
<td><strong>Instruction (Economics):</strong> Produce Economics graduates who have the skills, knowledge, and motivation to succeed in business and public policy careers and are imbued with the desire and ability to continue learning throughout their lives. Note: This basic Instructional Goal applies to all Economics Specializations (Comprehensive, Global, Research, and e- Commerce).</td>
<td>x</td>
<td></td>
<td>Assessment of business knowledge took place during both the Fall 2005 and Spring 2006 semesters.</td>
</tr>
<tr>
<td><strong>Research:</strong> Faculty of the Department of Marketing and economics will produce research that is (a) of a quality to be approved by peer review; (b) publishable in research outlets as identified by the Department's Standards for Annual Faculty Evaluations in the Department of Marketing and Economics; and (c) devoted to issues that are of an interest not only at a national and international level, but also at a regional level.</td>
<td>x</td>
<td>x</td>
<td>The goal was partially met. As a result of a COB incentive program in place since the Fall of 2005, an increase in productivity is expected for the coming academic year.</td>
</tr>
<tr>
<td><strong>Service:</strong> Faculty of the Department of Marketing and Economics will provide service to the University community and their profession in ways that compliment the Department’s instructional and research mission.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>From unit’s 2005-2006 strategic plan. Add lines as necessary.

<sup>b</sup>For example, planned modification of goal/objective.

<sup>c</sup>Data/information used to determine goal/objective status.
Annual Report, 2005-2006

Department/Division: Marketing and Economics
College: College of Business

Part I-ALC/ALP/AFP, Summary Report on Assessment of Student Learning
Undergraduate Programs: Academic Learning Compacts (ALC)
Graduate Programs: Academic Learning Plans (ALP)
General Education: Academic Foundation Plans (AFP)

To be completed by academic units offering degree programs or general education.

I. Undergraduate Programs: For Each Program

See attached FORMAT OPTION ONE below - MATRIX.
See attached FORMAT OPTION TWO below - NARRATIVE.

II. Graduate Programs: For Each Program

A. Submit an electronic copy of the Academic Learning Plan, including assessment strategy, identifying programs by Title, Degree, and CIP Code.

III. Academic Foundations: General Education Status

A. Describe the two domains that your department has agreed to measure as the contribution to Academic Foundations.
B. Speculate about how the department will begin gathering data on those outcomes in the fall semester.

IV. All Programs: Institutional Support

Based on the department’s experiences in assessment this year,
• What feedback would you give the Center for University Teaching, Learning, and Assessment (CUTLA) about faculty development activities?
• What kinds of assistance would you like from CUTLA with next year’s faculty development needs?
I. Undergraduate Programs - To be completed by academic units offering degree programs.

**FORMAT OPTION ONE: MATRIX FORMAT**

**NOTE:** *Work from this page if you choose FORMAT OPTION ONE.*

*If you use FORMAT OPTION ONE, you do not need to complete FORMAT OPTION TWO below.*

Annual Report, 2005-2006 (Option One)

Department/Division: Marketing and Economics

College: College of Business

Part I-ALC, Summary Report on Assessment, Academic Learning Compacts (ALC)

Program Title*: **Marketing**  Degree*: **BSBA**  CIP Code: ___________

<table>
<thead>
<tr>
<th>ALC Domain*</th>
<th>Student Learning Outcome*</th>
<th>Method of Assessment*</th>
<th>Summary of Assessment Results*</th>
<th>Use of Assessment Results to Improve Program*</th>
<th>Evaluation of Assessment Plan*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Develop facility in the use of terminology and concepts in the major areas of business</td>
<td>ETS Major Fields Test</td>
<td>Overall, students scored in the 80th percentile in the Fall of 2005 and in the 70th percentile in the Spring of 2006.</td>
<td>Instructors in principles courses will coordinate efforts to ensure homogeneous coverage of content in marketing.</td>
<td>No changes planned at this time.</td>
</tr>
</tbody>
</table>

*Prepare separate summary table for each degree program.
*For example, BA, BSBA, MED.
*Select one domain to serve as a specific example to illustrate your assessment efforts for the current year. If you would like, you may describe additional domains.
*From approved ALC.
*From ALC Assessment Plan.
*Summary of data regarding student learning outcome(s) identified above.
*Describe assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

*Describe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year’s assessment efforts. Explain

<table>
<thead>
<tr>
<th>Domain(s) to Be Examined in Assessment Plan in Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content; ethics</td>
</tr>
</tbody>
</table>

**Assessment Questions to Be Addressed in Following Year**

Do students recognize ethical problems and do they select and defend an appropriate course of action?
Annual Report, 2005-2006 (Option One)

Department/Division: **Marketing and Economics**

College: **College of Business**

Part I-ALC, Summary Report on Assessment, Academic Learning Compacts (ALC)

Program Title*: **Economics**  Degree*: **BSBA**  CIP Code: __________

<table>
<thead>
<tr>
<th>ALC Domain*</th>
<th>Student Learning Outcome*</th>
<th>Method of Assessment*</th>
<th>Summary of Assessment Results*</th>
<th>Use of Assessment Results to Improve Program*</th>
<th>Evaluation of Assessment Plan*</th>
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<tr>
<td>Content</td>
<td>Develop facility in the use of terminology and concepts in the major areas of business</td>
<td>ETS Major Fields Test</td>
<td>Overall, students scored in the 80th percentile in the Fall of 2005 and in the 70th percentile in the Spring of 2006.</td>
<td>Instructors in principles courses will coordinate efforts to ensure homogeneous coverage of content in economics.</td>
<td>No changes planned at this time.</td>
</tr>
</tbody>
</table>

*Prepare separate summary table for each degree program.

*For example, BA, BSBA, MEd.

*Select one domain as a specific example to illustrate your assessment efforts for the current year. If you would like, you may describe additional domains.

*From approved ALC.

*From ALC Assessment Plan.

*Summary of data regarding student learning outcome(s) identified above.

*Prepare assessment information from all domains used to make decisions about program changes and improvements, even if you do not describe all domains and all student learning outcomes in earlier blocks.

*Describe changes you will make in your student learning outcomes or assessment plan as the result of what the department learned from this year’s assessment efforts. Explain

**Domain(s) to Be Examined in Assessment Plan in Following Year**

- Content: ethics

**Assessment Questions to Be Addressed in Following Year**

- Do students recognize ethical problems and do they select and defend an appropriate course of action?
II. Graduate Programs - To be completed by academic units offering degree programs.

NA

III. Academic Foundations: General Education Status

Targeted course in general education: *Eco 2013 – Principles of Economics-Macro*

A. Domains to be measured as the contribution to Academic Foundations:
   
   A.1. Domain 1: Critical thinking
       Area within domain: problem solving

   A.2. Domain 2: Communication
       Area within domain: quantitative reasoning

B. Data gathering. Two sections of Eco 2013 will be targeted for assessment. The tool for assessment will concentrate on specific assignments to be designed by the instructors in those sections to assess the competency in some aspects of problem solving and quantitative reasoning. The instructors will also design a rubric to use in the evaluation of the students.
Annual Report, 2005-2006

Department/Division: **Marketing and Economics**
College: **College of Business**

Part II-A, Major Unit Accomplishments and Changes in Programs and Services

This section of the annual report replaces the Notable Accomplishments report that was required in past years.

List major department/division accomplishments and changes in programs and services for 2005-2006. (Add lines as needed.)

1. Two specializations in marketing and one in economics were eliminated for lack of demand: International Tourism and Marketing Research, and e-commerce economics

2. A new certificate was created in the Fall of 2005: Supply Chain Logistics

3. A decision was made to stop offering marketing classes in FWB according to previous commitments. Instead, offerings will be a function of faculty availability. The change will take place after the Spring of 2007.

4.

5.
Annual Report, 2005-2006

Department/Division: Marketing and Economics
College: College of Business

Part II-B, Distinguished Individual (Faculty, Staff, and Student) Accomplishments

List college/departmental distinctions earned by faculty, staff, and students during 2005-2006. (University- and Academic Affairs-level recognitions—such as promotion, tenure, Distinguished Teaching Award—need not be listed. This information is already available in the Provost's Office.)

A. Faculty
Bill Huth, Greg Martin and Ash Morgan were awarded research funding in the amount of $75,000.00 through the Florida Sea Grant program

Scott Keller was recognized as one of the most productive and frequently published logistics researchers in Transportation Journal, 2005.

David Eppright was awarded a one semester sabbatical leave for the Fall 2006 semester

Richard Sjolander was awarded sabbatical leave for the 2006-2007 academic year

B. Staff

C. Students
David Nunn received the 2006 Outstanding Student Award in economics
Jessica Bragon received the 2006 Outstanding Student Award in marketing
Part III-A, Strategic Planning Goals/Objectives for 2006-2007


<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Continuing revision of curricula in marketing and economics</td>
<td></td>
</tr>
<tr>
<td>2. Implementation of assessment in general education course (Eco 2013)</td>
<td></td>
</tr>
<tr>
<td>3. Develop a minor in logistics</td>
<td></td>
</tr>
<tr>
<td><strong>Research:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Increase research productivity</td>
<td>Research output in the form of published work and research working papers</td>
</tr>
<tr>
<td>2. Increase participation in national and regional conferences</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Add lines as needed.  
<sup>b</sup>If applicable.
<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction:</td>
<td></td>
</tr>
<tr>
<td>1. Continue revision of curricula in both marketing and economics with the purpose of incorporating new developments in the disciplines, with the purpose of improving the quality of the programs</td>
<td></td>
</tr>
<tr>
<td>2. Continue with student learning assessment efforts</td>
<td>1. Evaluation of student learning outcomes</td>
</tr>
<tr>
<td></td>
<td>2. Track the success of our students as they enter the labor force</td>
</tr>
</tbody>
</table>

<sup>a</sup>Add lines as needed.

<sup>b</sup>If applicable.
Annual Report, 2005-2006

Department/Division:  Marketing and Economics

College:  College of Business

Part III-C, New Degree Program Projections

List new degree programs and specializations under consideration and planned year of implementation.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Level</th>
<th>New Degree(^b)</th>
<th>New Specialization(^c)</th>
<th>Implementation Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization in logistics</td>
<td>BSBA-Marketing</td>
<td>X</td>
<td>X</td>
<td>Fall 2007</td>
</tr>
</tbody>
</table>

\(^a\)For example, BA, BSBA, MEd.

\(^b\)For degrees not currently offered as stand-alone programs; will require submission of requests to Faculty Senate and Board of Trustees.

\(^c\)For new specializations within an existing degree program; will require submission of request to Faculty Senate but not to Board of Trustees.