COLUMBUS STATE UNIVERSITY
D. ABBOTT TURNER COLLEGE OF BUSINESS

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY

MASTER OF BUSINESS ADMINISTRATION

November 1, 2005

Executive Summary

I Summary Findings of the Program's Overall Quality

- **Program Strengths:**
    - o General – AACSB accreditation; MBA Director's duties disengaged from Associate Dean's position, enabling concentrated focus on the MBA Program, recruitment activities, etc.
    - o Teaching –
        - § Ph. D. and terminal degree coverage: All faculty in the MBA program have either a doctoral degree or the terminal degree in their fields. In addition, all Graduate faculty have been deemed academically qualified by AACSB.
        - § Intellectual contributions by the graduate faculty are commensurate with teaching at the graduate level.
        - § As one indicator of program rigor, DATCOB faculty give significantly fewer A's than do faculty in other CSU graduate programs, as the table below indicates:

Comparison of A's as a Percent of Total Grades: DATCOB and CSU, 2000-2004				
	2000/1	2001/2	2002/3	2003/4
CSU	65	67	66	67
DATCOB	42	39	50	43

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        - § During the past several years, the majority of the teaching, research, and service awards of the college have been given to graduate faculty.
        - § Numerous orientation activities are conducted by the university and college for new faculty to help with the teaching function.
        - § The college offers generous travel allowances for graduate faculty to travel to conferences to present research in their areas of expertise. Attendance at conferences helps to keep faculty current in their fields and to create a publishing record.
        - § The MBA curriculum shows a clear alignment with MBA program outcomes and the college mission.
        - § Over the past several years, the MBA program has undergone intensive and extensive reviews (AACSB, SACS), which have contributed to the continuous improvement of the curriculum.
        - § Graduate students show a high level of satisfaction with many areas of program outcome coverage, especially in developing "skill in dealing effectively with others, both in (1) oral and written communication (Mean 4.56 out of 5), and (2) in a team environment (Mean 4.63).
        - § Assessment is receiving increasing attention at the college, MBA program, and course levels. The college has identified one of the graduate faculty as the coordinator of assessment within the college.
    - o Students –
        - § Increasing GMAT scores provide some evidence that the change requiring higher scores for admission is working. In the *Vision 2010* document circulated at the university's 2004 Strategic Planning Commission's retreat, the college set a target GMAT score of 510 for the year 2010.

	2001/2	2002/3	2003/4	2004/5
Average GMAT Score	498, n=36	501, n=49	509, n=55	509, n=47
Average Graduate GPA	3.35, n=36	3.28, n=49	3.17, n=55	3.22, n=47

§ Growing enrollment: Applications for the MBA program totaled 6 in September 2005 and total 15 for 2006, a 150% increase. The tables below show actual enrollment figures for the MBA program between the years 2001-2005 and the number of degrees awarded between the years 2000-2004. The increases are expected to continue given strong application increases and the likelihood that Ft. Benning will experience a dramatic growth in personnel over the next several years due to base closings in other parts of the United States.

MBA Enrollment 2001-2005				
2001	2002	2003	2004	2005
36	49	55	47	58

MBA Degrees Awarded 2000-2004				
2000	2001	2002	2003	2004
27	13	9	19	25

· **Program Weaknesses:**
  o Teaching –
    § Increasing enrollment will put an additional strain on the college's ability to offer a quality graduate business program unless additional faculty are hired;
    § Although more attention is beginning to be paid to assessment in particular courses, few direct assessment methods are available.
  o Curriculum –
    § Some areas in students' satisfaction with program outcome coverage, especially in developing awareness of (1) international issues (Mean 3.81 out of 5), and (2) multicultural issues (3.81).
    § Few direct methods available for program assessment;
    § Program outcomes need to be reworked to become more assessable
  o Students –
    § Relatively low GMAT scores at entry compared to national averages. In the period covering 2001-2003, the mean score for all takers of the GMAT was 520. Our average of 509, while it nearly reaches the 2010 target set in the college's Vision 2010 document, places us only at the 41st percentile.
    § Relatively few occasions for faculty to interact with students.
    § Lack of effective tracking of students after graduation.

· **Program Improvement**
  o Teaching –
    § Continue to focus on hiring additional graduate faculty.
    § Continue to improve the use of course-embedded assessment.
  o Curriculum –
    § While a few graduate faculty are including direct, "authentic" assessment in their courses, more can be done. An expert who comes highly recommended by AACSB International (Kathryn Martell) has been invited to campus to guide the college in its assessment efforts. The college's assessment coordinator has also

been gathering data involving practices and attitudes about assessment among the DATCOB graduate faculty. He has also made presentations to the faculty about assessment information acquired at conferences and seminars. Interviews with individual faculty will be completed by mid-October. A report of findings will be presented to the college, and an assessment plan will follow.

- § Graduate Program Committee will meet to review coverage in international and multicultural issues.
- § Graduate Program Committee will meet to review and revise MBA program outcomes.

o Students –

- § Graduate faculty can help form professional chapters for MBA students.
- § Off-campus, informal gatherings involving students and faculty would help create stronger connections among them and enhance mentoring relationships.
- § MBA program director with Graduate Program Committee can work with the university's Career Services and/or Alumni Office to develop more effective tracking of the program's graduates.

II Conclusion about the Program's Viability at CSU

The program is **Very Strong**, from the standpoint of quality in its teaching, curriculum, and students. The program has been growing significantly over the last several years in its numbers of applicants, students, and degrees granted. GMAT scores have also been increasing over the last several years.

III. Summary Recommendation and Supporting Rationale
Results of the MBA program review suggest that the program should be Enhanced or Expanded.

I Brief Program Overview

The Abbott Turner College of Business offers one graduate business program, the Master of Business Administration (MBA). This program provides an interdisciplinary curriculum that prepares individuals for a variety of administrative positions in business, industry, and government. The curriculum provides students with a broad understanding of management and its role in a global society. The MBA program director, who reports to the College of Business dean, is responsible for the overall administration of the MBA program and is assisted by members of the Graduate Programs Committee.

The D. Abbott Turner College of Business (DATCOB) at Columbus State University (CSU) was recently accredited by AACSB International, the Association for Advancement of Collegiate Colleges of Business. Only 27% of the business programs in the USA have achieved this mark of distinction.

The MBA program is a 10 course program, with no electives. Each course is offered once per year, at night, and MBA courses are scheduled one per night. This allows students to complete the program in 1 year, if they take a full 12 hour load, or 2 years at 1/2 load.

Demand for the program is rising, as reflected by recent increases in applications and enrollments. Also, the program seems to well serve student needs, as measured by alumni surveys.

II. A. The Quality of Teaching Supporting the Program

Explain how good teaching is assessed and rewarded. Faculty members in the MBA Program are evaluated each year as part of their annual evaluation: teaching is at the top of the evaluation criteria. Teaching forms a major part of faculty raises, teaching awards, and promotion, tenure, and post-tenure decisions.

The assessment of teaching at this point is comprised primarily of student evaluations of faculty and of the portfolios faculty create containing evidence of their assignments, preparation, grading practices, professional development, and other examples of conscientious performance.

Explain how good advising is assessed and rewarded. As part of the annual evaluation, faculty members and the college administration review the importance of advising and go over any issues that may have arisen in the past year with regard to advising. Good advising is rewarded as part of the overall teaching evaluation. Advising training is afforded to faculty primarily through the Student Services Center. Enhanced Student Services Center. DATCOB Student Handbook.

Listed below are university and DATCOB orientation/training opportunities for new faculty conducted in an effort to enhance organizational identification and commitment

and encourage good citizenship behaviors. Several of the items pertain directly to teaching and advising.

Orientation Activities Conducted by Columbus State University Academic Year 2003-2005
Benefits Review
Introduction of: • Presidents' Staff • VPAA's Council
Addresses by: • Educator of the Year • Faculty Service Award Recipient • Research and Scholarship Award Recipient.
Address by Executive Director of Computer Information and Networking Services
Overview of each college, and question and answer session with Academic Deans
Tours of Satellite Campuses and Facilities: • RiverCenter for the Performing Arts • Coca-Cola Space Science Center • Oxbow Meadows Environmental Learning Center • Library Orientation
Overview of Legal Issues in Higher Education by University's Judicial Affairs Officer
Overview of Academic Policies and Procedures
WebCT Orientation and Training
Academic Affairs Orientation: • CSU Strategic Planning Process • Responsibilities and Expectations of Faculty • Promotion and Tenure Process • Professional Development Opportunities and Expectations
Student Affairs Orientation: • University Counseling Services • Academic Support Services • Student Activities and Services

Orientation Activities Conducted by the College of Business, Academic Year 2003-2005
Personal Interviews: • Dean • Department Chairs • Discipline Group • Assigned Mentors

Faculty Expectations:
    • Review of promotion and tenure requirements *(requires signed acknowledgement of receipt)*
    • Review of Professional Development Plan Requirements
    • Individual Meetings to Discuss Professional Development Plans

New Faculty Issues:
    • Faculty Development Funding
    • Effective Use of Resources
    • Classroom Management
    • Faculty/Staff Guidebook Review

New Faculty Training:
    • Student Advising
    • ISIS (Integrated Student Information System)
    • Curriculum Review
    • WebCT
    • Commerce and Technology Center Instructional Technology Training
    • Intellectual Contributions Database

Meetings with Stakeholders:
    • Student Advisory Council
    • Tour of TSYS
    • Planned tours of Synovus and AFLAC

Social Activities:
    • Monthly Birthday Lunches (optional)
    • Fall Picnic for College (including families)
    • Holiday Social Hosted by Dean (w/spouses)

Describe opportunities for interaction that occur between faculty and students outside the classroom.
Faculty have posted office hours, during which students may make appointments, or drop by. In addition, some faculty involve students in research projects. Faculty also interact with selected MBA students at the Business Week Luncheon, and other college events.

Indicate the availability of tutoring. From a university standpoint, tutoring takes place primarily through University College and involves essentially the first two years of a student's coursework. Tutoring by instructors in the MBA program take place primarily in faculty offices during posted or extended office hours.

Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement. The university and the college continue to enhance their offerings to students in these important areas. Career planning and placement has also received attention through the efforts of the university's Career Services Division. There are two positions for Student Assistantships available to MBA students.

Describe methods to be pursued for program improvement. The MBA program faculty will continue to explore ways to increase interaction with students, through student organizations, such as our MBA association, which includes both current students and alumni.

The quality of teaching supporting the program is judged to be very strong.

II. B. The Quality of the Curriculum Supporting the Program

Indicate how the program is relevant to student needs.
Describe how students are challenged to think across disciplines.

The MBA curriculum, by definition, is cross-disciplinary. See Table IIB1 below

Explain how diversity, multiculturalism, and international perspectives are included in the program; indicate how technological skills are incorporated into the program of study. The following table lists courses required of all majors. The degrees of course coverage for several perspectives important to business education are indicated.

Table IIB1 MBA Required Core Courses

Course Number	Course Title	Hours
MBA 6117	Managerial Accounting	3
MBA 6145	Managerial Economics	3
MBA 6188	Professional Communication Skills	3
MBA 6795	Seminar in Organizational Behavior	3
MBA 6157	Managerial Finance	3
MBA 6165	Operations Management	3
MBA 6176	Marketing Management	3
MBA 6126	Strategic Management	3
MBA 6138	Management Information Systems	3
MBA 6127	Legal and Social Environment of Business	3
Total		30

Most of the above courses include sections or chapters on International or multicultural issues. Technology is explicitly the focus of MBA 6138, and is covered in all classes through various methods. For example, WebCT is used in several MBA classes. In addition, students are required to use Powerpoint, or similar technologies to present group/individual projects in many of their classes. Multiculturalism is also enhanced through the diversity of the student body.

Table IIB2: Demographic Characteristics of Entering MBA Students, Fall 1998-2002*

	1998	1999	2000	2001	2002
Female	45.6%	38.0%	45.2%	52.7%	53.1%
Male	54.4%	62.0%	54.8%	47.3%	46.9%
Asian	7.0%	10.0%	7.1%	5.5%	10.2%
Black	15.8%	10.0%	2.4%	2.8%	10.2%
Hispanic	10.5%	2.0%	2.4%	5.5%	6.1%
Multi-Racial	0.0%	0.0%	0.0%	5.5%	6.1%
White	66.7%	78.0%	88.1%	80.7%	67.4%
Average GMAT	495	505	490	490	483
Average Undergrad GPA	2.92	2.91	3.13	3.02	3.14
Business Undergrad Degree	23	14	15	18	31
Non-Business Undergrad Degree	34	36	27	18	18

*Includes both full-time and part-time students

Students not holding undergraduate degrees in business are required to complete the Prerequisite Core courses listed in Table below. These courses must be completed before a student can enroll in the Required Core courses. The MBA program director, with the Graduate Programs Committee, determines the number of Prerequisite Core courses that students with non-business degrees must complete, after a careful assessment of their undergraduate degree program.

Table IIB3 Prerequisite Core Courses Required of Applicants with Non-Business Undergraduate Degrees

Course Number	Course Title	Hours
ACCT 2101	Principles of Accounting I	3
ACCT 2102	Principles of Accounting II	3
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3
BUSA 3115	Statistical Analysis for Business Decisions	3
FINC 3105	Managerial Finance	3
MGMT 3115	Management and Organizational Behavior	3
MKTG 3115	Principles of Marketing	3
Total		24

Technological issues facing business are presented in several courses in the business curriculum. In the University Core business majors take Introduction to Computer Information Systems (CISM 2105) which introduces our students to computers in the workplace. In the College Core, more advanced technology issues are presented in Principles of Information Technology Management (CISM 3115). The importance of technology as a tool for business is reinforced in Management and Organizational Behavior (MGMT 3115), Strategic Management (BUSA 4185) and Principles of Marketing (MKTG 3115), in which students use technology to analyze case data and prepare reports and presentations. Strategic Management uses a spreadsheet-based Management simulation that accounts for 35% of the course grade.

Issues of demographic diversity are also presented in at least three other courses in the University Core and College Core curricula. In Microeconomic Principles (ECON 2106) students look at demographic diversity as it relates to the labor market. Additional topics are included in the Management and Organizational Behavior (MGMT 3115) and Principles of Marketing (MKTG 3115) courses.

The quality of the curriculum supporting the program is judged to be very strong.

II C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rates).

Increasing GMAT scores provide some evidence that the change requiring higher scores for admission is working. In the *Vision 2010* document circulated at the university's 2004 Strategic Planning Commission's retreat, the college set a target GMAT score of 510 for the year 2010. . However, in the period covering 2001-2003, the mean score for all takers of the GMAT was 520. Our average of 509, while it nearly reaches the 2010 target set in the college's Vision 2010 document, places us only at the 41st percentile.

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Retention:

The MBA program director is responsible for advising all MBA students and designated post-baccalaureate students interested in enrolling in the MBA program. The advising process serves to orient new students, review curriculum requirements, and provide opportunities to discuss with advisees a variety of personal and professional interests. Each semester during advising week, the MBA program director meets with MBA students and post-baccalaureate students. In addition to contacts made during advising week, the program director maintains ongoing communications with students by e-mail, voice mail and personal visits.

As part of continuous improvement and to increase efficiencies in maintaining student records, the MBA students' files were relocated in 2002 from the program director's office to the college's Student Services Center. Student retention in the program is monitored by the MBA program director and Graduate Programs Committee. With fewer than 50 students in the program, the director is able to oversee all student degree progress. Students rarely leave the program because of academic reasons. Most withdrawals result from schedule demands and relocations.

Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment.

A survey of MBA students (n=45) was conducted in Fall 2002 as part of a larger university study (n=400) that assessed graduate student satisfaction on a variety of issues at Columbus State University. Key results from the study are presented in the following table:

Table S.1.d-4: Results of Satisfaction Survey of MBA Students, Fall 2002

Survey Item	Response %
Quality of instruction as excellent, very good or good	98%
Content of courses as excellent, very good or good	98%
Satisfaction with access to faculty members as excellent, very good, or good	98%
Would pursue graduate studies again at CSU	85%
Satisfaction with advising as excellent, very good or good	77%

In the same study, MBA students were less satisfied with course availability and scheduling flexibility.

Similar findings were revealed in earlier (2000 and 2002) assessments. In those assessments, students rated the quality of instruction, accessibility to faculty, and small class sizes as positive aspects of the program. They also identified the need for additional flexibility in scheduling.

As part of continuous improvement based upon assessment, these results and other stakeholder inputs will be reviewed by the MBA Program Director, the Graduate Programs Committee, and the Administrative Team. The review will determine what changes, if any, should be presented to the faculty.

Describe methods to be pursued for program improvement.
In addition to continuing the assessment tools mentioned above, we are currently beginning the process of creating course embedded assessment in MBA classes.

The selectivity of students in the program is judged to be satisfactory while the academic achievement and satisfaction of students in the program is judged to be very strong.

II. D. Quality of the Faculty Supporting the Program

•Describe the Adequacy of faculty and Staff to support the program

To be a member of the DATCOB graduate faculty, you must be approved for inclusion by the DATCOB graduate committee and the Graduate council. Currently, there are 11 approved graduate faculty, all of whom have the appropriate terminal degree, and substantial publications.

•Describe the support provided for faculty development
The College of Business provides internal faculty development funds for each faculty member. These funds may be used for research materials and software, academic travel, and publication costs associated with accepted peer-reviewed articles. In addition, the University offers competitive faculty development grants, which may be used for various types of faculty development.

•Show faculty diversity and credentials

All faculty have PhD/DBA or other appropriate terminal degrees from quality institutions, and maintain their qualifications through their academic publications, as highlighted in table IID1.

•Describe how part-time faculty are integrated into the program
Part-time faculty use is nearly non-existent. However, if a part-time faculty member is used for an MBA class, they will hold the appropriate terminal degree, and must be academically qualified.

•Describe methods to be pursued for program improvement.
Assessment is used, at both the course and program level to determine the adequacy of instruction, and to enhance program quality. Student surveys of teaching quality, and alumni surveys are used for this purpose.

Table IID1

Name
Rank
Year of Hire
Primary Teaching

Area
Teaching   Load 2002
Highest   Degree/
School
Year of   Degree
Major/
     Minor, or
     Concentration
     # Ref. Journals
     # Proceedings
     # Presentations
     # Other
     # Total I.C.
     AACSB Category ***
Qualification

The quality of the faculty supporting the program is judged to be very strong.

IIE The quality of facilities and equipment supporting the program

•Describe the condition and adequacy of available space.
In May 2003, the college moved to a new Center for Commerce and Technology that houses the university Computer Information and Networking Services Department (CINS), the Department of Computer Science, and the Abbott Turner College of Business. The management program has sufficient space and resources within this building to fulfil the needs of the program.

The College of Business occupies approximately half the square footage of the Center for Commerce and Technology, with classrooms and offices on the second and third floors. Several different layouts accommodate various modes of classroom presentation. On the second floor are four large classrooms, as well as the department offices, dean's office, and MBA program director's office. Three of the classrooms are 1260-square-foot lecture halls, with seating for 76 students. The fourth classroom, a theater-style, 728-square-foot auditorium with seating for 105, provides the college the ability to host special presentations. All facilities have rear-screen-projection rooms.

On the third floor are six classrooms and 26 faculty offices. Four of the classrooms are large, 672-square-foot (40-seat) classrooms, and the remaining two are 528-square-foot (32-seat) classrooms. The private faculty offices all measure over 100 sq. ft. The classrooms are equipped with state-of-the-art instructional technology, facilitating a variety of teaching styles. All classrooms have marker boards, installed data/video projectors, instructor's stations with computer and VCR, and auxiliary inputs. A master control system allows toggling of power for all devices. Sound systems for voice amplification and program enhancements are installed in the auditorium and lecture halls.

•Describe the condition and adequacy of technology labs, equipment and library resources.

CSU Library Resources

The CSU Simon Schwob Memorial Library is an integral part of the educational programs of the university. Its mission is to support the university's curricular, research, cultural, and community service objectives. The library's collections statistics are as follows:

•Number of bound volumes approaching 400,000,
•Over 1,400 periodical subscriptions,
•Over 400,000 microforms,
•Close to 9,000 audiovisual items.

Since 1995, CSU libraries have had access to GALILEO (Georgia Library Learning Online), a statewide collection of electronic databases that began as a University System of Georgia project and has now expanded to provide access to public, private academic, technical college, and K-12 libraries. GALILEO offers a wealth of resources to Georgia libraries and serves as a model of excellence for other states to emulate. It provides the following:

•Access to over 263 electronic resources, most of which are databases (some full-text, some citations/abstracts).
•Access to 8,741 full-text, business-related journals.
•Remote access from off-campus via a password for currently enrolled CSU students and currently employed faculty and staff.
•Improvement of the Interlibrary Loan program by provision of fax machines, Ariel software (which allows libraries to scan journal articles and email them to each other), payment of shipping charges for all ILL within the University System of Georgia (via UPS 2-day delivery).
•Purchase of Voyager (integrated library system) software for all 34 libraries in the University System, standardizing the operation and appearance of all USG library online catalogs.
•Payment to develop a union catalog to contain all of the records of USG libraries, as well as other libraries in the state (still under development).
•Payment to develop a universal borrowing program to allow unmediated Interlibrary Loan via computer by USG students, faculty and staff. NOTE: While this product is still in development, one aspect of it has been implemented. Students can borrow books in person from other USG libraries by presenting a valid ID card from their institution.

Other resources, services and facilities of the CSU libraries include:

•A selective federal depository collection of approximately 137,000 volumes.
•The CSU Archives, which collects materials related to the history of Columbus State University as well as the history of the City of Columbus and the surrounding area, and contains approximately 1,000 linear feet of manuscripts (including business records for a couple of local textile mills).
•Subscription to JSTOR's Arts and Sciences I Collection, which provides full-text access to backfiles of 119 journals, with coverage going back to volume 1 of each title; of these 119 journals, 22 are related to business.
•An Information Commons, located in the Reference Area, which provides one-stop information shopping for students. In this area, students can do word processing and email as well as information retrieval; library and computer assistance is available.
•The ETC (Educational Technology Center) which contains listening stations (accommodating LP, CD and cassette formats); videocassette and DVD players; networked computers connected to a color printer, a laser printer, a scanner and a CD burner; photocopiers and microform reader-printers.
•Ten full-time and three part-time librarians along with 16 other professional and clerical support staff.

•A library liaison program, which assigns librarians to various colleges and departments around campus. The library liaison works with faculty on the development of relevant library assignments, teaches subject-specific library classes for faculty and consults with faculty on acquisitions.
•An efficient Interlibrary Loan service which can frequently acquire materials for students and faculty in a few days; borrowing within the University System of Georgia is free for students and faculty; students pay for charges for out-of-system loans; faculty charges are covered by the library.
•Access to nearly 50 million bibliographic records in the OCLC database (this access assists with cataloging and ILL activities.
•Open stacks (with the exception of Archives and Reserve Materials) to provide maximum access to materials.
•Over 85,000 square feet of space in the main library and the capacity to seat 700 users.
•Twenty group and 12 faculty study rooms for collaborative learning.

Instructional Technology Services

Instructional Technology Services (ITS) is a unit of the CSU libraries and is located in the basement of the main library. ITS is responsible for providing campus-wide technical support for a variety of instructional modalities ranging from asynchronous courses using WebCT to traditional classroom settings requiring the development of specialized graphics. Other services provided by ITS include:

•Maintenance of computer projection and other AV equipment for campus-wide use
•Circulation of laptop computers and data projectors to faculty to make conference presentations
•Training and instruction in the use of instructional software and AV equipment
•Operation of a Faculty Multimedia Lab, where faculty can receive one-on-one instruction in the development of instructional materials and processes
•Design of electronic classrooms. NOTE: ITS was very involved in the design of classrooms for the new Center for Commerce and Technology, new home of the ATCOB
•Delivery of AV and computer equipment to classrooms across campus (when such equipment is not installed in the classroom)

Specific ITS services used by ATCOB faculty include:

•Assistance with the development of WebCT courses
•Access to portable systems for conferences
•Maintenance of installed classroom equipment
•General graphic development and support
•Satellite downlinks for teleconferences
•Campus broadband for distribution of satellite and cable programs and some campus events
•Library support services for distance learners

•Equipment and AV purchase recommendations

•Describe methods to be pursued for program improvement
The College of Business has a resource management process in place, to ensure continued improvement in the resources available to the program.

The quality of the facilities and equipment is judged to be very strong.

IIF The quality of research and scholarship supporting the program

•Explain how faculty involve students in research.

In the past, faculty have identified promising student papers, cases and so forth, and have encouraged the students to submit these works for presentation or publication. In addition, the Students in Free Enterprise student group annually engages in a student project.

•Describe how faculty research relates to the program mission

Table IIF1: Average Intellectual Contributions of Graduate and Undergraduate Faculty, 1998-2002

	Refereed Journals	Refereed Proceedings	Conference Presentations
Graduate (n=10)	4.2	11.7	3.3
Undergraduate (n=17)	2.1	5.4	2.6

As expected, the college's graduate faculty have a higher participation rate in journal and proceedings publications. The graduate faculty produced an average of 22.6 intellectual contributions, the undergraduate an average of 10.5. Graduate faculty produced an average of 4.2 journals, the undergraduate an average of 2.1. The average proceedings publications of graduate faculty (11.7) more than doubled those of undergraduate faculty (5.4).

The rate of publication, as well as the types of research conducted, and the outlets chosen, are appropriate for the mission of the MBA program. Please see the attached curriculum vitae for specific publications.

•Describe mentoring and professional development activities for faculty.
New faculty are all assigned a more senior member of the faculty to be their mentor, preferably someone in their own area when possible.
The college of business provides each faculty member with funding each year, to engage in professional development activities such as research, conferences and publications. In addition, the University has competitive faculty development grants,

that may be applied for on a quarterly basis, and may cover a portion of the cost of developmental activities.

- List faculty publications, papers given and public lectures

The faculty serving the MBA degree program had a total of 217 publications over a five year period, 39 of which were refereed journal articles. See table IID1 for a detailed breakdown.

Describe methods to be pursued for program improvement

The university, and the college of business support faculty involvement in projects involving the local business community. Section 126 of the Faculty Handbook provides the university's policy concerning outside paid and unpaid faculty activities. The university encourages faculty members to lend their professional expertise through public service to the community, state, and region. The university further recognizes that compensation from external employing organizations is appropriate and mutually beneficial both to the faculty member and to the employer. Outside activities must receive prior approval by the dean as required by the "Request for Approval of Compensation for Professional Services by External Organizations" form located in Appendix IIIn of the Faculty Handbook. Unpaid activities are reported through the annual review process. Advance approval is required only when the activity requires faculty absence from teaching, advising, university service commitments or scholarly activity productivity.

This dimension of the program is judged to be satisfactory.

IIG The Quality of service Supporting the program

·Describe projects completed and outcomes which contribute to the program, department, college, institution community and/or region.

Faculty in the MBA program participate in various projects in the community. These include:

The graduate faculty are very active within the Columbus community and surrounding region. Their numerous accomplishments are highlighted in the attached curriculum vitae.

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IIH Program honors and awards

The D Abbott Turner College of Business recently was awarded initial accreditation by AACSB. Fewer than 15% of all Colleges of Business worldwide have achieved this distinction.

The AACSB website summarizes this achievement as follows:

AACSB International was founded in 1916 and began its accreditation function with the adoption of the first standards in 1919. Additional standards for programs in accountancy were adopted in 1980. AACSB International members approved mission-linked accreditation standards and the peer review process in 1991. In 2003, members approved a revised set of standards that are relevant and applicable to all business programs globally and which support and encourage excellence in management education worldwide.

Accreditation is a process of voluntary, non-governmental review of educational institutions and programs. Institutional accreditation reviews entire colleges and universities. Specialized agencies award accreditation for professional programs and academic units in particular fields of study. As a specialized agency, AACSB

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International grants accreditation for undergraduate and graduate business administration and accounting programs.

AACSB International accreditation represents the highest standard of achievement for business schools, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in management education.

AACSB International accreditation assures stakeholders that business schools:

- Manage resources to achieve a vibrant and relevant mission.

- Advance business and management knowledge through faculty scholarship.

- Provide high-caliber teaching of quality and current curricula.

- Cultivate meaningful interaction between students and a qualified faculty.

- Produce graduates who have achieved specified learning goals.

This dimension of the program is judged to be very strong.

II I. Exceptional Achievements & Honors of the Program's Students, Graduates, and Faculty.

The graduate faculty have been awarded the following: Dr. Tom Loughman was the recipient of the CSU service award, while Dr. Johnny Ho was the recipient of the research award – at the university level, representing the DATCOB. Additionally, DATCOB recognizes faculty achievements and contributions at the college level. This consists of research, teaching, and the service awards, given out every year. In the past seven years, Dr. Johnny Ho, Dr. Pat Hogan and Dr. Robert Fleck received the research award, Dr. Neal Thomson, Mr. John Hoft and Dr. Bill Hamilton received the teaching award, while Dr. Neal Thomson and Dr. Tom Loughman received the service award..

This dimension of the program is judged to be satisfactory.

II J General Success of the Program's Graduates
In 2003, the D. Abbott Turner College solicited business cards from our alumni to display in a "Wall of Fame" in our new building. This produced cards from top managers of most of the companies in our area and many top level managers from Fortune 500 companies and companies listed on the New York stock exchange.

This dimension of the program is judged to be above average.

II K **Stakeholder satisfaction with the program.** A major portion of our recent CSU capital campaign that raised 87 million dollars came from DATCOB alumni. The chairman of the capital campaign was one of our alumni. DATCOB has an advisory board, which consists of an impressive array of participation from the local corporations

– at the CEO level. Although we could benefit from an increase in the volume of their feedback, their visibility provides a boost to the overall program. For example, they recently met with the students at a college forum.
This dimension of the program is judged to be very strong.

II L Program's Responsiveness to Change and Improvement.

The most significant improvement within the last seven years has been a marked improvement in the physical facilities of the school. The new building offers a home to the students, they can gather together at a common, convenient location, and focus on learning. Additionally, the building is equipped with classroom multimedia facilities of the latest type, offering technological pedagogical support to teachers, thus enhancing the student's learning experience. In response to turnover, new faculty have been hired in a timely manner. New positions have been created to cater to the growing popularity of our courses.

The faculty has undergone rigorous program evaluations multiple times in the last seven years, due to the double (and recurring) accreditation requirements of AACSB as well as SACS. This means that faculty have had the opportunity to review and improve the program as well as their individual activities every year.

The MBA program has been the subject of some of the college's strategic repositioning activity. In response to demands from our business stakeholders, the college considered collaborating with the College of Science (COS) to offer management courses for a COS master's degree in information technology. This proposed joint program was attractive because it would further ATCOB's vision of becoming a center of excellence in commerce and technology education. While the demand appeared to be sufficient, the administration of the college recognized that it could not participate in the new degree and at the same time continue the MBA.

The college explored the possibility of replacing the MBA with the joint master's degree in information technology. Further needs assessment indicated that while the new degree was desired, it was not acceptable to our stakeholders as a replacement for the MBA program. Recognizing our resource constraints and being mindful of our primary undergraduate emphasis, the decision was made to forego participation with the College of Science on the proposed degree and to continue the MBA program as a service to our stakeholders. During this period, the MBA curriculum was modified to require only ten courses, without electives.

As part of its assessment responsibilities, after the Graduate Programs Committee reviewed the GMAT test scores and other admission criteria of MBA students admitted from Fall 2000-Spring 2002, it offered the following recommendations:

●Allow potential applicants the choice of providing at least two, but no more than three, letters of recommendation from professional sources such as current or former employers, faculty, and business associates;

- Develop a standardized recommendation form
- Require a GMAT (Graduate Management Admission Test) score of at least 450 to be considered for regular admission (only scores from the GMAT taken within the past five years are accepted);
- Reduce the maximum number of graduate transfer credit hours from nine to six.

These changes, reviewed and approved by other college committees, the department chairs, and the dean, took effect in Fall 2003.

During Fall term, 2005 due to changes in the undergraduate curriculum a changfe was made in the MBA prerequisites. The BUSA 3111 requirement was changed to BUSA 3111, 3115 or equivalent. Also MGMT 3125 was dropped as a prerequisite.

In addition, MBA 6126 has had it's name changed from Strategic Management, to Business Strategy, to better reflect the cross disciplinary nature of the course material.

This dimension of the program is judged to be very strong.

An alumni database could improve the feedback of our graduates, especially in receiving information on the skills that they feel are needed by a DATCOB graduate upon entering the job market. Their feedback would make us more aware of and thus more responsive to employee requirements.

III Summary Findings of the Program's Overall Productivity

Enrollment in the MBA program is growing, after a downward dip several years ago. Currently, many sections of MBA classes hit their enrollment caps. Applications for spring semester 2006 are currently at 14, which 280% of the level that they were at this same time last year. The number of degrees awarded is on an upward trend.

GMAT Scores have been rising, from 498 in 2001, to 509 in 2003 and 2004. This is well on the way to meeting the strategic target goal of 510 by 2010.

Business growth in Georgia is well documented and the need for management talent is significant. Our graduates are attractive to employers because so many of them work and have had a chance to immediately apply what they have learned.

Enrollment and the number of MBA degrees awarded is expected to continue increasing, along with the overall growth of the university.

IIIA Enrollment of Students in the Program
Enrollment in the MBA program has shown a general upward trend. There has been a similar increase in overall applications.

MBA Enrollment 2001-2005				
2001	2002	2003	2004	2005
36	49	55	47	58

Describe methods to be pursued for program improvement.
The admissions requirements for enrollment in the MBA program were recently revised, to require a minimum 450 GMAT score. This is an increase of 20 points over the old requirement. The expected outcome will be to increase the quality of the incoming students.

Enrollment of students in the program is judged to be very strong.

III B **Annual Degree Productivity of the Program**

There has been a recent trend of increases in graduates from the MBA program. This follows a dip in graduates during 2001-2002, which was due to decisions in the late 1990's by the prior Dean, to de-emphasize the MBA program. This decision has since been reversed.

Degrees Awarded 2000-2004			
	2002	2003	2004
	9	19	25

This dimension of the program is judged to be above average.

III C **Program Completion Efficiency and Graduation Rate**

Many of the students in the MBA program are working professionals, and participate in the program part-time. This makes assessing retention rates much more difficult. However, as MBA students have a window of 7 years, from first enrollment to complete their degree, very few students fail to complete it within that time frame.

This dimension of the program is judged to be satisfactory.

III D Efficiency and Clarity of the program's Course Requirements.

Course requirements are listed in the catalog, and on the CSU MBA website. In addition, degree progress sheets are available from the DATCOB offices. Finally, a degree evaluation report can be generated using the Web-based registration system. The Classes required are listed in section two of this report, in tables IIB1 and IIB3.

This dimension of the program is judged to be above average.

III E Frequency and Sequencing of Course Offerings Required for Program Completion.

The MBA program is a 10 course program, with no electives. Each course is offered once per year, at night, and MBA courses are scheduled one per night. This allows students to complete the program in 1 year, if they take a full 12 hour load, or 2 years at 1/2 load.

This dimension of the program is judged to be satisfactory

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III F Enrollment in the Program's Required Courses

All of the MBA courses are required. As such classes usually are close to, or hit their cap. In fact, in Fall 2005, MBA6117 exceeded it's initial cap of 30, by three students.

This dimension of the program is judged to be very strong.

III G Diversity of the Program's Major's and Graduates.

Table IIIG1: Demographic Characteristics of Entering MBA Students, Fall 1998-2002*

	1998	1999	2000	2001	2002
Female	45.6%	38.0%	45.2%	52.7%	53.1%
Male	54.4%	62.0%	54.8%	47.3%	46.9%
Asian	7.0%	10.0%	7.1%	5.5%	10.2%
Black	15.8%	10.0%	2.4%	2.8%	10.2%
Hispanic	10.5%	2.0%	2.4%	5.5%	6.1%
Multi-Racial	0.0%	0.0%	0.0%	5.5%	6.1%
White	66.7%	78.0%	88.1%	80.7%	67.4%
Average GMAT	495	505	490	490	483
Average Undergrad GPA	2.92	2.91	3.13	3.02	3.14
Business Undergrad Degree	23	14	15	18	31
Non-Business Undergrad Degree	34	36	27	18	18

Measure	2001/2002	2002/2003	2003/2004	2004/2005
Graduate Degrees Completed				
International Students	2	1	7	0
Asian	0	1	1	1
Black	0	1	1	2
Hispanic	0	1	2	1
American Indian	0	0	0	0
Multi-Racial	0	1	1	0
White	7	14	13	18
Total	9	19	25	22

This dimension of the program is judged to be above average.

III H Cost effectiveness of Instructional Delivery in the Program's Home Department.

The MBA is multidisciplinary by design. That makes it difficult to assess the cost effectiveness to the "home department". However, since the classes typically fill up, and graduate tuition is higher than undergraduate tuition, the cost of delivery is no higher than the undergraduate courses.

This dimension of the program is judged to be above average.

III I Program's Responsiveness to State Needs and Employer Demand for Program.

Local support for the MBA program is high among business and community leaders and groups. As noted above, the MBA program was revamped recently, to better serve the needs of our students, and the businesses they work for.

MBA graduates have increased in the past few years, due to an increased demand for the degree.

Measure	2001/2002	2002/2003	2003/2004	2004/2005
Number of Degrees Conferred - Fiscal Year				
MBA Business Administration	9	19	25	22

This dimension of the program is judged to be above average.

III J Position of the Program's Annual Degree Productivity among Comparable USG Programs

According to the University System of Georgia, 5 of our peer institutions offer MBAs. Of those, in 2004 CSU was tied with Albany State University, as being one of the smaller programs. However, it should be noted that Kennesaw State, West Georgia, Georgia Southwestern and Georgia College and State University all participate in the Georgia WebMBA program, which is offered jointly, yet the graduates are counted as graduates of one of their institutions.

Additionally, in looking at degree productivity, It should be noted that ours is limited more by resources (the ability to offer only one section per year) more than it is by demand.

Table III J 1 Number of graduates 2004.

Kennesaw State University	288 graduates
Augusta State University	48
GA College and State University	43
University of West GA.	42
GA Southwestern University	29
Columbus State University	25
Albany State University	25

This dimension of the program is judged to be satisfactory.

III K This Program's Contribution to Achieving CSU's Mission

List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission. The MBA program contributes greatly to the "economic…growth in Georgia and beyond" portion of the CSU mission statement by providing the advanced degrees necessary for career advancement for many experienced professionals in local companies. These companies, in turn, have "invested" in the growth of our program through their generous contributions to our capital campaign.   Many of our graduates are in top management positions of local, national, and international companies.

This dimension of the program is judged to be above average.

IV Conclusions about the Program's Viability at CSU

The MBA program is a viable, and in fact, strong program at CSU. The program is growing, the quality of student is rising, and the graduate faculty remains strong.

V Program Improvement Plan

Applications for the MBA program are expected to continue to grow. This coupled with the increase in admissions standards, are expected to continue to increase the selectivity of the program. While growth is also possible, additional resources, primarily faculty, will be needed, to increase from the current one section per course, per year delivery, to a two section per year level.

VI Summary Recommendations

The program is above average, from the standpoint of quality in its teaching, curriculum, and students. The program has been growing significantly over the last several years in its numbers of applicants, students, and degrees awarded. GMAT scores for MBA students also been increasing over the last several years. The program should be Enhanced and/or Expanded.