

# CPR Report Submitted!

**Thank you for submitting a Comprehensive Program Review Report.** Below is the information you sent on July 31, 2006. *Please note* this is a *temporary* web page and *cannot* be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

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- 5                   **Institution:** Columbus State University
- 6    **Review Status:** Non-triggered Review
- 7    **Degree level:** Masters
- 8    **Degree acronym:** MBA
- 9    **Degree/Major:** MBA of Business Administration
- 10                  **CIP Code:** 52010101
- 11                  **College,**  
11                  **School/Division:** D Abbott Turner College of Business
- 12                  **Department:**
- 13                  **CPR Plan**  
13                  **followed:** Yes
- 14 **Future institutional**  
14 **plans for program:** Expand and enhance
- 15 **Supplemental file:** MBA Exec Sum.doc
- 16                  **File Type:** MS Word
- 17                  **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

**Executive Summary**  
**MASTER OF BUSINESS ADMINISTRATION**

**I Summary Findings of the Program's Overall Quality**

**1. Program Strengths:**

- a. General – AACSB accreditation; MBA Director’s duties disengaged from Associate Dean’s position, enabling concentrated focus on the MBA Program, recruitment activities, etc.
- b. Teaching –
  - i. 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.
  - ii. Intellectual contributions by the graduate faculty are commensurate with teaching at the graduate level.
  - iii. 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

- iv. During the past several years, the majority of the teaching, research, and service awards of the college have been given to graduate faculty.
- v. Numerous orientation activities are conducted by the university and college for new faculty to help with the teaching function.
- vi. 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.
- vii. The MBA curriculum shows a clear alignment with MBA program outcomes and the college mission.
- viii. 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.
- ix. 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).
- x. 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.
- c. Students –
  - i. 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

ii. 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

## 2. Program Weaknesses:

- a. Teaching –
  - i. Increasing enrollment will put an additional strain on the college’s ability to offer a quality graduate business program unless additional faculty are hired;
  - ii. Although more attention is beginning to be paid to assessment in particular courses, few direct assessment methods are available.
- b. Curriculum –
  - i. 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).
  - ii. Few direct methods available for program assessment;
  - iii. Program outcomes need to be reworked to become more assessable
- c. Students –
  - i. 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 41<sup>st</sup> percentile.
  - ii. Relatively few occasions for faculty to interact with students.
  - iii. Lack of effective tracking of students after graduation.

## 3. Program Improvement

- a. Teaching –
  - i. Continue to focus on hiring additional graduate faculty.
  - ii. Continue to improve the use of course-embedded assessment.
- b. Curriculum –
  - i. 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.

- ii. Graduate Program Committee will meet to review coverage in international and multicultural issues.
  - iii. Graduate Program Committee will meet to review and revise MBA program outcomes.
- c. Students –
- i. Graduate faculty can help form professional chapters for MBA students.
  - ii. Off-campus, informal gatherings involving students and faculty would help create stronger connections among them and enhance mentoring relationships.
  - iii. 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.