

Comprehensive Program Review Self Study

Executive Summary for the WebMBA

Major Findings of the Program's quality and Productivity

- The Turner College of Business began participating in the WebMBA in 2009.
- The program's quality is exceptional as the College of Business is accredited by AACSB.
- The WebMBA faculty is intellectually active as demonstrated by the continuous production of research.
- The students and faculty in the WebMBA support the university and the local community.

List of Recommendations for Improving Program Quality

- Provide faculty development funds to expand research efforts.

List of Recommendations for Improving Program Productivity

- Explore mechanism to increase recruitment, retention, progression, and graduation in the program.

Conclusions about the Program's Viability at CSU

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the WebMBA degree be expanded. This recommendation is made based on the quality of the graduate faculty, the program's productivity, and on the strong potential for continued growth in demand for the program's graduates.

Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Faculty:
- Teaching: funds for teaching conferences for all graduate faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance student organizations.
- Curriculum: Develop and implement a concentration in Accounting.
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Faculty: Spring 2014
- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. Technology needs and funds for faculty/student development will require state funds.

Summary Recommendation and Supporting Rationale

Though the WebMBA program and the College have earned the highest level of accreditation afforded colleges of business, there is always room for improvement. As such, there is a need to focus efforts RPG.

MBA Program Detailed Self-Study

Section 1. Program Background and Overview

I. Brief Program Overview

Description of Program

The Turner College of Business offers an online Master of Business Administration (MBA) degree through the Georgia WebMBA®, a consortium of AACSB-accredited schools. The online program delivers an internationally accredited, accelerated MBA degree with the same quality and service offered on campus.

It is a general-purpose management degree that prepares individuals for administrative positions in business, industry, or government. Emphasis is placed upon global business, human behavior, organizations, accounting, operations, marketing, finance, management information systems, and their impact on managerial decision making. The program focuses on the practical application of these tools, techniques, and concepts.

Program Mission and Its Relation to CSU Mission

The WebMBA program, while not having its own mission statement, supports the mission of the College of Business and CSU. The mission for all business programs is “The Turner College prepares business students to add value to their communities and to their employers in a globally competitive environment.” Annually the college’s Strategic Planning Committee Reviews the mission and it’s alignment with the University’s Mission and Goals.

Stakeholder’s Satisfaction with the Program

The college gathers input from numerous sources to insure stakeholder satisfaction. The Business Advisory Council, Student Advisory Council and other student groups, and local professional associations provide on-going feedback on the quality of our program and its graduates. To date, the WebMBA program is seen as a providing a strong program.

Relationship of Program to Needs of Students and Societal Demands

The WebMBA program is designed to prepare students for improving their skills to attain jobs in higher management. Emphasis is placed upon global business, human behavior, organizations, accounting, operations, marketing, finance, management information systems, and their impacts on managerial decision making. The program focuses on the practical application of these tools, techniques, and concepts. Teamwork, the international context of business, and the ethical dimensions of managerial decisions are stressed throughout the program. The WebMBA focuses on applying knowledge and skills in real business settings through team-based learning. Students working full-time find that team and cohort-based courses help them learn from each other while providing a support network

Section 2. Indicators of Program Quality

IIA. Quality of Faculty

Faculty Credentials

Over the 2008-2013 period, 7 faculty members have taught in the WebMBA program, all of them while employed as full-time faculty members in the Turner College of Business. All of them held Ph.D. or D.B.A.s in the appropriate field of instruction. Table 1 indicates the entire faculty qualifications using the college's AACSB approved standards.

Summary of Faculty Qualifications
Date Range: January 1, 2008 - December 31, 2013

Name	Highest Earned Degree & Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Intell. Contrib.	Other Prof. Activities
Rita Jones	Ph.D., 1994	8/1/2003	100.0	YES		22	Editor/Review: 3 Other: 5
Carol Bishop	D.B.A., 2013	8/1/2012	100.0	YES		4	Editor/Review: 4
Jong Ha	Ph.D., 1989	8/1/2007	100.0	YES		14	Editor/Review: 1
Johnny Ho	Ph.D., 1991	1/1/2006	100.0	YES		35	Editor/Review: 1
Kirk Heriot	Ph.D., 1996	8/1/2006	100.0	YES		22	Editor/Review: 9 Other: 3
Robin Snipes	Ph.D., 1996	9/1/1995	100.0	YES		11	
Sungwoo Jung	Ph. D., 2002	8/1/2005	100.0	YES		11	Editor/Review: 4 Other: 2

Use of Part-Time Faculty

We do not employ part-time faculty to teach any of the WebMBA courses.

Diversity of Faculty

Among the full-time faculty, 43% are female.

Opportunities 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.

Program Improvement Plans

The WebMBA program undergoes an annual assessment of its quality. Assessment is done at both the course and program level to determine the adequacy of instruction, and to enhance program quality. Student surveys of teaching quality and standardized assessment testing are used for this purpose.

IIB. Quality of Teaching

Indicators of Good Teaching

Faculty members of the WebMBA program are evaluated on teaching each year as part of their annual evaluation. In fact, teaching is at the top of the evaluation criteria in these reviews. Teaching forms a major part of faculty raises, teaching awards, and promotion, tenure, and post-tenure decisions.

The assessment of teaching is comprised primarily of student evaluations of faculty and of the portfolios faculty create containing evidence of their assignments, preparation, grading practices, participation in the college's assessment program (of both the overall program and the individual majors), professional development, and other examples of conscientious performance.

Indicators of Good Advising

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. The Student Services Center's *DATCOB Student Handbook* is the primary resource for advising information.

Departmental Reward System

The typical reward system would involve merit increases. However, the lack of state-level funding for raises has made such a practice impossible over the last four years. The college has several awards for teaching, research and service which faculty from the department have been nominated.

Program Improvement Plans

Continuous efforts are made to improve teaching. The WebMBA Faculty have been and will continue to be encouraged to make use of campus and AACSB resources to improve their teaching. Funds will be made available to allow faculty to attend teaching conferences.

IIC. Quality of Research and Scholarship

Opportunity for Student Research Projects

WebMBA students do research projects in several of their courses. Because of the nature of the program, there are little opportunities for students to participate in research conferences and other student research projects.

Faculty Publications, Presentations and Grants

Summary of Intellectual Contributions
Date Range: January 1, 2008 - December 31, 2013

Faculty	Peer Reviewed Journals	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Rita Jones	15	0	4	2	0	1	5	12	5
Carol Bishop	3	0	1	0	0	0	0	4	0
Jong Ha	10	1	3	0	0	0	0	1	13
Johnny Ho	18	13	2	0	0	2	1	13	21
Kirk Heriot	14	5	3	0	0	2	5	15	5
Robin Snipes	4	6	0	0	1	2	8	5	0
Sungwoo Jung	4	2	4	0	0	1	4	4	3

Program Improvement Plans

To encourage both faculty and student research efforts faculty development funds are being made available to provide research support, travel funds to professional conferences and payment of publication fees.

The volume of faculty research is sufficient to support the continuing accreditation by AACSB. However, having met this threshold a new attention to the quality research is being undertaken.

IID. Quality of Service

Activities to Enhance Program, Institution or Community

The involvement of students and faculty in student groups provides a multitude of opportunities for program enhancements. Besides the interaction of faculty and students outside of the classroom, these organizations regularly bring in speakers from the profession allowing students “real world” information. Such involvement by the community also creates a sense of involvement by these professional. The variety of organizations is also important. Recently, the graduate students in the Turner College of Business formed the Graduate Business and Computing Society, the first graduate student organization in Columbus State University.

Program Improvement Plans

The WebMBA faculty are committed to the continued growth of both size and diversity of the service opportunities for the program. College level funds are available to support the development of the student organizations and provide travel funds to conferences.

IIE. Quality of Faculty and Student Achievements

Faculty Honors

Carol Bishop finished in the top 15 (in the U.S.) in the AICPA Case Competition.

Student Honors

Graduate Achievements

Graduates are finding new jobs or advancing in their existing positions after completing the program.

IIF. Quality of Curriculum

Relationship Between Program's Curriculum and Its Outcomes

The student learning outcomes of the WebMBA program are:

1. Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools to create value.
2. Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities.
3. Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management.
4. Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis.
5. Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions.
6. Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions.

Incorporation of Technology

The students in the WebMBA program use significant technology to improve their class performance. As a result the curriculum exposes students to the most recent technology (software) in the field.

Utilization of Multidisciplinary Approaches

The nature of the WebMBA program requires students to experience multidisciplinary approaches to the curriculum. As a vital part of all business decision making, topics in accounting, finance, economics, and business management are presented throughout the curriculum.

Utilization of Multicultural Perspectives

Students in the WebMBA program are exposed to several topics that command multicultural perspectives. In particular, the course International Business addresses issues that business confront in several multinational scenarios.

Program Improvement Plans

Program improvements are decided by the WebMBA consortium. Current improvement plans involve a review of the program objectives and course components.

IIG. Quality of Facilities and Equipment

Availability of Classroom and Laboratory 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 TSYS School of Computer Science, and the D. Abbott Turner College of Business. The MBA program has sufficient space and resources within this building to fulfill the needs of the existing 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. Two of the 3rd floor classrooms have been officially designated for graduate instruction.

The WebMBA is delivered 100% online, so no classroom requirements are needed.

Availability of Equipment

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. One of the graduate designated classrooms in the 3rd floor has computers for the students.

Program Improvement Plans

None needed.

Section 3 Indicators of Program Productivity

IIIA. Enrollment in Program for Past 5 years

WebMBA Enrollment 2008-2012					
	Fall 2010	Fall 2011	Fall 2012	Fall 2010 – Fall 2011 % change	Fall 2010 – Fall 2011 % change
MBA	11	27	22	145.45%	-18.52%

IIIB. Degrees Awarded Over Past 5 Years

WebMBA Degrees Awarded 2008-2012						
	2007-08	2008-09	2009-10	2010-11	2011-12	5-Year Avg
MBA	-	-	-	-	13	13

IIIC. Comparison with CSU & University System of Georgia Programs

Traditional MBA programs are generally standardized throughout the USG. AACSB standards insure that degree programs are very similar.

IIID. Retention Rates

The retention rate for the WebMBA in 2010-11 was 81.5% and in 2011-12 was 77.8%.

IIIE. Student Learning Indicators

See Attached WebMBA Assessment of Learning report.

IIIF. Graduation Rate of Program

	Fall 2010 Cohort			Spring 2011 Cohort		
	Number Starting In Fall 2010	Number	Rate	Number	Rate	
WebMBA	6	6	100%	7	7	100%
Total Masters in CSU	309	190	61.50%	309	190	61.50%

Note: *The cohorts above are degree-seeking graduate students who entered a CSU graduate program.

IIIG. Cost Effectiveness of Instructional Delivery

No data available

Section 4 Program Viability

IVA. Summary of Program's Viability

Recommendations

Given the quality of the program, and the strong potential for continued growth in student enrollment in the program, it is recommended that the WebMBA degree be expanded. This recommendation is made based on the quality of the WebMBA program's curriculum and faculty, the program's productivity, and on the strong potential for continued growth in demand for the program's graduates. Expanding the course offerings at the graduate and undergraduate level will help to confront a growing competitive marketplace.

Timeline for Program Changes

None at the moment

IVB. Summary of Program Improvement Plan

Initiatives to Be Implemented

Program Quality:

- Faculty: 2 doctorally qualified faculty in Accounting will be hired. They can be used to teach the Managerial Accounting course in the WebMBA consortium.
- Teaching: funds for teaching conferences for all faculty.
- Research/Scholarship: Increased funding to support research effort of faculty and students.
- Service: Continue to develop and advance the Graduate Business and Computing Society, the first graduate student organization in Columbus State University.
- Curriculum:
- Facility/Equipment: Expand CCT and enhance classroom technology.

Implementation Timeline

Program Quality:

- Faculty: Spring 2014
- Teaching: Ongoing annual process
- Research/Scholarship: AY 2014-15
- Service: AY 2014-15
- Curriculum: AY2014-15
- Facility/Equipment: Expand CCT and enhance classroom technology: AY 2016-17

Resource Needs or Reallocation Recommendations

An obvious need is additional state funding. "Faculty lines" are already in the budget for the new faculty. However, technology needs and funds for faculty/student development will require state funds.

The success of the capital funds campaign will determine our success in expanding CCT.