



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

**Proposal to Deliver the BBA and the MBA
Degree Programs at Off-Campus Site
Fairburn Educational Complex
Fairburn, Georgia**

If an institution seeks to offer a program externally, the form below must be used for submission of a program offered outside of the home campus including external face-to-face, online, videotape and DVD, or a combination of technologies thereof.

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the breadth and depth of information sought in order to judge the merits of the proposal.

Date of Submission: 3/13/09

Institution: Georgia State University

College/School/Division: J. Mack Robinson College of Business

Department: Dean's Office

Degree (please indicate whether this is a stand-alone degree): BBA for transfer students and the MBA degree

Major: BBA major would be determined by demand of constituents

CIP Code: _____

Proposed Start Date: Fall of 2010

Proposed End Date (for example if this is only for a specific cohort for a limited period of time:
Not applicable

The President shall forward to the University System Chief Academic Officer & Executive Vice Chancellor and the Office of Academic Programs, information that addresses the following issues:

"Creating A More Educated Georgia"

www.usg.edu

1. Description of the Delivery System

What is the primary delivery mode for this program (e.g., internet, videotape, satellite, GSAMS, telecourse, remote site location, etc.)? Will instruction be delivered in a synchronous or asynchronous format? What type of interaction is involved (e.g., point-to-point, two-way video with two-way audio, etc.)? Will the program have variable locations or be offered at a specific site other than the campus?

The Robinson College BBA and MBA Program's delivery is principally face-to-face with liberal use of electronic communication and access to learning resources. The programs will be offered in a new 18,400 square-foot classroom building on the campus at the Fairburn Educational Complex. All classrooms are state-of-the-art and have internet connectivity. The whole facility has wireless capability. This is the only site that will be used for delivery of the programs described in this particular document.

2. Assessment of Societal Need and Demand for Distance Education Delivery

Based on quantitative and qualitative evidence, describe the institution's assessment of societal need and demand for this type of delivery method. Please describe the geographical area to be served through delivery of this program (e.g., another city in Georgia, contiguous states, or other areas).

In 2008, the city of Fairburn developed the Fairburn Educational Complex with Georgia Military College (GMC) as the anchor tenant. There is demand for these degrees in the area of the Fairburn campus and we expect that many of the GMC students will want to complete their undergraduate degrees in business.

In addition there is currently no MBA degree being offered to working professional in that geographical area.

This is not a distance education program. Curriculum delivery will be face-to-face as it is on the main campus.

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings--Describe how distance education is consistent with the institution's mission and programmatic role with respect to academic programming. Describe how the program does not duplicate existing offerings in the University System or if it is duplicative, explain why the program is warranted. What is the program's niche?

These are the same BBA and MBA programs offered at Georgia State University's main campus. We are bringing our programs to where the demand is increasing.

b. Faculty Inventory with Delivery Expertise – Describe the programs available to ensure appropriate training for faculty who teach distance technology delivered programs. Please provide an inventory of available faculty with the expertise to deliver instruction in an alternative format.

Both the BBA and MBA courses will be staffed by the same faculty who teach at the GSU main campus. The courses will be offered face-to-face as they are on the main campus so there is no additional training necessary.

c. Facilities – Describe any modifications required for existing facilities to establish and maintain the alternative delivery of the program.

There is no modification necessary. This is an outstanding, state-of-the-art educational complex.

d. Instructional Support -- What plans are available to ensure remote student and faculty access to information and resources necessary to support the teaching and learning process? What is the institution's assessment of the need for back-ups, encryption, passwords, firewalls and other electronic security measures? How will the campus validate student authentication for the electronic submission of assignments? What are the provisions for real-time and delayed interaction between and among faculty and students? What provisions are in place to support the use of technology and instructional materials after hours (campus-based or contract)? Describe the library resource options available to students to enhance the learning process. What equipment, software and electronic communication access is required to support appropriate interactions among students, faculty and institutional administration in this program?

This is not a distance education program. See discussion below in regards to applicability to the face-to-face delivery.

e. Student Services – Please describe how the program ensures that appropriate learning and resources are available for students to fully participate in the learning experience. Describe any special arrangements that will be used to meet the unique needs of distance learners.

This is not a distance education program.

Online resources and services, including online reference assistance, tutorials and research guides, are available to provide students with library support at external sites. Access to reference assistance from a librarian is available by way of chat software, instant messaging, email, and telephone. Chat services are staffed 29 hours per week, and instant messaging, 48 hours per week.

Both GALILEO and Georgia State's licensed databases are available for off-campus access. Off-campus access to GALILEO is available via password to currently enrolled students, faculty, and staff. GSU databases are accessed through a proxy service that authenticates GSU users to use the library's licenses online resources from anywhere.

The library also offers and continues to develop online research guides and online tutorials for subject disciplines and specific course work. A business liaison librarian will go to this off-campus site to assist with the use of library resources.

Students at off-campus locations have access to learning support and tutoring via several online tools, (the Online WAC and the online support center for uLearn (technical questions only)). Students also have access to e-Training, one-on-one training sessions, workshops, tutorials, and online documentation.

Advisement for the BBA program is provided by the Main Campus Undergraduate Program Advising Office and advisors from that office will be available one day per week at the GPC-Newton campus. Advisement for the MBA program is provided by the Professional MBA program director and faculty. Additionally, advisors from the Robinson Graduate Student Services group will provide periodic on-site advisement. Students at off-campus locations will also have access to advisors via phone, email vClass (VOIP using Elluminate), and appointments can be arranged in person.

Fairburn complex personnel will offer classroom and other administrative services. Both the BBA and MBA courses will be staffed by the same faculty who teach at the GSU main campus.

For accommodations, the Office of Disability Services adheres to its policies and procedures outlined at www.gsu.edu/disability. These accommodations are determined on an individual basis. The students can make contact with the office via phone, email and fax.

For Career Guidance, students have access to a wide range of career planning and job search services through the online career services system either at www.gsu.edu/career or robinson.gsu.edu/career/index.html. Enrolled students are incorporated into the existing RCB Career Management database and receive email notifications regarding career development services and activities. Career assessments; local, regional and nation job listings, including internships and career opportunities; and career and job search information are readily available.

Georgia State University bookstore offers online ordering 7 days a week, 24 hours a day with shipping to any location.

Testing in all courses will be administered in traditional in-class means, as done on the GSU main campus.

Technical support is provided by an on-site student worker who is trained in the technology in the room and is present when classes are in session.

f. Cooperative Links with the Community – What economic development purpose does the program satisfy? Please describe any cooperative links that the program has with the community.

In 2008, the city of Fairburn developed the Fairburn Educational Complex with Georgia Military College (GMC) as the anchor tenant. There is demand for these degrees in the area of the Fairburn campus and we expect that many of the GMC students will want to complete their undergraduate degrees in business.

In addition there is currently no MBA degree being offered to working professional in that geographical area.

g. Accreditation and Legal Issues – It is assumed that institutions offering programs in an alternative delivery format are responsible for satisfying all approval, licensing, institutional, and specialized accreditation requirements. Please explain what measures will be taken to satisfy SACS substantive change requirements and, if required, other accreditation requirements.

Since the delivery format is face-to-face as it is at the main campus, there are no special, legal, licensing, instructional or specialized accreditation requirements. SACS will be notified of the change and based on their assessment they may require further documentation which will be supplied.

4. Recruitment and Admission of Students -- What are the prerequisite technology competencies, skills and equipment requirements? What are the residency requirements associated with this program, if any? Please describe your affirmative action impact analysis with the alternative delivery of this program? Please describe the institutional guidelines for in-state versus out-of-state students.

This is not a distance education program. Both the BBA and the MBA will be offered in the same way they are offered on the main campus and admission criteria will be the same as will residency requirements.

5. Curriculum -- What are the academic standards for this program? Please explain how the program provides the appropriate rigor and breadth for the degree awarded. Are all of the courses in the program appropriate for distance delivery? Is a laboratory experience part of the curriculum? Are lab kits or videotaped experiments required? Please describe available alternatives. What is the time to degree length for the program?

This is not a distance education program. The academic standards and curriculum are exactly what they are on the main campus with the appropriate degree of rigor and breadth. Laboratory experience is not a part of the curriculum. Faculty teaching on the main campus will deliver face-to-face instruction at the GPC-Newton site.

While students may take up to 10 years to complete their BBA, we expect that the time to degree at this site will be the traditional 4 years.

Time to the degree for the MBA, professional format is 2 years.

6. Consistency with Principles of Good Practice -- Demonstrate how the institution incorporates the Principles of Good Practice (http://www.alliance.usg.edu/usg_info/policies/good_practice.html/) in the delivery of the program. Describe the relevant benchmarks that can be used to develop comparisons about the program's merits.

The Principles of Good Practice are relevant only for distance education programs. The programs described in this document will be offered on a face-to-face basis.

7. Fiscal Implications of the Program -- What is the funding stream for this type of delivery as well as upgrades and replacements? What are the line costs for delivering this program? Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program? What are the external sources of funding and support for the program? Will there be any operating budget requests for this program that would exceed normal operating budget guidelines? Please demonstrate the cost and benefit of developing this program for a distance education format.

This is not a distance education format. For the Robinson College BBA programs, financial support will come from tuition revenues.

For the Robinson College MBA program, which will be offered as a premium-priced program, financial support will come from the program fees paid by the matriculated students.

There will be no special tuition adjustments needed for the programs described in this document, nor any operating budget requests that would exceed normal operating budget guidelines.

Please complete the following modified fiscal page:

This is not a distance learning program. The PMBA is a premium program with program fees (\$40,000) covering costs of operation. Estimated annual budget:

Program Revenues (60 enrollment X \$40,000)	\$2,400,000
Program Expenditures	
Faculty	\$328,333
Support Staff	270,600
Fringes	102,140
Other(GRA's and student assistants)	14,000
Regular Operating Expenses	\$1,680,927
Travel	4,000
Total Expenditures	\$2,400,000

Costs Per Year of Implementation

<u>Item</u>	Year 1	Year 2	Year 3	Year 4	Year 5

Network Design					
Network Configuration					
Network Installation					
Hardware Acquisition					
Software Acquisition					
Technical Integration					
Support Services					
Course Acquisition and Licensing Fees					
Distribution Costs					
Personnel (Faculty)					
Personnel (Technical Support)					
Personnel (Secretarial)					
Estimated Cost for Renovated Facilities for Technological Support					
Maintenance and Operation (specify)					
Supplies and Materials (specify)					
Other (specify)					
Total:					

8. Assessment -- Please indicate how students will meet the educational outcomes of the degree program. Does the institution have a system whereby it can monitor the effectiveness of the program in terms of numbers of students engaged in this mode of delivery for the program and the number of degrees conferred versus traditional delivery methods. Please describe the evaluation plan to be used.

Students attending Georgia State University courses at the Fairburn Educational Complex will complete standard online course evaluations in every class each semester. These student evaluation results will be reviewed by the instructors' supervisors. Additionally, all faculty members teaching at the Complex are evaluated on an annual basis by their respective department chairs and deans.

We will be following the same evaluation and assessment plan that we use for the programs on the Main Campus. This evaluation and assessment plan is part of Georgia State's ongoing student learning assessment initiatives.

Two college-wide committees (the College Assessment Committee and the MBA Steering Committee) are responsible for assessing instructional results and for assuring that the results are used to improve programs.

College Assessment Committee The College Assessment Committee is responsible for all college-level programs such as the BBA and MBA degrees. This committee assures that learning objectives are appropriate, devises an assessment plan and then determines if learning objectives are met. The assessment for the MBA program takes place through a comprehensive project in a capstone Global Strategy course that incorporates functional area expertise along with communication and critical thinking skills. An annual

assessment report from an analysis of the results from that project is provided to the MBA Steering Committee for input into the continuous improvement process.

MBA Steering Committee The MBA Steering Committee is responsible for all matters related to the MBA Program, including the curriculum, student affairs, and continuous improvement. When the MBA Steering Committee receives the assessment report on the MBA programs, they examine the weak spots that were found and then look at the curriculum to see how it should be adjusted to assure the MBA students are learning what is expected. For example, two years ago it was apparent that our MBA students were fairly weak in financial statement analysis techniques. The MBA Steering Committee examined the curriculum to determine how it could be adjusted. A financial statement analysis course was added to the curriculum while adjustments were made in other areas and what was a weakness is no longer apparent.