

**WEBSTER UNIVERSITY, VIENNA**  
**SUPPLEMENTARY INFORMATION**  
**for**  
**RE-ACCREDITATION APPLICATION**

*Submitted to the*

Foundation for International Business  
Administration Accreditation (FIBAA)

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# INTRODUCTION

The following additional information was requested by FIBAA in support of our application for re-accreditation, and it is provided in this document:

1. Modulbeschreibungen
2. Studienverlaufsplan/Curriculumsübersicht
3. Studien- und Prüfungsordnung  
(als für die Hochschule und die Studierenden verbindliche Regelung von Ziel des Studiums, Mastergrad, Studienvoraussetzungen/Zulassungsbedingungen, Regelstudienzeit, Gliederung des Studiums, Studienvolumen, Gliederung der Masterprüfung, Prüfungsausschuss, Prüfer und Beisitzer, Anrechnung von Prüfungsleistungen, ggf. Einstufungsprüfung, Bewertung von Prüfungsleistungen, Wiederholung von Prüfungsleistungen, Versäumnis, Rücktritt, Täuschung, Ordnungsverstoß, Ziel, Umfang und Form der studienbegleitenden Prüfungen, Zulassung zu studienbegleitenden Prüfungen, Durchführung von studienbegleitenden Prüfungen, Arten der Prüfungsleistungen, Masterarbeit, Zulassung zur Masterarbeit, Ausgabe und Bearbeitungsdauer der Masterarbeit, Abgabe und Bewertung der Masterarbeit, ggf. Kolloquium, Ergebnis der Masterprüfung, Zeugnis, Gesamtnote, Diploma Supplement, Masterurkunde, ggf. Zusatzmodule, Einsicht in die Prüfungsakten, Ungültigkeit von Prüfungen)
4. Informationsbroschüre (Verweis in der Selbstdokumentation, S. 4)
5. Kooperationsabkommen und Übersicht Webster-Network (Selbstdokumentation, S. 8) sowie Gegenstand bzw. Ergebnisse dieser Kooperationen
6. Organigramm
7. Projektübersicht mit Unternehmen (Selbstdokumentation, S. 9)
8. Thesis Requirements (Selbstdokumentation, S. 21)
9. alle angegebenen Quoten (Bewerber-, Erfolgsquote etc. sowie durchschnittliche Studiendauer und Abschlussnoten) bitte als Semester- bzw. Jahresangaben seit der letzten Akkreditierung
10. Ergebnisse von Absolventenbefragungen
11. Ergebnisse der Überprüfung der studentischen Arbeitsbelastung
12. gezogene Konsequenzen aus Qualitätssicherungsmaßnahmen und Evaluation.

In addition to the above information, some corrections to our Self-Assessment Report are also included in this Supplementary Information:

13. Errata

# **1. MODULE DESCRIPTIONS**

The descriptions of each required module (course) in the M.B.A. program are provided in Appendix A.

## **2. CURRICULUM OVERVIEW**

The curriculum overview is provided in Appendix B.

### **3. STUDY AND EXAM REGULATIONS**

The study and exam regulations are provided in Appendix C.

## **4. INFORMATION BROCHURES**

The following information brochures are provided in Appendix D:

- M.B.A. program information.
- Finance M.S. program information, which contains the core requirements for the finance emphasis area.
- International Business M.A. program information, which contains the core requirements for the international business emphasis area.
- Human Resources Management M.A. program information, which contains the core requirements for the human resources management emphasis area.
- International Relations M.A. program information, which contains the core requirements for the international relations emphasis area.
- Marketing M.A. program information, which contains the core requirements for the marketing emphasis area.

## **5. COOPERATION AGREEMENTS AND OVERVIEW OF WEBSTER NETWORK**

The cooperation agreements and an overview of the Webster network are provided in Appendix E.

## **6. ORGANIZATION CHART**

The organization chart is provided in Appendix F.

## 7. OVERVIEW OF COMPANY PROJECTS

Some examples of real-world projects that have been carried out for companies recently include the following:

- Basler Versicherung: Market study—a competitive analysis.
- ONE: Market study—new distribution channels.
- GM: Employer Branding (Internal and External)—how is GM viewed as an employer in the market?
- GM Austria: Survey of Business Ethics Programs and Recommendations.
- Paychex Deutschland: Annual market study.
- Wiesenthal (Mercedes Benz): Market study
- Knize (tailor): Concept for marketing to female yuppies.
- Apple Computer: Marketing concept for their Austrian retailers Web page.
- Denk (porcelain shop): Market analysis of present concept, suggestions for a future marketing strategy.
- MBE (Mail Box, Etc.): Marketing concept for their promotional mix.
- AKG (precision microphones): Repositioning of their brand towards younger people.
- Lukas Lang (prefabricated housing): Marketing concept.

## **8. THESIS REQUIREMENTS**

The course syllabus for BUSN 6140, Business Research Analysis, which is the course that satisfies our thesis requirement, is provided in Appendix G.

## **9. ACCEPTANCE/COMPLETION RATES, AND AVERAGE DURATION OF STUDIES**

### **Acceptance Rate**

We do not keep statistics on acceptance rates because they would be misleading. Our admissions representatives meet with many prospective applicants before they have submitted formal applications, and if an admissions representative determines that a prospective applicant will not meet our admission requirements, she discourages the candidate from applying.

### **Completion Rate**

The completion rates represent the number of students who completed their M.B.A. programs within a 6-year period. The calculations are based on cohort groups of first-year students who began their studies 6 years previously. However, the cohorts tracked include only students who started their programs in the Fall semester of each year, so the number of students included in the calculation is smaller than the total number of students who started their programs in the given year. The following figures are for the cohort groups from 1996 to 2000, which represent the completions of students who started in those years and finished their programs by 2002 to 2006, respectively:

#### Yearly Completions 2002 – 2006

<b>Yearly Completions</b>	1996 Cohort		1997 Cohort		1998 Cohort		1999 Cohort		2000 Cohort	
	Start	Finish	Start	Finish	Start	Finish	Start	Finish	Start	Finish
General M.B.A	9	8	6	4	12	9	6	6	7	6
M.B.A. with Emphasis	6	5	1	1	5	4	6	5	3	1

Since the numbers of students starting the program in the Fall semester of each year are relatively small, the completion rate for any given year is not representative. The average completion rate over the entire 5-year period is more meaningful, and is provided in the following table:

#### Average Completion Rate 2002 – 2006

Average Completion Rate 2002 – 2006	Total number of students		Completion rate in %
	Start	Finish	
Program			
General M.B.A.	40	33	82.5%
M.B.A. with Emphasis	21	16	76%

## Average Duration of Studies

The calculation of the average duration of studies for M.B.A. students is also based on the calculation of 6-year completion rates. The following figures are for the most recent two cohort groups from 1999 and 2000:

### Average Duration of Studies

Average Duration of Studies	1999 Cohort		2000 Cohort	
	No.	Avg. in yrs.	No.	Avg. in yrs.
General M.B.A.	6	2.4	7	2.3
M.B.A. with an Emphasis	6	3.4	3	3.6

The number of courses required in the M.B.A. program and the corresponding number of years required to complete the programs for both full-time and part-time students, are as follows:

### Length of Graduate Programs

Graduate Program Length	No. of courses	No. of yrs full-time	No. of yrs part-time
Program			
General M.B.A.	12 - 15 courses	1.2 - 1.5	2.4 – 3.0
M.B.A. with an emphasis	16 - 19 courses	1.6 – 1.9	3.2 – 3.8

The number of years required to complete the M.B.A. programs assumes that students will attend all five 8-week terms each year. However, many graduate students, especially working students, sometimes interrupt their studies, in which case they need longer to complete them.

As the above Average Duration of Studies table shows, the average length of time M.B.A. students needed to complete their studies was significantly higher than the time that would be required for full-time students to finish. This is because a large majority of our M.B.A. students work, and are therefore studying only part-time.

## **10. ALUMNI SURVEYS**

The following two alumni surveys are provided in Appendix H:

- The executive summary of the alumni survey described in Section 5.4.3 of our Self-Assessment Report.
- A summary of the focus group study mentioned in Section 4.5.2 and described in Section 5.4.3 of our Self-Assessment Report.

## **11. REVIEW OF STUDENT WORKLOAD**

As stated in Section 3.1.6 of our Self-Assessment Report, we ask students in the course evaluations carried out in each of their courses each term how much time they spent on the course work. The average amount of time that students report is seldom more than our expectation of 156 hours per 3-credit course (6 ECTS credits).

## 12. CONSEQUENCES DRAWN FROM QUALITY ASSURANCE MEASURES

As described in section 5.4.1 of our Self-Assessment Report, we administer student course evaluations at the end of each course taught at Webster Vienna. We expect a high standard of teaching from our instructors, and one important measure of teaching effectiveness is the last question on the evaluation form, where students are asked to evaluate on a scale of 1 to 5 the extent to which the following statement applies to their instructor: “Overall, the instructor was an effective teacher in this course.” We use the following key to interpret the evaluation results:

- 1.0 – 1.5 Excellent
- 1.5 – 2.0 Good
- 2.0 – 2.5 Satisfactory
- 2.5 – 3.5 Disappointing
- 3.5– 5.0 Unacceptable

Based on students’ responses to the above summary question, the results of the course evaluations last year were as follows:

### Course Evaluation Results 2005-06

<b>Course Evaluation Results 2003-04</b>	Number of courses	% of all Evaluations
Excellent	119.3	47%
Good	83.3	33%
Satisfactory	29	11%
Disappointing	18.3	7%
Unacceptable	0	0%
Not evaluated <sup>1</sup>	2.7	1%
<b>Total</b>	252.6 <sup>2</sup>	99% <sup>2</sup>

Notes:

1. We neglected to evaluate these courses.
2. Rounding error.

These results confirm the high standard of teaching at Webster Vienna. Our students expect this high standard, and they are very critical of instructors who do not achieve it.

The mechanisms we employ to implement the results of internal evaluations of teaching and research are described in some detail in section 1.5.1 above. As stated in section 1.5.2 above, we have not yet had external evaluations of our teaching effectiveness or research results.

The primary means of implementing the results of teaching evaluations are twofold:

1. Each faculty member receives the results of her or his teaching evaluations at the end of the course after the grades are turned in. The results help them identify areas where improvements are needed, and they are generally very responsive to this feedback.
2. Each academic department head also receives and reviews the course evaluations for all courses in her or his department, and together with the academic director, they identify possible instructional problems and take appropriate actions to resolve them. This year, of the 18.3 courses that fell into the disappointing category only three had an overall evaluation greater than 3.0, and in two of these cases the instructors were not rehired. An additional instructor whose overall rating was 2.75 was also not rehired since he had received marginal evaluations the previous year.

## 13. Errata

Corrections to our Self-Assessment Report are provided in the following pages. The corrections fall into 3 categories, as follows:

1. Correction of the graph representing the modular structure of the prerequisite and required courses in the M.B.A. program (pages 18 and 18a).
2. Correction of the workload based on the FIBAA calculation of contact hours (pages 1 and 15).
3. Correction of text relating to program requirements for students who choose to complete an emphasis area (pages 14 and 15).
4. Correction of section references in the text (pages 7, 45, 48, 49, and 53).

## Appendix A













