



Academic Program Review  
Master of Business Administration

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## I. PROGRAM OVERVIEW

### A. DESCRIPTION OF PROGRAM

*Introduce your program. Include its College, Concentrations, and Modalities in which the program is offered; Relationships to other USU programs if applicable. How and when accreditor approval for the program was obtained.*

The Master of Business Administration (MBA) degree program provides students a deep understanding of the various functional areas of a business organizations: managerial accounting, business information systems, financial management, marketing strategies, talent acquisition, performance and behavior.

In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, operations management and decision models and business economics. The program takes a scholar-practitioner approach to business education—combining business theory with practical skills that students can apply in their jobs on a daily basis.

The MBA program is a part of the College of Business and Management (COBM), which also offers a Bachelor of Arts in Management (BAM) degree program.

In 2011, the MBA program was approved by WSCUC for both onsite and distance education modalities and implemented in that same year.

The MBA curriculum consists of 24 core credits, and 12 concentration credits in General Management, Finance, Human Resources, Information Technology, Business Analytics, International Business, Marketing, and Project Management.

### B. PROGRAM MISSION AND LEARNING OUTCOMES

*List the program learning outcomes and describe how they were developed; include any alignment with related educational organizations (e.g., programmatic accreditors, other national/international organizations related to the course content area). Describe relation to Institutional Mission, Vision, Values, and Outcomes. (How does this program mission align and further the mission of USU? How do Program Learning Outcomes align with USU's Institutional Learning Outcomes?). If an undergraduate program, how do the program's learning outcomes align with the core competencies required by WSCUC?*

MBA Program Learning Outcomes (PLOs):

1. Communicate effectively as a business professional to meet organizational goals.
2. Analyze financial and other quantitative data in the decision-making process.
3. Evaluate academic and professional sources of business-related data and information.

4. Evaluate business situations/issues, taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk.
5. Recommend alternative solutions to resolve ethical dilemmas in business.
6. Leverage diversity to optimize performance in the global marketplace.
7. Influence group dynamics in pursuit of optimal team decision-making and performance.
8. Lead organizations using creative and innovative strategies and solutions to achieve business objectives.

The PLOs are closely aligned with the university’s vision that “Our students will achieve their fullest potential to live, work and lead within the global marketplace” and its mission in providing “professional and personal educational opportunities” that are “relevant and accessible” for students seeking creative and innovative strategies and solutions to achieve business objectives. (see <https://www.usuniversity.edu/about/> for vision and mission statements).

In the Summer of 2017, just before the commencement of this self-study, the PLOs were revised by the COBM curriculum committee to support a review and revision of course content as part of a major Learning Management System (LMS) migration. The goal was to increase their authenticity or professional “relevancy” both as a better match to USU’s vision and mission and as a guide to more “real-world” assignments planned for in the course revisions.

The PLOs are aligned with the Institutional Learning Outcomes (ILOs). The ILOs were designed to address the five WSCUC undergraduate core competencies in communication (written and oral), quantitative reasoning, information literacy, and critical thinking as well as additional institutional competencies in ethical reasoning, diversity, collaboration, and mastery of a discipline. (see Table 1 for details).

*Table 1: Alignment of Core Competencies, ILOs, and PLOs*

<b>Core Competencies</b>	<b>ILOs</b>	<b>MBA PLOs</b>
CC 1 & 2: Written and Oral Communication (2 WSCUC Core Competencies)	ILO 1: Communicate clearly and effectively through writing, speaking and using technology.	PLO 1: Communicate effectively as a business professional to meet organizational goals.
CC 3: Quantitative Reasoning (WSCUC Core Competency)	ILO 2: Apply quantitative reasoning to address complex challenges.	PLO 2: Analyze financial and other quantitative data in the decision-making process.
CC 4: Information Literacy (WSCUC Core Competency)	ILO 3: Effectively gather, analyze and integrate information from a variety of sources.	PLO 3: Evaluate academic and professional sources of business-related data and information.

CC 5: Critical Thinking (WSCUC Core Competency)	ILO 4: Analyze and evaluate information and arguments, interpretations, or hypotheses in order to solve problems or form well-reasoned positions.	PLO 4: Evaluate business situations/issues, taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk.
CC 6: Ethical Reasoning (USU Core Competency)	ILO 5: Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.	PLO 5: Recommend alternative solutions to resolve ethical dilemmas in business.
CC 7: Diversity (USU Core Competency)	ILO 6: Work effectively across race, ethnicity, culture, religion, gender, and sexual orientation.	PLO 6: Leverage diversity to optimize performance in the global marketplace.
CC 8: Collaboration (USU Core Competency)	ILO 7: Work collaboratively as members and leaders of diverse teams.	PLO 7: Influence group dynamics in pursuit of optimal team decision-making and performance.
CC 9: Mastery of a Discipline (USU Core Competency)	ILO 8: Exhibit mastery of knowledge and skills within a discipline.	PLO 8: Lead organizations using creative and innovative strategies and solutions to achieve business objectives.

The MBA PLOs were originally established by the program faculty in 2011 at time when the university did not yet have Institutional Learning Outcomes (ILOs). These initial PLOs were a mixture of sub-discipline (marketing, accounting, etc.) and more general competencies. In 2013, the PLOs were revised in consideration of the University revised mission and in alignment with newly-instituted ILOs. Additional revisions in 2017 are as described above.

[Fall 2018 note: as preparation for USU’s second 5-year PLO assessment cycle (2018-23), an additional revision occurred to 1) separate the communication competency PLOs and 2) to reorganize the resulting 9 outcomes into 3 groups of 3.]

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### C. PROGRAM HISTORY AND DESCRIPTION OF CHANGES SINCE LAST REVIEW

*Present a brief history of the program and describe any changes since the last program review (if relevant). Document the approval of these changes.*

The Masters of Business Administration (MBA) was one of nine degree programs approved by WSCUC in 2011. This report represents the first program review for the MBA.

There have been a variety of changes to the program. The initial faculty group launched the program with an article-based curriculum. This changed over time, beginning in 2013 with the

implementation of textbooks as the courses were migrated from a home-grown LMS to Pearson Open Class.

In 2014, the program lead faculty reorganized the curriculum through a revision of course codes and numbers. This change aimed to help students better reflect progression of their course work in the program as well as to indicate the sub-disciplines addressed by the curriculum. At this time a syllabus template was introduced to standardize delivery of MBA course expectations, aligning the Course Learning Outcomes (CLOs) and the PLOs. The goal was twofold: to better organize the courses programmatically as reflected in the curriculum map and to communicate to students how they were building the knowledge, skills, and competencies promised by the PLOs.

In 2015, the program saw its highest enrollment as it ramped up its hybrid modality for nonresident international students. Students would attend on-campus classes one weekend a month, completing the rest of their coursework online. These students were eligible for Curricular Practical Training (CPT), which allowed them to be employed and satisfy visa requirements. This year, the program underwent another migration, from the Pearson platform to Blackboard. Also, two concentrations were added as a response to the growing international enrollment: Information Technology and International Business Management.

In early 2016, Administrative leadership raised concerns regarding compliance issues regarding on-campus attendance for visa-holding students. This resulted in a steep increase of onground hours, up to two weekend seminars per month, impacting enrollment negatively, though enrollments were still healthy. To manage the workload, a new core faculty was incorporated from the adjunct faculty pool by mid 2016. Two main courses were restructured: capstone and strategic management. This update was successful in improving MBA hybrid student satisfaction with the capstone project and their ability to demonstrate mastery of knowledge.

By the end of 2017, the COBM curriculum committee looked at courses that needed to improvements in grading support. The program lead faculty enforced the use rubrics. Not using the rubrics was artificially creating lower grades than necessary, depending on the subjective instructor evaluation of merit.

Finally, in 2017-18 the program courses were migrated from BlackBoard to D2L / Brightspace LMS, with the assistance of Subject Matter Experts (SMEs) and the program core faculty. In addition to updating and reworking course content to focus on profession-focused deliverables (as opposed to more traditional research papers and the like), this initiative also allowed the curriculum committee to formally define the MBA core and concentrations, which now could be selected in General Management, Finance, Human Resources, Information Technology, Business Analytics, International Business, Marketing, and Project Management. This reorganization also led to the removal of the Legal/Ethics and Strategic Management courses with the goal of threading their competencies (primarily ethics and critical thinking) through program as main thematic content.

## II. PROGRAM ACADEMIC QUALITY

### A. STUDENTS

*Discuss student demographics. What is the demographic composition (gender, ethnicity, age) of students enrolled in this program in the fall of the review year? How do these demographic characteristics align with the mission and values of USU? Discuss other indicators related to mission/vision/values.*

As the Table 2 shows, enrollment between 2012 and 2017 by gender is 64% male and 36% female.

Table 2: Enrollment by Gender

Year of Fall	Female	Male	Grand Total
2012	6 (50%)	6 (50%)	12 (100%)
2013	7 (58%)	5 (42%)	12(100%)
2014	8 (44%)	10 (56%)	18 (100%)
2015	53 (27%)	140 (73%)	193 (100%)
2016	46 (39%)	72 (61%)	118 (100%)
2017	29 (49%)	30 (51%)	59 (100%)
	149 (36%)	263 (64%)	412 (100%)

The percentage of students that enrolled in the MBA program as nonresident is 76%. As the table 3 indicates, 36% of the enrollment by race/ethnicity is minority (Black or African American, Hispanic, or Native Hawaiian or Other Pacific Islander). This diversity demonstrated by this demographic composition for the MBA Program students aligns with USU’s vision: “Our students will achieve their fullest potential to live, work and lead within the global community.”

Table 3: Enrollment by Race / Ethnicity

Ethnicity	2012	2013	2014	2015	2016	2017	Grand Total
Asian	4 (0.97%)	1 (0.24%)		5 (1.21%)	5 (1.21%)	11 (2.67%)	26 (6.31%)
Black or African		2	3	2	1	1	9

		(0.49%)	(0.73%)	(0.49%)	(0.24%)	(0.24%)	(2.18%)
Hispanic/Latin	3 (0.73%)	2 (0.49%)	2 (0.49%)	5 (1.21%)	4 (0.97%)	3 (0.73%)	19 (4.61%)
Native/Hawaiian	1 (0.24%)		3 (0.73%)	3 (0.73%)	1 (0.24%)		8 (1.94%)
Nonresident			7 (1.70%)	169 (41.02%)	101 (24.51%)	38 (9.22%)	315 (76.46%)
Two or more		1 (0.24%)			1 (0.24%)	1 (0.24%)	3 (0.73%)
Unknown	2 (0.49%)	1 (0.24%)		1 (0.24%)	2 (0.49%)	3 (0.73%)	9 (2.18%)
White	2 (0.49%)	5 (1.21%)	3 (0.73%)	8 (1.94%)	3 (0.73%)	2 (0.49%)	23 (5.58%)
	12 (2.91%)	12 (2.91%)	18 (4.37%)	193 (46.84%)	118 (28.64%)	59 (14.32%)	412 (100%)

The MBA program helps our students support this vision, articulating convincingly what students should be able to achieve by the time of graduation: prepare successful graduates for professional careers or further academic study. Furthermore, business and management competencies require skills and dispositions that complement knowledge to achieve their fullest potential to live as well as professional expectations of a modern workplace. The intent is to have students develop these competencies, so they can work, achieve professional success in their future careers and lead within the global community.

## B. CURRICULUM AND LEARNING ENVIRONMENT

### 1. CURRICULUM MAP

*Describe the curriculum map (include map as an appendix) and how the curriculum addresses the learning outcomes; Describe the levels of achievement expected at different levels of student progress through the program.*

The curriculum map (see Appendix 1), is organized with the twelve core courses listed in the top row and eight program learning outcomes listed in the left-hand column. Each cross-section cell in the map indicates the student achievement expected level: I (Introduce), D (Develop), or M (Master) of any PLO aligned to a particular course. Not every cell includes a level indicator as not every PLO is addressed in all courses.

The outcomes achievement level expected in the first four courses is either Introductory (I) or D (Develop); the middle courses are either Develop (D) or Master (M); and the last four courses are at the Master (M) of achievement expected.

Tables 3 and 4 demonstrate levels of achievement expected at different stages of student progress through the program.

Table 4: PLO 4 Course Level (I, D, M) Learning Outcomes Example

<b>PLO 4</b>	<b>CLO - Introductory</b>	<b>CLO - Develop</b>	<b>CLO - Master</b>
<p><i>Critical Thinking -</i></p> <p>Evaluate business situations/issues, taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk.</p>	<p><i>MGT504 - HR Leadership</i></p> <p>Analyze how human resource managers can help their firms gain a sustainable competitive advantage through the strategic utilization of people.</p>	<p><i>BUS500 - Information Systems and Operations Management</i></p> <p>Evaluate advantages, disadvantages and challenges of having remote working arrangements.</p>	<p><i>MGT599 - Capstone</i></p> <p>Evaluate business situations/issues, taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk.</p> <p>(Capstone CLOs =PLOs)</p>

The MBA PLOs and CLOs have been designed to articulate the student learning outcomes (SLOs). The PLOs and CLOs shown in Tables 4 and 5 are addressable by multiple forms of evidence (a research paper, a case study, a discussion, etc.). Also, they are visibly connected to the course elements (class sessions, assignments, readings, etc.)

Table 5: Outcomes Alignment Example (ILO, PLO, CLO)

<b>Course - Core Competencies</b>	<b>ILO</b>	<b>PLO</b>	<b>CLO</b>	<b>Level (I, D, M)</b>
<p>BUS500 Information Systems and Operations Management -</p> <p><i>Written and Oral Communication</i></p>	<p>Communicate clearly and effectively through writing, speaking and using technology.</p>	<p>Accurately and effectively communicate business concepts in written and oral presentations.</p>	<p>Describe the essential components of an organization's Information Systems structure.</p>	<p>Introduce</p>
<p>MGT504 HR Leadership -</p> <p><i>Quantitative Reasoning</i></p>	<p>Apply quantitative reasoning to address complex challenges.</p>	<p>Demonstrate ability to understand and utilize financial and other quantitative data to support business decisions.</p>	<p>Evaluate the impact of direct financial compensation, indirect compensation, and non-financial</p>	<p>Develop</p>

			compensation in an organization.	
MGT516 Strategic Management & Analysis -  Mastery of Knowledge	Exhibit mastery of knowledge and skills within a discipline.	Demonstrate ability to utilize knowledge of business theory and practice to generate multiple strategies to achieve both short-term and long-term business objectives.	Conduct an industry analysis to assess the competitive positions of a firm in an industry.	Master

Three main areas for improvement have been identified with the CLOs. First, the cognitive process dimension does not represent a continuum of increasing cognitive complexity. They don't consistently increase from lower thinking skills to higher order thinking skills. Second, they are not clear statements that use verbs that are specific, observable, and measurable, and aligned to/appropriate for the achievement level. Finally, the core competencies diversity and collaboration are difficult to assess together, and so the PLOs should be reviewed for focus and measurability (this particular issue has been resolved during the writing of this report, as demonstrated by the separate PLOs, 7 and 8, in Table 1 above and Table 6 below). This kind of revision should also be used to guide refinement of CLOs as well.

Table 6 shows the MBA PLO revisions incorporated into the courses for students who started the Summer 2017 session using the new adopted Learning Management System.

The review and revision of the CLOs is discussed in more detail in the Improvement Plan section.

Table 6. MBA PLO revisions

<b>Core Competencies</b>	<b>Old PLOs (pre-2017)</b>	<b>New PLOs (2017)</b>
<i>Written and Oral Communication</i>	Accurately and effectively communicate business concepts in written and oral presentations.	Communicate effectively as a business professional to meet organizational goals.
<i>Quantitative Reasoning</i>	Demonstrate ability to understand and utilize financial and other quantitative data to support business decisions.	Analyze financial and other quantitative data in the decision-making process.
<i>Information Literacy</i>	Demonstrate ability to access, interpret, and evaluate academic and professional sources of business-related data and information.	Evaluate academic and professional sources of business-related data and information.
<i>Critical Thinking</i>	Utilize critical and analytical skills to synthesize information and create innovative solutions to business challenges.	Evaluate business situations/issues, taking into consideration all strategic factors, to promote innovation, improve performance, and mitigate risk.
<i>Ethical</i>	Describe the ethical obligations of profit	Recommend alternative solutions to

<i>Reasoning</i>	and non-profit businesses and demonstrate understanding of how to resolve ethical dilemmas in specific business situations.	resolve ethical dilemmas in business.
<i>Diversity and Collaboration</i>	Exhibit awareness of how multiple perspectives and cultural influence team dynamics and an understanding of how to leverage these differences in pursuit of optimal team decision-making and performance.	Leverage diversity to optimize performance in the global marketplace.
<i>Diversity and Collaboration</i>	Exhibit awareness of how multiple perspectives and cultural influence team dynamics and an understanding of how to leverage these differences in pursuit of optimal team decision-making and performance.	Influence group dynamics in pursuit of optimal team decision-making and performance.
<i>Mastery of Knowledge</i>	Ability to utilize knowledge of business theory and practice to generate multiple strategies to achieve both short-term and long-term business objectives.	Lead organizations using creative and innovative strategies and solutions to achieve business objectives.

In this table it is clear how the diversity and collaboration core competencies issue was addressed, splitting these into two categories for individual assessment. Also, the taxonomy for learning, teaching, and assessing levels of the PLOs were raised to better support graduate learning. Finally, the learning outcomes are not longer vague nor idiosyncratic, the aim was to make the revisions more authentic.

See Appendix 1. USU MBA Curriculum Map

<https://docs.google.com/spreadsheets/d/1sngQbe2M85yPNFdMXCHxdRFp-ShVo7T98G95Z1YBIwU/edit?usp=sharing>

## 2. COMPARISON TO SIMILAR PROGRAMS AND/OR ASPIRANT PROGRAMS

*As appropriate, discuss your curriculum in comparison to curriculum of selected other institutions and/or disciplinary/professional standards.*

USU's MBA curriculum is compared to curriculum of these selected other institutions: University of San Diego (USD); University of California San Diego (UCSD); and University of California Los Angeles (UCLA). These institutions were chosen specifically because they offer a similar hybrid/weekend modality. USU refers to this modality as the Executive MBA. The selected other institutions refer to theirs as Professional MBA, FlexWeekend MBA, and Executive MBA.

The main standard considered to compare USU and the selected other institutions is the schedule, that is one weekend seminar (e.g., Saturday and Sunday) per month on campus plus online coursework (Hybrid Format). The other standards are: 'Designed for'; 'Program start'; 'Length'; and 'Program elements'. See Table 7 for Selected other institutions standards.

Table 7. Selected other institutions standards

<b>Standards</b>	<b>United States University (USU)</b>	<b>University of San Diego (USD)</b>	<b>University of California San Diego (UCSD)</b>	<b>University of California Los Angeles (UCLA)</b>
<b>Designed for</b>	Working adults	Working professionals	Working professionals	Working professionals
<b>Program start</b>	Every month	Spring	Every Quarter	Every Quarter
<b>Length</b>	3 semesters / 12-16 months	24-36 months on average	24 consecutive months / 8 quarters	22-month program of study / Six 10-week quarters
<b>Schedule</b>	One weekend (Saturday and Sunday) per month on campus plus online coursework	One weekend (Saturday and Sunday) per month on campus plus online coursework	Classes every other weekend on Friday and Saturday	Classes meet in person on the 2nd, 6th and 10th weekends. Additional instruction is delivered online each week.
<b>Program elements</b>	Saturdays 10 a.m. – 6:00 p.m., Sundays 9 a.m. – 4 p.m.	Program begins with one week of full-time, daytime orientation activities and the first MBA class	Fridays 8 a.m. – 5:30 p.m., Saturdays 8 a.m. – 5 p.m.	Fridays 4:00 p.m. - 9:00 p.m., Saturdays 9 a.m. – 5:00 p.m.

The curriculum comparison of selected other institutions is shown in Table 8. The MBA Program courses were classified in these categories: Leadership Development; Business Function Core; Corporate Social Responsibility, Sustainability and Ethics; Integrated Problem Solving; and Other. This comparison and review looked for improvement opportunities as well.

The main similarities among programs are in the ‘Business Function Core’ courses: Accounting, Economics, Marketing, and Financial Management. However, the main differences are in the ‘Leadership Development’, ‘Integrated Problem Solving’ and ‘Other’ categories. For example: UCLA’s focus is Leadership Foundations courses, USD/UCLA’s focus is Strategic Management courses and USD/UCSD’s focus is Program Electives and Lab to Market courses respectively.

Table 8. Curriculum comparison of selected other institutions

<b>Category</b>	<b>USU</b> Course Code & Name	<b>USD</b> <a href="#">Course Code &amp; Name</a>	<b>UCSD</b> <a href="#">Course Code &amp; Name</a>	<b>UCLA</b> <a href="#">Course Code &amp; Name</a>
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<b>Leadership Development</b>				
	MGT 512 - Cross Cultural Management	GSBA 515 - Leading Multicultural Teams and Organizations		
	MGT 504 - HR Leadership		MGT 409 - Organizational Strategy and Human Resources Management	414A & B - Leadership Foundations I & II
	MGT 503 - Organizational Behavior			MGM 409 - Organizational Behavior
				MGM 421 - International Business Residential
				414C & D - Leadership Foundations III
				414E - Leadership Foundations III
				MGM 422 - Leadership in Practice
<b>Business Function Core</b>				
	BUS 500 - Data & Information Systems Management		MGT 413 - Operations, Information Systems, and Data Analysis	MGM 410 - Operations and Technology Management
		GSBA 506 - Operations and Global Supply Chain Management	MGT 403 - Quantitative Analysis	MGM 402 - Data Analysis and Management Decisions under Uncertainty
	ACT 514 - Managerial	GSBA 510 - Financial	MGT 404 - Accounting	MGM 403 - Financial Accounting

	Accounting	Accounting and Statement Analysis		
	BUS 544 - Managerial Economics	GSBA 518 - Economics in a Global Environment	MGT 405 - Managerial Economics	MGM 405 - Economic Analysis for Managers
	MKT 506 - Marketing Strategy	GSBA 504 - Marketing for Global Managers	MGT 407 - Marketing	MGM 411 - Marketing Strategy & Policy
	FIN 510 - Financial Management	GSBA 505 - Financial Management and Analysis	MGT 408 - Finance	MGM 408 - Financial Policy for Managers
<b>Corporate Social Responsibility, Sustainability and Ethics</b>				
	BUS 502 - Business Legal and Ethical Issues	GSBA 508 - Law, Policy and Ethics in Global Business	MGT 406 - Leadership Skills, Values, and Teamwork in Technology Firms	
	MGT 507 - Managing Organizational Change and Innovation	GSBA 517 Sustainable Business Model Innovation and Design		
<b>Integrated Problem Solving</b>				
	MGT 516 - Strategic Management and Analysis	GSBA 500 - Strategic Thinking and Communication	MGT 410 - Strategy	MGM 420 - Competitive Strategy and Business Policy
	MGT 599 - Capstone <sup>(1)</sup>	GSBA 590 - Strategic Execution	MGT 414B - Lab to Market Workshop II	MGM 445C - Strategic Management Research

		GSBA 502 - Statistical Decision Making		
		GSBA 503 - Problem Formulation and Decision Analysis		MGM 445A - Introduction to Strategic Management Research
				MGM 445B - Strategic Management Research
<b>Other</b>				
	MGT 999 - Graduate Professional Symposium <sup>(2)</sup>	Program Electives (22 Units)	MGT 401 - Professional Seminar	MGM 439 thru 443 - Selected Topics in Management
			MGT 412 - Lab to Market: Opportunity and Business Model Analysis	
			MGT 414A - Lab to Market Workshop I	

<sup>(1)</sup> MGT 599 non-transferable must be taken in last semester

<sup>(2)</sup> MGT 999 Optional Internship Course - 1 credit course per semester that runs concurrently with required course schedule

The curriculum comparison of selected other institutions has already resulted in program improvements as shown in Table 9. These opportunities for improvement were implemented as follows:

- The former courses MGT 504 - HR Leadership course and MGT 503 - Organizational Behavior were combined into the updated MGT 504 - Talent Acquisition, Performance and Behavior course
- The former Business Function Core course BUS 500 - Data & Information Systems Management was split into two courses: BUS 500 - Business Information Systems & BUS 505 - Operations Management and Decision Models

- The themes of former courses BUS 502 - Business Legal and Ethical Issues & MGT 516 - Strategic Management and Analysis are planned to be incorporated through the updated curriculum
- Created Concentration - General Management: moving here two former courses: MGT 512 - Cross Cultural Management (Leadership Development) and MGT 507 - Managing Organizational Change and Innovation (Corporate Social Responsibility, Sustainability and Ethics) and adding two new courses to match the ones from selected other institutions.

Table 9. Curriculum comparison of selected other institutions (after improvements)

<b>Category</b>	<b>USU</b> Course Code & Name	<b>USD</b> <a href="#">Course Code &amp; Name</a>	<b>UCSD</b> <a href="#">Course Code &amp; Name</a>	<b>UCLA</b> <a href="#">Course Code &amp; Name</a>
<b>Leadership Development</b> <sup>(3)</sup>				
	MGT 504 - Talent Acquisition, Performance and Behavior		MGT 409 - Organizational Strategy and Human Resource Management	414A & B - Leadership Foundations I & II
<b>Business Function Core</b> <sup>(4)</sup>				
	BUS 500 - Business Information Systems		MGT 413 - Operations, Information Systems, and Data Analysis	MGM 410 - Operations and Technology Management
	BUS 505 - Operations Management and Decision Models	GSBA 506 - Operations and Global Supply Chain Management	MGT 403 - Quantitative Analysis	MGM 402 - Data Analysis and Management Decisions under Uncertainty
	ACT 514 - Managerial Accounting	GSBA 510 - Financial Accounting and Statement Analysis	MGT 404 - Accounting	MGM 403 - Financial Accounting
	BUS 544 - Business Economics	GSBA 518 - Economics in a Global Environment	MGT 405 - Managerial Economics	MGM 405 - Economic Analysis for Managers

	MKT 506 - Marketing Strategy	GSBA 504 - Marketing for Global Managers	MGT 407 - Marketing	MGM 411 - Marketing Strategy & Policy
	FIN 510 - Financial Management	GSBA 505 - Financial Management and Analysis	MGT 408 - Finance	MGM 408 - Financial Policy for Managers
<b>Corporate Social Responsibility, Sustainability and Ethics</b> <sup>(5)</sup>				
<b>Integrated Problem Solving</b> <sup>(5)</sup>				
	MGT 599 - Capstone	GSBA 590 - Strategic Execution	MGT 414B - Lab to Market Workshop II	MGM 445C - Strategic Management Research
<b>Concentration - General Management</b> <sup>(6)</sup>				
	MGT 511 - Managing Organizational Change and Innovation	GSBA 517 Sustainable Business Model Innovation and Design		
	MGT 512 - Cross Cultural Management	GSBA 515 - Leading Multicultural Teams and Organizations		
	MGT 534 - International Business Environments: Trends and Practices			MGM 421 - International Business Residential
	MGT 550 - Project Management Essentials		MGT 401 - Professional Seminar	

Other				
	MGT 999 - Graduate Professional Symposium	Program Electives (22 Units)		MGM 439 thru 443 - Selected Topics in Management
			MGT 412 - Lab to Market: Opportunity and Business Model Analysis	
			MGT 414A - Lab to Market Workshop I	

- (1) The former courses MGT 504 - HR Leadership course and MGT 503 - Organizational Behavior were combined into the updated MGT 504 - Talent Acquisition, Performance and Behavior course
- (2) The former Business Function Core course BUS 500 - Data & Information Systems Management was splitted into two courses: BUS 500 - Business Information Systems & BUS 505 - Operations Management and Decision Models
- (3) The themes of former courses BUS 502 - Business Legal and Ethical Issues & MGT 516 - Strategic Management and Analysis were incorporated through the updated curriculum
- (4) Added the Concentration - General Management, moving here two former courses: MGT 512 - Cross Cultural Management (Leadership Development) and MGT 507 - Managing Organizational Change and Innovation (Corporate Social Responsibility, Sustainability and Ethics) and adding two new courses to match the ones from selected other institutions

The categories used for curriculum comparison and review improved the MBA program at USU to cultivate strong, ethical leadership acumen with an emphasis on integrative technical business core functions, corporate social responsibility and integrated problem solving. Furthermore, the curriculum comparison and review, helped to update USU MBA Curriculum Map 2018:

<https://docs.google.com/spreadsheets/d/1sngQbe2M85yPNFdMXCHxdRFp-ShVo7T98G95Z1YBIwU/edit?usp=sharing>

### 3. SCAFFOLDING

*Describe how the program assures that student progress is sequential and cumulative. How does the program facilitate students enrolling in courses in which initial achievement in an outcome is expected prior to enrolling in courses in which higher levels of achievement are expected.*

As described in the “B. CURRICULUM AND LEARNING ENVIRONMENT” section, the outcomes achievement level expected in the first four courses is either Introductory (I) or D (Develop); the

middle courses are either Develop (D) or Master (M); and the last four courses are at the Master (M) of achievement expected.

The program facilitated students enrolling in courses in which initial achievement in an outcome was expected. For example: BUS 500 and MGT 508, prior to enrolling in courses in which higher levels of achievement are expected, e.g., ACT 514 and MGT 512. For details, see Table 10 below. The College of Business and Management guides students (through Academic and Advising and the Registrar’s Office/Student Portal) to enroll in the correct sequence.

Table 10. Courses with typical outcome achievement levels (prior to 2018 improvements)\

*Note: the designation “Online” indicates courses that international students in particular will take in that modalit (their other courses will be taken in the hybrid weekend format). 100% online modality students (most domestic students choose this modality), will take all courses listed in these tables online).*

Number	Course Code	Course Name	Pre- or Corequisites	Typical Outcome achievement level (I, D, M)
		<b>Core Courses</b>		
1	BUS 500	Information Systems and Operations Management	None, Online	I, D
2	MGT 503/508	Organizational Behavior	None	I, D
3	ACT 514	Managerial Accounting	None, Online	I, D
4	MGT 512	Cross Cultural Management	None	D
5	MGT 504	Human Resource Leadership	None	D, M
6	BUS 544	Managerial Economics	None, Online	D, M
7	BUS 502	Business Legal & Ethical Issues	None	D, M
8	MKT 506	Marketing Strategy	None	D, M
9	MGT 511/507	Managing Organizational Change & Innovation	None	M
10	FIN 510	Financial Management	None	M
11	MGT 516	Strategic Management & Analysis	None	M
		<b>Final Course</b>		
12	MGT 599	Capstone	BUS 500, MGT 508, ACT 514, MGT 512, MGT 504, BUS 544,	M

			BUS 502, MKT 506, MGT 511, FIN 510	
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However, several issues were identified with this original scaffolding, including: (1) no Pre- or Corequisite were in place; (2) ACT 514 was difficult for students to understand in the online modality; and (3) Taking MGT 516 and MGT 599 at the same time was a heavy workload for students due to the Master (M) of achievement expected.

To assure that student progress is sequential and cumulative, scaffolding was improved, including: (1) Added Pre- or Corequisites; (2) ACT 514 is now offered in the on ground modality for hybrid/weekend students; and (3) the capstone MGT 599 course is being paired with other courses or considered to be taken by itself (in progress). For details, see Table 11 below and Updated USU MBA Curriculum Map 2018 at:

<https://docs.google.com/spreadsheets/d/1sngQbe2M85yPNFdMXCHxdRFp-ShVo7T98G95Z1YBIwU/edit?usp=sharing>

Table 11. Courses with Pre- or Corequisite

Number	Course Code	Course Name	Pre- or Corequisites	Typical Outcome achievement level (I, D, M)
		<b><i>Core Courses</i></b>		
1	MGT 504	Talent Acquisition, Performance and Behavior	First course with BUS 505	I
2	BUS 505	Operations Management and Decision Models	Online, First course with MGT 504	I, D
3	ACT 514	Managerial Accounting	MKT 506, MGT 504	I, D
4	MKT 506	Marketing Strategy	None	I, D
5	BUS 500	Business Information Systems	Online, None	D
6	BUS 544	Business Economics	Online, MGT 504, BUS 505, ACT 514, MKT 506, BUS 500	D
7	FIN 510	Financial Management	MGT 504, BUS 505, ACT 514, MKT 506, BUS 500, BUS 544	M
		<b><i>Concentration - General Management (other concentrations may be substituted)</i></b>		

8	MGT 511	Managing Organizational Change and Innovation	Online, MGT 504, BUS 505, ACT 514, MKT 506, BUS 500, BUS 544, FIN 510	
9	MGT 512	Cross Cultural Management	MGT 504, BUS 505, ACT 514, MKT 506, BUS 500, BUS 544, FIN 510	
10	MGT 534	International Business Environments: Trends and Practices <sup>(1)</sup>	MGT 504, BUS 505, ACT 514, MKT 506, BUS 500, BUS 544, FIN 510	
11	MGT 550	Project Management Essentials <sup>(2)</sup>	MGT 504, BUS 505, ACT 514, MKT 506, BUS 500, BUS 544, FIN 510	
		<b>Final Course</b>		
12	MGT 599	Capstone	MGT 504, BUS 505, ACT 514, MKT 506, BUS 500, BUS 544, FIN 510, MGT 511, MGT 512, MGT 534, MGT 550	M

**Notes:**

<sup>(1)</sup> *First IBM concentration course*

<sup>(2)</sup> *First PM concentration course*

The curriculum committee formally defined the MBA core and concentrations, which now could be selected in General Management, Finance, Human Resources, Information Technology, Business Analytics, International Business, Marketing, and Project Management.

**4. INTEGRATION**

*Describe how the courses in your program provide students with the opportunity to integrate knowledge and skills, and how achievement of integration is evaluated.*

MBA courses are designed consistently across the program to provide students with the opportunities to integrate knowledge and skills. Weekly lectures, discussions, assignments, and videos help students learn the core concepts covered in each module, which are then reinforced by midterm, final and self-reflection quizzes.

Class discussions allows students to respond substantively to posts in their own thread and reply to a minimum of two to peer threads. Students have several opportunities to demonstrate their

knowledge and understanding of the principles taught in the course through practical application of the material, either through assignments or case studies.

Case studies assignments are related to the weekly modules and concepts in the course. The written assignments require students to apply the concepts learned during the week(s) and create solutions to problems facing firms. Students complete mid-term and final quizzes that are related to the modules and concepts in the course.

The quizzes consist of multiple choice, short answer, and/or essay questions corresponding to the module's readings. For the self-reflection quiz, students answer the self-reflection questions and rate their achievement of the course learning outcomes. The purpose of this assignment is to reflect upon what they have learned or how they have performed as compared with their expectations or goals.

The achievement of integration is evaluated through a capstone research project. The MBA capstone research project has been designed for students to demonstrate the knowledge and skills they have acquired over the duration of the MBA degree program. It is the ultimate opportunity for students to apply what they have learned from their business courses. Therefore, the capstone research project is related to business and encompass material covered in the MBA curriculum.

An in-depth research project, to culminate the MBA program, is the best opportunity students have to demonstrate they can merge their learning with real world experience. The research project should be based on a company and a business challenge. Students may choose a topic based on a business challenge or issue and include material covered in the MBA curriculum. They must have their topic approved by their instructor in a faculty consultation.

The business issue or challenge involves the investigation of a current problem or opportunity facing a business. Students take the position as a consultant who is called in to provide expertise and advice to a company on this issue. Students provide a comprehensive report as if they were writing a report for the business client who hired them as a consultant.

Examples of business issues or challenges could be a report researching an auto company that is facing issues with its labor union, or how companies like Amazon stay on top of their field and industry, or how a small business can deal with internet and big box store competition that is squeezing them out of their market, or could be global technology transfer and joint ventures. For example, the case of Qualcomm in China and their joint venture with Motorola could be the company focus.

The final report must include extensive, literary research about the problem. The report includes an executive summary, an introduction to the business problem, with background into the business, industry, mission and values, and overview of the literature. The report also includes recommendations, financials, as well as a Strategic Business Area (SBA) Segmentation and

PESTEL analysis. Also includes a financial plan and funding proposal, and the final conclusions to the company client.

Finally, students have 25 minutes to present their research project ideas to skeptical venture capitalists (their colleagues) at the end of the term. By completing this course, students should have achieved a mastery of the PLOs (as measured using the Capstone rubric).

## 5. LEARNING MODALITIES AND PREFERENCES

*Describe the pedagogical approach to addressing various learning modalities and learning preferences.*

### Hybrid/Weekend Modality

Evidence gathered from the assessment findings in 2015 were used for curriculum improvement and to add the Hybrid program modality (Online and On ground). The Online-only and Hybrid modalities have been taught since then. These modalities have many similarities. For example, both have the same CLOs and PLOs, with each course divided into eight modules. Each module contains an overview, a lecture, textbook chapter readings, videos, discussions, quizzes, writing assignments (e.g., reports, case studies, and research papers) and a self-reflective assignment at the end of the 8 weeks. The learning preferences are described as follows:

Hybrid modality: As shown in Table 3, the percentage of students that enroll in the MBA program are mainly nonresidents. Most of their courses are taught at campus, in physical classrooms. In early 2016, Admin leadership raised concerns regarding WSCUC compliance issues. This resulted in a steep increase of onground hours, up to two-weekend seminars per month, impacting enrollment negatively.

The administration had some serious discussions about the impact of a two-weekend seminar per month format on enrollment, the work-life balance for the faculty, and the expense for students who travel. They also consulted the regulations surrounding international student education and credit unit hours and decided to return to a single weekend per month format. In early 2017, the University Provost announced our return to a one-weekend seminar per month format, starting with the Summer 1 session (May 8-July 2).

The new format is Saturday 10am - 6:00pm, Sunday 9am - 4pm, one weekend per month. Make up sessions are available every Friday 9-4 (no longer on weekends) in the library with the librarian who helps students begin working on their Capstone research projects. All absences must be made up during the same session as the absence.

Students are not allowed to miss class more than a single day of absence per session. Missing an entire weekend constitutes 50% of instruction time. Students have to make an effort to attend at least one weekend day due to illness or some other very important reason. Missing an entire

weekend will result in an academic WF from the course, and likely an immediate cancellation of their visa.

Online Modality

Asynchronous online courses: Students are to meet specific due dates for each assignment, but they are not required to meet at particular hours during the week. Online courses are preferred by domestic students who need a flexible study schedule while working full-time. Using the same CLOs and assignments as the hybrid courses, the online ones are designed to create a dynamic learning environment by requiring class discussions, class activities, and individual and group presentations.

Both, virtual and Face to face interactions with faculty and classmates, weekly check-ins with faculty, and hands-on assignments help students achieve their CLOs.

6. STUDENT COURSE EVALUATIONS

*Describe how student evaluations of courses are used in assessing academic quality. What are the results of the most recent course evaluations in your program? (Use at least the previous term’s data, but you may include additional information from prior terms.) Describe any changes made in your program as the result of these evaluations.*

Student evaluations of courses are administered through an EvaluationKIT dashboard. The University Institutional Research department shares the Course Evaluations results in an end-of-semester report to the College of Business and Management curriculum committee to assess academic quality and performance. USU - IR notifies the students and faculty when the end-of-Course evaluation survey data is being collected, the list of courses where data will be collected, and when the data collection will be closed. Faculty encourage their students to complete the survey. Instructors can access their individual course results after grades have been submitted. The program lead faculty has access to data from all MBA courses.

The results of the previous course evaluations (Summer 1, Summer 2, and Fall 2, 2017) in the MBA program are shown in Table 12.

Table 12: End of Course Evaluation Summer and Fall 2017

COBM End-of-Course Survey Data 2017 Summer & Fall						
	INSTITUTION			MBA		
Survey Questions	Su1	Su2	Fa2	Su1	Su2	Fa2
1 Course Content						
1.1 LOs/Syllabus	4.68	4.66	4.66	4.71	4.67	4.72
1.2 Book/Materials	4.68	4.74	4.74	4.71	4.76	4.69
1.3 Alignment to LOs	4.74	4.7	4.7	4.83	4.72	4.69

1.4 Grading Criteria	4.61	4.65	4.65	4.71	4.6	4.75
2 Student Experience						
2.1 Thinking Critically	4.59	4.63	4.63	4.65	4.69	4.71
2.2 Confidence	4.64	4.6	4.6	4.74	4.6	4.67
2.3 Continual Learning	4.69	4.65	4.65	4.7	4.62	4.72
3 Instructor Evaluation						
3.1 Prepared, etc.	4.59	4.71	4.71	4.6	4.83	4.68
3.2 Expertise	4.71	4.75	4.75	4.77	4.85	4.72
3.3 Engaging	4.59	4.67	4.67	4.56	4.8	4.7
3.4 Encourage POV	4.62	4.69	4.69	4.62	4.74	4.68
3.5 Available/Timely	4.61	4.73	4.73	4.82	4.82	4.78
4 Brainfuse						
4.1 Usefulness	2.82	2.5	2.5	2.55	2.75	3
4- No Use	64.78%	57.80%	57.80%	58.33%	55.56%	50%
Online Experience						
6 Mode	2.64	2.51	2.51	2.31	2.3	2.31
7 Acces/Navigate	3.78	3.7	3.7	3.76	3.57	3.36
8 Assistance	3.66	3.62	3.62	3.62	3.61	3.22
9 Understanding	3.57	3.56	3.56	3.59	3.59	3.39
10 Online Discussions	3.36	3.37	3.37	3.23	3.3	3.25
Overall Means						
Course Content	4.68	4.69	4.69	4.74	4.69	4.71
Student Experience	4.62	4.71	4.71	4.7	4.64	4.7
Instructor Evaluation	4.64	4.63	4.63	4.67	4.81	4.71

For these sessions, the MBA scores were generally in line or stronger than the the institutional average, except for the online course delivery element, which may be partly due to the hybrid modality of most of the students enrolled.

The purpose of the College of Business and Management Curriculum Committee (COBM-CC) is to move toward a data driven decision making process that is a formalized structure and doesn't

burden singular faculty. Since the program is so small, the COBM-CC includes program lead faculty (2) from both programs and members of the Provost’s office.

Examples of changes made in the program as the result of these evaluations discussed in the COBM-CC last May 17, 2017 are as follows:

First, the end of course survey data is very useful. For example: the students’ feedback comments indicated that MGT516 Strategic Management course and MGT599 Capstone should be separated due to the deep analysis burden when taken concurrently.

Second, the End of Course Surveys were used heavily to look at adjunct evaluations. For example: all lead faculty noted that Brainfuse almost always has negative feedback. The students report low satisfaction levels. Business students don’t seem to use it much and don’t know how to use it.

Therefore, the committee discussed a resurrection of the Retention Task Force to connect students to USU’s services such as Brainfuse, resume creation, etc., through social media access. Also, include Brainfuse training in the student orientation. Millennials can’t pay attention for long spans of time so should we customize our trainings like Brainfuse in shorter bursts of 6-8 minutes or less.

Additional Information:

This report now includes the data for the past year (2018) to make the Program Review more current. The results of the most recent course evaluations (Summer 1, Summer 1D, and Summer 2, 2018) in the MBA program can be found in the Table 13 below.

Table 13: End of Course Evaluation Summer 2018

COBM End-of-Course Survey Data 2018 Summer								
	INSTITUTION				MBA			
Survey Questions	Su 1	Su 1D	Su2	Su2D	Su 1	Su 1D	Su2	Su2D
1 Course Content								
1.1 LOs/Assignments	4.52	4.38	4.37	4.32	4.57	4.2	4.56	3.75
1.2 Design/Instructions	4.36	4	4.3	4.36	4.56	3.6	4.63	4
1.3 Textbook/Materials	4.43	4	4.33	4.59	4.44	3.8	4.52	4
1.4 Access/Navigation	4.44	4	4.39	4.61	4.52	3.8	4.62	4.25

2 Student Experience								
2.1 Interesting/Engaging	4.39	3.88	4.35	4.32	4.44	3.6	4.6	3.25
2.2 Expand Skills/Understanding	4.51	4.13	4.44	4.52	4.44	4	4.67	4.25
2.3 Thinking Critically	4.48	4.13	4.44	4.5	4.45	4	4.69	4
2.4 Recommend Course	4.4	4.14	4.35	4.38	4.5	4	4.67	3.75
3 Instructor Evaluation								
3.1 Discussion Engagement	4.51	4.38	4.43	4.55	4.57	4	4.67	4.25
3.2 Useful Feedback	4.51	4.38	4.41	4.5	4.6	4	4.67	3.75
3.3 Timely Feedback	4.45	4.13	4.42	4.5	4.6	3.6	4.63	4.5
3.4 Availability	4.54	4.38	4.46	4.55	4.58	4	4.58	4
3.5 Recommend Instructor	4.5	4.13	4.44	4.55	4.6	3.6	4.64	3.75
4 Support Services								
4.1 Academic Advising	4.01	3.8	3.77	3.4	4.5	3	4.21	4.33
4.2 Helpdesk/IT	3.82	2.67	3.71	3.75	4.4	2	4.13	3.75
4.3 Brainfuse Tutoring	3.61	2.67	3.57	3.57	4.18	2	4.05	3.75
4.4 Library/Librarian	4.01	3.6	3.97	3.67	4.37	3.5	4.16	3.33

The 2018 data indicates some dissatisfaction in the hybrid student group with their online courses. This may be due to their very recent migration to the new LMS (online-only students were migrated 6 months earlier), or it may indicate that the structure of the hybrid courses should be adjusted. Currently, the hybrid courses use identical course shells as the 100% online courses, with the hybrid faculty making small-scale adjustments to adapt to the hybrid scheduling. If the student responses remain so far apart, faculty will make adjustments to the Master shell process. (Note: the “D” sessions generally have smaller enrollments numbers, which may also play into the overall drop in scores, especially seen in Summer 2D.)

## 7. CO-CURRICULAR LEARNING EXPERIENCES

*As applicable, describe co-curricular learning experiences and student participation in them.*

Curricular Practical Training (CPT) is off-campus work authorization for employment (whether it is paid or unpaid), such as internship or co-op, for F-1 international students to receive further training. It is designed to achieve an established academic objective and is directly related to the students degree level and major.

The MGT999 Graduate Professional Symposium course provides a venue for students participating in CPT to share their experience and collaborate about their current coursework as related to their internship, part-time, or full-time position. The objective is to create an opportunity for reflection and exploration of the intersection of academic learning and work experience. In order to successfully pass the course, students must complete each assignment (i.e., Discussions and the Reflection Assignment). The MGT99 CLOs are aligned to the MBA PLOs as are all other courses.

The International Student Advisor and faculty monitor and send reminders regarding attendance/participation weekly in all courses, including MGT999. Students need to log into D2L and participate in their courses. Part of the eligibility requirements for participation in CPT is their enrollment in and successful completion of MGT999. If they fail to participate in their course and are dropped from MGT999, their CPT authorization will be cancelled and they will no longer be allowed to work.

As discussed in the previous section, to address co-curricular learning experiences and student participation in them, the Provost is suggesting a resurrection of the Retention Task Force to connect students to USU’s services such as Brainfuse, resume creation, etc., through social media access.

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## C. STUDENT LEARNING AND SUCCESS

### 1. LEARNING OUTCOMES ASSESSMENT

*Discuss learning outcomes assessment for your program. Include annual results of direct and indirect assessment (include annual assessment reports in appendix). Describe the assessment process: how are program learning outcomes assessed? (Include a schedule showing which PLOs are scheduled for assessment in which year, which indicates review of all PLOs within a five-year cycle). Describe ongoing efforts by the department to respond to assessment results; what changes were made in the assessment process or in courses to improve results? (If results of any learning outcome assessment are completed prior to the final draft of this self-study, adjust this section to include those results as well.)*

USU assesses students’ achievement of learning outcomes every year according to the PLO assessment schedule.

Table 14: MBA Program Learning Outcomes Assessment Results and Plans Summary

PLO	Results	Plans	Updates
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<p>1 Evaluate academic and professional sources of business-related data and information. (Information &amp; Media Literacy)</p> <p>Last Assessed: 2014-15 (under old PLO)</p> <p>Next Assessed: 2019-20</p>	All criteria met (only assessed at D-level)			<p>Employed instructors to work with each on ground management class in writing skills and information literacy skills. (through 2015)</p> <p>Revise curriculum to include writing and research skills into existing courses (first 2-3 courses)</p> <p>Increase graduate level TOEFL minimum score for admission from 47 to 61 and the IELTS score for admission from 5.5 to 6.0. (2015-continuous)</p>	<p>Completed. This intervention was very helpful and we saw a marked improvement in information literacy skills and a reduction in plagiarism.</p> <p>Completed. Beginning courses in the program have scaffolded writing assignments.</p> <p>Completed.</p>
	<b>Develop Level (n = 11) Ground</b>	<b>2+ (80%)</b>			
	Select Information	9%			
	Communicate Information	0%			
	Cite Information	0%			
	<b>Develop Level (n = 3) Online</b>	<b>2+ (80%)</b>			
	Select Information	66%			
	Communicate Information	66%			
	Cite Information	33%			
	<b>Develop Level (n = 3) Total</b>	<b>2+ (80%)</b>			
	Select Information	21%			
	Communicate Information	14%			
Cite Information	6%				
PLO	Results			Plans	Updates
<p>2 Leverage diversity to optimize performance in the global marketplace. (Cultural Literacy)</p> <p>Last Assessed: 2016-17 (under old PLO)</p> <p>Rubric: Link</p> <p>Next Assessed: 2022-23</p>	Criterion met (only assessed at D-level)				
	<b>Develop Level (n = )</b>	<b>1+ (80%)</b>	<b>2+ (40%)</b>		
	Diversity	100%	67%		
PLO	Results			Plans	Updates
<p>3 Lead organizations using creative and innovative strategies and solutions to achieve business objectives. (Discipline Literacy)</p> <p>Last Assessed:</p>	Pending 2018 Fall 2 Report				

2017-18 (under old PLO) Rubric: Link  Next Assessed: 2021-22					
<b>PLO</b>	<b>Results</b>			<b>Plans</b>	<b>Updates</b>
4 Write effectively as a business professional to meet organizational goals. (Written Communication)  Last Assessed: 2015-16 (under old PLO) Rubric: Link  Next Assessed: 2021-22	M-Level: Not met for all criteria and modalities (Ground modality performed marginally better than online)  I-Level: Met all criteria at I-Level (ground, online, & total);			Continue to embed writing content in the earlier MBA courses to promote writing standards across the curriculum. (Spring 2017 for online courses)  Recommend an institutional writing center. (Fall 2017)  Create programmatic assessment rubrics designed by well-trained business faculty based on business education standards. (Fall 2017)	Complete: Courses revised for migration to D2L (Spring 2018)  Modified: Institutional request denied; reinforced use of Brainfuse through Faculty Training and Student Awareness (New Advising Team)  In progress: 2017-18 first set of PLO rubrics created for MBA
	<b>Master Level (n = 12) Ground</b>		<b>3 (80%)</b>		
	Central Message		17%		
	Organization		12%		
	Supporting Content		8%		
	Delivery: Written		4%		
	Context & Genre		4%		
	<b>Master Level (n = 3) Online</b>		<b>3 (80%)</b>		
	Central Message		0%		
	Organization		17%		
	Supporting Content		0%		
	Delivery: Written		0%		
	Context & Genre		0%		
	<b>Master Level (n = 15) Total</b>		<b>3 (80%)</b>		
	Central Message		13%		
	Organization		13%		
	Supporting Content		7%		
	Delivery: Written		3%		
	Context & Genre		3%		
	<b>Introduce Level (n = 15) Ground</b>	<b>1+ (80%)</b>			
Central Message	98%				

	Organization	100%			
	Supporting Content	90%			
	Delivery	96%			
	Context & Genre	96%			
	<b>Introduce Level (n = 10) Online</b>	<b>1+ (80%)</b>			
	Central Message	100%			
	Organization	100%			
	Supporting Content	95%			
	Delivery: Written	100%			
	Context & Genre	100%			
	<b>Introduce Level (n = 35) Total</b>	<b>1 (80%)</b>			
	Central Message	98%			
	Organization	98%			
	Supporting Content	92%			
	Delivery: Written	97%			
	Context & Genre	87%			
<b>PLO</b>	<b>Results</b>			<b>Plans</b>	<b>Updates</b>
<p>5 Speak and present effectively as a business professional to meet organizational goals. (Oral Communication)</p> <p>Last Assessed: Delayed (from 2015-16) Rubric: Link</p> <p>Next Assessed: 2020-21</p>	Not met on all 5 of the criteria, though the scores were close for two: Supporting Content and Delivery: Oral.			<p>Recalibrate the level of successful outcomes to accurately reflect the I-D-M course level.</p> <p>PLO-specific Assessment Rubric to assess the level of skills in oral presentation that is relevant to business education.</p> <p>Properly train and develop business content area faculty with expertise in marketing and sales in particular to assess sales pitches and other oral communication assignments. (Fall 2017)</p>	<p>Complete: beginning in 2017-18 Assessment year</p> <p>In progress: 2017-18 first set of PLO rubrics created for MBA</p> <p>Delayed- faculty are focused on migration (competency/PLO workshops will occur after MBA program review - beginning Summer/Fall 2019)</p>
	<b>Develop Level (n = 36) Ground</b>	<b>2+ (80%)</b>			
	Central Message	67%			
	Organization	51%			
	Supporting Content	76%			
	Delivery: Oral	76%			
Context & Genre	71%				

PLO	Results	Plans	Updates	
<p>6 Work effectively in pursuit of optimal team decision-making and performance. (Collaboration)</p> <p>Last Assessed: Delayed (from 2016-17) Rubric: Link</p> <p>Next Assessed: 2020-21</p>	<p>This assessment has been deferred to 2017-2018 due to low enrollment and the courses corresponding on the curriculum map not being offered during the current assessment cycle.</p>	<p>Update curriculum and add oral assignments to online classes (by Fall 2018)</p>		
PLO	Results	Plans	Updates	
<p>7 Analyze financial and other quantitative data in the decision-making process. (Quantitative Reasoning) (Updated 8/18)</p> <p>Last Assessed: 2014-15 (under old PLO) Rubric: Link</p> <p>Next Assessed: 2019-20</p>	<p>Not met (all 4 criteria); Two of the criteria (Interpreting Data and Translating Information) were close to the expected level of achievement; two were not.</p>	<p>Scaffold learning toward increasing difficulty in the assignments. (Summer 2015)</p> <p>Move the financial management and accounting classes (managerial finance) to ground. (Spring 2017)</p> <p>Strengthened the financial analysis required components in the Capstone. (Summer 2016)</p> <p>Future online labs or other interactive teaching activities will be considered. (Summer 2016)</p>	<p>In progress. The quantitative courses are analyzed 2x per year to determine rigor and relevance and to refresh assignments to prevent cheating.</p> <p>In progress. For online students, assignments have been redesigned and refreshed.</p> <p>Complete</p> <p>Completed. Finance courses were redesigned in Summer 2016. Results are still being analyzed.</p>	
	<p><b>Master Level (n = 6)</b></p>			<p><b>3 (80%)</b></p>
	<p>Interpreting Data</p>			<p>50%</p>
	<p>Numerical Analysis</p>			<p>33%</p>
	<p>Numerical Problem Solving</p>			<p>33%</p>
<p>Translating Information</p>	<p>50%</p>			
PLO	Results	Plans	Updates	
<p>8 Recommend alternative solutions to resolve ethical dilemmas in business. (Ethical Reasoning)</p> <p>Last Assessed: 2017-18 (under old PLO) Rubric: Link</p> <p>Next Assessed: 2022-23</p>	<p>Pending 2018 Fall 2 Report</p>			
PLO	Results	Plans	Updates	

<p>9 Strategically evaluate the factors involved in business situations/issues to promote innovation, improve performance, and mitigate risk. (Critical Thinking)</p> <p>Last Assessed: 2013-14 (under old PLO) Rubric: Link</p> <p>Next Assessed: 2018-19</p>	Met for all 4 criteria (but measured only at I-level)			<p>Revise ILO</p> <p>Revise PLO (potentially)</p>	<p>Complete: April, 2017 - ILO revised.</p> <p>Complete: PLO revised August, 2017 and 18.</p>
	<b>Introduce Level (n = 4)</b>	<b>1+ (80%)</b>			
	Use of Evidence	100%			
	Analysis: Evidence	100%			
	Analysis: Point of View	100%			
	Student Position	100%			

To support student achievement of learning outcomes from admission to graduation, Program Learning Outcomes have been evaluated for quality and rigor by degree level.

One of the major program adjustments came as a result of the very low results in 2014-15 for the Information Literacy PLO (first in the table above), and the similar Written Communication PLO results (PLO 4) in the following year. The student population at the time was heavily international (non-resident) and faculty interpreted the results as being based in this group's general lack of familiarity with American research and writing conventions. Major support was provided immediately with faculty tutoring and the early-sequence courses were revised to provide extensive writing support. The program leadership also secured an increase in the TOEFL and IELTS admissions scores.

There have been two major revisions of the PLOs for career-applicability, degree level, and measurability to better support student learning and make the assessment process more meaningful. In the summer of 2017, at the launch of the migration/revision efforts for the MBA, the core faculty with the assistance of the Provost's Office revised the PLOs. In Spring 2018, the College of Business and Management faculty met with the President, Provost, and Associate Provost to restructure the MBA as separate sets of core courses and concentrations. This group decided that critical thinking and strategic management should be embedded in the program as thematic threads to be addressed in some way in every course. This was based on the conceptual framework that for business at the master's level, these thematic threads were closely aligned and vital to business functioning. In regards to ethics, the program realized that it was relying on only one course to address the competency. The team agreed that more robust integration was needed and decided to theme it across the courses instead, as every business decision potentially has an ethical or legal implication.

## 2. STUDENT RETENTION AND GRADUATION RATE TRENDS

*Discuss retention and graduation rate trends (disaggregated). What are the implications of these trends? What measures have been implemented to address concerns (if any)?*

Table 15. Persistence and Retention Rates

MBA KPIs (2013-2017)					
	Persistence Rates				
Summer to Fall Persistence (%)	2013	2014	2015	2016	2017
	75	100	81	88	77
	Retention Rates				
Fall to Fall Retention (%)	2013	2014	2015	2016	2017
	75	0	33	36	23
	Graduation Rates				

Persistence rates were steady at 75% in 2013, increased to 100% in 2014, returned to 81% in 2015, and fluctuated between 2016 and 2017 from 88% and 77%. In 2016, the USU campus moved from Chula Vista, CA to Mission Valley, CA.

Fall retention rates have fluctuated from 2013 to 2015. Retention rates were 75% in 2013 and 0% in 2014. From 2015 to 2017, the retention rates have fluctuated between 33%, 36% and 23% respectively. During the Fall sessions, students are notified of whether they have been granted H1-B visas. Many of these students decide to abandon their MBA studies and pursue full time work and US resident status in the long term. For example, 1 student was shy only her capstone course in order to obtain her MBA degree. However, she dropped from the program once she was granted an H1-B visa.

## 3. STUDENT SATISFACTION

*Provide information here on the results of the most recent student satisfaction survey from students in your program. How have these affected program activity? Discuss the results of graduating student satisfaction surveys and/or alumni satisfaction surveys as available.*

At the time of the Program review, six students completed the Student Satisfaction Survey in Fall 2017. Two domestic students and four international students. 100% of domestic students stated that they recommend the MBA program, but only 50% of international students do so. This percentage stayed in 2018 to 100% for domestic students, but dropped to 0% for international students. The decrease in student satisfaction for international students could be

explained by a couple of factors. One, because of the migration to D2L and two, because the reduction of tuition rates only applied to domestic students, not international ones.

In 2017, 100% of domestic students would re-enroll and 50% of international students would not re-enroll/don't know, and in 2018, these percentages stayed the same. This data may be explained by a few factors. First, the MBA program domestic students are native English speakers or have been in the US and English is not an impediment, even if the courses are 100% online, and does not offer a student experience that an on-ground program could. Second, the data may be related to international students' dissatisfaction at 50% and 0%, with course delivery. In summer 2017, the learning management system changed from Blackboard to D2L. Students were unfamiliar with D2L and needed more than one session to understand and use the different tools within it. Consequently, 50% of students rated faculty with no opinion/somewhat dissatisfied on the survey statement: "provided timely feedback about student progress in a course." Faculty, including the Program Lead, were still learning how to use D2L. During this time, the Provost developed USU Faculty Guidelines that clearly stated that grading must be posted within 72 hours of an assignment due date and must include substantive feedback. The faculty guidelines have helped instructors by providing expectations and resources available to them. Furthermore, to ensure that faculty are timely with grading, are engaging in the discussion forums, and are active in their classrooms, the Director of Faculty Support supports faculty with respect to D2L and the classroom. He sends notifications directly to all Program Leads and faculty. His overall goal is to ensure that students get the best educational experience possible. Third, the tuition decreased in summer 2017, and the MBA became one of the most affordable programs compared to other universities, but only applicable to domestic students, not to international ones.

50% of students had no opinion whether faculty were fair and unbiased in their treatment of individual students. The faculty guidelines address this statement, and instructs faculty to use rubrics "to streamline grading and in the most unbiased method possible."

In Fall 2017, 25% of students were dissatisfied with instruction in their program. As a result, many of the MBA program courses were reviewed by the Curriculum Committee and it was determined by the Curriculum Committee that there needed to be less research-based assignments and more practical application of course content in key assignments and discussions. Thus, many assignments and discussion questions were completely rewritten to include various modalities (i.e. elevator speech, PowerPoint, and/or video) and to demonstrate learning of new CLOs.

Also in Fall 2017, thirty-eight percent of students expressed that the library resources and services are adequate. This number increased to 67% in Fall 2018. At the time of this review, the librarian has created many resources, including a Library Corner, in D2L. Students may find video tutorials, webinars, and databases, and research guides in the Library Corner.

Table 16: Re-Enroll/Recommend Questions from Annual Student Satisfaction Survey

<b>Fall 2017 Re-enroll and Recommendation Decisions (MBA Responses)</b>					
Domestic (n=2) International (n=4)					
	<b>Definitely Not</b>	<b>Probably Not</b>	<b>Don't Know</b>	<b>Probably Yes</b>	<b>Definitely Yes</b>
Re-enroll (Domestic)	0%	0%	0%	0%	100%
Re-enroll (International)	0%	25%	0%	25%	50%
Recommend USU (Domestic)	0%	0%	0%	0%	100%
Recommend USU (International)	0%	25%	0%	25%	50%

Table 17: Additional Satisfaction Questions Added on the 2016 Questionnaire

<b>Fall 2017 Satisfaction Questions (MBA Responses)</b>						
Domestic (n=2) International (n=4)						
<b>Category</b>	<b>Question</b>	<b>Very Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>No Opinion</b>	<b>Somewhat Satisfied</b>	<b>Very Satisfied</b>
Services (Overall)	Library (Domestic)	0%	0%	50%	50%	0%
	Library (International)	0%	25%	0%	0%	75%
	Online Course Delivery (Domestic)	0%	0%	0%	50%	50%
	Online Course Delivery (International)	0%	25%	0%	25%	50%
	Overall Experience with USU Faculty (Domestic)	0%	0%	0%	50%	50%

	Overall Experience with USU Faculty (International)	0%	25%	0%	25%	50%
	Overall Educational Experience (Domestic)	0%	0%	0%	0%	100%
	Overall Educational Experience (International)	0%	0%	25%	25%	50%
Student Services	There is a commitment to academic excellence at USU. (Domestic)	0%	0%	0%	50%	50%
	There is a commitment to academic excellence at USU. (International)	0%	25%	25%	0%	50%
	Tutoring services are readily available. (Domestic)	0%	0%	50%	0%	50%
	Tutoring services are readily available. (International)	0%	0%	50%	0%	50%
Student Experience	I am able to experience intellectual growth at USU. (Domestic)	0%	0%	0%	50%	50%
	I am able to experience intellectual growth at USU. (International)	0%	0%	0%	50%	50%
	The course content within my program is valuable. (Domestic)	0%	0%	0%	0%	100%
	The course content within my program is valuable. (International)	0%	25%	0%	25%	50%
	The instruction in my program is excellent. (Domestic)	0%	0%	0%	50%	50%

	The instruction in my program is excellent. (International)	0%	25%	0%	25%	50%
Library	Library resources and services are adequate. (Domestic)	0%	0%	50%	50%	0%
	Library resources and services are adequate. (International)	0%	0%	0%	25%	75%
Faculty	Faculty are fair and unbiased in their treatment of individual students. (Domestic)	0%	0%	0%	50%	50%
	Faculty are fair and unbiased in their treatment of individual students. (International)	0%	0%	25%	25%	50%
	Faculty care about me as an individual. (Domestic)	0%	0%	50%	0%	50%
	Faculty care about me as an individual. (International)	0%	25%	25%	0%	50%
	Faculty provided timely feedback about student progress in a course. (Domestic)	0%	0%	0%	50%	50%
	Faculty provided timely feedback about student progress in a course. (International)	0%	25%	0%	25%	50%

Table 18: Re-Enroll/Recommend Questions from Annual Student Satisfaction Survey

**Fall 2018 Re-enroll and Recommendation Decisions (MBA Responses)**  
 Domestic (n=2)  
 International (n=3)

	Definitely Not	Probably Not	Don't Know	Probably Yes	Definitely Yes
Re-enroll (Domestic)	0%	0%	0%	0%	100%
Re-enroll (International)	0%	0%	100%	0%	0%
Recommend USU (Domestic)	0%	0%	0%	0%	100%
Recommend USU (International)	0%	0%	67%	33%	0%

Table 19: Additional Satisfaction Questions Added on the 2018 Questionnaire

Fall 2018 Satisfaction Questions (MBA Responses)						
Domestic (n=2)						
International (n=3)						
Category	Question	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied
Services (Overall)	Library (Domestic)	0%	0%	0%	0%	100%
	Library (International)	0%	0%	67%	33%	0%
	Online Course Delivery (Domestic)	0%	0%	0%	0%	100%
	Online Course Delivery (International)	33%	33%	0%	33%	0%
	Overall Experience with USU Faculty (Domestic)	0%	0%	0%	0%	100%
	Overall Experience with USU Faculty (International)	33%	0%	0%	0%	67%
	Overall Educational Experience (Domestic)	0%	0%	0%	0%	100%

	Overall Educational Experience (International)	33%	0%	33%	0%	33%
Student Services	There is a commitment to academic excellence at USU. (Domestic)	0%	0%	0%	0%	100%
	There is a commitment to academic excellence at USU. (International)	0%	0%	33%	33%	33%
	Tutoring services are readily available. (Domestic)	0%	0%	0%	0%	100%
	Tutoring services are readily available. (International)	67%	0%	33%	0%	0%
Student Experience	I am able to experience intellectual growth at USU. (Domestic)	0%	0%	0%	0%	100%
	I am able to experience intellectual growth at USU. (International)	0%	0%	67%	33%	0%
	The course content within my program is valuable. (Domestic)	0%	0%	0%	0%	100%
	The course content within my program is valuable. (International)	33%	0%	0%	0%	67%
	The instruction in my program is excellent. (Domestic)	0%	0%	0%	0%	100%
	The instruction in my program is excellent. (International)	33%	0%	33%	33%	0%
Library	Library resources and services are adequate. (Domestic)	0%	0%	0%	0%	100%

	Library resources and services are adequate. (International)	33%	0%	33%	33%	0%
Faculty	Faculty are fair and unbiased in their treatment of individual students. (Domestic)	0%	0%	0%	0%	100%
	Faculty are fair and unbiased in their treatment of individual students. (International)	33%	0%	0%	33%	33%
	Faculty care about me as an individual. (Domestic)	0%	0%	0%	0%	100%
	Faculty care about me as an individual. (International)	33%	0%	33%	0%	33%
	Faculty provided timely feedback about student progress in a course. (Domestic)	0%	0%	0%	0%	100%
	Faculty provided timely feedback about student progress in a course. (International)	33%	33%	0%	33%	0%

4. JOB PLACEMENTS AND STUDENT ACHIEVEMENTS

*Discuss job placement information and student achievements as available.*

Alumni responding to a 2018 survey confirmed the relevance of the curriculum, with approximately 75% of the respondents (N=71) indicating that the education they received at USU was either useful or extremely useful in obtaining a job in their chosen field.

D. FACULTY

1. FACULTY QUALIFICATIONS AND EXPERTISE

*Describe faculty qualifications and expertise. Include terminal degree proportion, list of faculty specialties within the discipline (and alignment to program curriculum), and any other academic quality indicators (e.g., external funding awarded to faculty, record of professional practice, service awards and recognition, etc.). (Include current vitae of core faculty in an appendix.)*

Table 20: Faculty Qualifications and Expertise

Full Name	Title Full-time/Part-time	Degrees/Field (list all Degrees received)	Degrees/Institution	Field of Specialization	Numbers and Titles of courses taught
Beyer, Brent	part-time (adjunct)	Master of Business Administration Bachelor of Arts in Management	MBA: University of Iowa Tippie School of Business BA: Simpson College	Accounting Business Math Economics	ACT 514 Managerial Accounting
Bitar, Ray	part-time (adjunct)				BUS 502 Business Legal & Ethical Issues
Darnell, Jasmine	part-time (adjunct)	Doctor of Education, Organizational Leadership Master of Arts, Teaching and Learning Master of Business Administration Bachelor of Science, Human Services	EdD: Pepperdine University MA: Ashford University MBA: Point Loma Nazarene BS: Springfield College	Human Resource Management Marketing	MGT 504 HR Leadership MKT 506 Marketing Strategy
Edwards, Jay	part-time (adjunct)	Doctor of Philosophy, Leadership Master of Business Administration Bachelor of Science, Business Management Associate of Science, Computer Information	PhD: Capella University MBA: Troy University BS: National Louis University AS: Atlanta Technical Institute	Management	MGT 511 Managing Organizational Change and Innovation
Eira de Aquino, Carlos	part-time (adjunct)	Bachelor of Science, Structural Engineering Master of Science, Engineering PdD, Engineering	BS: University of Campinas MS: The George Washington University PhD: University of Sao Paulo Post-doc: University	Economics Management	MGT 534 International Business Environments: Trends and Practices BUS 544 Managerial Economics

		Post-doctorate, Entrepreneurship	of Campinas		
Foote, Tracy	part-time (adjunct)	Master of Business Administration Bachelor of Arts, Political Science Associate of Science, Law	MBA: Webster University BA: San Diego State University AS: Miramar College	Human Resource Management, Organizational Behavior	MGT 504 Talent Acquisition, Performance, Behavior MGT 508 Organizational Behavior
Garibay, Julio	Full Time	Doctor of Business Administration, Strategic Management Master of Science in Telecommunications Systems Management Bachelor of Science, Computer Science	DBA: Alliant International University MSc: National University BS: Baja California State University (Ensenada, Mexico)	Strategic Management Information Technology Computer Science	BUS 500 Information Systems & Operations Management MGT 516 Strategic Management & Analysis MGT 599 MBA Capstone
Gambrell, Alan	part-time (adjunct)	Doctor of Philosophy, Organization and Management Master of Business Administration Bachelor of Science, Sociology	PhD: Capella University MBA: Tampa College BS: The University of the State of New York	Accounting Finance Strategic Planning	ACT 514 Managerial Accounting
Jones, Michael	part-time (adjunct)	Doctor of Philosophy, Applied Management and Decision Science	PhD: Walden University	Business Analytics	
Larson, Cynthia	Dean of College of Business	Doctor of Education, Human and Organizational Learning Master of Arts, Liberal Studies Bachelor of Science, Mass Communication	EdD: The George Washington University MA: Towson University BS: Towson University	Human Resource Management Organizational Development	BUS 502 Business Legal & Ethical Issues MGT 504 HR Leadership MGT 508 Organizational Behavior
Law, Diane	part-time (adjunct)	Master of Science, Accounting	MS: University of Phoenix MBA: University of	Marketing Accounting	ACT 514 Managerial Accounting FIN 510 Financial

		Master of Business Administration Bachelor of Science in Business Administration	Phoenix BS: Duquesne University		Management
Lazo, Alex	part-time (adjunct)	Doctor of Philosophy, Organization and Management Master of Science, Management Information Systems Bachelor of Arts, International Business	PhD: Capella University MS: California State University, Fullerton BA: California State University, Fullerton	Business Information Systems Management Data Analysis Human Resource Management Organizational Development Strategic Planning	BUS 500 Information Systems and Operations Management BUS 505 Operations Management and Decision Models BUS 544 Managerial Economics MGT 504 HR Leadership MGT 508 Organizational Behavior
Letchinger, Gary	part-time (adjunct)	Juris Doctor, Law Master of Arts, Philosophy Bachelor of Arts, Liberal Studies	JD: University of California, Hastings College of Law MA: University of Michigan BA: University of Illinois	Human Resource Management Organizational Behavior Management Business Ethics	MGT 504 HR Leadership MGT 508 Organizational Behavior MGT 511 Managing Organizational Change and Innovation
Luoma, Andrea	part-time (adjunct)	Doctor of Philosophy, Leadership Master of Arts, Communication: Organizational Communication and Public Relations Bachelor of Arts, International Relations and Political Science	PhD: Washington State University MA: Washington State University BA: St. Cloud State University	Human Resource Management Organizational Development	MGT 504 Talent Acquisition, Performance, Behavior
Massrou, Bijan	part-time (adjunct)	Doctor of Business Administration, Finance Master of Science, Advanced Management Master of Business Administration, Telecommunications Bachelor of	DBA: United States International University MS: National University MBA: National University BBA: National University	Accounting Finance Management Marketing	ACT 514 Managerial Accounting FIN 510 Financial Management MGT 516 Strategic Management MKT 506 Marketing Strategy

		Business Administration, Information Systems			
Mantz, Katherine	part-time (adjunct)	Doctorate of Business Administration, Marketing and Sustainability Masters of Business Administration Bachelor of Science Marketing	DBA: Argosy University MBA: Argosy University BS: University of Phoenix	Marketing	MKT 506 Marketing Strategy
Marion, James	part-time (adjunct)	Doctor of Philosophy, Organization and Management/Information Technology Management Master of Business Administration Master of Science, Engineering Bachelor of Science, Electronics Engineering Associate of Applied Science, Electronics Engineering Technology	PhD: Capella University MBA: The Edinburgh Business School of Heriot-Watt University MS: University of Wisconsin AAS: Cleveland Institute of Electronics	Project Management Business Analytics Operations Management	BUS 500 Information Systems & Operations BUS 505 Operations Management and Decision Models
Mitereva, Svetlana	part-time (adjunct)	Doctor of Philosophy, Economics Master of Business Administration, Finance Bachelor of Science, Management	PhD: Moscow State University MBA: Moscow State University BS: Moscow State University	Economics	BUS 544 Managerial Economics
Nezerwe, Yvan	part-time (adjunct)	Doctor of Business Administration, Finance Master of Business Administration,	DBA: Alliant University MBA: Alliant University BIA: United States International University	Business Ethics Finance	BUS 502 Business Legal & Ethical Issues FIN 510 Financial Management MGT 599 Capstone

		Finance Bachelor of International Business, Finance			
Newmann, Jennifer	Former Faculty Former Provost, Former Interim Dean	Doctor of Education, Organizational Development and Leadership Master of Business Administration Bachelor of Science, Psychology	EdD: UC San Diego MBA: National University BS: Arizona State University	Organizational Behavior Leadership Human Resource Management Cross Cultural Management Entrepreneurs hip Marketing	MGT504 - HR Leadership MGT508 - Organizational Behavior MKT 506 Marketing Strategy
Parker, John	part-time (adjunct)	Post-Doctoral Certificate of Accounting Doctorate of Business Administration Master of Professional Accountancy Master of Business Administration B.S. in Business Administration/ Marketing	Post-Doc Cert: Argosy University DBA: Argosy University MPA: Arizona State University MBA: University of Phoenix BS: University of Southern California	Finance	FIN 510 Financial Management
Ragatz, Jon	part-time (adjunct)	Master of Management Bachelor of Arts, Communications	MM: Northwestern University BA: DePauw University	Marketing and Cross Cultural Management	MGT 512 Cross-Cultural Management MKT 506 Marketing Strategy
Shiaw, Horn Yeu	part-time (adjunct)	Doctor of Philosophy, Computer Science Master of Science, Computer Science Bachelor of Science, Computer Science	PhD: Tufts University MS: Rensselaer Polytechnic Institute BS: Southern Connecticut State University	Information Technology Information Systems Management Mathematics	
Stromberg, Alina	part-time (adjunct)	Master, International Management Bachelor, Mechanical Engineering	M: University of California, San Diego B: University of Houston	Management	MGT 511 Managing Organizational Change and Innovation MGT 512 Cross-Cultural Management
Taylor,	part-time (adjunct)				BUS 500 Business

Matthew					Information Systems
Zimmerman, Daniel	part-time (adjunct)	Doctor of Management Master of Business Administration Master of Human Resource Management Bachelor of Science in Interdisciplinary Studies	DM: Colorado Technical University MBA: DeVry University MHRM: DeVry University BS: Illinois State University	Human Resource Management Organizational Development	MGT 504 Talent Acquisition, Performance, Behavior MKT 506 Marketing Strategy

See current vitae of core faculty in an appendix.

<https://drive.google.com/drive/folders/1yK5Dtc29kTN-ORQaroW2bNsDehh2S5eA?usp=sharing>

## 2. DIVERSITY OF FACULTY

*Include information on gender and ethnicity of faculty teaching in your program. Do the demographic characteristics of your core and adjunct faculty align with USU’s commitment to diversity and the demographic characteristics of the students in your program?*

As Table 21 shows, MBA faculty by gender are 62% male and 38% female.

Table 21: Faculty by Gender

Female	Male	Grand Total
10 (38%)	16 (62%)	26

As table 22 indicates, 27% of the faculty by race/ethnicity is minority (Black or African American, Hispanic, or Native Hawaiian or Other Pacific Islander), with an additional 23% identifying as “Two or more.” While this demographic composition is not as diverse as the student population itself, there are a variety of backgrounds and experiences represented. All faculty are committed to the teaching of both domestic and international students.

Table 22: Faculty by Race / Ethnicity

Ethnicity	Grand Total

Asian	1 (1%)
Black or African	5 (19%)
Hispanic/Latin	2 (8%)
Native/Hawaiian	0
Two or more	6 (23%)
Unknown	6 (23%)
White	6 (23%)
	26

### 3. PROSPECTIVE FACULTY EVALUATION

*What is the process of evaluating prospective core and adjunct faculty? How does the program assure that faculty assigned to courses are qualified by education and experience to provide quality instruction?*

New core faculty are hired through an institutional process with notice on the university website and job ads. Candidates apply through Human Resources, are interviewed by the Provost and the Program Lead Faculty (currently there is vacancy at the Dean level). Both the Provost and Program Lead Faculty look for teaching experience as well as educational and professional background for hiring core faculty.

Prospective adjunct faculty are evaluated through a process created by the Academic Services Coordinator and in conjunction with the Program Lead Faculty. All prospective adjunct faculty must send a letter of interest, resume and/or curriculum vitae to the Program Lead Faculty. The Program Lead Faculty reviews the paperwork, with attention to the education specializations or professional experience of the candidate and the disciplines that need faculty support in the program, and issues a new hire process email to the Academic Services Coordinator, who sends and collects new hire paperwork. To ensure that courses are taught by experienced and qualified faculty, the Program Lead Faculty regularly reviews their curriculum vitae. In addition, faculty are offered the opportunity to decide which courses they would like to teach or have expertise in, and these courses are assigned to them in D2L.

## III. PROGRAM VIABILITY

## A. DEMAND FOR THE PROGRAM

### 1. ENROLLMENT TRENDS

*What are the total Fall I enrollment trends for the previous 5 years (including the present year)? Is enrollment increasing, decreasing, or holding steady? What are the Fall I NEW enrollment trends for the previous 5 years (including the present year)? Is new enrollment increasing, decreasing, or holding steady? How does the enrollment information provided impact the program's ability to become/remain fiscally sustainable? What changes would be needed to improve the program's fiscal sustainability? What resources might be required to accomplish this?*

Table 23: New Student Program Starts 2017 July to 2018 June

Start	7/31/17	9/4/17	10/30/17	1/8/18	3/5/18	5/7/18
MBA	1	7	7	3	9	5

Table 24 Enrollment (2012 - 2017)

2012	2013	2014	2015	2016	2017	Grand Total
12 (2.91%)	12 (2.91%)	18 (4.37%)	193 (46.84%)	118 (28.64%)	59 (14.32%)	412

The MBA enrollment trend peaked in 2015, the most popular year for the Executive MBA program. Enrollment started to decrease the following year with the addition of a second weekend per month, and has never recovered the previous level.

USU has committed resources to the IACBE accreditation process on behalf of its business and management programs. Additionally, the institution is seeking approval to become a provider of project management training by the Project Management Institute.

### 2. RETENTION AND GRADUATION RATES

*What are the current five-year retention rates for the prior year? How does this compare to benchmark institutions' persistence rates? Are there major demographic differences between students who continue and those who do not? What data are available for graduation rates? Do the graduate demographics align with program demographics? How does the*

*retention/graduation data provided impact the program’s academic quality, particularly in relation to student demographics? If applicable, what changes would be needed to improve the retention and graduation rates? What resources might be required to accomplish this?*

Table 15 shown in Section “C. Student Learning and Success, 2. Student Retention and Graduation Rate trends” is a sample of the retention rate in the 2018 Summer I report. Following is the persistence rate table from the 2018 Spring I report:

Table 25: 2018 Spring I to 2018 Spring II Persistence Rate

Program	Persisted		Non-Persisted		Total
	Count	Percent	Count	Percent	
MBA	35	92%	3	8%	38
<b>Total</b>	<b>318</b>	<b>92%</b>	<b>27</b>	<b>8%</b>	<b>345</b>

Compare this to the previous two years, and the persistence rate is higher:

Table 26: Session to Session Persistence Rate (2017 Summer II to 2017 Fall I)

Program	Persistence Rate (2017 Summer II to 2017 Fall I)			
	Yes		No	
	Count	Pct.	Count	Pct.
MBA	44	77%	13	23%
	<b>197</b>	<b>79%</b>	<b>53</b>	<b>21%</b>

Table 27: Year-Over-Year Retention Rate (2016 Fall I to 2017 Fall I)

Program	Retention Rate (Fall I 2016 to 2017 Fall I)			
	Yes		No	
	Count	Pct.	Count	Pct.
MBA	15	23%	49	77%
	<b>87</b>	<b>43%</b>	<b>114</b>	<b>57%</b>

For a 36-credit program, the time-to-degree is reasonable:

Table 27: Time-to-Degree

		July 1 - June 30			
Program	Values	2013-2014	2014-2015	2015-2016	2016-2017
MBA	Count	6	6	17	69
	<b>Average Time to Degree (Months)</b>	<b>16</b>	<b>13</b>	<b>16</b>	<b>17</b>

### 3. DEVELOPMENTS IN THE MARKETPLACE

*Describe and discuss developments in the profession/community/society. How does the program maintain/improve its position in the current educational and societal environment? What changes might be necessary in order to improve the program’s position in the educational marketplace? What resources might be required to accomplish this?*

The College of Business and Management is planning two major accreditation efforts to strengthen the program in the market.

USU’s College of Business and Management is an Educational Member with the International Assembly for Collegiate Business Education (IACBE):  
<http://iacbe.org/memberpdf/UnitedStatesUniversity.pdf>.

The BAM and MBA programs are currently in the accreditation candidacy stage and are preparing for their self-study year and site visit (2019), which includes refinements to their goals and outcomes structure as well as to their assessment plans to bring them into alignment with IACBE requirements. The President of IACBE has worked with the College to prepare them for the self-study and visit. This programmatic accreditation is expected to enhance the programs’ viability and position in the business education marketplace.

Also, USU is pursuing accreditation of its Master’s-level Project Management courses with the Project Management Institute.

USU now has a differentiating factor in the student marketplace thanks to the Monthly Payment Plan (MPP).

The major differentiation factor for the program is the Monthly Payment Plan. This payment option permits students to satisfy their tuition and fees amounts over a scheduled, fixed period of months and looms especially large when considering data recently published by The Chronicle of Higher Education 2018 - 2019 Almanac. Approximately 44.7 million people (14% of the population of the United States) owed money on student loans totaling approximately \$1.4 trillion dollars at the end of 2017. Notably, only 37% of student-loan borrowers were managing to pay down their debt from the previous quarter at the end of 2017. Approximately 5% were at least 90 days delinquent in repayment and almost 11% were in default. USU’s affordable tuition levels coupled with a transparent monthly payment model will enable students who feared the crushing burdens imposed by traditional loan programs to finally earn a college degree. The

MPP augments the quality of the university's portfolio of programs and will transparently support its mission of serving an underserved student population.

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## B. ALLOCATION OF RESOURCES

### 1. FACULTY OVERVIEW

*Discuss the core faculty, include the number employed by the program (giving rank and full-part time level of employment), their responsibilities, and the process by which additional core faculty may be added. Describe the faculty workload, including sufficient time for course development, administrative duties, etc. Discuss the adjunct faculty, including how many currently teach in the program, their responsibilities, and how they are incorporated into the program development and learning outcomes assessment process. Include core-adjunct and student-faculty ratios.*

There is one full-time core faculty. A Core Faculty member is appointed in a College by the Provost at a rank listed and described in the Faculty Handbook with all the responsibilities and rights of University Faculty.

Core Faculty status requires faculty members to actively participate in the academic life of United States University and to be available for sufficient hours to fulfill their academic responsibilities to their students, programs, colleges, and United States University.

Eligibility for rank is based in part on the academic degrees held. Possession of minimum qualifications for a rank makes a Core Faculty member eligible for that rank but does not entitle him or her to that rank. Rank and term of initial appointment are determined solely by the Provost.

There are 26 adjunct faculty employed in the MBA program. "Adjunct Faculty" refers to part-time faculty employed by the University on a course-by-course basis and whose sole obligation is to teach. Adjunct Faculty are scholars and professionals whose primary affiliation is not with the University, who, because of their special expertise, are contracted to teach particular courses in the areas of their specialization.

Faculty are being hired according to the growth of student population. For every 100 students, the university plans to hire a full-time faculty (FTF), or 2 part time (PTF) faculty, or up to 4 adjuncts to maintain the appropriate student to faculty ratio. These ratios are also maintained according to programmatic requirements where applicable (CONHS Hiring Plan).

See Resumes for Core and Adjunct Faculty at:

<https://drive.google.com/drive/folders/1yK5Dtc29kTN-ORQaroW2bNsDehh2S5eA?usp=sharing>

A formalized workload policy has recently been developed by the Provost's Office as part of a recent review of the Faculty Handbook and has been placed on the September 2018 Faculty Senate agenda for review and comment.

The program lead faculty is required to participate in the COBM curriculum committee and the Assessment Task force as well as additional committees as needed, demonstrating shared governance. Additional core faculty will also become members of the curriculum committee plus others as needed. All core and adjunct faculty are voting members of the Faculty Senate. Adjunct faculty also participate in Assessment scoring and analysis. Adjunct faculty have also acted as SMEs in the recent redevelopment of MBA courses and provide feedback on ongoing courses as they teach.

On an institutional level, the Office of the Provost committed resources for Subject Matter Experts (SME) to collaborate with core faculty to revise curricula in all programs with a special emphasis placed on the quality of student outcomes and to the appointment of an Academic Services Coordinator to work with faculty on-boarding, training, and development.

In 2018, the position of Academic Services Coordinator was created as enrollments began to grow to assist and support faculty members from hiring and onboarding to training and continuous support throughout their time teaching at USU.

## 2. FACULTY EVALUATION AND DEVELOPMENT

*Describe the faculty review and evaluation process: How are core/adjunct faculty evaluated? What are the results of the most recent evaluation process? Describe the mentoring process for new and/or continuing faculty. Describe the resources provided for faculty (core/adjunct) professional and pedagogical development.*

Adjunct faculty are evaluated by the students in their courses with the End-of-Course survey and the adjunct faculty performance review process. Core faculty are evaluated by their portfolio which includes their curriculum vitae, samples of student course feedback, syllabi of courses taught, participation in USU governance, etc. For core faculty, a Faculty Performance Evaluation Rubric is followed, along with the Portfolio, as part of the review. See: [Faculty Performance Evaluation rubric](#) for details.

The results of the previous instructor evaluations (Summer 1, Summer 2, and Fall 2, 2017) in the MBA program are shown in Table 12. Also, the results of the most recent instructor evaluations (Summer 1, Summer 1D, and Summer 2, 2018) in the MBA program can be found in the Table 13.

New faculty are required to participate in a web-based D2L orientation and are mentored by the program lead faculty and the Director of Faculty Support.

## 3. STUDENT SUPPORT

*Describe the academic and career advising programs and resources available to your students, including tutoring, supplemental instruction, basic skill remediation (if applicable), and orientation. Discuss student financial support (scholarships, etc.), support for engagement in the*

*campus community, and for research or engagement in the community beyond campus (fieldwork, internships, etc.), if applicable.*

In the last year, a new Enrollment Department has been built on the goals of technological and process efficiency, and high-touch support as the first or close second point of contact for every potential student. After a potential student requests information from USU via the online CRM system, an EA reaches out to start an in-depth interview/conversation that covers from the start of the admissions process through graduation. The goal is to ensure USU can meet the needs of each student: correct degree program, program modality, schedule, cost, and support expectations of the potential student. This conversation is recorded for quality assurance and training programs for staff and retained by managers. The EA reviews the admissions requirements, available payment options, their support system, and their level of commitment towards graduation, all the while building a relationship with the student. When everything is deemed a good fit by both, the EA assists them through the electronic admissions process using technology to expediently assist students. The EAs partner with the Registrar, Financial Aid, Student Accounts, Academics, Academic Advising, and Information Technology Departments to ensure a seamless, smooth admission into their degree program.

The model for student advising is based on Growth Mindset (Dweck, 1988) theorizing social cognition models for achievement combined with a high touch, supportive student experience. With the support of the AGI Vice President of Student Experience, the advising team is grouped with enrollment and financial aid advisers to facilitate a smooth student experience throughout the student life cycle.

Once a student enrolls at USU, the relationship shifts from the EA to the New Student Advisor (NSA). The NSAs work with students from the time they are registered for their first course through the time they successfully complete their first course and register for their second. The purpose of the NSA role is to provide each new student a “transition specialist” to help them with their personal transition back into school. NSAs are high level academic advisors who are very supportive, motivational and great at teaching; who specialize in teaching students how to be successful. Prior to the new student’s first day of class, NSAs perform a 1:1 new student orientation in order to ensure new students are comfortable with the learning system, understand how to access university personnel, teach students how to use the technology (including classroom and resources), how to properly format their work, and how to fit school into their already busy lives. NSAs check on students’ personal and course goals, check in on technology issues, discuss academic expectations, all while keeping graduation as the foremost goal in an effort to support and retain students.

Once a new student has successfully completed their first course and registered for the second, the NSA conducts a “warm transfer” over the phone to the student’s traditional Academic Adviser, who will remain with them throughout their degree program. The Growth Mindset is firmly rooted in academic advising and advisers will reach out to students throughout the remainder of their program based on alerts provided by the CRM system to resolve or give

guidance on academic, technological, and personal issues to help students persist in their programs.

With support from Academic Advising, the university supplies students with online tutorial and writing support using Brainfuse, a free service to students who need academic tutorial support with various content and/or writing. Brainfuse is a 24/7 online tutoring service that is embedded in courses that students may access at their convenience and is a feature that the NSAs now teach students to access in their courses for support. By clicking on a link in the LMS, students can access a live tutor for assistance with writing, math, or science. They may also submit a written assignment for more detailed feedback. With this support from Academic Advising, we hope to see the Brainfuse usage and satisfaction rates for MBA students rise.

#### 4. INFORMATION AND TECHNOLOGY RESOURCES

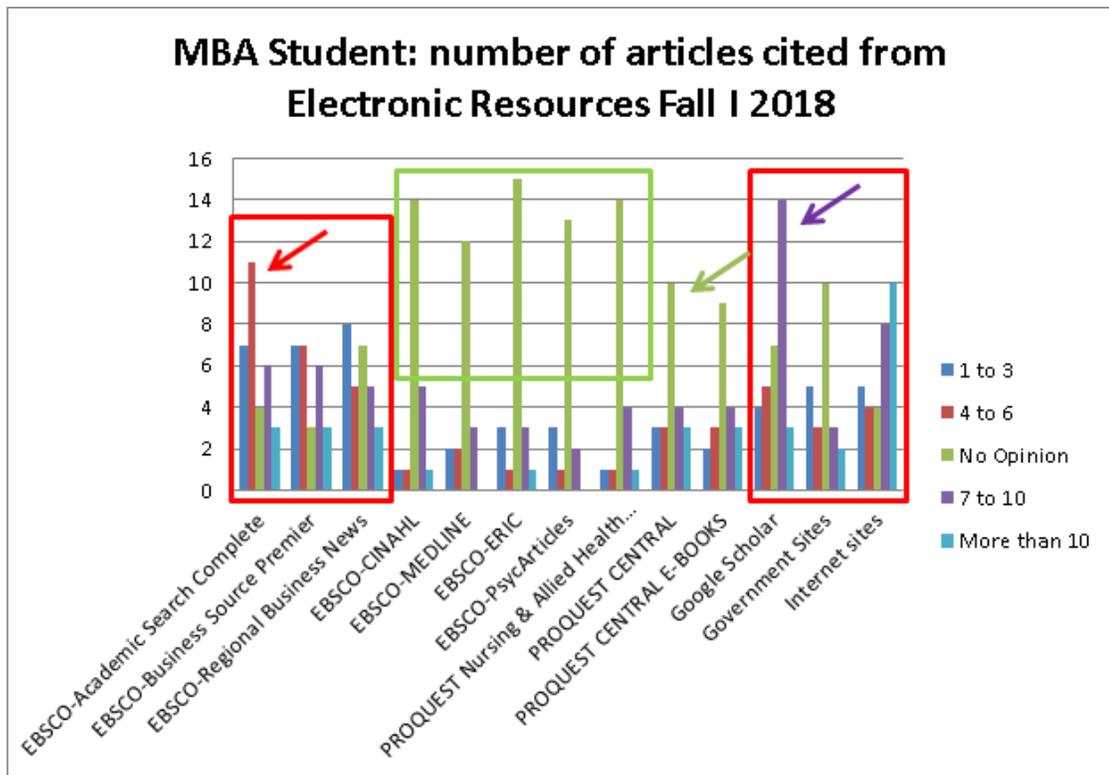
*Describe the library, information, and technology resources available to your students, including any technology resources available to support both the pedagogy in the program and/or students' needs.*

Library services are also available through the LMS, both through a dedicated link at the top of each course page and through the Library Corner, a “course” shell containing research information and support access maintained by the USU Librarian, who is now supported by a team of librarians shared with our sister institution at Aspen University. In addition to a wealth of training materials, Library Services include access to peer-reviewed databases such as EBSCOhost and ProQuest, as well as course- and program-specific Research Guides that take the students through the research process step-by-step. It consists of over 60 databases for students to utilize. Additionally, virtual Librarians are available 24/7 to assist with database navigation and research inquiries.

Also, the USU librarian offers information literacy training to online and on ground students. These workshops are offered for one hour at the beginning of each session. The workshops educate students about how to use the university databases, to browse for research articles, how to write papers in APA format and find bibliographic references for their signature assignments and research capstone projects.

In a recent Library Satisfaction Survey, conducted on October 20, 2018, students answered if they searched USU databases & electronic resources, how many academic articles they included in their signature assignment, essay or Capstone and the results are shown in the Figure 1 below.

Figure 1: USU Student Satisfaction Survey Questionnaire Results



The students think they do not need training, but according to the aforementioned survey results, they do not know about PROQUEST CENTRAL business databases from Asia & Europe and most of the students use Google Scholar and Internet sites only. To address this issue. the MBA Faculty lead, the Provost of Online Education and the Librarian are re-educating the students and Faculty to use more formal references, such as the Proquest Central Databases.

## 5. FACILITIES

*Describe the classroom space (including any labs) and student study spaces available to your program students.*

USU's current 25,000 square foot two-story campus is in close proximity to public transit and freeways. There is ample free parking for community members and provides students easy access to hotels, restaurants, and shopping. Its close proximity to San Diego International Airport makes it convenient for students traveling to San Diego from all over the country for the weekend MBA classes.

The classrooms which are available with WIFI to connect the required student laptops, projectors and Whiteboards. Additionally, there are 2 offices with doors and 10 cubicles dedicated to the College for faculty use. One of the offices is available for use by the faculty.

## 6. FINANCIAL RESOURCES

Discuss the program's operational budget (revenues and expenditures) and trends over a 3-5 year period.

Since 2014, the College of Business and Management have made some revenue, which has been proved profitable with a net income of \$4,864,749.

In 2017, the MBA position of Dean was discontinued. In February 2017, a full-time Program Lead was hired, whose salary is one-half of a Dean's salary. See Table 28 for MBA Net Income (2014 - 2018).

Table 28. MBA Net Income (2014 - 2018)

	2014	2015	2016	2017	2018	Total
Tuition (COB)	-	-	-	-	-	-
Tuition (BAM)	717,876	620,283	239,954	391,940	82,013	2,052,064
Tuition (MBA)	127,301	1,472,384	1,778,094	944,749	561,974	4,884,502
Gross Tuition	845,177	2,092,667	2,018,048	1,336,689	643,987	6,936,567
Fees (COB)	-	10,976	25,517	44,205	218	80,916
Fees (BAM)	-	40,808	10,163	575	(140)	51,405
Fees (MBA)	-	51,992	43,419	46,440	28,219	170,070
Other Fees	-	-	-	-	-	-
Gross Fees	-	103,776	79,098	91,219	28,298	302,391
Scholarship	-	-	-	-	(12,555)	(12,555)
Misc. Revenue	-	-	-	-	-	-
<b>Net Tuition and Fees</b>	<b>845,177</b>	<b>2,196,443</b>	<b>2,097,145</b>	<b>1,427,908</b>	<b>659,730</b>	<b>7,226,403</b>
Salaries and Wages	-	95,173	153,750	100,413	-	349,337
FT Faculty	-	121,307	205,107	172,516	64,573	563,502
PT Faculty	-	-	-	-	-	-
Adjunct Faculty	-	218,100	188,753	114,775	140,750	662,378
<b>Total Salaries and Wages</b>	-	<b>434,580</b>	<b>547,610</b>	<b>387,704</b>	<b>205,323</b>	<b>1,575,217</b>
Employee Tuition Remission	-	-	40,395	58,166	18,750	117,311
Professional Development	-	-	-	-	18	18
OPS	-	728	10,182	10,342	2,370	23,623
Travel & Entertainment	-	-	-	-	-	-
Office Supplies	-	328,619	84,856	126,529	25,979	565,983
Marketing	-	-	-	-	3,992	3,992
Academic OH	-	150	2,373	3,694	3,674	9,891
General & Admin OH	-	37,552	-	-	28,067	65,619
Bad Debt	-	-	-	-	-	-
<b>Total Expenses</b>	-	<b>801,630</b>	<b>685,415</b>	<b>586,435</b>	<b>288,173</b>	<b>2,361,653</b>
<b>Net Income (Loss)</b>	<b>845,177</b>	<b>1,394,813</b>	<b>1,411,730</b>	<b>841,473</b>	<b>371,557</b>	<b>4,864,749</b>

The net income in 2014 for the MBA program was \$127,301, in 2015 \$873,927, in 2016 \$1,233,022, in 2017 \$583,811 and the current net income is \$323,075. The net income is attributed to the lean MBA Program operations and the steady enrollment of students, mainly

international students with CPT requirements. Also, in 2018 domestic students were introduced to an interest-free monthly payment plan of \$325/month for 38 months.

Currently, marketing support is dedicated to USU's nursing programs as the institution aims to achieve financial sustainability as quickly as possible. Once the MBA program is marketed, especially with the MPP, enrollments and revenue are expected to increase.

## IV. SUMMARY REFLECTION

### 1. PROGRAM STRENGTHS

*Considering both the program's quality and its sustainability, what are this program's strengths? How can these be used to improve the program's position academically and fiscally?*

The main strengths of the MBA program are: Faculty, Curriculum, Modality, Monthly Payment Plan (MPP) and system additions, migrations, and conversions:

- Faculty: The MBA faculty are scholar-practitioners with tremendous experience working in the concentration fields and consulting to business leaders a broad range of start-up to very large domestic and global organizations. It consist of 1 Core and 26 Adjunct Faculty.
- Curriculum: MBA core and concentrations, which now could be selected in General Management, Finance, Human Resources, Information Technology, Business Analytics, International Business, Marketing, and Project Management.
- Modality: Classes are taught primarily online. However, students in the Executive MBA also participate in hybrid/weekend MBA courses on campus.
- The institution has refocused itself on its first core value: affordability. Tuition has been lowered for the MBA. The Monthly Payment Plan (MPP) will allow students to obtain a desired college degree without exposing themselves to the crushing burden of debt brought on by participation in the financial aid borrowing cycle.
- AGI's acquisition of USU triggered a series of system additions, migrations, and conversions for the University. The Student Information System (SIS), internally referred to as "Blue," Learning Management System (LMS), Customer Relationship Management (CRM) System, Corporate Partnership System, and Accounting System have been fully implemented or remain in the process of migration with completion expected in the first half of 2019.

### 2. PROGRAM WEAKNESSES

*Considering both the program's quality and its sustainability, what are this program's weaknesses? How might these be converted to strengths?*

The main program weaknesses are lack of attractiveness to domestic students and marketing budget directed away:

- Lack of attractiveness to domestic students: Table 15 shows that 2018 Summer I enrollment was Domestic 2% and International 7%. Online courses are preferred by domestic students who need a flexible study schedule while working full-time. The online courses are designed to create a dynamic learning environment by requiring class discussions, class activities, and individual and group presentation, but enrollments haven't increased significantly to date.
- Institutional-level analysis revealed that sufficient market demand for a quality, affordable MSN-FNP program existed. As a result of this analysis, marketing for MSN-FNP continued, with marketing budget directed away from MAEd and MBA until a more precise marketing strategy could be developed for those programs. The strategic decision was made to rebuild the university primarily through the MSN-FNP program, while working on rebuilding curriculum in the other programs, restoring equilibrium in the university and, rebuilding the USU brand so that future marketing initiatives are successful for other USU programs.

### 3. PROGRAM OPPORTUNITIES

*Considering both the program's quality and its sustainability, what are the program's opportunities? How can these be made realities?*

The main opportunities for the MBA program are: its existing and new concentrations; effective and accelerated curricular improvement; and IACBE accreditation:

- The MBA has multiple concentrations to attract students with different interests once the marketing planning for the program begins.
- MBA courses were recently redeveloped - they are now more profession-oriented and current.
- The MBA program is currently in the accreditation candidacy stage with IACBE and is in the process of applying for PMI certification.

### 4. PROGRAM THREATS

*Considering both the program's quality and its sustainability, what are the program's threats? How can these be neutralized?*

The major program's threats are to the mainstay of MBA enrollment over the last few years: travel requirements; and the Impact of Immigration Policies:

- Based on observable needs of non-local MBA students who are facing difficulties with the travel requirements and other logistical challenges of the onsite program, barriers which are resulting in increased attrition, particularly as students are required one weekend per month attendance onsite.

- US Business Schools Feeling the Impact of Immigration Policies: American universities and business schools are facing severe challenges in attracting top international applicants as a result of the hardline immigration stance. Concern about the immigration policies is palpable, says Dennis Yim, director of Academics at Kaplan Test Prep in New York. In Kaplan’s most recent annual phone survey with 150 admissions offices at competitive business schools, 68 percent said the political climate would have a negative impact on international enrollment in the years to come.  
<https://www.topmba.com/>

## 5. CHANGES AND RESOURCES

*Considering both the program’s quality and its sustainability, what are the most important changes to be made? What are the resources required to implement change?*

Marketing support is the major item that needs to change.

Secondary to that are improvements in the student experience for the hybrid modality in order to maintain what has been a strong student-to-student referral trend.

The COBM should also consider aligning the MBA to the institution’s main enrollment programs in Nursing: Possible ideas are an MSN-MBA, or an MBA with Healthcare specializations.

## V. FUTURE GOALS AND PLANNING FOR IMPROVEMENT

### A. GOALS

*As part of your evidence-based plan for strengthening the program, list the goals for the next few years.*

Goal 1: Effective and accelerated MBA curricular improvement.

- The Provost’s Office policy in the Curriculum Manual mandates curriculum review in each program, at a minimum of once every 3 years, as appropriate to the discipline, including a consideration of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and their alignments.
- Textbook updates have also been systematized to an annual (or biannual, depending on the program), program-wide decision-making process that allows for timely course revision and systems updates.

Goal 2: Creation of a Doctorate of Business Administration (DBA) or a PhD in Management Program.

- After finishing the MBA program, students transfer to DBA programs, specially the graduate students with CPT and visa requirements

- Targeted to students graduating from Master's in Public Health, MSN-MBA programs and MBA with Healthcare specializations.
- DBAs are much more varied in nature compared to PhDs. Most PhDs offer a standardized curriculum where students are expected to become a specialist in one of the functional areas such as management, marketing, etc. However, DBAs can have a practical curriculum with the executive in mind. [Doctoral-business-degrees - vs - PhD](#)

Goal 3: Growing and marketing MBA concentrations, including:

- Three new concentrations: Business Analytics, Finance, and Project Management (with PMI certification)
- General Management, Human Resources, Information Technology, International Business, and Marketing.

Goal 4: Pursue IACBE programmatic accreditation

- Currently in the accreditation candidacy stage and is preparing for its self-study year and site visit (2019)
- Refine MBA goals and outcomes structure as well as to its assessment plans to bring them into alignment with IACBE requirements.
- This programmatic accreditation is expected to enhance the programs' viability and position in the business education marketplace.

Goal 5: Create a new MBA with Healthcare specializations.

- Medical and health service management is one of the fastest-growing and most lucrative career fields in the country. The Bureau of Labor Statistics projects medical and health services manager positions to increase 20% by 2026, which is much faster than the national average growth rate of 7% for all occupations. The median annual salary for these professionals is \$98,350. [best-online-mba-healthcare-management/](#)

Goal 6: Increase Domestic Students enrollment

- Online courses are preferred by domestic students who need a flexible study schedule while working full-time.

- Same as hybrid courses, the online ones are designed to create a dynamic learning environment by requiring class discussions, class activities, and individual and group presentation.

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## B. IMPROVEMENT PLAN

*List the deliverables/measures, target dates, and resources required (costs and personnel) to achieve the goals listed above. As not all recommendations may be fundable in the next year, prioritize the recommendations in order of importance, demonstrating how certain activities have the greatest potential to create improvement and therefore should be accomplished and funded first.*

Goal 1: Effective and accelerated MBA curricular improvement.

- The Provost's Office policy in the Curriculum Manual mandates curriculum review in each program, at a minimum of once every 3 years, as appropriate to the discipline, including a consideration of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and their alignments.
- Textbook updates have also been systematized to an annual (or biannual, depending on the program), program-wide decision-making process that allows for timely course revision and systems updates.

Deliverables/measures: Curriculum Committee, Office of the Provost and D2L course building

Target dates: Fall II 2018 – Spring I 2019, and every 2 or 3 years

Resources required: Curriculum Manual builders, SMEs, Library, and IT support

Goal 2: Creation of a Doctorate of Business Administration (DBA) or a PhD in Management Program.

- After finishing the MBA program, students transfer to DBA programs, specially the graduate students with CPT and visa requirements.
- Targeted to students graduating from Master's in Public Health, MSN-MBA programs and MBA with Healthcare specializations.
- DBAs are much more varied in nature compared to PhDs. Most PhDs offer a standardized curriculum where students are expected to become a specialist in one of the functional areas such as management, marketing, etc. However, DBAs can have a practical curriculum with the executive in mind. [Doctoral-business-degrees - vs - PhD](#)

Deliverables/measures: Marketing Department and Students' Academic Reports

Target dates: Fall II 2020 – Spring I 2021

Resources required: Marketing, New Dean and more Core Faculty

Goal 3: Growing and marketing MBA concentrations, including:

- Three new concentrations: Business Analytics, Finance, and Project Management (with PMI certification)
- General Management, Human Resources, Information Technology, International Business, and Marketing.

Deliverables/measures: Complete Course Guides and Syllabi, Marketing Department and Curriculum Committee

Target dates: Summer I 2019 – Fall II 2019

Resources required: SMEs and AGI's expertise in growing and marketing programs

Goal 4: Pursue IACBE programmatic accreditation

- Currently in the accreditation candidacy stage and is preparing for its self-study year and site visit (2019)
- Refine MBA goals and outcomes structure as well as to its assessment plans to bring them into alignment with IACBE requirements.
- This programmatic accreditation is expected to enhance the programs' viability and position in the business education marketplace.

Deliverables/measures: Office of the Provost and Finance Department

Target dates: Spring I 2019 - Summer II 2019

Resources required: SME, Finance and Dean/Faculty

Goal 5: Create a new MBA with Healthcare specializations.

- Medical and health service management is one of the fastest-growing and most lucrative career fields in the country. The Bureau of Labor Statistics projects medical and health services manager positions to increase 20% by 2026, which is much faster than the national average growth rate of 7% for all occupations. The median annual salary for these professionals is \$98,350. [best-online-mba-healthcare-management/](#)

Deliverables/measures: Students' Academic Progress Report and D2L course registration

Target dates: Fall II 2019 – Spring I 2020

Resources required: Registrar, Student Services, and IT support

Goal 6: Increase Domestic Students enrollment

- Online courses are preferred by domestic students who need a flexible study schedule while working full-time.
- Same as hybrid courses, the online ones are designed to create a dynamic learning environment by requiring class discussions, class activities, and individual and group presentation.

Deliverables/measures: Students' Academic Progress Report and D2L course registration

Target dates: Fall II 2018 – Spring I 2019

Resources required: AGI's expertise in growing and marketing programs.