

Evaluation of Academic Program
ASU School of Business
Graduate Program Report
Prepared February 9, 2018

The School of Business offers one graduate degree: Master of Business Administration (MBA).

The emphasis areas for the MBA are:

- Accounting
- Finance
- Health Care Administration
- Leadership
- Public and Non Profit Administration
- Sport Leadership

The MBA was developed in the School of Business and was approved in 2009. The first cohort started the program in the summer of 2009. The model Councilor Education uses was mirrored when developing the MBA business and strategic model. This program is self-funding and follows a revenue sharing model. The MBA has its own budget and is self-supporting through MBA tuition. The MBA pays 36.9% of tuition total to Adams State University for operational costs. All other expenses, including MBA faculty and staff salaries and are paid through MBA's own budget and accounts. Any remaining money at the end of the fiscal year gets transferred into the School of Business revenue sharing account.

The MBA strategy does not include full-time faculty. All instructors are either adjunct or ASU professors who are teaching class (es) as an overload. The program includes a director, a retention specialist, and a MBA program assistant.

The MBA is also delivered in a print based format to incarcerated students. This diversity in print based delivery gives ASU the ability to offer courses to students in these remote locations. The MBA director partners with the ASU Prison Program. The funding of this program is set up through the ASU Prison Program and there is some revenue sharing that comes to the School of Business. Any statistics mentioned in this report focus on the online MBA. The statistics for the Correspondence MBA are not listed in this report, as the assumption is they are covered in the report from the ASU Prison Program.

The seven criteria listed below are addressed in Data and Assessment for our program.

Criteria 1: Impact and overall essentiality of the program: connection to mission/vision/ASU 2020:

Goal 1: Academic Excellence

Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

Initiative 1.1: Ensure a quality education for our diverse populations by offering relevant, current, and rigorous undergraduate and graduate degree programs:

The MBA continues to analyze competition and survey MBA graduates to ensure the program is relevant and current. They consistently update best practices, courses, and emphases to stay current to ensure relevant degrees and the knowledge needed to either get in the desired field or to gain the desired career advancement.

The accounting emphasis and finance emphasis are the two newest emphases. Their creation was driven out of a need, both on a national level and on a local level. There is quite a bit of data and research that reports on the top paying MBA majors. The finance major is on most lists as a MBA heavy field, even at the junior level. Monster.Com states that financial analysts and portfolio managers often either have an MBA or are working on one (<https://www.monster.com/career-advice/article/best-paying-mbas>). The same article (and many others) discusses how accounting is also a popular advance degree and can lead to jobs such as a staff accountant to CFO. The state of Colorado requires accountants who sit for the CPA exam to have 150 credit hours. Many students figure if they have to have the 150 hours they might as well get an advanced degree at the same time. This has helped drive the desire for this emphasis.

Initiative 1.2: Provide a responsive and professional education that fosters civic responsibility in a global culture:

Every MBA emphasis includes an ethics and international component that does speak specifically to sustainability, civic responsibility, and the understanding of different cultures globally. This area is a SOB program goal so is measured with specific assigned assessment tools.

Because health care is a world-wide public service, the HCA emphasis strives to prepare and connect students with non-profits delivering essential health care services. The HCA emphasis requires a practicum or thesis as part of the required curriculum, and many interns work with non-profits delivering health care in their local community.

MBA students have worked on economic impact studies, VITA management, branding initiatives, and other projects that have provided hands on experience for the student and has also fostered civic responsibility. The Public and Non-Profit Management course requires a service learning project of each of the students which is an experiential learning opportunity.

Initiative 1.3: Strategically strengthen and expand the University's undergraduate and graduate degree programs:

The MBA has added finance and accounting emphases to meet the demand for those areas. The Health Care emphasis has just finished a redesign to strengthen its offerings so that it can line up with the many federal level changes in that industry. The Public Administration emphasis is very popular and useful for many students in the SLV, as well as a larger scale. This emphasis focuses on the unique needs of many government and non-profit entities. Because of the many changes in the world of business, leadership skills are vital. Leadership is the most popular emphasis as it focuses on individual leadership, as well as group leadership, and entrepreneurship.

Initiative 1.4: Enhance efforts to recruit and retain diverse faculty and administration with experiences, skills, and personal attributes that foster inclusion and equity:

The MBA assures that each professor has a PhD or substantial experience in the area that they are teaching. The professors and administration for the MBA are very bought into the ASU mission. They all value inclusion and communication with each and every student in the class or program. The MBA has very little turnover in staff and faculty and part of the reason is they each are motivated by being part of the learning experience and growth of the students.

Goal 2: Student Success

Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.

Initiative 2.1: Provide flexible avenues and entry points from which to be engaged in and to progress toward their educational, personal, and career goals:

The MBA program follows the standards needed to ensure eligibility of graduates to become employed in their chosen field. All professors and advisors work with students to create paths that will ensure success in their chosen career goals.

The dual BA/BS/MBA program allows high achieving students to pursue existing Bachelor's and MBA degrees in an accelerated manner. The dual program is ideal for those who want to fast-track their careers while building sustainable skills with innovative and interactive curricula. Students are grounded in application-based learning that engages new technologies, global perspectives, and ethics-based best practices. The program is normally a 5-6 year program for currently enrolled ASU students who meet specific criteria. This program allows students to take graduate level MBA courses which will count towards graduation requirements for both their Bachelor's and MBA degrees.

In recent years, sport has become a large and profitable industry. Such a broad and diverse field requires talented professional – people with critical thinking skills, sharp analytical insight, and

well equipped to provide highly effective leadership. In response to those needs, the School of Business and Department of Human Performance and Physical Education have designed two online programs which integrate essential business related courses together with courses that offer specific insight into management and leadership of sport-related business.

The MBA is also delivered in a print based format to incarcerated students. This diversity in print based delivery gives ASU the ability to offer courses to students in these remote locations. The MBA director partners with the ASU Prison Program.

Initiative 2.2: Recruit and support eligible transfer students:

The MBA actively recruits at ASU, other colleges (such as Western State University), local and organizations in the Colorado/New Mexico regions. Communication with alumni has proven to be a great resource as well. Many lunch and learn type events are planned throughout the year as a recruiting tool as well. The dual program has been a good recourse to encourage ASU students to continue their learning with their MBA.

Initiative 2.3: Enhance student advising to ensure it is accurate, timely, and supportive of the attainment of student goals:

The MBA director and the retention specialist works tirelessly to advise students to make sure they graduate in a timely fashion. They work with each of their advisees to make sure the courses and degrees they are pursuing match with their goals for after graduation. They provide in-depth individual advising of students by connecting life situations and personal goals with their emphasis area. This includes customized advising for each student in the MBA program. Advising includes the incorporation of internships, jobs, and volunteer work that provide practical experience and help the students attain their career goals.

Initiative 2.4: Provide all students practical and hands-on experience supporting their learning and professional development:

The MBA program encourages students and allows up to 6 credit hours of Internship to support their degree. This program helps all MBA students to get hands on experience in their chosen emphasis. The MBA director works individually with each student through the process of matching students and the actual internship, working with the supervisor, making sure internship goals are set, and that the internship is beneficial to both the student and the organization. The Health Care emphasis requires a practicum for those who are new to the Health care field and a thesis for those who are already in the field.

Initiative 2.5: Promote and increase early engagement as a means to graduate students with a strong sense of connection to ASU:

The MBA staff and professors get to know each of the students and find out each student's individual needs both in and out of the class. These connections continue after graduation. All of the staff and professors stay in consistent contact with many of the students after they graduate

and continue to help and support the former students as they progress through their careers. The professors and students find these connections very rewarding and most would say these relationships are a true motivator for why they have chosen the ASU MBA program.

Initiative 2.6: Identify and systematically remove obstacles to student success:

The retention specialist has two study sessions a week in the evenings, as most MBA students work traditional jobs. There is a tutor/mentor available for all classes during the sessions and online at times that work for both parties. The MBA is promoting and encouraging students to use NET Tutor as well.

The MBA director and retention specialist build relationships with every student. Through this process they are able to glean any issues or obstacles and work with each student on how to overcome or remove these obstacles. A competitive advantage of the ASU MBA is this personal connection with each student. Many students have written letters or comments on how close connection with the staff and faculty has increased their satisfaction with the program.

Goal 3: Personal and Professional Development

Adams State University will provide educational and professional development opportunities for faculty and staff.

The MBA model does not use any permanent or full-time faculty. The adjuncts do have access to the online training, which many have commented that the class has been very educational and helpful. Staff are able to classes and professional development sessions as wanted or needed.

Goal 4: Access and Affordability

Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels of delivery models.

Initiative 4.1: Develop strategies and incentives to improve persistence and completion:

The MBA has worked hard to keep prices very competitive so the ASU MBA is truly an option for ALL students who qualify and have an interest in attaining their MBA. The MBA has a full-time retention specialist who works with each student so as to provide the tools and support each would need so they can stay on track and reach their ultimate goal of graduation.

Initiative 4.2: Clearly communicate costs and resources:

The MBA director has an annual meeting with the CFO to review yearly budget of the MBA program. The cost and fees for the program are clearly stated on the website. The cost of the ASU MBA is very competitive with other MBA programs so one of the selling points is “great education at a great value”.

Initiative 4.3: Better utilize financial aid resources:

MBA students are able to take advantage of financial aid loans if needed.

Goal 5: Community Relations

Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.

Initiative 5.2: Stimulate sustainable economic development opportunities for the SLV community:

The School of Business has participated in the Volunteer Income Tax Assistance program since 2009. Last year alone, we assisted 673 clients with their Federal and State Income Tax returns. This generated \$1,132,310 in Federal and State refunds, which likely is spent within the SLV. An MBA student runs the management/customer service side of this project each year.

Initiative 5.6: Develop and cultivate relationships with alumni and supporters to benefit students, campus, community, and connection to the university, and promote opportunities for life-long learning.

The MBA maintains relationships with local businesses such as SLV banks, SLV Health, Behavioral Health, City and County of Alamosa and maintain relationships with former graduates who are now in positions to hire future graduates. The professor responsible for student internships has cultivated and developed many relationships with alumni and supporters which has resulted in internships, jobs, and mentorships.

Many MBA graduates are in executive positions throughout the San Luis Valley and beyond. Some specific titles in the San Luis Valley are: COO, CFO, administrator, director, assistant vice president, vice president, and executive director. These ASU MBA graduates are resources and friends of ASU and hire graduates and encourage others to enroll at Adams State.

Criteria 2: Quality of the Program Outcomes:

The graduates of the MBA program have been able to earn desired positions in new fields as well as promotions within their organizations. Many MBA graduates are in executive positions throughout the San Luis Valley and beyond. Some specific titles in the San Luis Valley are: COO, CFO, administrator, director, assistant vice president, vice president, and executive director.

The table below summarizes the results of survey question responses by MBA graduates fall 2017.

MBA Graduate Survey Results spring 2018	
Satisfied and very satisfied with current occupational state.	75% of respondents
Program of study aligned well with career path	78% of respondents
Program was of good fiscal value	80% of respondents
Overall satisfaction with the program	85% of respondents gave 4 or 5 stars (out of 5 stars)

Overall, the satisfaction level of the MBA program is very good. Comments and scores aligned between career path satisfaction and overall satisfaction. A takeaway from this survey is to increase the efforts to work with the students to assist in job placement. The 2017-2018 goal is to have specific MBA career services modules developed and posted on Blackboard. The MBA director will reach out to each student in their 5th (out of 6) semester to discuss career goals and plans and to set up individual plans to reach those goals.

The MBA developed program goals and SLOs in the spring of 2017. The SLOs were aligned with the Adams Outcomes. The School of Business joined the Accreditation Council for Business Schools and Programs (ACBSP) two years ago. While not seeking individual accreditation at this time it is considered highly likely by School faculty that current Goals and SLOs will over time be redeveloped consistent with the SLO criteria established by the ACBSP and aligned with the new Adams Outcomes.

The MBA has four SLOs:

1. Students will demonstrate a broad knowledge of business practices and theories and specific knowledge in the emphasis areas.
2. Students will demonstrate intellectual and practical skills, including critical thinking, problem solving, and written communications.
3. Students will demonstrate personal and social responsibility through ethical reasoning.
4. Students will demonstrate integrative and applied learning through synthesis and advanced accomplishments across general and specialized business related studies.

The MBA is embracing the new SLOs and has begun collecting artifacts in the fall of 2017. The BUS 540 Strategy class was evaluated with four specific criteria to measure SLO 1. The goal was for the class to receive a total average of 90% on the specific assessment rubric.

The final paper in the core capstone - Bus 540 Strategy was the course used for measuring four outcomes:

1. Aligns general presentation and formatting with assignment
2. Demonstrates graduate level conceptual understanding of course concepts
3. Formulates a cohesive argument structure and strategic plan
4. Demonstrates use of literature and pertinent resources with APA style documentation

There were 10 students in the course. The goal was a 90% overall rubric rating. The result was 92.5%. Three of the four concepts ranked a 24.17 out of 25. The second concept rated a 20 out of 25. Even though the overall score exceeded expectations the second concept received an 80% so the course will be evaluated to see if there are changes that can be made so students are able to reach the 90% benchmark.

Spring 2018 has the continuation of BUS 540 assessment so as to collect data to compare. SLO 2 is being measured in two classes in the spring of 2018 as well. The BUS 500 course and the Emphasis capstone for Leadership each have four criteria to measure SLO 2. BUS 500 is the first class students take in the program and a measurement of writing skills will be completed at the beginning of the semester and the end of the semester to compare progress in this writing intensive course. The Leadership emphasis has a higher rigor of expectations. There will be an expansion to all emphasis capstones in the summer of 2018.

By spring 2019 all four SLO's will be measured through specific projects in specific classes. Care will be taken to evaluate results and make proper adjustments to close the loop and to strengthen the program.

The MBA is going to incorporate the ETS major field test exam in the fall of 2018 to assist in assessment of the MBA program. This will be incorporated in BUS 540 – Strategy course as this is taken at the end of program. This will allow the program to measure and compare ASU students to their peers who are also graduating with MBAs from other schools in the country. This knowledge will also allow the program to assess and make adjustments as needed.

The MBA director currently met with the recently hired Assessment Director and this resulted in good guidance and a map for future assessment procedures.

Seventeen students admitted to the MBA in the 2017/2018 year were ASU graduates. 65% of the MBA graduates in the last three years got their undergraduate degree from ASU. These number are indicative of the value and the importance ASU alumni put on their previous degree and their belief in ASU. There are some MBA graduates who go on to pursue a Ph.D. or another master's degree. They have had no problem getting accepted into their school of choice.

On average there are six students each semester who are pursuing the dual program. They usually take a class or two from the MBA program for their last semester or two of their undergraduate map. In the last three years 95% of these students continue as MBA students once they graduate with their undergraduate degree.

Criteria 3: Demand for the Program:

Employment opportunities: national and state statistics: **Table 5** lists just a few employment opportunities for the School of Business graduates. The list would be too long to list all possible employment opportunities. The graph (below **Table 5**) reports statistics for Colorado.

Table 5 Business and financial operations occupations (*Dept. of Labor Statistics –Occupational Outlook Handbook National statistics*)

	2016 Employment	Median Annual Wage (\$)	2016-2026: Number of New Jobs	2016-2026: Growth Rate
Bus. Managers or Professionals	19,100	62,080	900	5%
Compliance Officers	288,300	66,540	23,700	8%
Farm Labor Contractors	3,000	35,160	200	8%
Operations Specialists	1,023,900	69,040	90,300	9%
Credit Analysts	73,800	68,930	6,200	8%
Credit Counselors	38,300	44,380	5,300	14%
Tax Preparers	95,900	36,550	10,300	11%
Financial Specialists	135,900	69,470	13,100	10%
Health Services Managers	352,299	96,540	72,100	20%
Accountants & Auditors	1,397,700	68,150	139,900	10%

Colorado - State and Area Employment, Hours, and Earnings from the years 2012 – 2017 (*Dept. of Labor Statistics –Occupational Outlook Handbook State statistics*)

Employment of business and financial operations occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs. The median annual wage for business and financial occupations was \$66,530 in May 2016, which was higher than the median annual wage for all occupations of \$37,040.

Many business occupations require a MBA to continue to move up within an organization. Bureau of Labor Statistics states business workers who have a master's degree earn a wage that is up to 90% higher than for workers with a bachelor's degree. Some of the top fields that employees benefit by having a MBA are: Financial Managers (41% increase), Financial sales, securities, and commodities (89%), Distribution managers (45%), market specialists, marketing, and sales (38%), and real estate managers (36%). Other fields that have wage premiums for MBA are accountants and auditors, general and operations managers, and human resources.

Another report from Bureau of Labor Statistics states business has been one of the most popular college majors for years, with rates of growth for degrees awarded in this field outpacing those for degrees awarded overall. The number of MBA degrees has increased sevenfold from 1970-1971 to 2013-2014. The National Association of Colleges and Employers states business majors

are projected to be the most sought-after graduates. Some occupations typically require education beyond a bachelor's degree. Workers still might benefit from earning a MBA even if the degree is not required as the credential might improve job prospects or help a person qualify for higher paying jobs.

The table below demonstrates the MBA degrees awarded in Colorado, reported by Colorado Department of Higher Education (CDHE).

Year	Number of MBA graduates
2013	736
2014	607
2015	1078
2016	876
2017	803

There have been many new specialized business master's degrees developed in the last few years which has pulled from the MBA numbers. Even with that fact the MBA continues to be a strong and necessary degree. The specialized areas support the importance of relevant emphases within the ASU MBA program.

The graduates of the MBA program have been able to earn desired positions in new fields as well as promotions within their organizations. Many MBA graduates are in executive positions throughout the San Luis Valley and beyond. Some specific titles in the San Luis Valley are: COO, CFO, administrator, director, assistant vice president, vice president, and executive director.

The graph below shows other MBA programs, emphases offered, and their costs:

School	Cost per Credit Hour	Emphasis offered
Colorado Mesa University	\$489.08	<ul style="list-style-type: none"> • Management • Sport management • Corporate trainer • Medical informatics
University of Colorado Springs	\$726.16	<ul style="list-style-type: none"> • Finance • Health Care Administration • Innovation Management • International Business • Marketing • Project Management
University of Denver	\$1250.00	
Colorado State University	\$946	
Grand Canyon University	\$560	
Capella University	\$796	<ul style="list-style-type: none"> • Accounting • Health Care Management • Human Resources Management • Project Management
Colorado Christian University	\$585	<ul style="list-style-type: none"> • Leadership • Advanced Accounting • Health Care Administration • Project Management
Argosy University – Denver	\$780	<ul style="list-style-type: none"> • Public Health • HR Management • Organizational Leadership
Chadron State College	\$348	
University of New Mexico	\$508	

MBA's are very competitive but the ASU MBA has developed and continues to promote their competitive advantage: "The ability to get a quality education at a reasonable price with fantastic customer service." ASU MBA is \$410 tuition plus \$18 for technology fees per credit hour. The total program costs \$15,768.

Criteria 4: Size, scope, and productivity of the program:

The graph below shows the number of MBA graduates from the last five years.

Academic Year	MBA Graduates	Rolling Average
2012/2013	23	22
2013/2014	33	26
2014/2015	27	28
2015/2016	26	29
2016/2017	23	25

The graph below shows the individual headcount and credit hour count in the MBA program by year.

Academic Year	Headcounts	Rolling Average	Credit Hours	Rolling Average
2012/2013	<u>125</u>		1400	
2013/2014	122		1424	
2014/2015	118	122	1518	1447
2015/2016	129	123	1455	1466
2016/2017	146	131	1572	1515

The MBA program has been very consistent in graduates, headcount and credit hour numbers throughout the years.

The five year rolling average is 85% of the MBA classes are taken by declared MBA majors. The 15% who take MBA classes are those who have declared another major, are undeclared, or are part of the dual program (so are still declared as an Undergraduate).

The two areas that use MBA courses the most are HPPE (as the two programs do have emphases where courses from both programs are shared) and Major Not declared (as there are undergraduates who partake in the dual program and work on MBA courses while they are finishing up their undergraduate degrees).

During ASU's probation status and the overall enrollment decline, the MBA program has remained consistent in terms of enrolment and graduation rates. Enrollment for summer and fall 2018 remains consistent with previous semesters, and is actually starting to show some growth.

Criteria 5: Cost and benefit of the program:

The MBA program is self-funding and follows a revenue sharing model. The MBA has its own budget and is self-supporting through MBA tuition. The MBA pays between 34-38% (depending on year) of tuition total to Adams State University for operational costs. All other expenses, including MBA faculty and staff salaries and are paid through MBA’s own budget and accounts. Any remaining money at the end of the fiscal year gets transferred into the School of Business revenue sharing account.

The MBA strategy does not include full-time faculty. All instructors are either adjunct or ASU professors who are teaching class (es) as an overload. The program includes a director, a retention specialist, and a MBA program assistant. The pay for faculty is based on number of students. The pay scale is below:

Number of students in 3 credit class	pay
1	\$400
2	\$800
3	\$1200
4	\$1800
5-9	\$3000
10-22	\$4000

Tuition, costs, and profit sharing for the MBA are listed in chart below.

Academic Year	MBA Tuition	Salaries, Benefits, Scholarships, and Operational Costs	Indirect Costs (payment to General Fund for administrative services)	Profit Sharing
2012-2013	\$ 544,028	\$ 269,192 (50%)	\$ 184,970 (34%)	\$ 89,866
2013-2014	\$ 485,199	\$ 243,380 (50%)	\$ 164,968 (34%)	\$ 76,851
2014-2015	\$ 458,778	\$ 272,573 (60%)	\$ 159,951 (35%)	\$ 26,254
2015-2016	\$ 452,855	\$ 282,824 (62%)	\$ 159,548 (35%)	\$ 10,483
**2016-2017	\$ 369,708	\$ 234,612 (63%)	\$ 139,643 (38%)	\$ (45,747)

** Please note: In the 2016/2017 year financial bookkeeping changed at an institutional level. Prior to that year, tuition for summer sessions was split between two fiscal years. The institution changed this policy in 2016/2017 to count summer tuition in one fiscal year. This change resulted in no 2016/2017 summer tuition being recorded in the 2016/2017 year. It will all show in the 2017/2018 year. This approximate \$70,000 accounting change will reflect as a positive for the 2017/2018 year. If this change had not happened the profit sharing would have been in the positive. This has been noted by the CFO as an accounting change and the fact that technically the program did not lose money as it will balance out in the 2017/2018 year.

Students enrolled in the MBA are a result of many different recruiting efforts through the MBA office. These efforts include, graduate and career fairs throughout Colorado, advertised lunch and learn sessions throughout Colorado and New Mexico, informational sessions in ASU classrooms, informational tables at the SUB, communication with ASU alumni for referrals, and social media promotions. The dual program has been a very successful tool to allow ASU students to transition to the MBA after they earn their Bachelor degree.

Criteria 6: Faculty and program strengths and accomplishments:

Faculty who teach in the MBA program must have a terminal degree. If the terminal degree is not in the specific discipline they are teaching they must have 18 graduate credits in the discipline and documented tested experience in the discipline. All of the instructors must have real world experience in their discipline. This experience enhances the learner's experience in the program. The instructors are able to combine their expertise, with the experiences as practitioners, with academic rigor to provide a robust course experience for the students.

All instructors in the MBA program are tenured faculty who are teaching an overload or adjunct professors. One advantage to having an online program is the ability to hire remote online professors who are experienced in their field. A selling point of the program is the fact that the MBA program has some of the best professors nationwide since the program and the technology available allows for a professor to be based anywhere there is Internet.

The following table reflects the MBA faculty that taught the fall of 2017.

MBA Instructors	Highest Degree	Discipline of Highest Degree	Discipline Taught	Has 18 hours grad credit in discipline if degree is not in discipline	Credentials meet qualification criteria
Instructor 1	Ph.D.	Economics	Public Administration	N/A	yes
Instructor 2	Ph.D.	Adult Education Technology	Technology and Innovation Leadership	Yes	Yes
Instructor 3	Ph.D.	Org & Mgt	Internships	Yes	Yes
Instructor 4	Ph.D.	Com. Health	Health Care Administration	N/A	Yes
Instructor 5	Ph.D.	Org. Dev.	Leadership	N/A	Yes
Instructor 6	Ph.D.	Govt & Politics	Public Administration	Yes	Yes
Instructor 7	D.B.A.	Mgt/Work Behavior	Accounting	Yes	Yes
Instructor 8	Ph.D.	Marketing	Marketing	N/A	Yes
Instructor 9	D.B.A.	Mgt	Leadership	N/A	Yes
Instructor 10	Ph.D.	Org Leadership	Leadership	N/A	Yes
Instructor 11	Ph.D.	Financial Economics	Financial Analysis	N/A	Yes
Instructor 12	MBA	Business Admin	Global Financial Analysis	Yes	Yes

Faculty professional experience/skills/research:

Instructor 1: 6 publications, 15 years business economics teaching college/university, 25 years leadership

Instructor 2: 10 publications, 18 years online business teaching, 21 years business industry

Instructor 3: 10 years business teaching college/university, 30 years business/management/marketing experience

Instructor 4: 12 years healthcare teaching college/university, 33 years healthcare leadership

Instructor 5: 10 publications, 19 years teaching college/university, 40 years business/consulting experience

Instructor 6: 44 publications, 40 years teaching college/university, 20 years leadership/public administration experience

Instructor 7: 12 publications, 35 years accounting/business teaching college/university, 20 years accounting experience

Instructor 8: 41 publications, 28 years marketing teaching college/university, 30 years business/consulting experience

Instructor 9: 20 years teaching college/university, 25 years business industry, 19 years leadership
Instructor 10: 15 publications, 35 years teaching college/university, 35 years business/leadership, consulting experience

Instructor 11: 5 publications, 12 years finance teaching college/university

Instructor 12: 15 years teaching college/university, 18 years business industry

Technology and following best practices in online MBA education is vital to a strong program.

Some of the strengths of the ASU MBA are:

- All faculty must complete the ASU TEED 589 – Classroom Technology Integration Software Course (3 credit - in depth course) and have a certificate of completion on file.
- There have been many changes to online learning and best practices in the last few years. Faculty who have not been certified in the last two years are required to take the new version of TEED 589 by December 2018.
- All faculty are required to have live office hours. They must also make themselves available at a time that works for both the student and themselves if the live office hours do not fit in the student's schedule.
- All faculty have to be actively engaged on a weekly basis with each student in the course room.
- The faculty must respond to a student within 24 hours of an e-mail request.
- The MBA incorporates a lockdown browser (Respondus) for exams to maintain integrity of the assessment process.
- The MBA contracts an instructional designer to work with all professors to make sure all courses are created, updated, and uploaded properly every semester. She uses the ASU approved course rubrics to make sure each course is following best practices.
- The School of Business is a member of the Accreditation Council for Business Schools and Programs; however, we are not accredited by them.
- The program includes a “common classroom” in Blackboard that all students have access. This includes first module chapters (so if students have delays in getting books delivered on time), job opportunities, access to tutors and mentors, tutorials and added materials for all classes, syllabi for all classes, and many other useful tools for the students.
- Net Tutor is a program available to all students so they have 24 hour access to online tutors.
- There is a study session that includes mentors and tutors available on Tuesday and Thursday evenings. These sessions are available in the school of business and online.

Criteria 7: Future potential of the program:

Prior to the ASU probation status the MBA program had started to invest in growing the program. Timing was not good and a conscious decision was made that the return on investment would not be good during the current climate. The decision was to maintain the “sweet spot” in

enrollment numbers and the current emphasis structure and recruiting processes. Money is set aside in the revenue sharing account for the investment in growth, if needed.

The goal for 2017/2018 is to increase enrollment numbers for 2018/2019 by 20%.

Other 2017/2018 goals for the MBA program:

- Evaluate emphases and make needed adjustments based on enrollment data.
- Restructure scholarships within the MBA
- Develop a module that focuses on job placement, resume and cover letter writing, interview techniques, and other soft skills.
- Expand and promote the internships for all MBA students
- Encourage more research opportunities for MBA students
- Continue to expand and grow collaborations and partnerships with organizations.
- Add ETS major field test exam in the fall of 2018 to assist in assessment of the MBA program.

The MBA program has been a profitable and strong component of ASU's curriculum. The MBA helps support the graduate office and the School of Business financially. The School of Business is able to make necessary improvements to the aging building and take advantage of technology, which allows it to stay vibrant and competitive. Some of the recent improvements that have been able to happen as a result of the revenue sharing funds are: new carpets, re-painting of all classrooms, security cameras and TV, and the ability to strengthen the VITA program by paying a stipend to a student to run the management of the customer service and hospitality aspect of the program. The addition of the Graduate Office would have been difficult without the support of the revenue sharing funds. The graduate office has been a needed addition to ASU.

The MBA plans to continue to grow and be an extension of the ASU mission and vision.