January 27, 2012

MEMORANDUM

TO: Michael Caldwell, Chair
Academic Senate

FROM: Marilyn Wilson, Chair
University Graduate Committee

RE: **Proposal for Online Masters of Business Administration Program**

Tom Burns and Ida Jones presented the proposal for an online MBA program on November 15, 2011. The UGC commended them on a well-developed plan and asked for additional information on the time frame needed for the program and documenting the need/demand for the program by providing the marketing plan. Approval of courses by the Graduate Curriculum Subcommittee was also necessary prior to a second reading. The coursework has been approved. Dr. Burns returned on January 24th with the requested clarifications including the marketing plan and scheduling of courses.

MSC: The UGC voted to approve second reading of on-line MBA Program.

MW:vb

cc: Robert Harper, Dean, Lyles School of Business
Kathy Moffitt, Associate Dean, Lyles School of Business
Tom Burns, MBA Program Coordinator
Sharon Brown-Welty, Dean of Graduate Studies
William Covino, Provost

Proposal for Online MBA Program, Craig School of Business

Presented to University Graduate Committee, November 2011

1. **Program Type (Please specify any from the list below that apply—delete the others)**

   Self-support – through Continuing and Global Education

2. **Program Identification**

   a. **Campus**
      California State University Fresno, Craig School of Business, Graduate Business Programs

   b. **Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).**
      Master's of Business Administration

   c. **Date the Board of Trustees approved adding this program projection to the campus Academic Plan.**
      N/A - existing program is being expanded; there will now be both face-2-face and online MBA programs

   d. **Term and academic year of intended implementation (e.g. Fall 2007).**
      September 2012 – it will be offered in a shortened format of 18 months (for regular MBA courses) plus a five-course prerequisite session for students who are not fully prepared.

   e. **Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.**
      Primary responsibility will be with Craig School of Business. The program with be offered through Continuing and Global Education.

   f. **Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.**
      Associate Dean Kathleen Moffitt has prepared the WASC substantive change proposal. Dr. Ida Jones is collating syllabi for the Graduate Curriculum Sub-committee Review.

   g. **Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC "Appropriateness to Institutional and Segmental Mission")**
      N/A

   h. **Any other campus approval documents that may apply (e.g. curriculum committee approvals).**
      Syllabi will be reviewed by the Graduate Curriculum Sub-committee

i. **Please specify whether this proposed program is subject to WASC Substantive Change review.**

    Yes – proposal has been prepared

j. **Optional: Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Program Code**
Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at http://nces.ed.gov/pubs2002/cip2000/ to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

    N/A

3. Program Overview and Rationale

a. **Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC "Appropriateness to Institutional and Segmental Mission")**

California State University, Fresno is part of the The California State University System, the largest, most diverse and one of the most affordable university systems in the country. The system has 23 campuses, 405,000 students, and 44,000 faculty and staff. Fresno State has approximately 22,000 students and 1,150 faculty, 50 percent of whom are tenure/tenure track.

The mission of California State University, Fresno is to, among many things, provide students with opportunities to expand their intellectual horizons, foster lifelong learning, enhance the vitality of the region, and prepare for further professional study. Graduate programs offered by the University build on the strengths of its undergraduate programs and provide opportunities for personal and career enhancement while preparing students for positions of leadership in the professions, arts and sciences. (California State University, General Catalog 2011-2012, pp.14-15.)

The CSB mission is to provide a high quality business education to a diverse student body; offer well rounded, active learning experiences; and contribute to economic development in Central California. The CSB motto of EXPLORE, ENGAGE, EXCEL, not only supports its mission but also demonstrates its commitment to graduate high caliber students into the workforce and to give back to the community by doing so.

The mission of the CSB draws from and complements the mission of the University. Each has a goal of preparing students for productive careers, encouraging productive community involvement while in school and after graduation, providing educational opportunities to prepare students for leadership positions, transforming the region through applied research and service, and to enhancing the economic vitality of the rural and urban communities in which we live. An Online MBA will provide educational

opportunities for busy professionals with inflexible work schedules and those living throughout the vast region outside an easy commute to an AACSB accredited program.

There are approximately 55 AACSB accredited campuses across the US that offer an online MBA program. Within the CSU System, there are three campuses that offer such a program (Stanislaus, Monterey Bay and Dominguez Hills). Neither Monterey Bay nor Dominguez Hills is AACSB accredited and Stanislaus has just received authorization to offer the program. Our goal is to provide this educational opportunity to the large region we serve, a region that is far behind both California and the United States in educational attainment. The University understands this region and has a goal to be the premier interactive University. An online MBA program can reach the region we serve; a region that does not have the same access to higher education as areas in California with higher population densities and larger numbers of universities. This region has the highest rate of poverty in California and one of the highest in the United States. The picture of unemployment is the same. Access to education is vital to transforming the region through applied research and service designed to enhance the economic vitality of the rural and urban communities in which we live.

Table 1 below is a comparison of educational attainment within the college-age population for the US, California and Fresno County (here representing our market area).As can be seen, Fresno County (here representative of our market region) is significantly below both US and California in both bachelor's and post-baccalaureate degrees. An online MBA program can reach the population of this vast area which does not have the same access to higher education as areas in California with higher population densities and larger numbers of universities.

Table 1 – Comparison of educational attainment in US, California and Fresno County

Total *	Pop 18 and Older	W/ Bachelor's	Pct with Bachelor's	W/Higher than Bachelor's	Pct with higher than Bachelor's	Pct with Bachelor's or higher
US	235,184,324	39,001,517	17%	21,450,338	9%	26%
CA	28,042,134	4,910,270	18%	2,650,692	9%	27%
FRE	654,616	78,814	12%	36,035	6%	18%

* data from US Census 2010 Educational Attainment

A need exists as there is just now one other AACSB-accredited online MBA program available within the region we serve and California. In fact, there are only two other AACSB accredited online MBA programs west of the Rocky Mountains. These are Portland State in Oregon and Thunderbird in Arizona. Note that Arizona State has an online MBA program but it is not listed at AACSB even though the College of Business is accredited. (http://www.bestbizschools.com/masters/onlineMBAs.asp)

The need for the Online MBA is similar to that for our Executive MBA Program (EMBA). This program has been very successful and is currently recruiting for its 11th cohort. The EMBA is an on-campus 17 month program. There are many in the region who have expressed interest but cannot attend due to distance. These, among others, are perfect candidates for the Online MBA Program. The primary target market for the Online MBA program will be the San Joaquin Valley, the Central Coast and the western Sierra foothill counties that are adjacent to California's San Joaquin Valley. (See map, Appendix 1- CSB Market Area) A secondary market exists within the remainder of California, across the United States and internationally, and is composed primarily of those wishing to participate in an online program from a University with AACSB accreditation. The primary market accounts for approximately 22 percent of the population of California.

The Online MBA is designed to serve adult learners of diverse backgrounds and interests who seek an MBA program that fits within their busy work schedule. Such individuals are capable of working independently and interacting effectively through technology. An example of such a student is a working professional, with at least three years of professional-level experience, who cannot or prefers not to attend a traditional Monday-Friday, 15-week semester program. Such a student can learn in a 24/7 environment that works around their demanding schedule and work-related travel. The program is designed to provide learning opportunities to prepare individuals for positions of leadership in Central California and beyond.

b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).

The students in the Online MBA will take the program as a cohort and will take the same General Management elective area as is present in the traditional MBA program.

The total number of units for the Online MBA is identical to the current MBA: 36 units (no new courses will be needed to implement the Online MBA). Additionally, 15 units of foundational courses (Group I) or equivalent knowledge are required of non-business majors, business majors from non-AASCB accredited schools, or students who graduated from an AACSB program more than seven years ago. Some or all of the Group I requirements may be waived on the basis of an evaluation of previous coursework. Group II courses (18 units) are designed to develop core management skills. Group III courses, electives in the traditional program, are drawn from the General Management elective area, a popular set of courses in our traditional program. All students will take the same set of Group III courses, chosen for their cohort. The only choice of path will be whether a student chooses a project or a thesis as a culminating experience. A major consulting project, done alone or collaboratively with a small group of students, has been found to be the best means of integrating everything that has been learned so this is the preferred culminating experience. Students wishing to go on to doctoral programs will be encouraged to do a thesis in order to better prepare themselves for doctoral study.

4. Curriculum

a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific

statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

The objective of the Master of Business Administration (MBA) program is to prepare students for successful careers in managerial roles in private industry, public sector agencies, and non-profit institutions. The MBA prepares students for managerial careers with the following program goals:

- To develop effective solutions using critical thinking skills
- To demonstrate knowledge of business theory and practice
- To demonstrate effective written and oral communication skills
- To comprehend the ethical consequences of actions and to conduct themselves ethically as students, employees, business owners, and community leaders
- To recognize the need for life-long learning through continuing professional education and other efforts

The learning goals are the same as the traditional MBA and were revised in November 2010 to more accurately reflect the goals of the CSB and the University. To measure the goals of the MBA program, specific Student Learning Outcomes (SLOs) have been defined. A graduate of the Program should be able to:

- Demonstrate enhanced critical thinking skills
- Demonstrate knowledge of business theory and practice across a wide range of business disciplines and communicate effectively in both oral and written media
- Apply ethical frameworks across integrated business situations
- Develop self-awareness and the ability to plan for career adaptation effectively

Currently, the predominant suggestion for the measurement of student learning outcomes is through a variety of activities, some of which allow the student to evaluate himself/herself. Activities that require the student to make a self-evaluation typically promote self-awareness, and as a result the student can begin to grow and develop with purpose as opposed to just completing course requirements. This technique also provides students with the motivation to pursue self-development as they have uncovered their own shortcomings. The CSB provides students with the means to self-evaluate through several documented tests, including a personality test, an emotional IQ test, and the Wonderlic® Personnel Test.

Through research, evaluation, and the expertise of CSB faculty, it has been determined that methods beyond the current rubrics are needed to assess graduate student learning. The Graduate Business Program is pursuing a new system to measure pre- and post-core skills and decision-making abilities to document learning growth and development over the course of the program.

In response to this need for a more exact assessment structure, the November 2010 SOAP (Appendix 2-SOAP) describes both indirect and direct assessments either currently in use or planned. The direct measures would include rubrics, the Assessment Center, a program-wide content exam, course-embedded projects, and ETS' Criterion. For indirect assessment methods, the CSB is currently utilizing both an exit survey and an alumni survey. Matrices for each assessment and how each corresponds to a Student Learning Outcome are shown in the November 2010 SOAP.

b. **Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC "Maintenance and Improvement of Quality")**

Please see the following appendices
- Appendix 2 - SOAP
- Appendix 3 - Program Course Sequence
- Appendix 4 - Oral Presentation Rubric
- Appendix 5 - Project Rubric
- Appendix 6 - Quantitative Rubric
- Appendix 7 - Writing Rubric

c. **Total number of units required for the major.**

The MBA Program is 36 units; students who do not fully meet admission requirements will need to take up to an additional 15 units of prerequisite (Group 1) course work.

d. **Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.**

N/A

e. **If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at:**

http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , **you can search CIP 2000 at** http://nces.ed.gov/pubs2002/cip2000/ **to help identify the code that best matches the proposed curriculum.**

N/A – this is an existing program that will simply have a different method of delivery

f. **A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no "hidden" prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).**

Please note that Appendix 8-Course list contains full catalog descriptions of the courses listed here. The first five courses (Group I) are required of non-business majors, business majors from non-AASCB business schools, and students who graduated from an AACSB program more than seven years ago. Some or all of these courses may be waived on the basis of an evaluation of previous coursework.

Group I (15 units: MBA 200, 201, 203, 204, 205; determined by preparation)
- MBA 200. Managerial Economics (3)
- MBA 201. Accounting and Information Systems (3)
- MBA 203. Methods of Decision Sciences (3)
- MBA 204. Global Environment of Business (3)
- MBA 205. Production and Operations Management (3)

Group II (18 units: MBA 210 – MBA 215 – all are required)
- MBA 210. Leadership and Organizational Behavior (3) (Required)
  (Note: As in the traditional MBA, the graduate writing skills requirement will be satisfied by the writing requirements in MBA 210.)
- MBA 211. Management Information Systems (3) (Required)
- MBA 212. Financial Management (3) (Required)
  (Note: On completion of MBA 212, all students in the Online MBA will be required to Advance to Candidacy since they will be admitted as "classified", will have completed 9 units and MBA 210 which satisfies the graduate writing skills requirement.)
- MBA 213. Managerial Accounting (3) (Required)
- MBA 214. Marketing Management (3) (Required)
- MBA 215. Regulatory and Ethical Environment of Business (3) (Required)

Culminating Experience (6 units) - MBA 279 and either MBA 298 or MBA 299)
- MBA 279. Policy and Strategy (3) (required)

Choice of one course from the following:

- MBA 298. Management Project (3)
- MBA 299. Thesis (3)

g. **List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering. Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.**
   Please note that Appendix 8-Course list contains full catalog descriptions of the courses listed here.

Group III - General Management Electives (choice of 12 units from the following)
- MBA 230. Seminar in Advanced Financial Management (3)
- MBA 240. Managing Human Capital–Applications of Human Resource
- MBA 250. Seminar in End User Computing (3)
- MBA 260. Seminar in Market Analysis and Forecasting (3) Prerequisite:
- MBA 270. Seminar in New Business Ventures (3)
- MBA 289T. Seminar in Business Topics (3)

h. **List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.**
   N/A

i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

Each cohort will be 18 months from start of Group II courses. The same courses will be offered in the first three cohorts with the exception that the elective courses chosen for each cohort may vary some.

Group I Courses (If required to make up deficiencies in academic preparation; taken in a 3-week format before starting Group II courses)

- MBA 200 Managerial Economics (3) Dr. Donald Stengel
- MBA 203 Methods of Decision Sciences (3) Dr. Priscilla Chaffe-Stengel
- MBA 201 Accounting and Information Systems (3) Dr. Garo Kalfayan
- MBA 204 Global Environment of Business (3) Prof. Tom Burns
- MBA 205 Production and Operations Management (3) Dr. John Moghaddam

First Semester (Eighteen weeks)

- MBA 210 Leadership and Organizational Behavior (3) Dr. Rudy Sanchez
- MBA 211 Management and Information Systems (3) Dr. Sasan Rahmatian
- MBA 212 Financial Management (3) Dr. Manucher Shahrokhi

Second Semester (Eighteen weeks)

- MBA 213 Managerial Accounting (3) Dr. John Osborn
- MBA 214 Marketing Management (3) Dr. Beng Ong
- MBA 215 Regulatory and Ethical Environment of Business (3) Prof. Ida Jones

Third Semester (Eighteen weeks)

- MBA 230 Advanced Financial Management (3) Dr. Manucher Shahrokhi
- MBA 240 Managing Human Capital (3)
- MBA 250 Seminar in End User Computing (3)

Fourth Semester (Eighteen weeks)

- MBA 260 Seminar in Market Research and Analysis (3) Dr. Beng Ong
- MBA 279 Policy and Strategy (3) Dr. George Vozikis
- MBA 298 Management Project (3) Any of the professors listed and/or AACSB qualified faculty with approval to supervise a project

j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in <u>Section 40510</u> of <u>Title 5 of the California Code of Regulations</u>.

This will be identical to the existing approved program.

k. Admission criteria, including prerequisite coursework.

Current admission standards at California State University Fresno will be enforced for this program. The program is open to college graduates without regard to the area of undergraduate study. Applicants are expected to show intellectual promise to do well in the program, and upon graduation, to perform effectively as professional managers. Applicants must submit the following to be considered for admission into the Online MBA program:

   a) a completed California State University, Fresno Graduate Application form

   b) a completed Online MBA Program Application form

   c) complete university transcripts – last 60 units require a GPA of 2.5 or higher

   d) official record of the Graduate Management Admission Test (GMAT) with a score of at least 550 and placement at or above the 25th percentile in the verbal and quantitative portions of the test

e) two letters of recommendation

f) statement of purpose

g) $55 non-refundable University application fee

Fifteen units of foundational courses (Group I) or equivalent knowledge are required of non-business majors, business majors from non-AASCB accredited schools, or students who graduated from an AACSB program more than seven years ago. Some or all of the Group I requirements may be waived on the basis of an evaluation of previous coursework.

l. **Criteria for student continuation in the program.**
   GPA of 3.0 or above

m. **For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.**
   N/A

n. **If there is a <u>Lower-Division Transfer Pattern</u> (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <u>http://www.calstate.edu/AcadAff/ldtp.shtml</u>**
   N/A

o. **Advising "roadmaps" that have been developed for the major.**
   Please see Appendix 3

p. **Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).**

Accreditation Note:

Master's degree program proposals
If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

Fast-track proposals
Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

As with our flagship Craig MBA Program, the Online MBA will meet all Association to Advance Collegiate Schools of Business International (AACSB) and Western Association of Schools and Colleges (WASC) accreditation requirements. The Craig MBA program is among a very select group of U.S. graduate business programs accredited by the AACSB, the highest possible accreditation and the Craig MBA is the longest-running AACSB-accredited MBA program in Central California.
AACSB International accreditation represents the highest standard of achievement for business schools, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in management education.

The CSB was reaccredited on April 11, 2011. AACSB requires additional review if and when substantive change events occur that may impact the quality of education provided. The Online MBA does not meet the AACSB requirements for needing additional review and the
Maintenance of Accreditation Team was fully aware of the CSB efforts toward development of the Online MBA and the Handbook states the following which clearly affirms that no consultation is necessary with regard the Online MBA.

> "Changes that result from normal continuous improvement processes and strategic management decisions (e.g., initiation of new degree programs, revisions in curricula of existing programs, internal reorganization of the business school/accounting program not having a major effect on mission, programs, or resources, etc.) are not normally substantive change events. These actions are addressed through the normal pre-accreditation, initial accreditation, or maintenance of accreditation processes." AACSB International Maintenance of Accreditation Handbook (2010).

5. **Need for the Proposed Degree Major Program**
(CPEC "Societal Need," "Number of Existing Programs in the Field," and "Advancement of the Field")

a. **List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.**

There are approximately 55 AACSB accredited campuses across the US that offer an Online MBA program. Within the CSU System, there are three campuses (Monterey Bay, Dominguez Hills and Stanislaus) that offer such a program. Of the three only Stanislaus is AACSB accredited and they just received authorization to offer the program (October 2011). No other AACSB-accredited online MBA programs are present in California. Portland State in Oregon and Thunderbird in Arizona are the only two AACSB-accredited institutions offering an online program west of the Rockies. Note that Arizona State has an online MBA program but it is not listed at AACSB even though the College of Business is accredited.
(http://www.bestbizschools.com/masters/onlineMBAs.asp).

b. **Differences between the proposed program and programs listed in Section 5a above.**
Our comparison group is other AACSB online MBA programs. As noted above, California State University Stanislaus is the only other AACSB accredited online MBA program in California and they just received approval to offer the program. We will use our reputation to differentiate ourselves from their program.

c. **List of other curricula currently offered by the campus that are closely related to the proposed program.**
The courses in the online program will be identical to those offered in our face-2-face, traditional MBA. The difference will be in method of delivery and audience. The program will also be similar to our EMBA with the exception that there is no international component and the method of delivery is face-2-face.

d. **Community participation, if any, in the planning process. This may include prospective employers of graduates.**
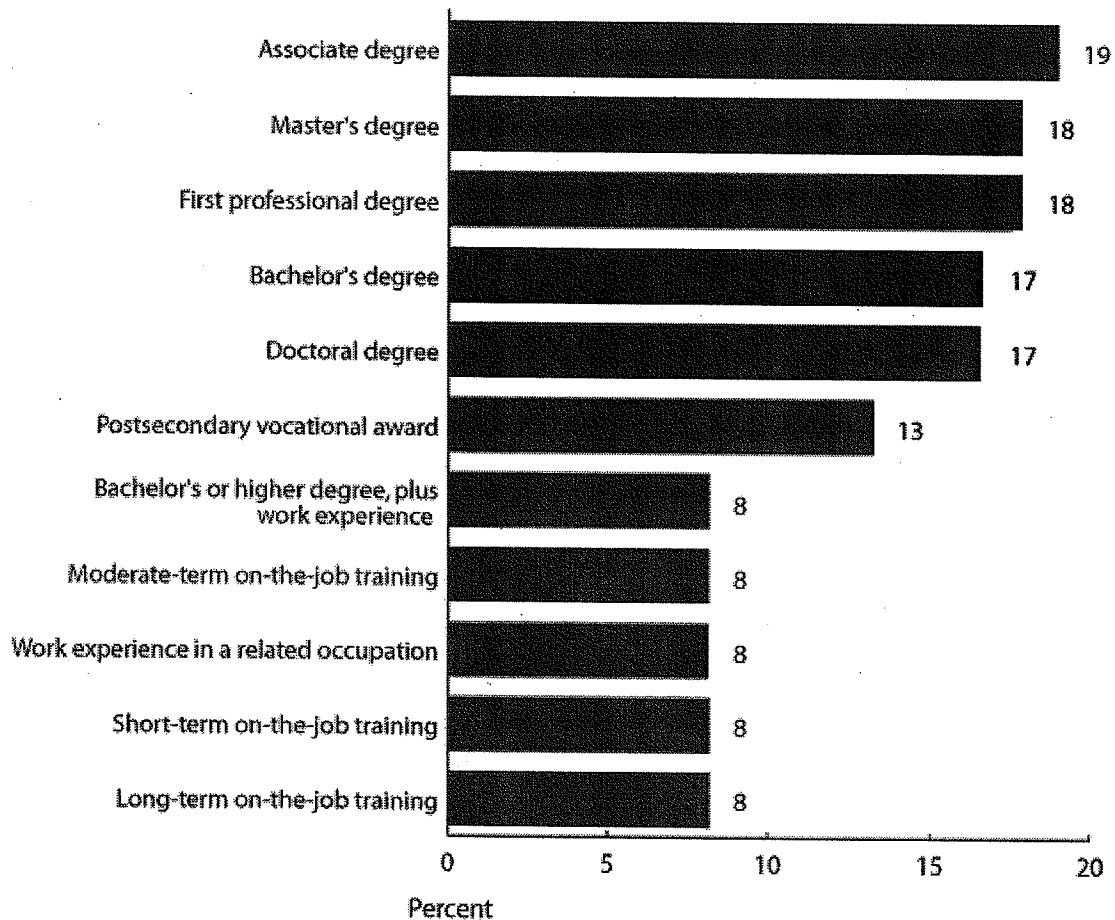   N/A

e. **Applicable workforce demand projections and other relevant data.**
   A recent article published in the New York Times (K. Ross, 10/18/10) reported a 24 percent increase in M.B.A. job opportunities in 2010, compared with the 2009 when there was a 5 percent decline in hiring. The survey also found "the rise in recruitment in emerging countries like China and India was far outstripping recruitment in Europe and North America, with demand for graduates with master of business administration degrees increasing 32 percent in the Asia-Pacific region this year, compared with 9 percent in North America." We have many alumni in the Asia-Pacific region who are potential candidates for our AACSB-accredited Online MBA and students participating in the China 1-2-1 Program are also expected to show interest in the program. Below is a table showing results of another survey, conducted by TopMBA.com, that shows estimated hiring demand for MBAs by sector.

Industry	% Respondents	Increase in MBA Hiring 2010/9	Increase in MBA Hiring 2011/10 est.
Construction / Property	3%	14%	15%
Consulting / Professional Services	14%	19%	37%
Electronics / High Technology	2%	-23%	-2%
Energy	3%	11%	28%
Financial Services / Banking	12%	22%	11%
FMCG	5%	3%	7%
IT / Computer Services	10%	39%	17%
Manufacturing / Engineering	13%	31%	6%
Media / Entertainment & Arts	3%	38%	9%
Metals / Mining	1%	-32%	37%
Other	7%	-2%	33%
Pharmaceuticals /Healthcare	5%	-10%	2%
Public Sector / Govt. / Non-profit	3%	38%	6%
Recruitment / HR services	7%	42%	35%
Retail	3%	34%	3%
Telecoms	2%	-4%	3%
Transportation / Distribution	2%	12%	-10%
Travel / Leisure / Hospitality	1%	-16%	17%
Utilities	1%	33%	71%

Source: *QS Top MBA Jobs & Salary Trends Report 2010/2011 (www.topmba.com)*

The following graph, from the Bureau of Labor Statistics, shows projected percentage change in employment, by education or training category, for 2008-18. Master's degrees show the second highest percentage change in employment, behind only that of associate's degrees (http://www.bls.gov/oco/oco2003.htm#education).

Category	Percent
Associate degree	19
Master's degree	18
First professional degree	18
Bachelor's degree	17
Doctoral degree	17
Postsecondary vocational award	13
Bachelor's or higher degree, plus work experience	8
Moderate-term on-the-job training	8
Work experience in a related occupation	8
Short-term on-the-job training	8
Long-term on-the-job training	8

Percent

Source: BLS Division of Occupational Outlook

f. **If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need.**
Please see the discussion in "3.a" above which discusses educational attainment and poverty in the region we serve, as well as access to education.

6. **Student Demand (CPEC "Student Demand")**

a. **Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.**

In addition to the discussion in section "5.e" above, the need is similar to that of our Executive MBA Program (EMBA). This program has been very successful and is currently recruiting for its 11th cohort. The EMBA is an on-campus 17 month program.

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There are many in the region who have expressed interest but cannot attend due to distance. These, among others, are perfect candidates for the Online MBA Program.

b. **Issues of access considered when planning this program.**

Current admission standards at California State University Fresno will be enforced for this program. The program is open to college graduates without regard to the area of undergraduate study. Applicants are expected to show intellectual promise to do well in the program, and upon graduation, to perform effectively as professional managers. Due to the online nature of the program, it will be accessible to qualified individuals without regard to geographic location. All syllabi have been reviewed for accessibility and faculty will work with students and the Office of Services for Students with Disabilities to address issues of accommodation that may arise.

c. **For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.**

Undergraduate enrollment in the CSB consistently holds around 2,800 students with approximately 600 degrees earned/awarded each year.

d. **Professional uses of the proposed degree program.**

The MBA degree is designed to prepare students for successful careers in managerial roles in private industry, public sector agencies, and non-profit institutions.

e. **The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.**

The Online MBA Program will be run as a cohort comprising 30-35 students. At most one student has dropped out of each EMBA cohort of ~30 students and we would expect the same of the Online MBA. We are proposing to start a new cohort of 30-35 students each September for the first three years with the initial cohort forming in 2012.

7. **Existing Support Resources for the Proposed Degree Major Program (CPEC "Total Costs of the Program")**

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. **Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.**

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff. (Code Memo EP&R 85-20)

Faculty* for Group I Courses (required of students without sufficient preparation)
    MBA 200:   Don Stengle
    MBA 201   Garo Kalfayan

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MBA 203   Priscilla Chaffe-Stengle
MBA 204:   Tom Burns
MBA 205:   John Moghaddam

Faculty* for Group II Courses (Core - required of all students)
MBA 210:   Rudy Sanchez
MBA 211:   Sasan Rahmatian
MBA 212:   Manucher Shahrokhi
MBA 213:   John Osborn
MBA 214:   Beng Ong
MBA 215:   Ida Jones
MBA 279:   George Vozikis

*Please see Appendix 9 for short vitae

b. Space and facilities that would be used in support of the proposed program.
No space needed as this is an online program. Library resources will be accessed online.

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).
No library resources, beyond those already utilized in the MBA and EMBA programs will be needed.

d. Existing academic technology, equipment, and other specialized materials currently available.
All students will be required to have 24/7 access to a computer and the Internet. The course will be offered through Blackboard.

8. Additional Support Resources Required
(CPEC "Total Costs of the Program")

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

a. **Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.**
N/A

b. **The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.**
N/A

c. **A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.**
No library resources, beyond those already utilized in the MBA and EMBA programs will be needed.

d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

N/A

1. Projected changes in enrollment (FTES)
   a) What is the recent enrollment history of the program and what effect will the proposed changes have on enrollment?
      i. This is a new program that will be run as self-supporting through Continuing and Global Education. The Craig School has had a successful state-side MBA program for several decades and is in the 10th cohort of the self-supporting Executive MBA Program. We expect cohorts in this program to be approximately 30 students. This has been a successful and maintainable cohort size in the EMBA. The program is expected to draw students who live too far from campus to participate in either of the existing MBA programs. It is possible that a small number of students who are willing to commute long distances to school would enroll in the Online MBA rather than either of the face-2-face MBA programs.
   b) If FTES is expected to increase, what proportion represents new FTES and what proportion represents shifts from existing programs?
      i. N/A – self-support program.
   c) How did you estimate your expected changes in enrollment?
      i. Experience with enrollment in the EMBA; the number of inquiries we receive regarding web-based graduate education.;

2. Projected changes in existing curriculum
   a) Will there be changes in the cost of delivering the curriculum? What will those costs be and what is their basis?
      i. The program will be offered as self-support through Continuing and Global Education
   b) For new courses, what is the estimated class size, frequency, and level/classification ("S" or "C" classification) of course delivery? Please be specific.
      i. All are existing courses that will simply be offered in an online format instead of face-2-face.
   c) For courses currently being offered, will there be changes in class size, frequency, level or classification of course delivery? Please be specific.
      i. Courses will be offered online instead of face-2-face; program is designed to work with cohorts
   d) Will courses be dropped from the existing curriculum? Please list specific courses.
      i. none

3. Projected changes in faculty
   a) Will there be a shift in faculty assignments? If so, what will be the difference between current and proposed assignments?
      i. Faculty will teach as overload – up to the allowed 1.25 time basis
   b) Will there be shifts in faculty numbers or distribution (T/TT vs FT/PT)? If so, what will they be?
      i. N/A
   c) Will new positions be added/required and what resources will be used to acquire them?
      i. N/A

4. Projected changes in budget
   a) What is your current operating budget?
      i. N/A – offered through CGE as self-support
   b) What are your current positions (T, TT, FT, PT, staff)? Approximately
      i. 40 tenured
      ii. 4 tenure track
      iii. 4 FERP
      iv. 10 full time lecturers
      v. 54 part time lecturers
      vi. 16 staff (incl. University Business Center)

5. Budgetary impact over time
   a) What are the projections for 1, 3 and 4 above as the program moves through its first cohort and sufficient courses and resources are brought online to satisfy the graduating cohort and all new cohorts at that

time?
- i. The program will be self-supporting and is estimated to result in a net of ~72k to CSB and ~48k to the Provost
- b) What are the plans for a systematic budgetary review of the program at the end of the transitional period (toward full implementation when all cohorts are in place)?
  - i. The program will be reviewed after each cohort to assess changes that are needed

6. Do you anticipate outside revenue to support your program (state funds, grants/contracts, endowments, etc.)?
   - a) Will budget requirements change and what will those changes be (e.g. in operating budget, facilities, equipment, technical support, staff, etc.)? Please specify.
     - i. Program is self-supporting; cost increases will be reflected in future pricing of the program
   - b) Will there be any increase in administrative roles/responsibilities that require buy-back or release time?
     - i. The program will be reviewed after each cohort to assess changes that are needed.
   - c) How will the expected changes in budget requirements be met?
     - i. Program is self-supporting; any cost increases will be reflected in future pricing of the program.
   - d) Has the budgetary impact of the proposal been reviewed by the College/School Budget Committee and Office of the Dean?
     - i. It has been reviewed by Committee on Graduate Programs, the Director, Graduate Business Programs and Continuing and Global Education. It has been approved by the Dean, Craig School of Business

7. Effect on Support Services and programs in other Colleges/Schools
   - a) Are support services (e.g. Library, AIC) required for program implementation and function?
     - i. An online orientation will show students how to use the library resources including: 1) knowledge of the resources in the library, 2) researching a topic, 3) searching, finding and evaluating books and journal articles, 4) and use of citations and avoidance of plagiarism.
   - b) Are programs in other Colleges/Schools directly affected by the proposal and in what way?
     - i. No
   - c) Who are the representatives in the affected service areas and/or Schools/Colleges that have been contacted?
     - i. Robert Harper, Dean
     - ii. Tom Burns, Manager, Graduate Business Programs
     - iii. Rafael Solis, Faculty Coordinator, Graduate Business Programs
     - iv. Kathy Moffitt, Associate Dean
     - v. CSB Graduate Committee
     - vi. Emil Milevoj, Director University Business Center
     - vii. Bill Covino, Provost
     - viii. Lynnette Zelezny, Associate Provost and VP & Dean, Continuing and Global Education
     - ix. University Graduate Committee
     - x. Graduate Curriculum Sub-Committee

ONLINE MBA PROGRAM
CRAIG SCHOOL OF BUSINESS
COHORT 1 BUDGET
February 1, 2012

					Amount ($)		Percentage (%)
Revenues:							
Graduate App. Fees	30	Students	@	$100	$	3,000	0.3%
Group I Tuition (expect half cohort)	15	Students	@	$5,250	$	78,750	7.6%
Group II Tuition	30	Students	@	$32,000	$	960,000	92.2%
Net Revenues:					$	1,041,750	100.0%
Expenses:							
CGE overhead (@ 22.23%)					$	231,581	22.23%
Campus General Fund Reimbursement (@15%)					$	156,263	15.00%
Chancellor's overhead (@ 5%)					$	52,088	5.00%
Faculty Payroll					$	157,488	15.12%
Faculty Fringe Benefits (@ 8%)					$	12,599	1.21%
Online MBA Coordinator (Buyout)					$	70,000	6.72%
UBC Services					$	50,000	4.80%
Division of Graduate Studies Fees					$	3,000	0.29%
Graduate Application Fees					$	1,050	0.10%
Assessment Services					$	6,080	0.58%
Start-Up Expenses (including advertising & marketing)					$	50,000	4.80%
Program Supplies					$	10,000	0.96%
CSB Costs Applicable to Online MBA Operations*					$	121,258	11.64%
Total Program Expenses:					$	921,407	88.45%
Net Program Surplus/Deficit:					*$*	*120,343*	*11.55%*

	Amount ($)	Percentage (%)
CSB (@ 60% of Program Surplus)	$ 72,206	6.93%
Provost's Office (@ 40% of Program Surplus)	$ 48,137	4.62%

* CSB Costs Applicable to Online MBA Operations:	% Applicable		Amount
CSB Graduate Business Programs Manager's salary (Tom Burns)	20%	$	15,415
CSB Dean's salary (Dr. Harper)	5%	$	7,275
CSB Associate Dean's salary (Dr. Moffitt)	5%	$	5,900
CSB Department Chairs' salary (5 Chairs)	5%	$	29,410
Graduate Business Programs Admin (Nee)	20%	$	11,152
UBC Director's salary (Emil Milevoj)	10%	$	7,708
UBC Admin's salary (Lori Few)	10%	$	4,398
CSB Graduate Business Programs (Students)	100%	$	20,000
CSB Operating Expenses (Supplies, Copier, Teaching material etc)		$	20,000
		$	121,258