

CSU Channel Islands  
**Self-Study Template for Program Review**

Program Name:	MBA – Master of Business Administration
Date:	Spring 2016
Chair or Faculty:	William Cordeiro, Director; Janet Egiziano, Associate Director (all faculty reviewed before submittal)

Programs are invited to use this Program Self-Study Template to assist them in organizing their review materials and data for the self-study portion of their Program Review. In completing this Template, program faculty should be familiar with the ***CSU Channel Islands Guidelines for Program Review***, which outlines the full program review process and explains the elements that should be contained in the self-study. Faculty will find important statistical information about their program in the interactive Data Packs located on the Institutional Research office's website.

The Program Self-Study Template is organized into *Four Elements of Review* that describe the main dimensions of the self-study: the program's goals and objectives, the assessment of learning, resources and program capacity, and program planning. Within each of these elements of review are more specific *Criteria for Review*. These criteria each ask for responses and data which indicated the degree to which the program has satisfied that criterion. Each *Criterion of Review* also asks the program to provide comments, which can include reference to information about program practices and statements about program strengths, weaknesses, and areas of improvement. These comments can also include recommendations for improvement, whether that improvement should be initiated at the program, division, or university level

Finally, at the end of the Program Self-Study Template, program faculty will find space to make summary comments and recommendations, expressing their general observations and key suggestions for program improvement. These summary recommendations should be grouped as two-and five-year actions. These recommendations will be particularly important as they will receive direct attention by external reviewers, administrators, and members of the Program Assessment and Review Committee (PARC) in the next stages of the program review process.

Program Review as Self-Assessment. The Self-Study is an opportunity for program faculty to engage in a self-assessment of the program's strengths and areas of improvement. As a collective effort by the faculty, it provides the occasion for reflection on program priorities, current strengths, expected opportunities, and needed improvements. To facilitate this self-assessment, the Program Self-Study Template includes a rubric and scoring key, allowing the program to evaluate how fully the program satisfies each of the *Criteria of Review*.

Self-Study Rubric Scoring Scale		
SCORE	STAGE	DESCRIPTION
1	<b>Initial</b>	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
2	<b>Emerging</b>	The program partially satisfies the criterion. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires. Some data is available documenting this dimension.
3	<b>Developed</b>	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
4	<b>Highly Developed</b>	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Programs are asked to provide a self-assessment score for each criterion, using the University as a basis of comparison. This score should reflect a consensus among program faculty and is designed to highlight areas of strength and needed improvement as seen by the discipline.

## Program Self-Study Template

### Element One: Program Purpose and University Goals

CRITERION FOR REVIEW	INQUIRY	Self-Assessment SCORE
A. Program Mission and Operating Practices	Does the program have a mission statement or statement of program goals that is appropriate? Does the program have an organizational structure and procedures for its key activities such as advising, scheduling, chair selection and review?	4, Highly Developed

#### Evidence and Comments:

The Master of Business Administration (MBA) degree is offered by the Martin V. Smith School of Business & Economics (Smith School) - an academic unit of the California State University Channel Islands (CI). The Smith School partners with another CI academic unit – Extended University (EU) in offering the MBA degree. The Mission of the Smith School:

Actively promote the CI Mission by building and supporting a learning community of faculty and students who pursue excellence in business and economics education, scholarship and community relations.

The Smith School's mission supports the mission of the California State University Channel Islands (CI) by focusing on our particular disciplines within the fields of business and economics.

We have policies, organizational structures and procedures appropriate to our mission. Structure, activities and procedures are determined by the policies/procedures of the California State University (CSU) system, by CI and by the Smith School's bylaws. Dean William Cordeiro, one of the 13 Founding faculty members of CI and the principal leader of the Smith School since it began offering classes in 2002, is the primary architect of the strategic plan for the Smith School. The strategic plan is updated on an annual basis and reviewed with the entire faculty (tenure/track and lecturers).

The Smith School MBA was developed by benchmarking against the best MBA programs. It features integrated modules crossing functional disciplines, a common cohort experience, team teaching and cohort learning. Consistent with the CI's mission, the MBA Program emphasizes graduating business leaders with global and multicultural perspectives. The MBA Program aims

to make a difference in the lives and careers of our students and contribute to the vitality of the region. The MBA Program, administered and supported by the Smith School and EU, is offered in Thousand Oaks and in Goleta.

Dr. William Cordeiro, MBA Program Director, handles class scheduling with assistance from Brianne Keighley, EU Programs Advisor. Director Cordeiro, Associate MBA Director Dr. Janet Egiziano, and Brianne Keighley provide academic advising to MBA students. Other EU staff provide support/advising related to financial aid, billing/payment, IT availability and effectiveness, and international academic issues (compliance with Homeland Security directives).

Dr. Cordeiro selects and assigns the faculty: Smith School tenure/track faculty members, other CI tenure/track faculty members, Smith School and CI lecturers, business practitioners and entrepreneurs. Since it is offered via EU, the MBA Program is not state supported. Students pay special tuition and the professors are paid separately by EU. Students in the MBA program have full access to all services available to all CI students....e.g., Library, Counseling Center, Graduate Studies Center, etc. Additionally, students receive writing support, career counseling, new student orientations, program advising - all funded by EU. In addition, EU provides professional workshops, such as Dale Carnegie courses, free-of-charge to MBA students.

B. Program Relation to University Mission	Is the program supportive of the University's mission and strategic goals? Is its program integrated and supportive of the campus's four mission centers, its general education program, and Academic Affairs and University's strategic priorities?	4, Highly Developed
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#### Evidence and Comments:

MBA Program Director Dr. Cordeiro, one of CI's original 13 faculty members, was involved in the formation of CI's original curriculum and its four mission centers. The MBA Program is well integrated into all four pillars. Culminating with a graduate degree, the MBA Program does not have a specific General Education element (unlike the BS in Business degree). Consistent with the CI's mission, the MBA program emphasizes graduating business leaders with a global and multicultural perspective. In addition to coursework that fosters an international perspective, the program offers a short-term international Study Tour led by faculty. The program's large number of international students and its cultural and gender diverse curriculum further ensure diversity and an international perspective. The program's curriculum takes an integrative, interdisciplinary approach in alignment with one of CI's four pillars. The curriculum, unchanged

since its development, has proven to be resilient and yet cutting edge, and effective in preparing business leaders to serve our local, regional, national and international communities.

Section 2. A. presents the major elements of the curriculum:

1. Foundation courses...for students without an undergraduate business degree
2. Core courses
3. Special Topics courses....three courses that allow the Director to tailor the curriculum to current topics/issues

The Smith School has two community based support groups: School Business Advisory Council (BAC) and the Business & Technology Partnership (B&TP). Students have multiple opportunities to learn from these community leaders and, when desired, to be mentored by them.

The MBA Program's short-term objectives (ongoing or scheduled for completion by Spring 2017):

- Continue conducting an annual program of assessment, including an exit survey (begun in 2011). The Program added Focus Groups in 2015 to provide qualitative assessment data. Dr. Egiziano conducts and manages the assessment process while an outside consultant, funded by EU, conducts focus groups and analyzes data.
- Continue conducting admissions interviews. This feature of our admission process, begun in 2014, sets our MBA apart from other MBA Programs in our region, and has resulted in higher caliber and more highly qualified students.
- In response to a CSU directive, convert our current Special Sessions 11-week terms to a semester calendar aligned with the main campus.
- Effective Spring 2017, align course schedules on the Thousand Oaks and Goleta campuses to allow students to move between the two locations as necessary.
- Continue to offer an excellent program in Thousand Oaks and Goleta.

Our longer term objective:

- Earn ACBSP (Accreditation Council for Business Schools and Programs) accreditation by continuing to support the application process begun in April 2015.

C. Dissemination of Program Mission and Goals	Has the program disseminated information about itself to key constituencies, including faculty, professional colleagues, current and prospective students, and the community?	4, Highly Developed
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Evidence and Comments:

Yes. The EU Marketing and Recruitment team, directed by Dr. Egiziano, is dedicated to disseminating information about the MBA program to internal and external constituents.

Marketing and advertising targeted to prospective students include the following:

- Search Engine Marketing (SEM) and Search Engine Optimization (SEO) – Mobile, desktop and tablet advertising on Yahoo, Google, Bing, Noozhawk, VC Star online, Job seekers websites, professional websites such as gradschools.com. Ads placed on these sites drive traffic to the MBA home page on the EU website. Those who click on the ads are re-targeted for additional ads wherever their location.
- Geo Targeting - Delivery of online advertising to Ventura County, Santa Barbara County, Western LA County, Malibu, portions of San Fernando Valley.
- Geo Fencing - Delivery of online advertising to individuals when they are at specific locations such as competing universities, major businesses, city centers, and more. Ads are re-targeted to individuals after they leave the physical site.
- Print advertising – VC Star and SB Independent; magazines, other periodicals; event programs.
- Online ads: Conejo Valley, Carpentaria, Santa Barbara Chambers of Commerce
- Sponsorships – Local Chambers of Commerce events; Conejo Start-Up, etc.
- CI Connection – EU monthly e-newsletter
- EU website
- MBA Program Brochure – print and electronic
- Career Fairs – CI campus and other paid opportunities
- Social Media – Facebook, Instagram, LinkedIn, You Tube
- GMAT Test Prep Course – Low cost, 18-session course funded and administered by EU. Aids in recruitment. Advertising in GEO targeted areas increases awareness of Smith School's MBA.
- Information sessions – Ventura and Santa Barbara counties. Also live online and videotaped.
- Tabled events – Various locations through the Consortium of Southern California Colleges & Universities

- The use of *customer relationship management* (CRM) software to promote the program and maintain effective communication with prospective students from the moment of inquiry to application, to enrollment, to graduation, to alumni status.
- Networking meetings and events, as well as presentations at various Chambers of Commerce in Ventura and Santa Barbara Counties.
- Conference participation: Academic Professionals, EU Counterparts, UPCEA (leading association for professional, continuing and online education).

Information is disseminated to current students, alumni, key constituencies, faculty, and professional colleagues through all of the above techniques and the following elements:

- An annual *Accomplishments Report* for the Smith School activities, disseminated within and outside CI
- Email communications
- Direct mail
- Printed and e-flyers
- Electronic message boards on campus
- Announcements on MyCI Blackboard
- Biannual MBA Mixers

**Summary Recommendations for Element One:**

1. Continue assigning outstanding professors – especially for the Special Topics courses
2. Continue the excellent marketing and recruitment activities described above
3. Implement short-term goals described above

<b>Element Two: Achieving Educational Outcomes</b>		
<b>CRITERION FOR REVIEW</b>	<b>INQUIRY</b>	<b>SCORE</b>
A. Curriculum Requirements and Expectations for Learning	Do the program's curriculum and degree requirements reflect high expectations of students? Is that curriculum reflective of current standards in the discipline?	4, Highly Developed

**Evidence and Comments:**

The MBA is a rigorous program that requires students remain disciplined in pursuit of their degree. The schedule is demanding. Students attend full-time year-round over 2 semesters and 1 summer term. Over 95% of students are full-time working professionals and many are balancing work, family and school life. To be accepted into the program, applicants must have a minimum of 2 years of what can be considered middle management business experience; the majority of applicants far exceed the minimum. Self-discipline is essential for success.

The program requires a minimum of 30 core units, plus 15 foundational courses for non-business undergraduate majors:

- Foundational courses: Economics for Managers; Quantitative Methods for Decision-Making; Introduction to Accounting and Finance; Principles of Management and Marketing; and Business Ethics and Law. These courses are offered in a synchronous online format.
- Core courses: High Performance Management; Strategy and Leadership, which meets the CSU's Graduate Writing Achievement Requirement (GWAR) mandate and requires a minimum grade of B; Managing Business Operations, Financial Reporting and Analysis; The Contemporary Firm; The Entrepreneurial Manager; Competing in a Global Environment (capstone)
- Special Topic courses: three courses, which may include the (non-mandatory) Graduate International Experience in Business (short-term Study Tour). Other Special Topics categories: Management, Social Business, Economics, HR Management, Career Development, Entrepreneurial Management, Management Information Systems, Business Operations, and Finance.
- Dean Cordeiro studied with Peter Drucker (who *Business Week* called "The Man Who Invented Management", November 2005) and Drucker said that business is a liberal art that encompasses most academic disciplines. The MBA emphasizes the general nature of business-related skills taught by the Smith School. Unlike MBA programs with specific narrow foci (e.g., Socially Conscious MBA), the Smith School's MBA focuses on business as a broad discipline.

The annual Business Strategy Game used in the capstone course stands as testament to the quality of our program and to how it reflects the current standards of MBA programs. The Business Strategic Game is a virtual online business competition that involves tens of thousands of MBA students from several hundred universities around the world. The Smith School's MBA student teams consistently score in the top 100 in a variety of categories. In 2015, one of our teams placed #1 worldwide and a second team placed #5.

B. Course and Program Learning Outcomes	Has the program developed assessable learning outcomes for its courses and for the program? Are course learning outcomes aligned with program outcomes?	4, Highly Developed
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Evidence and Comments:

The MBA program has established **Program Learning Goals (PLGs)** reflecting the broad based liberal arts model of graduate business education chosen by the founding faculty of the Smith School. These are:

- 1 - Demonstrate **critical thinking skills and interdisciplinary learning** by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management and marketing.
- 2 - Demonstrate **written and oral communication skills** by writing excellent reports and papers and making effective oral presentations in English.
- 3 - Demonstrate **leadership and collaboration skills** by working effectively with others in diverse group settings – both inside and outside the classroom.
- 4 - Demonstrate personal conduct that reflects an **ethical understanding** of complex business, economic and social issues.
- 5 - Demonstrate basic competencies in the academic disciplines related to **regional, national and global business and economics**.

Student Learning Outcomes (SLOs) are aligned with PLGs and assigned to all courses. The SLO(s) for each course are required in every syllabus. Each semester, faculty submit syllabi as part of the ongoing assessment process to ensure that the SLOs remain a key focus in each course.

C. Learning Outcome Data and Analysis	Does the program regularly collect course and program learning data? Is that data analyzed, available, and used for program improvement?	4, Highly Developed
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Evidence and Comments:

### **MBA Assessment**

#### **Overview**

CI's MBA program is designed to develop business leaders with the capacity to work effectively in an increasingly multicultural and global environment. The program has established a process of ongoing assessment to focus on and improve student learning, courses, programs, and

services. The first full round of assessment began in Fall 2011 and concluded in spring 2015, with capstone course focus groups continuing into spring 2016.

The assessment process has four phases: (1) data collection; (2) data analysis; (3) faculty and program administrator review and recommendation; and (4) implementation aka “closing the loop”. The assessment process includes the collection of both quantitative and qualitative data as follows: (1) faculty assessment of student learning (quantitative); (2) capstone course student focus group (qualitative); and (3) graduating student exit survey (quantitative). This mixed methods approach of collecting both quantitative and qualitative data serves to triangulate and thus verify assessment findings.

Using rubrics provided by the program, faculty assess each Program Learning Goal (PLG) separately, one per term, in each course that is relevant to that PLG. The MBA capstone course, which synthesizes prior coursework, yields the most rigorous quantitative data about student learning. Faculty use a comprehensive rubric developed for the capstone course to assess all PLGs each time the course is taught.

The capstone course is also where a special consultant conducts a focus group to collect qualitative data of the learning and program experience from the student perspective. The consultant synthesizes the findings in a report to the program director and associate director. A student exit survey is conducted annually and is followed up bi-annually with an alumni survey to identify the value of the program to our students.

### **Program Learning Goals (PLG)**

- 1 - Demonstrate **critical thinking skills and interdisciplinary learning** by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management and marketing.
- 2 - Demonstrate **written and oral communication skills** by writing excellent reports and papers and making effective oral presentations in English.
- 3 - Demonstrate **leadership and collaboration skills** by working effectively with others in diverse group settings – both inside and outside the classroom.
- 4 - Demonstrate personal conduct that reflects an **ethical understanding** of complex business, economic and social issues.
- 5 - Demonstrate basic competencies in the academic disciplines related to **regional, national and global business and economics**.

## Assessment Summary

\*Findings Legend: I (Introduced), P (Practiced), D (Developed), A (Advanced), M (Mastered)

<b>PLG1: Critical Thinking, Synthesis/Interdisciplinary Learning</b>	
*Findings:	
Critical Thinking – D	<b>Critical Thinking:</b> 98% satisfactory or above
Synth/Interdisc - D	<b>Synthesis/interdisciplinary Learning:</b> 96% satisfactory or above
Courses assessed:	All foundations, core and special topics courses
<b>PLG2: Written &amp; Oral Communications</b>	
*Findings:	
Oral – D	<b>Oral:</b> 96% satisfactory or above
Written - P	<b>Written:</b> 89% satisfactory or above
Courses Assessed:	All foundations, core and special topics courses
<b>PLG3: Leadership &amp; Collaboration</b>	
*Findings:	
Leadership – D	<b>Leadership:</b> 97% satisfactory or above
Collaboration - P	<b>Collaboration:</b> 88% satisfactory or above
Courses Assessed:	All foundations, core and special topics courses
<b>PLG4: Ethical Understanding</b>	
*Finding: A	100% satisfactory or above
Courses Assessed:	All foundations, core and special topics courses
<b>PLG5: Regional, National, Global Competencies</b>	
*Finding: D	92% satisfactory or above

## **Analysis**

### **PLG1: Critical Thinking; Synthesis and Interdisciplinary Learning**

#### Critical Thinking - Issues identified

- Over-reliance on summary or explanation
- Difficulty with high-order analysis
- Concentration on details without seeing the “Big Picture”
- Some weakness with analytical analysis
- Do not always present an opposite viewpoint in arguments

#### Critical Thinking - Recommendations by/for faculty

- Emphasize ability to identify pros and cons of a decision
- Use case study to force Critical Thinking
- Require rough drafts of papers earlier in the term
- Use more topical materials and use class time to discuss pros-cons of an issue
- Use open-ended questions to force students to think through an issue
- Provide more critical thinking exercises in class, written and verbal
- Require dry-runs of projects earlier in the term
- Work out quantitative-based problems on the board with the class
- More emphasis on applications and WHY a particular solution is the best answer
- More personal time with students
- Review presentations in detail and have students do more research to find the best answer

#### Critical Thinking - Program Recommendations

- Establish some common platforms and protocols for all courses
- Require students to address not only “what is” but “what is not” and WHY?
- Split class into two parts: online and in class; Use classroom work to determine issues with asking the “WHY?” questions.
- Use guest speakers to focus students on practical application of materials
- Make critical thinking and assessment part of every course in the curriculum
- Have more frequent checks of student progress through the term
- Use more case-based teaching

#### Synthesis/Interdisciplinary – Issues identified

- Over reliance on listing of facts/figures rather than explaining relevance, contingencies and interrelationships of elements of the plan
- Ridged views of business

#### Synthesis/Interdisciplinary – Recommendations by/for faculty

- Use more examples of effective business plans to demonstrate relationships among the elements of the plan
- Use examples of quality work to illustrate expectations to the students

### Synthesis/Interdisciplinary – Program Recommendations

- Each course should require projects that include a written portion and some form of analysis
- Improve interdisciplinary approach to MBA course offerings
- Stress analytical thinking – not just listing of facts/data – in all courses.

### **PLG2: Oral & Written Communications**

#### Oral Communications - Issues identified

- Need practice in answering/brainstorming non-standard questions
- Too many pauses during presentations
- Trouble articulating points in logical sequence
- Lack of familiarity with Power Point
- Monotone voice
- Approach too relaxed
- Too much reading from notes
- Point of assignment not addressed in presentation

#### Oral Communications - Recommendations by/for faculty

- Assign more oral presentations
- Have a session on how to use Power Point
- Coach students on how to avoid excessive reading of notes
- Have students wear business attire to eliminate being overly relaxed
- Post general guidelines for oral presentation on Blackboard
- Show videos comparing a good presentation with a poor one

#### Oral Communications – Program Recommendations

- Use current events in business to increase classroom discussion
- Use more extemporaneous speaking opportunities in class
- Have more critical thinking processes in class to help students develop their thought processes
- Have more oral presentations in all MBA classes
- Develop a continuous improvement process for oral presentations and measure each student to make sure they are making progress
- Develop an “Effective Communications” class for all MBA students
- Give short seminars on how to use Power Point

#### Written Communications – Issues identified

- Weak basic skills in organizing and formatting papers
- Issues with sentence structure, grammar, spelling
- Poor writing clarity
- Deficiencies in grammar and spelling
- Lack of focus on topic
- Writing style too informal for a business paper
- Lack of research on key points

#### Written Communications - Recommendations by/for faculty

- Provide incentives (ex: extra points on a paper with detailed explanation of a graph or chart)
- Provide examples of strong and weak writing and analytical reasoning
- Create team and individual competitive projects that require extensive research and attention to detail
- Have students submit rough drafts of papers for informal grading and suggestions
- Direct students to the Graduate Writing Studio
- Work with students on their writing skills during office hours
- Have formal standards for written work that is given to each instructor

#### Written Communications - Program Recommendations

- Give more written assignments in all classes
- Adopt minimum quantitative, qualitative and actionable standards for graduate written communications
- Give all instructors a list of resources the students can use to help improve their writing skills
- All instructors should emphasize written communication excellence
- Instructors share papers that were judged superior written communications
- Allow students to submit rough drafts for initial analysis
- Have different types of writing competitions throughout the total program

### **PLG3: Leadership & Collaboration (Teamwork)**

#### Leadership – Issues Identified

- Missing deadlines
- Develop “Building trust” and “setting team directions” areas
- Develop “Outside the box” thinking and ability to forecast their actions on future events
- Lack of participation
- Applying theoretical concepts fundamental to career development

#### Leadership – Recommendations by/for Faculty

- Send out assignment reminders
- Conduct team-building exercises
- Ask leading questions about consequences
- Create clear justification for the final project
- Encourage more class activity from all students to increase confidence
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#### Leadership – Program Recommendations

- Team building exercises, especially for management
- Stress the importance of how a change can affect other things
- Creation of more “real life” business dilemma scenarios in other classes
- Conduct a 360-degree survey tool
- Provide testimonials of successful graduates of the program

#### Collaboration - Issues Identified

- Working online creates problems of communication and teamwork
- Some team members don't "pull their weight"
- Team members who work for the same company/same unit can be problematic
- Students gravitate to those with whom they've previously teamed

#### Collaboration - Recommendations by/for faculty

- Include more group assignments; stress the importance of collaboration
- Use the cohort model to help enhance student interaction
- Have students score their team members using a rubric
- Use Blackboard to randomly select groups

#### Collaboration - Program Recommendations

- Require group assignments in all classes
- Increase the analytic content of the material and the assignment

### **PLG4: Ethical Understanding**

#### Issues identified

- None had received prior instruction on business ethics
- Difficulty explaining and discussing ethical concepts in writing
- Lack of real world situations. Students have idealistic responses based on narrow views.

#### Recommendations by/for faculty

- Study mission and vision statements to contrast practices and actual behavior
- Provide real world examples of ethics
- Provide a formal introduction to business ethics
- Practice problems and solutions for students
- Help students understand ethical short term/long term dilemmas
- Remind students of ethics in the workplace; encourage students to use ethical values to their benefit

#### Program recommendations

- Develop agreed-upon frameworks for faculty across the curriculum
- Hold faculty-wide workshops
- Formal course in business ethics would be beneficial
- Continue to foster discussion

## **PLG5: Regional, national, global competencies**

### Issues identified

- Awareness of broader social context
- Awareness of business environment
- Understanding of global business environment quantitatively
- Math and accounting skills used to do quantitative analysis

### Recommendations by/for faculty

- Provide feedback
- Work with groups
- Work individually with students

### Program recommendations

- Identify 5-6 fundamentals of economics, business, and management; emphasize and reinforce them consistently across the course.
- The value of the strategic, conceptual, and verbal focus of the program cannot be underestimated
- Pay a bit more attention to quantitative analysis

## **FOCUS GROUPS: BUS 570 (Capstone)**

Beginning in Spring 2015 at Extended University New Student Orientation, students are informed of their responsibility to assist faculty and administration in program improvement activities. The MBA program uses the services of an outside consultant, funded by Extended University, to plan, conduct, analyze and provide an outcomes report.

At the beginning of the term the BUS 570 professor advises the students of the planned focus group and distributes an announcement flyer. The consultant distributes a handout to students that includes: (1) CSUCI Mission Statement, (2) MBA Benefits, and (3) Program Learning Goals.

While the focus group sessions have three parts, only part one, Program Learning Goals, is included here.

### **FOCUS GROUP 1: August 2015**

#### **Program Learning Goals**

- ***Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills.***

The initial observation here was about the program learning goal itself. After having read through all of them and then coming back to this one, several students said they were confused. They thought the other learning goals were discrete but that this one was a “collection” of things:

*“What are you asking us about? Critical thinking? Or is it the communication piece? Is it teamwork or ethics?”*

*“Yeah, it is a bit of a mashup.”*

One proficiency that was discussed in detail was oral and written communication. Most students felt many of the classes had some sort of presentation. The critical observation was that there was often no consistent feedback on the presentations themselves. So, in some classes the professor analyzed the presentation and gave helpful hints or feedback. Many, however, never bothered:

*“We needed more critique. I know that reading the power point slide is easy but not good technique. But there were classes that people just started doing that and no one said anything.”*

*“There were a few classes where it was “Great presentation, hurry up, we have three more left to go.”*

In general, there was a belief that there needed to be more consistency across classes with one person even suggesting that there should be a program-wide standard. They discussed a rubric or a set of best practices for presentations to be developed and disseminated early in the program.

There was an interesting debate about academic versus business writing. The contrast is evident in these two quotes:

*“We are not in Ph.D. program. The vast majority of time if I were to turn in the stuff I am expected to do here my boss would say, ‘What is all this?’”*

*“This is a master’s degree so there is an expectation that you should be able to do academic writing, cite your sources, use APA style.”*

The back-and-forth between the two camps was interesting. One suggested that being more concise and more familiar was what an MBA program should focus on. Using data and charts and being persuasive was mentioned here. The other camp felt that it was a graduate program and there needed to be a higher standard. Students should respect the idea of masters-level work.

The important takeaway here is that this generated a lot of discussion. Next, the students seem to think that this should be discussed up front in the program with some direction as to program expectations. Finally, from their perspective, there needed to be balance. Business writing should be derived from academic writing—that is, students need to know how to do the “long version” before jumping to the “short version.”

- **Demonstrate orally and in writing analytical and integrative skills in making business decisions.**

There was general agreement that there was a good amount material that involved decision-making. The Bus 570 course was cited and the Entrepreneurship Course got high marks. But there were also comments about the need for more practical, hands-on projects.

*“I wish we had more projects—linked with companies.”*

*“There are some case studies and those are good. But I think we are talking about working with an actual company like the dual degree program here does.”*

They talked about other MBA programs that had consultancies and wondered whether that had ever been considered here.

- **Demonstrate an understanding of the global operating environment of business.**

This seemed to be seen as source of strength. The BUS 570 was mentioned but students said that other courses had international components as well. The study abroad class didn't evoke much discussion because only one student had already done it. Some comments about that option involved sequencing—that is, why isn't that trip done *before* the Bus 570 class. Of course, the one person who had actually been to China defended the order because he said the coursework allowed him to organize his thoughts and ask better questions at the meetings. He also argued for its current flexibility. The other comments had to do with a change in location. They wanted to know if it was always going to be China and whether other options were being explored.

- **Produce written innovative and integrative business plans, including plans that adapt to uncertain and unpredictable environments.**

Several people talked about the Strategy class here. They thought it would entail planning but they felt it was more of a leadership class. There was a total agreement about the one thing, though. Many people chimed in that the Entrepreneurship class was really focused on this program learning goal and did an excellent job:

*“The Entrepreneurship class really solidified this for me. It's a great class.”*

*“An intense class but so worth it. It really pulled things together.”*

- **Demonstrate an understanding of relevant disciplines.**

Those people who didn't have an undergraduate degree in business felt that the foundational courses really did prepare them for the other classes. One discipline that several people felt didn't get enough coverage was HR. They discussed the idea that this was a management degree and that, in the future, they would be supervising people. It is these “soft skills” that would be needed. The other area that garnered attention from the group was

environment and sustainability. Several people felt that the program needed to reflect this, and other, more forward-leaning concepts as opposed to traditional disciplines.

- ***Demonstrate leadership skills in a variety of situations and settings***

There wasn't much discussion here. People seemed to think that this was just a standard requirement. It was hard for them to understand how you could demonstrate leadership in a classroom setting. There was mention of classes that taught various leadership principles, such as the Strategy class mentioned earlier, but most of that was about characteristics of leaders.

What was interesting is how little discussion there was. Again, it just seemed that there was an expectation that this would be a program learning goal but not a real interest or belief that it actually could be taught.

## **FOCUS GROUP 2: March 2016**

### **Program Learning Goals**

- ***Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills.***

There was agreement that this was an area of strength. While each class had a disciplinary focus, there was recognition that these particular skills cut across the courses. These integrative proficiencies were highlighted:

*"I think they do a great job of emphasizing collaboration skills. You are working in teams and groups in just about every class."*

*"The same with personal, ethical conduct. I found that to be a recurring theme in every class. The perspective has always been on, 'What's the right thing to do.'"*

- ***Demonstrate leadership skills in a variety of situations and settings***

This learning goal received several positive comments.

*"I've learned a ton about leadership in this program . . . and things that I can and have used."*

*"What helped for me was learning through others experience. I learned a lot through papers and so on. But the best source for me was having professors and guest speakers tell me directly."*

Having people from industry come in to speak was seen as a significant benefit:

*"It is great to have people, successful people, come in and share their successes and failures."*

*"I could see where it could be overdone but I think Janet's class (BUS 520) had the most and that was one hour out of four. It also mixed things up—not listening to the same person for 3-4 hours straight."*

Having professors with real-world experiences and guest speakers who are currently working in the field are perceived as adding to articles, books, and lectures. This was especially true when it came to the program learning outcome of leadership.

- **Focused Learning**

There was general recognition that there was a lot of ground to cover in the classes. But what students seem to really appreciate was when the professor was less interested in ticking off the chapters and more interested in helping focus on what was really important. The idea is that many of the professors have practical experience and it is that experience that can provide the needed depth. This was really a theme. Instead of professors just trying to cover the chapters in or to stay with the syllabus, the better approach is to say that there is a lot to cover but here are the things that I have found to be critical. As one student put it:

*"The Entrepreneurial class was really good at saying, 'Here's what we are going to learn—the important things."*

- **Entrepreneurship/Capstone**

The Entrepreneurship class (BUS 560) was repeatedly mentioned. Everyone agreed it was a great class—a really great class—but it should never have been one of the first classes taken. Indeed, some people felt it needed to be expanded and placed at the very end:

*"I think the Entrepreneurship class should be the capstone class. It really is the summation, or should be of everything we have learned."*

*"It really was great. I'd have loved to had it at the end—the capstone—with six units."*

*"I agree. Make this class (BUS 570) a three hours—maybe just the game—and make the Entrepreneurship the capstone class. The game is a game. The Entrepreneurship class is real."*

The conversation on this topic continued:

*"Let's be realistic, you could eliminate the extra day and add it to the Entrepreneurship course which is much more realistic."*

*"When we put together that presentation, it was financial plans, strategy, marketing plans. We did a ton of work. Way more work than any of us are doing in this*

*course. This course is learning how to play the game. You see the correlations but it is very hit-or-miss."*

The students spoke very emotionally about the Entrepreneurship Course (BUS 560). It was a bonding experience. They worked together, brought in food, laughed and even cried. It evoked an emotional response that was interpreted as preparation for life:

*"This is a great class [Bus 570] but that class [BUS 560] was intense.*

*"It is not that real life. With Entrepreneurship he brought in a panel and it was real and we were really proud of that"*

*"It is like 'Intro to the World.'"*

### **Actions Taken/In Progress to Improve Student Learning**

Several actions have been undertaken to improve the program and to provide services to EU students:

- Writing workshops held on site at Thousand Oaks
- Tutoring (writing) appointments on site at Thousand Oaks and Goleta
- Oral presentation workshops held on site at Thousand Oaks and Goleta
- Case studies added in certain core courses
- Additional written assignments

The faculty will meet prior to the start of the Fall 2016 term to: (1) review findings and recommendations from assessments and focus groups; (2) identify no more than one new action per PLG; and (3) put each action into place for the next round of assessment (beginning Fall 2016).

#### *In Progress:*

The Thousand Oaks Campus has recently initiated a process to enhance its online and videoconferencing capabilities. One classroom will be dedicated to videoconferencing, online MBA courses and other online uses (e.g., information sessions). Anticipated upgrades include Zoom video technology; new projectors; broadcast quality lighting; cameras that use facial recognition to "follow" the instructor as he/she moves around the room; cameras that focus on students/audience; and microphones that will amplify and capture audience/student discussion.

D. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion?	3, Developed
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**Evidence and Comments:**

The average time to degree completion between 2014 and Spring 2016 was 21 months. 35% of students completed the degree in 18 months while 21% completed the degree in 15 months or less. Degree completion for the remaining students ranged between 21-33 months, with 2 students taking 42 months to complete the degree. Retention has been tracked since 2012, but data prior to 2014 is incomplete.

The MBA is a full-time program and students take 12 units (3 courses) per 12-week term year-round. The Core courses and 9 units of Special Topics courses are designed for completion in 18 months. Up to 15 units of Foundations courses are required for those without an undergraduate business degree; these may be completed in 6-9 months if all 15 units are required. Time to degree completion, therefore, depends on the number of units required upon entering the program and also on whether students adhere to their curriculum roadmaps and attend full-time or part-time.

As mentioned above, the MBA Program schedule will move to a 15 week semester basis in January 2017. This change will require students to take three courses per semester to graduate in the same time frame as current students. The schedule will offer three courses in the fall and spring semesters and two courses in a shorter summer session.

E. Involvement of Students in Curricular Activities	Are students active participants in the learning process? Does the program provide opportunities for students to participate in curricular-related activities, such as clubs, fieldtrips, competitions, research and creative opportunities, service learning experiences, performances, and internships?	4, Highly Developed
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**Evidence and Comments:**

Learning Community:

Students are admitted into functional cohorts, which serve as learning communities. For example, those admitted in the fall term stay together throughout the program and students admitted each spring join them. Likewise, spring admits stay together throughout the program and students admitted each fall join them. Students form strong relationships with their peers, studying together and working together on projects.

**Curricular-related activities:**

- Members of the Smith School MVS Business Advisory Council (BAC) serve as guest speakers in a Core course: Strategy and Leadership. These BAC members encourage students to engage with their companies and are available for mentorships.
- Program Director Cordeiro selects an MBA student each year to serve as the MBA Student Representative on the BAC. Students self-nominate.
- Students are invited to the free BAC sponsored Speakers Series - 3 events per semester that bring outside experts and business owners to campus
- Students are invited to free Dale Carnegie Workshops - 6 or more per year.
- Another Core course: *The Entrepreneurial Manager* incorporates a Shark Tank of professional business investors who grill the students on their business ideas and plans, and select the idea that would be likely be funded. In 2014, one student team took their winning idea to market.
- The program hosts two MBA Mixers each year (fall and spring) for current students and alumni. Students and alumni have an opportunity to network with members of the BAC, city and state officials, and CI faculty and administrators.

Competition: The Capstone course Business Strategic Game provides MBA students with the opportunity to compete in a virtual online business competition involving tens of thousands of MBA students worldwide. The Smith School's MBA student teams consistently score in the top 100 in a variety of categories. In 2015, one of our teams placed #1 worldwide and a second team placed #5.

Study Abroad: Students have the opportunity to participate in a Special Topics course: Study Tour, a short-term trip to international locales. The Study Tour counts as one of the 3 required Special Topics courses. Student groups have gone to China 10 times and a trip is planned for Germany in October 2016.

F. Advising and Academic Support	Does the program provide adequate student advising? Are its students supported in other venues such as EOP, career services, and disability accommodation?	4, Highly Developed
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**Evidence and Comments:**

MBA students receive academic advising, financial aid advising, writing support, career counseling, student orientations and more, all funded by and administered through EU. In addition, EU offers professional workshops, such as Dale Carnegie courses, free-of-charge to students.

- New Student Orientations: EU and MBA Program leaders conduct new student orientation each fall and spring to inform students of available services: academic advising, disability services, career services, financial aid, the Graduate Studies Center, student financial services, and more. To reinforce and further disseminate this information, EU developed an online Student Handbook and a series of Student Orientation videos and PowerPoint presentations (“Nuts & Bolts”) which are accessible via Blackboard.
- Advising. Brianne Keighley, Student Services Professional employed by EU, provides program advising for all MBA students. Working from student transcripts, she develops individual curricular “roadmaps” and assists students with revisions when circumstances require divergence from their roadmap, thus assuring timely degree completion. She also assists them with their graduation applications and a variety of other services. Dean Cordeiro and Dr. Egiziano also advise students.
- Career Services are provided by a professional career consultant to MBA students and MBA alumni, funded by Extended University. <http://ext.csuci.edu/career-services/index.htm>. Services include one-on-one counseling, workshops on a variety of topics, and online resources to assist students and alumni in conducting a career search and making career decisions. EU’s career counselor also networks with businesses on behalf of students, ensuring that they are aware of what is taught in our MBA Program and the quality of our graduates.
- Disability Resource Programs: Provides assistance with disability accommodations, alternative media resources, disability counseling and educational outreach for students with particular needs. Our graduate Student Handbook and Blackboard-based “Nuts & Bolts” student orientation inform students of these services and how to access them.
- Financial Aid. EU employs a financial counselor, Kristin Carpenter, to serve students enrolled in its degree programs. Ms. Carpenter sees MBA students by appointment at Thousand Oaks and Goleta campuses.

G. Articulation, Transfer and Retention	Does the program have policies and procedures that facilitate articulation with community colleges? Are transfer students accommodated and integrated into the program? Are native and transfer students in the program being retained in the major and by the University?	4, Highly Developed
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**Evidence and Comments:**

(NOTE: Most of this section does not apply to graduate programs.)

MBA Admissions: Students with a BS BUS may bypass the MBA Foundations courses. For those without a BS/BA related to business, the program will substitute undergraduate business courses

for Foundations courses on a case-by-case basis. The program accepts equivalent MBA and other relevant graduate level courses from other institutions on a case-by-case basis.

**Summary Recommendations for Element Two:**

1. Continue the excellent activities described above.
2. Continue ongoing assessment of learning processes, identifying specific changes to “close the loop” for each SLO.
3. Continue to identify and deliver excellent services to students.

**Element Three: Developing Resources to Ensure Sustainability**

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Faculty Resources	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives?	3, Developed

**Evidence and Comments:**

In spring 2016, the Smith School had 10 tenure-track faculty: 5 in business disciplines, and 5 in economics; and roughly 40 lecturer faculty. Two more tenure/track faculty members will join the Smith School in fall 2016. Also, we will recruit an additional two faculty members to join us in fall 2017. Some, but not all of these faculty members, teach in the MBA program. Dr. Cordeiro is charged with staffing the MBA courses in Thousand Oaks and Goleta, which can be challenging. Dr. Cordeiro requires all MBA instructors to hold a doctoral degree or MBA plus exceptional professional experience. To supplement Smith School faculty, Dr. Cordeiro occasionally assigns other CI faculty members, faculty members from other colleges/universities, and successful business professionals/entrepreneurs. This mix of full time academic faculty members and others with current and practical experience adds to the relevance and richness of the program.

California State University (CSU) rules limit tenure/track faculty members - who are employed with state funds and teach full time for the Smith School – to only teach two MBA classes per year. This “125% Rule” limits the MBA Program from full access to the Smith School’s outstanding tenure/track faculty members. This rule also limits the availability for the Director/Associate Director to teach in the program. While the quality of the MBA Program professors is high, the “125% Rule” limits our flexibility to offer the optimal professor in every available course. Because

of the California Faculty Association (CFA) and its Collective Bargaining Agreement (CBA) with the CSU, we do not expect this limitation to change within the next few years.

A positive effect of this staffing process is that EU can fund as many professors as needed to grow the program, assuming that the MBA Director can find qualified candidates. The negative effect is that all professors must be compensated outside of normal state funding - limiting the assignment of tenure/track professors.

The Smith School and Extended University has had extensive discussions and planning sessions address this challenge. To date, no ideal solution has evolved. For example, one year EU agreed to fully fund a tenure/track professor who would be assigned by the Smith School to EU courses. But upon hiring a professor, CSU/CI administrative rules prohibited EU from funding the professor's compensation. As a result, the professor's compensation was met via the regular Smith School state-funding source.

B. Professional Staff	Does the program employ professional staff -- support coordinator, technicians, lab assistants - -sufficient to support the academic program?	4, Highly Developed
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**Evidence and Comments:**

The MBA program is one of 5 graduate and 3 undergraduate programs offered through EU. The EU staff members listed below serve all degree and certificate programs. Program growth will require additional recruiters and marketing support staff. EU administrators and staff supporting the MBA program:

**General Administration**

Dr. William Cordeiro, MBA Program Director

Dr. Janet Egiziano, MBA Program Associate Director

Nick Fuentes, EU Operations Director

**Marketing and Recruitment**

Dr. Janet Egiziano, Director

Andrew Conley, Thousand Oaks Recruiter

Melissa Whitacre, Marketing Specialist and Goleta/Santa Barbara Recruiter

Jeff Ziskin, Graphic Design and Event Planning (with 2 Student Assistants)

Clara Valdovinos-Magana, Marketing Assistant

Bill Ochs, IT Analytics and Website Support

International Recruitment/Admissions

Mayumi Kowta - Director

Scott Trevino - Admissions

Class Location Assignment

Goleta Program Coordinator (search underway)

Melissa Whitacre, Goleta interim program coordinator

Clara Valdovinos-Magana, Thousand Oaks

Program Advising and Class Scheduling

Brianne Keighley - Advising

Rosario Cuevas - Scheduling

Application Processing

Emma Battles

Evening and Weekend Coordinators

Clara Valdovinos-Magana plus 2 student assistants – Thousand Oaks

Brian Uhl – Goleta

Faculty Administrative Processes

Rosario Cuevas

Budgeting

Judi Lee

C. Faculty Workload and Evaluation	Is faculty workload aligned with the program's goals for effective teaching, scholarship, and University and community service? Are part and full time faculty evaluated regularly and according to University policies and practices?	2, Emerging
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Evidence and Comments:

The MBA Program is administered through EU and professors are hired and paid by EU under the 125% rule. While Student Ratings of Teaching (SRT) are performed for every section of every course and Peer Evaluations are performed for all new instructors, technically, the CBA does not

require many of the same processes related to state-supported tenure/track and lecturer faculty members.

For example, the RTP (retention, tenure, promotion) processes do not directly apply to professors teaching in the MBA Program. Except for the 125% Rule, the assessment of learning, including the use of the SRTs, Peer Evaluation, classroom visits, etc. are not required. While tenure/track faculty members have requirements listed in the Smith School's Program Personnel Standards (PPS), these requirements do not apply to the MBA Program professors. Another example, tenure/track faculty members have research/publication standards as full-time state employed professors. However, as EU paid professors, these standards are moot.

The MBA Program relies on the quality control afforded by the state side processes to assure high quality MBA instructors. However, we need a more systematic process for evaluating MBA professors.

D. Faculty Development	Do faculty have and use professional development plans (PDPs)? Does the program support faculty development opportunities sufficient to improve teaching, learning and scholarship?	2, Emerging
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**Evidence and Comments:**

As noted above, the RTP processes do not directly apply to MBA professors. While they may choose to add MBA related evaluations to their Personnel Files, there is no CI or Smith School requirement to do so.

In practice, Dr Cordeiro is very familiar with the performance of the professors since, as Dean of the Smith School, he has access to all personnel files. However, while the RTP process establishes a series of formal reviews (committees, administrators, etc.) for state-side professors and lecturers, the MBA Program professors need not participate. Also, the "occasionally assigned" MBA professor (e.g., one course every few semesters) has no such Personnel File of evaluations and reviews. As stated above, we need a more systematic process for evaluating MBA professors.

E. Fiscal and Physical Resources	Does the program have the budgetary resources needed to support its educational program? Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	4, Highly developed
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**Evidence and Comments:**

The MBA program is funded through EU with proceeds from student fees. The fees allow for recruiting and hiring of highly qualified faculty members at a significant salary per course. The CSU/CBA contains a separate Salary Table for EU professors – which allows Dr. Cordeiro to offer a substantial salary for teaching an MBA course. The rate in spring 2016 was \$8163 for a 3 unit course. With a new CBA recently ratified by the CSU/CFA, this salary rate will increase in fall 2016. While the 125% Rule limits assignment of tenure/track professors to two MBA courses per year, the relatively high salary per course has clear advantages. The salary rate allows Dr. Cordeiro to offer an incentive when recruiting tenure/track faculty members. In the highly competitive market for business-related faculty, he can offer an “extra \$16,326” per year to candidates. Also, the rate assists in hiring non Smith School professors or lectures from other organizations (including inside CI).

In addition to professors’ salaries, the student fees collected by EU cover all costs related to the program: marketing/advertising, recruitment, administrative and support staff, special consultants (e.g. career services; assessment), technology (hardware, software), classroom and office space rentals, associated events (e.g., MBA Mixers) and other miscellaneous expenses. While the Smith School may encounter financial limitations related to the BS in Business and BA in Economics Programs funded by the state, no such limitations exist in the EU supported MBA Program. The key to financial success and stability is successful recruiting and retention of students. In our analysis, EU has the resources and management skills to maintain the success of the MBA Program.

The MBA Program is offered at EU’s Thousand Oaks and Goleta campuses. Both locations have classrooms (7 at Thousand Oaks; 3 at Goleta) and office space. Thousand Oaks also has a well-appointed conference room, student lounge, study room, computer lab, and a spacious café with free coffee, tea and packaged snacks as well as a refrigerator and microwave ovens for student use. Additional space (primarily office) was recently leased at the Goleta facility. Additional office space is needed at Thousand Oaks. EU anticipates that tenant improvement funds in the lease renewal will provide sufficient funds to meet these needs.

F. Developing External Resources	Does the program seek and receive extramural support, including grants, gifts, contracts, alumni funding?	4, Highly Developed
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**Evidence and Comments:**

The MBA Program does not require or seek additional funding. It does, however, support Alumni & Friends in their annual alumni student fund drive.

G. Information Technology	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	4, Highly Developed
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**Evidence and Comments:**

Extended University provides the MBA program with information resources, technology and expert staff (Bill Ochs) that typically exceeds the level provided to stateside programs.

The Thousand Oaks Campus has recently initiated a process to enhance its online course and videoconferencing capabilities. One classroom will be dedicated to videoconferencing, online MBA courses and other online uses (e.g., information sessions). Anticipated upgrades include Zoom video technology; new projectors; broadcast quality lighting; cameras that use facial recognition to “follow” the instructor as he/she moves around the room; cameras that focus on students/audience; and microphones that will amplify and capture audience/student discussion for live and recorded sessions.

H. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program maintain a relationship with its alumni?	4, Highly Developed
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**Evidence and Comments:**

The MBA program benefits from an active Business Advisory Council (BAC) comprised of 22 prominent community members and business professionals. Both students and faculty benefit from the BAC. The BAC's objectives are:

- To be a resource to the School's students, alumni, staff and faculty.
- To build and promote the School's brand, capabilities and reputation.
- To promote the School's accomplishments and to support its initiatives and long-term development.
- To build relationships for the School with the regional business community.
- To generate networks and alliances for the School with various constituencies.
- To provide advice regarding curriculum, programs, recruitment, community relations, etc.

The BAC sponsors a Speaker Series, organizes a Bus Tour (to firms twice a semester), offers networking opportunities for students and faculty, and provides input into curricular and strategic aspects of the Smith School. The BAC members are regular panelists in a course: Strategy and Leadership. The BAC also makes its members available for mentoring students.

A second community based group is housed in the Smith School – Business & Technology Partnership (B&TP). The B&TP is a broader based community group (about 75 members) which is a unit of Cls Advancement Department. The B&TP provides students with mentoring opportunities, attendance opportunities at several events and – mostly significantly – sponsors a Scholarship Dinner. To promote synergy, the Chair of the B&TP is also a member of the BAC.

The MBA Program regularly engages alumni. They are invited to biannual Mixers, funded by EU. Through EU, the MBA Program provides Career Services to alumni and encourages them to join current students for the international Study Tour. Alumni receive our monthly e-newsletter, *CI Connections*, and are featured periodically on our website, in promotional materials and in our advertising. Articles written profiling MBA alumni have been featured in CI's *Channel Magazine*. Alumni have recorded videos for Program marketing and recruitment. Alumni are included in periodic surveys related to the Program (e.g., needs assessments surveys).

**Summary Recommendations for Element Three:**

1. Create a systematic process for evaluating all MBA professors.
2. Continue to engage alumni in creative and purposeful ways.
3. Continue to engage with the business community in effective ways.

**Element Four: Creating a Learning Centered Organization**

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Program Planning	Does the program engage in planning activities which identify its academic priorities and examine the alignment of its core functions with those of the institution?	4, Highly Developed

**Evidence and Comments:**

Yes. The MBA program leadership and faculty use the Smith School biennial meetings to initiate planning conversations and meet once each year to discuss assessment and assessment outcomes. The MBA leaders periodically meet with relevant EU staff to discuss program objectives and to modify plans/processes. The goal is to effectively serve our MBA students in two locations. In addition, the MBA Program leadership serves on the Extended University Advisory Council, a campus-wide faculty service committee led by EU graduate and undergraduate program directors. Also, Dr. Cordeiro is the leader of CI's Post bac/grad Council – a group of all graduate program directors that meet periodically to discuss graduate program issues. On both the EU Advisory Council and the Post bac/grad Council, alignment of core

functions of degree programs is discussed regularly. Input from faculty members outside the MBA Program brings new perspective.

B. Integration of Planning Resources	Does program planning successfully align its curricular, personnel, and budgetary resources? Are its planning goals informed by student learning outcome data? Is program planning integrated into the Academic Affairs budgeting process?	4, Highly Developed
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**Evidence and Comments:**

The MBA is separately developed, planned and supported via EU in close cooperative efforts with the Smith School. The MBA program has been successful in aligning its curricular, personnel and budgetary resources due to the partnership/close working relationship of MBA Program Director William Cordeiro, EU Dean Gary Berg, Associate MBA Director Janet Egiziano, and the EU staff. The MBA Program budget is developed as part of the DAA budgeting process by Judi Lee, EU budget analyst, with input from Dr. Cordeiro, Associate MBA Director Janet Egiziano, and Dean Gary Berg.

C. Professional accreditation	If the program holds or is seeking professional accreditation, are its practices and resources consistent with that objective?	3, Developed
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**Evidence and Comments:**

Yes. The Smith School is seeking ACBSP accreditation. The MBA Program practices (e.g., ongoing assessment program) meet their standards. The Smith School anticipates completing the ACBSP accreditation process by the close of the 2017-2018 academic year.

**Summary Recommendations for Element Four:**

1. Continue to actively participate with all Smith School members in the planning processes.
2. Continue participating in steps to receive ACBSP accreditation.

**Summary Comments and Recommendation**

**Summarize key program strengths**

Strong partnership between the Smith School and Extended University.

Effective marketing and recruitment strategies that increase awareness of the draw an ever-increasing number of highly qualified students into the program.

Effective ongoing planning processes.

Time-tested and relevant curriculum.

Mix of academic faculty and instructors with current and practical experience, which adds to the relevance and richness of the program.

Professional student advising.

Engaged and committed staff that makes it possible to successfully offer the MBA program at two campus locations.

Outstanding admissions process that includes admissions interviews.

Comprehensive and ongoing process of assessment.

Student Services - on-site academic and financial aid advising, career counseling, online and in-person student orientations, on-site skills development support (writing, presentations), networking events and more - provided by EU to ensure an optimal student experience.

Active participation of alumni and the business community.

#### **Areas of improvement**

- Create a systematic process to evaluate all MBA instructors.
- Continue and improve data collection to track time to degree completion.
- Align/sequence course schedules at the Thousand Oaks and Goleta campuses that will allow students to move between the two locations or make up missed courses as necessary.

#### **Recommendations**

#### **Smith School/CI Actions in Response**

##### Two Year

Create process to evaluate MBA instructors

Form task force; develop plan

Attain ACBSP accreditation

Provide time and funding for effort

##### Five Year

Investigate AACSB accreditation

Analyze results from ACBSP effort to meet AACSB standards.

Submitted by:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_