



**Florida Atlantic University
2013-14 Academic Program Review
Self-Study Report MBA (Flexible, Professional, and Executive)**

Program:	MBA (Flexible, Professional, and Executive)
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A. Mission and Purpose of the MBA Program

The MBA Program offered by the College of Business enhances the University’s goal to “Enrich the Educational Experience” (Goal 1), in particular to “Strengthen and expand graduate programs” (Goal 1, B).

The College has offered three varieties of the MBA Program for many years. These include the Flexible MBA and the Executive MBA. The Weekend MBA was discontinued during the review period due to decreasing enrollments and a Professional MBA was initiated in its place. This program review primarily focuses on the Flexible, Professional, and Executive MBA.

The Flexible MBA is intended for either traditional students or working professionals. Students can enroll full time or part time and currently may be admitted immediately after completing undergraduate programs. Admission into this program is primarily based on GMAT scores and GPAs. The Professional MBA is intended for working professionals. Students in this 23-month cohort program take courses twice a week on weekday evenings. Admission into this program is based on GMAT scores, GPAs, and work experience. Typically students in this program have five years or more of work experience. The Executive MBA is also intended for working professionals. Students in this 23-month cohort program take courses every third Saturday and Sunday. Admission is primarily based on work experience and GPAs. Typically students have seven years or more of work experience.

The University’s strategies for achieving Goal 1, B include the “Use of external reviews to assess graduate programs every seven years” (B.1) to improve graduate degree completion rates “by providing adequate advising, financial assistance, [and] course availability” (B.2).

The last review of College of Business Programs was conducted in the spring of 2007. At that time, the University did not require the use of external reviewers. Moreover, the 2007 report did not include an assessment of the MBA Program (i.e., the Report focused on Departmental faculty productivity with respect to instruction, research, and service).

The MBA Program also enhances the University’s goal to “Support an organizational culture in which all units are dedicated to student success” (Goal I, D). The strategies for achieving this goal include “Expand[ing] opportunities for experiential learning such as internships, service learning, study abroad and co-curricular programs” (D.3) and “Expand[ing] and enhance[ing] student leadership programs” (D.5).

MBA students are provided with opportunities to take International Study Tour courses. Internships are also available, although since a considerable number of our MBA students are working full time, there are only a small number of them who enroll in internships. Simulation programs are used by a number of faculty who teach MBA courses. And, an initiative to develop a Live-Case course (i.e., experiential learning course) has been piloted for two semesters. Each of these items are described in more detail in sections below.

B. Accreditation and Review

AACSB Accreditation

The College of Business is accredited with AACSB (Association for the Advancement of Collegiate Schools of Business). The most recent reaccreditation review was conducted in early 2013. AACSB assessment for the MBA program was based on student performance in the capstone course, Global Business Strategy (MAN 6721). However, there was a gap in assessment following the prior AACSB site visit in 2007, a gap that was a regrettable oversight.

The 2013 AACSB report noted that the MBA program had not been properly assessed. Moreover, the team noted that there was an over-reliance on one course as an indicator of student learning. In Section C below, an explanation of the College’s attempt to correct for the oversight prior to the 2013 AACSB site visit is provided along with ongoing efforts to redress this issue.

MBA Program Review

More substantively and in the spirit of continuous improvement, an extensive review of the MBA program was conducted between the late spring of 2010 and the spring of 2012. In that review process, two focus groups were conducted among business executives (mostly C-level executives), three associate deans from other universities were invited to speak to the faculty about the MBA programs they oversaw, a comparative market analysis was conducted, the Dean’s Advisory Board Academic Subcommittee submitted recommendations, and faculty input was solicited.

The MBA Review Committee's recommendations were approved by the Faculty Assembly with one exception. The Committee recommended the elimination of Marketing Functions and Processes (MAR 6055), an introductory course for students without undergraduate degrees in business. The Faculty Assembly elected to keep the course resulting in three additional course credits for the program. The following year the changes were approved by the University Graduate Council and Faculty Senate.

The following changes were implemented in the Flexible MBA Program as of the Spring 2013 semester. Two new 1.5 credit courses were added to the curriculum, Business Law and Applied Ethics and Advanced Managerial Economics. The Organizational Behavior course was revised and became Leadership and Organizations. The prerequisites to admission into the MBA for students without academic backgrounds in business were incorporated into the required curriculum so that students could be unconditionally admitted when they applied. And a progressive curriculum was required of students during their first two semesters to establish a momentum intended to hopefully improve earlier graduation rates. The list of required courses is provided in a later section of this self-study.

One very promising programmatic initiative involves a "Live Case" or "Consulting" course in which students develop recommendations for a strategic challenge identified by a local CEO. The innovative structure for the course involves a partner of a large CEO coaching firm who works with the faculty of record in identifying prospective corporate projects and who serves as a liaison between the company and the student teams throughout the project. The faculty member works with the liaison in complementing project management activities and provides the academic content for the course. The course has been piloted for two semesters. Although this is a very promising initiative, the course has yet to "find a home". As an elective, the course has attracted few students. As an alternative to the capstone, the course had better enrollments. However, the current capstone is a strategy course and the strategy faculty do not believe the course contains enough strategy to count as an alternative. Deliberations following the most recent round of learning goal assessments described below provide a viable path and structure for incorporating the course into the curriculum.

Also, an important initiative to enhance student leadership has been introduced in the Executive MBA program. Global Leadership Coaching is a new elective in which students are required take personality/leadership self-assessment tests and to spend five hours with a coach during the semester. The coach complements the instructor of record in providing a more experiential learning approach to leadership development. The course is an elective and complements the required course on Leadership and Organizations.

C. Instruction.

Assessment of Goals for Student Learning

The Learning Goals for the MBA program were initially Following the AACSB (Association to Advance Collegiate Schools of Business) requirement for assessment of Learning Goals across all programs, the Graduate Council approved the following in 2005.

- Students will demonstrate sound understanding of and the ability to integrate all functional areas of global business.
- Students will use acquired critical thinking and professional skills to analyze problems and make sound, ethical business decisions.
- Students will demonstrate oral and written business communications skills and strategies.
- Students will qualify for entry into or advancement in professional careers in business.

Since the MBA curriculum includes a capstone course, Global Business Strategy (MAN 6721), the first three Learning Goals were assessed using a project assigned in the course. However, assessments were not consistently done since 2005. Moreover, the fourth Learning Goal was problematic because the College did not have the resources to collect information on student careers. Therefore, in 2012 the Graduate Council revised the MBA Learning Goals and approved the following.

- Students will show fundamental knowledge of the functional areas of business (from the business core courses).
- Students will exhibit capability in critical and systematic thinking.
- Students will demonstrate effective written and oral communication competency.

Two assessments of the Learning Goals have been conducted since the 2012 revision.

The **first assessment** was based on the MAN 6721 projects assigned for the Fall 2011 and Spring 2012 semesters. There were 14 projects from two sections of the course ranging in length from 20 to 70 pages, the average being 40 pages. The projects were submitted by student teams, most of which comprised five students each. A rubric developed by the Management Programs department was used by the Director of the MBA to assess the projects.

There were six items defined in the rubric. For the rubric items on external and internal analysis, 79% of the projects **exceeded expectations**. For the items measuring strategic recommendations and decision criteria used to make recommendations, 58% and 50% respectively **exceeded expectations**. On the item assessing evaluation and measurement, 79% of the projects **met expectations**. And, on the last item assessing implementation, no projects contained relevant information, suggesting a flaw in the rubric and/or expectations for the project.

Overall, the projects reflected very high student performance in the analyses portion of the projects, which also comprised the greatest content portion of the projects. Students also demonstrated high performance in developing recommendations and following the instructors' instructions on the criteria used to develop the recommendations with 86% of the projects either meeting or exceeding expectations. While a clear majority of the projects incorporated quantitative data in the analysis, justifying the nature of the strategic problem, the strategic recommendations tended to lack quantitative evaluation components, which accounted for the majority of projects **meeting rather than exceeding** expectations. Finally, the implementation expectation appears to be beyond the scope of work defined

by the instructors, and perhaps beyond the realistic capacity of the teams, suggesting the need for modifying the rubric.

Going forward, all of the instructors teaching the capstone course should convene to discuss the results and fine tune the rubric. While the analysis portion of the projects is well executed by the students, the instructors should discuss and develop appropriate protocols for clarifying the expectations on strategic recommendations, decision criteria, and incorporating evaluation components in the recommendations across the sections taught by different instructors. The outcome of this discussion should be in the direction of achieving a common protocol or better specified outcome with respect to strategy development. This, in turn, should result in improved student performance in the capstone course.

Following the first assessment, the faculty teaching the capstone course met to discuss the findings of the analysis. They also addressed the issue rubric issue and developed one intended to better match the expectations for the student projects.

The **second assessment** was based on a substantially revised rubric developed to ensure the criteria (a) were more closely aligned with assurance of Learning outcomes, (b) were applicable to a variety of capstone course projects, and (c) could be easily used by multiple evaluators from any COB discipline to consistently assess graduate outcomes. The revised rubric was used to assess 13 of the 18 team projects submitted during the Spring and summer semesters of 2013. Six faculty assessed the projects: three who teach MAN 6721 and three who do not (i.e., the Director of Graduate Business communications, an Associate Dean, and an associate professor from the Department of Management Programs.)

The results indicate the following. (1) Students appeared knowledgeable in the functional areas of business but need to better coalesce aspects of salient functional subsets to improve strategic recommendations in areas of core competence (AOL 1). (2) Students are able to find and report pertinent information about external factors and trends related to the target firm, but need significant improvement in aligning and framing how the factors and trends should apply to the strategic recommendations proposed by the team (AOL 2). (3) A majority of the student's projects exceed or meet communication expectations (AOL 3).

Going forward, the faculty who teach MAN 6721, have determined the following plan intended to address the two issues. The first focuses on the two-problem solving deficiencies reported in the findings (i.e., the need to help students better coalesce aspects of functional areas and better align external factors and trends that should apply to the strategic recommendations made in the projects). The second focuses on the assessment tool used to determine student performance.

Regarding the first issue, the Management Department will consider moving the strategy course, which is currently the capstone course, toward the front of the curriculum to ensure that students are exposed to the problem-solving expectations that they will need to achieve to successfully pass the capstone course. In addition, in the spring 2014 the Director of the MBA program will organize a meeting of the faculty who teach MAN 6721 and the faculty who teach all of the other required courses in the MBA

curriculum to discuss the MBA learning goals, the goals of each required course, and the functional competence and problem-solving / integrative assignments in each required course. Faculty teaching the required courses in the MBA curriculum will be asked to assess the projects done in the capstone course going forward.

Regarding the second issue, the College will schedule a demonstration of Capsim, a tool used to conduct assessment of MBA programs in a number of universities. After the demonstration, the MAN 6721 faculty and the MBA Review Committee will convene to determine whether to adopt Capsim and if so, how to implement it in the program.

The plan developed to address the first issue is important because it is a rather substantial curriculum change resulting from reflections based on assessment analysis. It also complements an attempted initiative formulated during the MBA program review which focused on introducing a live-case course into the curriculum. The course was run as a pilot for two semesters, however it was never approved as a permanent alternative to MAN 6721 because it lacked sufficient strategy content. By introducing strategy content earlier into the MBA curriculum students could be better prepared to understand how the functional areas of business are related to one another. Also the live-case course might be structured as an attractive alternative capstone course.

D. Admissions Criteria

The admissions criteria for the three types of MBA Program are the following.

Flexible MBA. A bachelor's degree from a regionally accredited institution with a minimum 3.0 GPA in the last 60 credit hours. GMAT of 500 or GRE of 1000 (New GRE Verbal = 153 and New GRE Quantitative=144). Either exam is required regardless of GPA and must be taken within the last five years.

Professional MBA. In addition to the criteria stated for the Flexible MBA, applicants for the Professional MBA must submit three academic or professional references and two academic or professional letters of recommendation. Most students accepted into the Professional MBA will have at least 3 years of professional experience.

Executive MBA. In addition to the criteria stated for the Flexible MBA, applicants for the Professional MBA must submit three academic or professional references and two academic or professional letters of recommendation. Most students accepted into the Executive MBA will have at least 5 years of professional experience.

E. Enrollment

Headcount – Overall

	2009-2010			2010-2011			2011-2012			2012-2013		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Flexible MBA	244	350	594	179	329	508	164	299	463	158	317	475
Executive MBA	128	113	241	131	150	281	119	178	297	111	190	301
Professional MBA							27	6	33	19	14	33
Weekend MBA	30	1	31	32	9	41	8	14	22	1	3	4
Total MBA			866			830			815			812

Headcount – By Concentration

		2009-2010	2010-2011	2011-2012	2012-2013
Flexible MBA					
	[No Concentration]	362	347	319	330
	Accounting	66	49	35	42
	Crisis Management	2			
	Entrepreneurship	2	6	7	10
	Finance	35	20	21	19
	Financial Planning	6	2	1	
	International Business	35	20	18	13
	Health Administration	3	4	8	8
	Marketing	13	13	14	9
	Management Information Systems	2	3	5	4
	Operations Management	22	17	8	9
	Sports Management	33	27	27	31
Executive MBA					
	[No Concentration]	201	109	128	153
	Finance	1	1		
	International Business	38	171	169	148
	Operations Management	1			
Professional MBA					
	[No Concentration]			16	20
	Entrepreneurship			17	13
Weekend MBA					
	[No Concentration]	30	24	11	2
	Finance	1			
	International Business	8	17	11	2

Student Credit Hours – Overall

	2009-2010			2010-2011			2011-2012			2012-2013		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Flexible MBA												
Executive MBA												
Professional MBA												
Weekend MBA												
Total MBA												

F. Average Class Size

The following tables contain data for the four types of MBA programs across the review period. The data used are from the fall and spring semesters for the foundation and required courses (not electives). The enrollments, sections, and mean class sizes for the Professional MBA and Weekend MBA are relatively low. The Professional MBA was initiated rather recently. The Weekend MBA was discontinued; the last academic year that students were accepted was 2009-2010. By comparison, the data are higher for the Flexible MBA and the Executive MBA, and the differences between the two are salient. On average the mean class size for the Executive MBA sections is higher than for the Flexible MBA, which supports that argument that the cohort program is more efficient than the flexible program.

If sections for elective courses were included in the comparison, we would expect the difference would be more significant. Numerous elective sections are offered each semester because students need 12 elective credits to graduate. However, since there are a number of concentrations offered in the Flexible MBA, departments attempt to accommodate potential demand for the concentrations they offer. A previous table (Headcount – By Concentration) shows most students do not opt to graduate with a concentration.

Flexible MBA

	Enrollment	Sections	Mean Class Size
Fall 09 - Spring 10	1654	73	22.7
Fall 10 - Spring 11	1594	75	21.3
Fall 11 - Spring 12	1334	69	19.3
Fall 12 - Spring 13	1395	67	20.8
TOTAL	5977	284	21.0

Executive MBA

Fall 09 - Spring 10	n/a	n/a	n/a
Fall 10 - Spring 11	1006	37	27.2
Fall 11 - Spring 12	977	35	27.9
Fall 12 - Spring 13	1032	36	28.7
TOTAL	3015	108	27.9

Professional MBA

Fall 09 - Spring 10	n/a	n/a	n/a
Fall 10 - Spring 11	n/a	n/a	n/a
Fall 11 - Spring 12	210	10	21
Fall 12 - Spring 13	111	9	12.3
TOTAL	321	19	16.7

Weekend MBA

Fall 09 - Spring 10	n/a	n/a	n/a
Fall 10 - Spring 11	165	9	18.3
Fall 11 - Spring 12	40	3	13.3
Fall 12 - Spring 13	n/a	n/a	n/a
TOTAL	205	12	15.8

G. Curriculum

The following are the MBA curricula for the Flexible MBA, the Executive MBA, and Professional MBA. A listing of the MBA curricula of peer and aspirant institutions is contained in Appendix A.

Flexible MBA This curriculum was recently revised. The revisions were implemented during the Spring 2014 semester.

1st Semester - (must take all courses in table below, but may take more if desired)

Business Law and Applied Ethics	BUL 6455	1.5
Advanced Managerial Economics	ECP 6705	1.5
Graduate Business Communication	GEB 6215	3
Executive Forum	GEB 6931	1

2nd Semester - (must take all courses in table below, but may take more if desired)

Financial Accounting	ACG 6027*	3
Leadership and Organizations	MAN 6296	3

Subsequent Semesters

Advanced Analysis and Application of Accounting Data (1)	ACG 6315	3
Financial Management	FIN 6406*	3
Advanced Financial Management (2)	FIN 6806	3
Management of Information Systems & Technology (1)	ISM 6026	3
Operations Management (3)	MAN 6501	3
Global Business Strategy	MAN 6721	3
Global Environment of Management	MAN 6937	3
Marketing Functions and Processes	MAR 6055*	3
Advanced Marketing Management (4)	MAR 6815	3
Data Analysis for Managers	QMB 6603*	3

Totals:

Core Total		43
Electives		12
Degree Total		43-55*

Asterisk: Course can be waived if student has taken undergraduate course equivalent.

Executive MBA and Professional MBA

Financial Accounting Concepts	ACG 6027*	3
Advanced Analysis and Application of Accounting Data	ACG 6315	3
Financial Management	FIN 6406*	3
Advanced Financial Management	FIN 6806	3
Communication Skills for Business Professionals	GEB 6217	3
Contemporary Issues in Industry: The Executive Forum	GEB 6931	1
Management of Information Systems and Technology	ISM 6026	3
Organizational Behavior	MAN 6245	3
Operations Management	MAN 6501	3
Global Business Strategy	MAN 6721	3
Global Environment of Management	MAN 6937	3
Advanced Marketing Management	MAR 6815	3
International Field Experience	GEB 6957	3
Advanced International Monetary Economics	ECO 6716	3
International Business Operations	MAN 6614	3
Managing Effectively in Emerging Marketing Economics	MAN 6728	3
Program Total		40-46

* ACG 6027 and FIN 6406 may be waived with a previously received grade of "B" or better.

H. Internships

	2009-2010		2010-2011		2011-2012		2012-2013	
	SCHs	FTEs	SCHs	FTEs	SCHs	FTEs	SCHs	FTEs
ACG 6941	39	1.2	52	1.6	59	1.8	75	2.3
ISM 6942							9	.2
MAN 6943	27	.8	25	.8	21.7	.7	10	.3
SPB 6940	9	.3	18	.6	4	.1	7	.2

I. Study Tours

The College of Business offers a unique opportunity for students to complete an MBA course elective while participating in an International Business Field Experience. The course is designed to give students an opportunity to better understand how business is conducted outside of the U.S. While abroad, students participate in meetings and in-depth discussions with leaders of industry, financial institutions, and government organizations. Lectures are given by faculty from local universities and executives from companies representing

major industries conducting substantial activities in international business, marketing, information technology, finance, and manufacturing. Students visit cultural and historical sites to gain a better understanding of current economic and trade issues rooted in the values and history of the country or region.

The benefits of the study tour include: immersion into another culture, an awareness of the challenges and opportunities facing organizations around the world, and an expanded insight into international issues from a managerial perspective.

Study Tour destinations are carefully selected by FAU faculty and administration with a focus on relevant business trends and current events. The overall schedule is set up in conjunction with a Study Tour operator. The itinerary is developed with a combination of visits to businesses or government agencies (a minimum of four in each city), at least one visit to a major university, and various cultural activities.

Most overseas costs associated with the International Study Tour (i.e., accommodations in four and five star hotels, a welcome and farewell group dinner, and round trip airfare) are included in the program tuition. Students are responsible for their own meals and other nominal expenses.

Over the past four year period, the College has offered four Study Tours for MBA students. In addition, each year the College offers a Costa Rica Study Tour. The latter is primarily taken by undergraduate students however MBA students participate as well. It is convenient (i.e., less than a three hour flight from Miami) and more economical compared to Tours in other parts of the world.

2009-2010: Study Tour of China for 12 days including Shanghai (the largest city in China and the financial center of Asia), Dalian (a high tech area and the coastal pearl of Northeast China), and Beijing (the capital of China).

2010-2011: Study Tour of France and the Czech Republic for 11 days.

2011-2012: Study Tour of China for 12 days including Beijing and Hong Kong.

2012-2013: Study Tour of India and Dubai for 12 days.

2009-2013: Study Tour of Costa Rica for 8 days. The Field Study in International Economics course is an instruction and tour program that studies production and allocation of resources in Costa Rica. The course focuses on business and economic development in Costa Rica. The course looks at the organizational frameworks related to resource allocation in Costa Rica, the role of the international economy (through the operation of multinational corporations and the conduct of international trade and finance), and the importance of cultural differences in business development and practices. The Costa Rica Field Experience Tour includes lectures from educators and practitioners, tours of transnational corporations and local firms, and visits to an active volcano, the free zone, and eco-tourism facilities.

The course requirements for the Study Tours include the following:

- Pre-travel briefings. This includes a minimum of two meetings of two hours each where the faculty prepare students by examining the economic, political and cultural environments of the region selected, to ensure they are adequately prepared for the trip.
- Pre-trip assignment in which students are required to write a 3-5 page paper.
- Post-trip assignment in which students are required to maintain a log book throughout the trip maintaining at least one page summary of each business visit.
- Final report. Each student is a required to submit final 15-20 pages paper on the topic chosen by the faculty. This report is based on readings, individual research, and personal experience gained on the tour.
- Attendance is required for all scheduled activities. In an experiential compressed format course such as this, it is very important that students attend all activities in order to gain the full benefits of the course.

The following table includes the number of students who participated in each Study Tour.

	2009-2010	2010-2011	2011-2012	2012-2013
China	42			
Europe		43		
China			44	
India and Dubai				56
Central America	20 U / 13 G	9 U / 14 G	17 U / 13 G	12 U / 15 G

J. Scholarships and Teaching Assistantships

The table below shows the number of students receiving scholarships and assistantships across the four-year period. The scholarships range from those supported by the University Foundation and administered by the College of Business, those provided by the University on the basis of financial need, and those from government programs such as Pell Grants.

	2009-2010	2010-2011	2011-2012	2012-2013
Scholarships	69	53	64	42
Assistantships	20	22	21	

K. Student Diversity and Demographics

Below are four tables containing data on student residency (Non-Florida Residents and Florida Residents), gender, ethnicity and age.

A great majority of the MBA students are Florida residence. However, the MBA with the Sports Management Concentration attracts a majority of students from outside of the state. This is primarily due to the scholarships offered to attract good students in a fairly highly competitive market. Location is one reason why most of the MBA students are from Florida. Another reason is high cost of out-of-state tuition. For the 2013-2014 academic year the in-state graduate tuition and fees were \$370 per credit hour compared to the out-of-state tuition and fees which were \$1025. A 43 credit program, such as the current Flexible MBA, costs an out-of-state student a little over \$44,000, which is comparable to the tuition and fees of our Executive MBA. In November 2013, the Florida State Board of Governors approved the College's request to initiate "market rate tuition" for the Professional and Executive MBA as well as a new Online MBA. The market tuition will need to be set at a competitive rate. One motivation for applying for the market rate tuition was to attract more out-of-state (and out of country) students.

A majority of MBA students are male. Over the four year period, the average variance between male and female students was 89; that is, on average there were 89 more male students than female students in our MBA program. Interestingly, in the Executive MBA, the rate of increase for female students is greater than for male students. In the Professional MBA, there are roughly an equal number of males and females. In the Sports Management MBA there is a clear majority of male students.

With respect to ethnicity, in the Flexible MBA, the number of Black and Hispanic students in the last year reported is roughly the same as the number in the first year reported. However, in the Executive MBA, there is an increase in Black students and a dramatic (100%) increase in Hispanic students over the four year period. The number of white students in the Flexible MBA has decreased (reflecting a decrease in the overall number of students in the Flexible MBA), whereas in the Executive MBA the number of white students is constant over the four year period.

Residency

		2009-2010	2010-2011	2011-2012	2012-2013
Flexible MBA					
	Non-Florida	51	44	45	41
	Florida	511	437	391	403
Flexible Sport MBA					
	Non-Florida	17	15	19	21
	Florida	16	12	8	10
Executive MBA					
	Non-Florida	2	0	2	0
	Florida	238	281	295	301

Professional MBA					
	Non-Florida			3	2
	Florida			30	31
Weekend MBA					
	Non-Florida	4	1	0	0
	Florida	35	40	22	4

Gender

		2009-2010	2010-2011	2011-2012	2012-2013
Flexible MBA					
	Female	251	211	182	188
	Male	310	270	255	256
Flexible Sport MBA					
	Female	7	3	7	9
	Male	26	24	20	22
Executive MBA					
	Female	107	128	138	144
	Male	134	153	159	157
Professional MBA					
	Female			18	17
	Male			15	16
Weekend MBA					
	Female	18	24	11	3
	Male	21	17	11	1

Age

		2009-2010	2010-2011	2011-2012	2012-2013
Flexible MBA	19	1			1
	20				1
	21		2	1	2
	22	8	20	13	17
	23	20	37	26	32
	24	42	45	43	39
	25-29	208	164	147	148
	30-34	106	85	97	101
	35-39	69	51	44	38
	40-44	40	34	27	35
	45-49	27	25	19	10
	50-54	17	13	11	13
	55-59	7	2	3	3
	60-64	2			
	65-69	1			

Flexible Sport MBA					
	19				
	20				
	21		1		
	22		2	4	2
	23	6	7	10	6
	24	8	6	5	11
	25-29	17	9	7	10
	30-34				
	35-39	2	1		
	40-44		1	1	1
	45-49				
	50-54				1
	55-59				
	60-64				
	65-69				
Executive MBA					
	19				
	20				
	21				
	22				
	23				2
	24	1	4	1	1
	25-29	34	52	57	52
	30-34	60	79	72	71
	35-39	57	58	72	72
	40-44	32	35	47	49
	45-49	23	24	19	29
	50-54	22	19	21	18
	55-59	11	9	8	7
	60-64	1	1		
	65-69				
Professional MBA					
	19				
	20				
	21			1	
	22				1
	23			2	1
	24				2
	25-29			17	14
	30-34			7	8
	35-39			1	2
	40-44			3	3
	45-49			1	1
	50-54			1	1

	55-59				
	60-64				
	65-69				
Weekend MBA					
	19				
	20				
	21				
	22				
	23	1	1		
	24	4	5	1	
	25-29	19	18	8	2
	30-34	5	8	7	2
	35-39	4	5	2	
	40-44	2	3	3	
	45-49	2	1	1	
	50-54				
	55-59	1			
	60-64				
	65-69				

Ethnicity

		2009-2010	2010-2011	2011-2012	2012-2013
Flexible MBA					
	Asian	46	42	30	24
	Black	37	31	32	38
	Hispanic	68	57	47	70
	Two or More		10	11	14
	American Indian	1	1	1	1
	Alien	61	43	40	36
	White	343	287	271	254
	Not Reported	5			
	Unknown		2		7
Flexible Sport MBA					
	Asian				
	Black	2		1	1
	Hispanic	2	2	1	1
	Two or More				
	American Indian				
	Alien		1	6	6
	White	29	24	19	23
	Not Reported				
	Unknown				

Executive MBA					
	Asian	14	18	18	20
	Black	39	45	58	53
	Hispanic	45	71	80	91
	Two or More		7	9	6
	American Indian	1			
	Alien	7	3	3	1
	White	134	137	127	127
	Not Reported	1			
	Unknown				1
Professional MBA					
	Asian			1	1
	Black			4	5
	Hispanic			11	9
	Two or More			1	1
	American Indian				
	Alien			1	1
	White			15	16
	Not Reported				
	Unknown				
Weekend MBA					
	Asian	1	1	1	
	Black	8	7	6	1
	Hispanic	10	13	6	2
	Two or More				
	American Indian				
	Alien	1	3	2	
	White	19	17	7	1
	Not Reported				
	Unknown				

L. Advising Procedures

Historically the admission and advising procedures for the Flexible MBA have been separate from those for the Executive, Weekend, and Professional MBA. However recently the admission process for the Flexible MBA has been moved to the Executive Programs Office; admissions for all variations of the MBA are now managed by the Executive Programs Office.

The changes in the **Flexible MBA** program, implemented for the Spring 2014 semester, require newly admitted students to meet with an advisor before they can enroll in their first semester of courses at FAU. Prior to this change, there was not a requirement that students meet with an advisor and some students never did meet with an advisor.

There was always an orientation for new students in the Flexible MBA program, however it was combined with the orientation for all graduate students in the College of Business and not very well attended. Since the Executive Programs Office has taken over admissions of Flexible MBA students, they have integrated those students into the orientation session for the students in the Executive and Professional MBA.

The Executive Programs Office has had a long standing practice of successfully managing the admissions and advising process for students in the **Executive MBA**, the new **Professional MBA**, and the now-terminated **Weekend MBA**. The applicant materials for these prospective MBA students – including not only transcripts but also a resume -- are reviewed by the Director and Assistant Director of the Executive Programs Office. To ensure timely feedback to the applicants in our very competitive MBA market, students are conditionally accepted before they are officially admitted by the University's Graduate College office. The relationship between the staff of the Executive Programs Office in the College of Business and key staff in the Graduate College is very strong.

Enrollment in courses from one semester to the next in the Executive Programs is handled in a very hands-on manner. For example, in subsequent semesters after admission, most students enroll in their next semester courses as a group. Student progress is carefully monitored to ensure that each student in these cohort programs is moving through at a reasonably successful pace. When a student encounters personal or work-related challenging in maintaining full time status, the staff works closely with the student to ensure they continue to make reasonable progress in completing their degree.

Recently the Graduate College has generated regular progress reports for graduate students in all colleges at FAU. Among other things, these comprehensive lists include those who have fallen below the 3.0 GPA requirement and must resubmit Plans of Study. They also include students who have not enrolled in courses in recent semesters. (If students have no enrolled for three consecutive semesters, they must reapply for admission following University policy.) While student progress in the Executive programs has been successfully tracked for some time, the lists generated by the Graduate College have been useful in supporting the advisors of the Flexible MBA program efforts to monitor student progress and contact them in a more timely manner.

M. Placement Rates / Employment Profile

The College does not compile placement rates. Nor does it have a database of alumni employment.

N. Graduation, Retention, and Persistence Rates

The tables below include data on graduation, retention, and persistence rates for the Flexible MBA, Executive MBA, Professional MBA and the Weekend MBA. However, the salient comparison is between the Flexible MBA and the Executive MBA because the latter is a cohort program whereas the former is not. The Professional MBA was initiated rather recently so data is limited. The Weekend MBA was discontinued; the last academic year that students were accepted was 2009-2010.

The numbers and percentages in the tables are cumulative. For example, under the Flexible MBA the number of students who graduated after their second year was 42 but after their third year in the program 68 out of the 122 students admitted in 2009-2010, or 56%, had graduated. By comparison, the number of students who graduated from the Executive MBA was 40 after their second year and 76 after their third year, or 37% and 70% respectively.

Flexible MBA

	Number in Class	Number who Graduate			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2009-10 admitted	122	1	42	68	83
Graduation Rates for 2010-11 admitted	95	3	29	62	
Graduation Rates for 2011-12 admitted	115	4	36		
Graduation Rates for 2012-13 admitted	144	1			

	Number in Class	Percent who Graduate			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2009-10 admitted	122	0.01	0.34	0.56	0.68
Graduation Rates for 2010-11 admitted	95	0.03	0.31	0.65	
Graduation Rates for 2011-12 admitted	115	0.03	0.31		
Graduation Rates for 2012-13 admitted	144	0.01			

Graduation

	Number in Class	Retention Number			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2009-10 admitted	122	104	48	20	6
Retention Rates for 2010-11 admitted	95	74	43	8	
Retention Rates for 2011-12 admitted	115	82	46		
Retention Rates for 2012-13 admitted	144	113			

	Number in Class	Retention Percentage			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2009-10 admitted	122	0.85	0.39	0.16	0.05
Retention Rates for 2010-11 admitted	95	0.78	0.45	0.08	-
Retention Rates for 2011-12 admitted	115	0.71	0.40	-	-
Retention Rates for 2012-13 admitted	144	0.78	-	-	-

Retention

	Number in Class	Number who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2009-10 admitted	122	105	90	88	89
Persistence Rates for 2010-11 admitted	95	77	72	70	
Persistence Rates for 2011-12 admitted	115	86	82		
Persistence Rates for 2012-13 admitted	144	114			

	Number in Class	Percent who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2009-10 admitted	122	0.86	0.74	0.72	0.73
Persistence Rates for 2010-11 admitted	95	0.81	0.76	0.74	
Persistence Rates for 2011-12 admitted	115	0.75	0.71		
Persistence Rates for 2012-13 admitted	144	0.79			

Persistence

Executive MBA

	Number in Class	Number who Graduated			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2009-10 admitted	109	1	40	76	82
Graduation Rates for 2010-11 admitted	92	0	28	70	
Graduation Rates for 2011-12 admitted	109	4	39		
Graduation Rates for 2012-13 admitted	109	0			

	Number in Class	Percent who Graduated			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2009-10 admitted	109	0.01	0.37	0.70	0.75
Graduation Rates for 2010-11 admitted	92	0.00	0.30	0.76	
Graduation Rates for 2011-12 admitted	109	0.04	0.36		
Graduation Rates for 2012-13 admitted	109	0.00			

Graduation

	Number in Class	Retention Number			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2009-10 admitted	109	88	44	6	6
Retention Rates for 2010-11 admitted	92	82	51	11	
Retention Rates for 2011-12 admitted	109	85	46		
Retention Rates for 2012-13 admitted	109	81			

	Number in Class	Retention Percentage			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2009-10 admitted	109	0.81	0.40	0.06	0.06
Retention Rates for 2010-11 admitted	92	0.89	0.55	0.12	-
Retention Rates for 2011-12 admitted	109	0.78	0.42	-	-
Retention Rates for 2012-13 admitted	109	0.74	-	-	-

Retention

	Number in Class	Number who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2009-10 admitted	109	89	84	82	88
Persistence Rates for 2010-11 admitted	92	82	79	81	
Persistence Rates for 2011-12 admitted	109	89	85		
Persistence Rates for 2012-13 admitted	109	81			

	Number in Class	Percent who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2009-10 admitted	109	0.82	0.77	0.75	0.81
Persistence Rates for 2010-11 admitted	92	0.89	0.86	0.88	
Persistence Rates for 2011-12 admitted	109	0.82	0.78		
Persistence Rates for 2012-13 admitted	109	0.74			

Persistence

Professional MBA

	Number in Class	Number who Graduated			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2011-12 admitted	33	0	20		
Graduation Rates for 2012-13 admitted	0				

	Number in Class	Percent who Graduated			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2011-12 admitted	33	0.00	0.61		
Graduation Rates for 2012-13 admitted	0	#DIV/0!			

Graduation

	Number in Class	Retention Number			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2011-12 admitted	33	26	3		
Retention Rates for 2012-13 admitted	0				

	Number in Class	Retention Percentage			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2011-12 admitted	33	0.79	0.09	-	-
Retention Rates for 2012-13 admitted	0	#DIV/0!	-	-	-

Retention

	Number in Class	Number who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2011-12 admitted	33	26	23		
Persistence Rates for 2012-13 admitted	0	0			

	Number in Class	Percent who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2011-12 admitted	33	0.79	0.70		
Persistence Rates for 2012-13 admitted	0	#DIV/0!			

Persistence

Weekend MBA

	Number in Class	Number who Graduated			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2009-10 admitted	6	0	3	3	4

	Number in Class	Percent who Graduated			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Graduation Rates for 2009-10 admitted	6	0.00	0.50	0.50	0.67

Graduation

	Number in Class	Retention Number			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2009-10 admitted	6	5	2	1	1
	Number in Class	Retention Percentage			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Retention Rates for 2009-10 admitted	6	0.83	0.33	0.17	0.17

Retention

	Number in Class	Number who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2009-10 admitted	6	5	5	4	5
	Number in Class	Percent who Persisted			
		After Yr 1	After Yr 2	After Yr 3	After Yr 4
Persistence Rates for 2009-10 admitted	6	0.83	0.83	0.67	0.83

Persistence

O. Student Recruitment

Multiple strategies are used to recruit students for the Flexible, Professional, and Executive MBA. Overall, the approach adopted is a “Pull Strategy”. The College website is a critical aspect of this strategy. A new website was rolled out approximately two years ago. An ongoing effort has been made to keep the website information current. The College webmaster serves all areas of the College. In addition, over 200,000 hardcopies of the Executive Programs catalog is distributed throughout the southeast region that the College serves, ~40 mile radius of the Boca Raton campus.

Information sessions are held every third weekend during the semester (except for the first session of each semester) for a total of 14 sessions per year. Approximately 35 individuals sign up to attend each session, and 15-20 attend. Each session lasts an hour and a half. Topics covered include an overview of the different MBA programs, the schedule of classes in each program, description of the required courses, accreditation, financial aid, the expectations of the students and the services offered to them by the College.

Over the past four years, the College has initiated targeted marketing campaigns intended to improve the awareness of FAU’s MBA programs. In 2010 a six month billboard campaign was launched. For a cost of \$90,000 two billboards located north and south of FAU along the I-95 corridor posted messages two different messages that alternated every four weeks. Prior to 2010 two two-month radio campaigns were launched. One on the Y100 station targeted a younger market (costing \$20,000) and the other on WLRN, an NPR station targeted an older audience (costing \$10,000). And, a November 2011 issue of Business Week contain an ad for FAU Executive Programs (\$17,000). In addition, from time to time, “sticker” ads are purchased with the Sun Sentinel, appearing on the first page of the Broward County (Fort Lauderdale) newspaper.

While targeted marketing campaigns are expensive and as far as we know reasonably successful, the close student friendly service offered to students is believed to be our most important recruiting strategy. A great deal of attention is giving to prospective students during the information sessions. Walks-ins are encouraged with the commitment to have advisors speak to students whenever they arrive. Advisor cell phone numbers are provided.

Historically, the recruiting efforts for the MBA have almost exclusively been spearheaded by the Executive Program’s unit of the College for the Executive and Professional (and Weekend) MBA Programs. However, the recent shift in admissions and advising responsibilities for the Flexible MBA to the Executive Programs means that future recruiting initiatives will include all three programs.

P. Faculty

Bhattacharya, Som	Accounting	Professor	ACG 6027
Cao, Jian	Accounting	Assistant Professor	ACG 6315
Migdal, Michelle	Business Communication	Instructor	GEB 6215
Fuentes, Dominique	Business Communication	Instructor	GEB 6215
Granger, James	Business Communication	Instructor	GEB 6215
Boyd, Mary Kay	Business Communication	Instructor	GEB 6215
Sacks, Emily	Business Communication	Instructor	GEB 6215
Golden, Peggy	Management Programs	Professor	GEB 6931
Pollack, Neuman	Management Programs	Adjunct	GEB 6931
Castro, Stephanie	Management Programs	Associate Professor	MAN 6245
Mehallis, Mantha	Management Programs	Visiting Instructor	MAN 6245
Williams, Ethlyn	Management Programs	Associate Professor	MAN 6245
Ellis, Kimberly	Management Programs	Associate Professor	MAN 6721
Hudson, Bryant	Management Programs	Assistant Professor	MAN 6721
Cerveney, Janice	Management Programs	Senior Instructor	MAN 6721
Mehallis, Mantha	Management Programs	Visiting Instructor	MAN 6937
Richey, Brenda	Management Programs	Associate Professor	MAN 6937
Hart, Paul	Dean's Office	Professor	ISM 6026

Galup, Stuart	ITOM	Associate Professor	ISM 6026
Huang, Derrick	ITOM	Associate Professor	ISM 6026
Behara, Ravi	ITOM	Associate Professor	MAN 6501
Han, Chingping	ITOM	Professor	MAN 6501
Kaighobadi, Mehdi	ITOM	Associate Professor	MAN 6501
Dye, Karen	ITOM	Instructor	MAN 6501
Warren, Graeme	ITOM	Instructor	QMB 6603
McDaniel, William	Finance	Professor	FIN 6806
Barnhart, Scott	Finance	Associate Professor	FIN 6406
Knight, Rainford	Finance	Instructor	FIN 6406
Pennathur, Anita	Finance	Associate Professor	FIN 6806
Gleason, Kimberly	Finance	Associate Professor	FIN 6806
Gray, James	Marketing	Associate Professor	MAR 6055
Sashi, C.M.	Marketing	Professor	MAR 6055
Smith, Allen	Marketing	Associate Professor	MAR 6815
Root, Ann	Marketing	Instructor	MAR 6815
Korgaonkar, Pradeep	Marketing	Professor	MAR 6815
Iyer, Gopal	Marketing	Professor	MAN 6815
Parenteau, Bernard	Economics	Adjunct	ECO 6008

Q. Strengths of the program:

- Highly qualified faculty in all disciplines teaching in all variations of the MBA program.
- Executive MBA program was recognized by Bloomberg BusinessWeek’s “Best Business Schools of 2013”. Of the 63 schools recognized, FAU was one of only three Florida schools on the list. FAU was listed in the second tier alongside Rice, Texas A&M, and Michigan State.
- The Executive Forum, a 1-credit required course, in which high level executives give presentations to MBA students has been cited as a “Best Practice” in recent AACSB accreditation reports.
- The Graduate Communications Program in which student written and public speaking performance is assessed in targeted required courses has also been cited as a “Best Practice” in numerous AACSB accreditation reports.
- The Executive Programs area in the College is very strong. The Director has developed an effective and efficient organization. The staff is very committed and student-centric. Program offerings are competitively priced. The area is an important source of revenue for the College.
- Apart from the obvious attraction of southeast Florida for climate reasons and proximity to the Atlantic Ocean, southeast Florida and in particular Fort Lauderdale, is experiencing a tremendous upturn in economic growth (e.g., Broward has the lowest unemployment rate in the state). It is one of the regions of the country that is doing quite well and is attractive to future students.

R. Opportunities for the program:

- The Board of Governors has recently approved a request from the College to designate the MBA (Executive, Professional, and Online) as a “Market Rate” program. This allows the College to offer the MBA at a market rate that will be attractive to out-of-state students. Coupled with FAU’s location this “Market Rate” program provides the School with the opportunity to market the MBA to targeted markets in Central and South America, as well as out-of-state students throughout the U.S.
- The College also received approval for a “Market Rate” Health Administration program. This means that courses will be available for MBA students to concentrate in Health Administration (4 course concentration). If offered online, this could be a draw for students out of our current service area.
- The College offers an undergraduate program in Hospitality Management which means that the program is offered by an AACSB accredited institution. Most Hospitality Management programs in the country are offered by academic units outside of business colleges. For this reason, our Hospitality Management has a strategic advantage. If we expanded the program to include graduate courses, MBA students could concentrate in Hospitality Management. If these course offerings were available online, the concentration could be used to brand the College nationally and perhaps internationally.
- The College has offered a Live Case course on a pilot basis for two semesters. The structure of the course includes participation of an Executive-in-Residence who is a partner in a very successful CEO coaching firm. This individual finds projects and works with the instructor of record to support timely project management and ensure that the expectations of the client firm are met with a professional deliverable. The experience of working on a real world project defined by a client participant provides a substantive pedagogical framework for integrating concepts and skills learned throughout the MBA program. Many MBA faculty incorporate “experiential learning” components in their courses (e.g., projects defined by students, simulations, etc.). However, a live case course would take the “experiential learning” experience to a higher level. This pilot course needs to be adopted on a permanent basis.
- The cost of living in Palm Beach and Broward counties is approximately 10-15% higher than the national average and 15-20% higher than the Florida average. This translates into above average salaries for our graduates. These salary data should be useful for ranking.

S. Weaknesses that impede program progress:

- Lack of characteristic/focus that would distinguish FAU from other MBA providers. What sets us apart from our competition? Are there particular concentrations that students can earn that are not available at other schools? Is our program more accessible to professionals than are other programs?
- The Flexible MBA is not a cohort program which has negative implications for sustaining camaraderie and support, for graduation rates, and for building loyalty to FAU as alumni.
- Our program lacks cohesion and is fragmented. Although the curriculum is, in theory, governed by the faculty assembly, there is no college-wide MBA coordination. Each department, or even each instructor, teaches the course the way it/he/she wants to teach. To make the program more cohesive, content

covered in MBA courses should be common among all instructors, and the sequence of courses should be coordinated.

- The current curriculum offers only one course on Risk Management that is taught regularly. Risk is an area that has received considerable attention in curriculum revisions in great part due to the economic crisis. It is a concept that applies to every area of business and affects our local market. Adequately addressing this weakness could contribute to enhancing the “brand” of the MBA program and thus further distinguish the FAU MBA from its competitors. There are a number of risk related graduate courses on the books. Corporate Risk Management (RMI 6356) has been offered as an elective on a consistent basis. Enrollments in the course have been steadily increasing over time.
- Curriculum changes can take a long time which means that FAU (and other traditional schools) are at a disadvantage when competing against non-traditional schools that can react more quickly to changes in the marketplace.
- A College MBA Review Committee recently completed an extensive review of the MBA curriculum. However, a culture of assessment for continuous improvement needs to be developed that included all faculty who teach required courses in the MBA curriculum.
- The College has made strides in developing a holistic approach to the student’s learning cycle, including a strong orientation, tracking performance, and celebrating graduation. However, these achievements have characterized Executive Programs area. Recent efforts have been made to extend the orientation process to the Flexible MBA students as well. However, improvement needs to be made in tracking student performance and proactive advising for underperforming students.
- Tracking and maintaining strong relations with MBA alumni is a major weakness for the College.
- Limited availability of faculty to teach in executive and professional MBA programs. The current trend seems to be an emphasis on increasing research productivity and less on engaging in overload teaching on which the executive and professional MBA programs depend. If there are stringent restrictions placed on the number of courses that faculty can teach, in hopes that faculty will devote more time to research, these programs that depend on overload teaching contracts for their sustenance may be adversely affected unless, of course, other faculty members who aren’t currently teaching on an overload basis assume some of these teaching responsibilities. If, however, the shortfall of professors is made up by enticing research-productive professors to teach, research productivity will suffer. On the other hand, it is not likely that research-productive professors would want to shift time from their research efforts to overload teaching because their marketability would decrease and they would suffer the loss of intrinsic rewards that are associated with research such as the enjoyment of investigating issues of interest.

T. Threats to the program:

- Competition from schools such as FIU, NOVA, and UF.
- Some competitors of FAU require fewer credit hours to graduate with an MBA than does FAU. The number of credit hours required for graduation can be a factor in the decision to earn an MBA from FAU or from another school that requires fewer hours.
- Long-term sustainability of quality due to below-average pay of professors. If the gap between market salaries and FAU College of Business salaries grows, or perhaps simply doesn't decrease, FAU may experience a shortage of talent. If the gap widens, or again if it doesn't decrease, FAU may find the task of recruiting qualified professors increasingly difficult.

S. Resources and Analysis

- **Faculty.** Historically, the college has been able to provide sufficient faculty on overload contracts for the Executive MBA. With the growth of the Professional MBA and an Online MBA on the way, it is expected that the College would have insufficient number of qualified faculty. The college will have to hire more faculty, qualified instructors and adjuncts to meet growth in enrollment.
- **Classrooms and Facilities.** With the growth of the on campus Executive and Professional MBA programs, the College needs to upgrade classroom facilities. The College currently controls scheduling for five classrooms in the Office Depot Center for Executive Education in addition to the Trading Room in the College of Business building. The College recently renovated four classrooms in the Business Building to accommodate current Executive MBA and Professional MBA students. The College does not control the scheduling of the classrooms in the Business building and must work with the registrar's office to utilize the renovated rooms. The college is in need of more space to accommodate the growth of market graduate programs and is currently having issues to accommodate offices for faculty and staff. The College needs conference center facilities center for some events and is hoping for a new local hotel to accommodate these needs.
- **Academic Advising.** The advising staff needs to increase in order to support the anticipated growth in MBA students (and students in other "Market Rate" programs). However, the staff increase based on student growth needs to be couple with improved and consistent advising support across all variations of the MBA programs. This investment needs to be made to sustain retention rates and improve graduation rates.
- **Marketing.** For the "Market Rate" programs to be successful, new investments will need to be made in marketing the programs both nationally and internationally.

- **Career Placement Services and Alumni Outreach.** To go to “the next level” the College needs the resources to develop the physical space and staff infrastructure to support “career placement” for graduates and transition from the current “career services” model to a more advanced “career placement” orientation. In addition, the College needs the resources to track and actively engage with MBA alumni.
- **Administration.** The Dean should consider appointing an appropriate faculty administrator fully dedicated to all variations of the MBA program to ensure coordination across all departments, secure revenue, and oversee appropriate investments in resources.

U. Future Direction

The following is a list of hoped-for changes to be made in the near term and the long term.

Near Term

- **Curriculum – Strategy Course.** The proposal to move the Strategy course from a capstone course at the end of the program to an earlier semester (as described on p. 6 of this report) will be reviewed by the Management Department.
- **Curriculum – Live Case Course.** The Live Case course (described on p. 3 of this report) will be reviewed by the Management Department to ensure a permanent structure in the curriculum, perhaps as one alternative capstone course.
- **Curriculum – Course Titles.** The titles of our MBA courses need to be revised to reflect more modern and marketed-oriented themes.
- **Assessment.** The faculty teaching required courses in the MBA program will convene to determine how competence in functional areas will be assessed in their respective areas and how they will build on content covered in the earlier Strategy course.
- **Market-Rate Programs.** The College is taking the necessary steps to more efficiently manage faculty resources so that we can begin to offer market rate programs including an Online MBA.
- **MBA in Broward.** The College has struggled for many years to establish a solid MBA presence in Broward. Strong projections indicate that Fort Lauderdale growth will escalate in the near and long term. The College needs to offer a cohort MBA program in Broward.

Long Term

- As south Florida continues to attract individuals from around the world, particularly Canada and Latin America, marketing initiatives need to be developed to target individuals from selective areas of those countries underserved by high education institutions or who may be interested in moving to south Florida.
- Hybrid pedagogies need to be fully explored wherein courses are based on a combination of face-to-face and online delivery.

- Consideration should be given to moving to 8-week course modules in which intensive attention and effort is dedicated to single rather than multiple-disciplinary content during the given time period.

V. Questions for Review Team

- How should the College brand its MBA program? How can we capitalize on our location to do so?
- How can the College better engage (or refocus?) the MBA faculty to not only be invested in teaching their courses but in the program as a whole. How can execute this building on the inherent synergies between this goal and the goal of creating a more assessment-oriented culture among MBA faculty?
- What steps should be taken to enhance the MBA “student experience”?
- Are there opportunities for collaborating with other academic institutions to enrich curriculum offerings in a mutually beneficial way for the partner institutions?
- How can we leverage the availability of semi-retired/retired C-level executives who live in south Florida to enrich our program?