

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: Utah Valley University
Program Title: *Master of Business Administration*
School or Division or Location: *Utah Valley University/ Orem*
Department(s) or Area(s) Location: *Woodbury School of Business*
Recommended Classification of Instructional Programs (CIP) Code¹: *52.0201*
Board of Regents' Approval Date: *07/17/2009*

Proposal Type (check all that apply):

R401-4		
<i>Items submitted will be reviewed by OCHE and posted on a website for PRC member review. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		
Section #		Item
4.1.10	X	Three-Year Follow-Up Report of Recently Approved Programs
4.3.3	<input type="checkbox"/>	Two-year Follow-up Report of Fast-tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____ Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Report – Third-Year Report Template
 Utah Valley University
 Master of Business
 01/31/2013

Program Description

The Master of Business Administration program at Utah Valley University is an applied graduate degree that reflects the Woodbury School of Business's long and distinguished history of providing excellence in business education. The innovative team-based curriculum reaches beyond the walls and textbooks of a traditional program. The program focuses on application and practice through the use of case studies, simulations, projects, and interaction with regional organizations and business leaders. The two-year cohort program offers two areas of emphasis in Management or Accounting and meets two evenings a week. The Master of Business Administration program was approved by the Board of Regents during the Spring of 2009 and the first cohort began classes during the Fall semester 2010.

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1 2010-11		Year 2 2011-12		Year 3 2012-13	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (Based on Fall Third Week Data)	579	603	625	636	679	642	638
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	17.8	18.47	20.3	19.8	22.5	20.13	22.4
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	32.53	32.65	30.79	32.12	30.18	31.89	28.48
Program Level Data							
Total Number of Declared Majors in Program	n/a	40	42	80	78	80	85
Total Number of Program Graduates	n/a	n/a	0	n/a	0	n/a	36
Departmental Revenue		Est.	Actual	Est.	Actual	Est.	Actual
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection)	0.00	237,243	137,181	456,264	393,568	526,953	n/a

Table)							
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)	n/a	n/a	280.55	n/a	339.00	n/a	n/a

Institutional Analysis of Program to Date

The MBA program has filled a cohort in each of the three years of the program. Accepted students are very comparable to other part-time programs in the State in terms of average GMAT score (557) and GPA (3.35). The program has very high retention and employment rates post-graduation. Program assessment includes the Major Field Test, an exam developed to measure learning in MBA programs and taken by students in 225 programs nationally, the students scored in the top 20%. In addition, MBA administration surveys students at the end of the program and regularly conducts focus groups with current cohort members. Results show that most students are satisfied or very satisfied with the program and the value of the program. The most common complaint during these processes is that faculty struggle to teach at a "graduate" level. To address this concern we have made some faculty adjustments and focused on faculty development. For example, we sent several faculty members to a workshop that addressed how to teach using the case method. We are pleased that over time students appear to be more satisfied and have fewer complaints. Our major curriculum revision was largely a result of student input. Although the Woodbury School of Business building is dated, four classrooms were able to be updated, including a state-of-the-art finance lab, and designated as MBA classrooms.

One of the program's biggest challenges is staffing. This program was designed to include two summers of coursework. It has been difficult to require faculty on 9 month contracts to teach MBA courses in the summer. This problem is compounded by the fact that for many of the course offerings there is only one faculty member that has the expertise to teach the course. As the demand for this program continues to grow there is a concern that, while although the opportunity to run an additional cohort would be nice, there may not be the faculty resources to staff an expansion. Our Original R401 requested faculty to accommodate one part-time cohort, as well as one full-time cohort, but the popularity of this program suggests that additional cohorts may be demanded. These additional cohorts, however, will require additional faculty. We have discovered that any extra capacity of "MBA" faculty that we hired has been absorbed into the WSB's undergraduate courses so our faculty hours are at capacity. In addition, we have added three credit hours to the curriculum and an international project course requires smaller classes and, therefore, additional faculty to teach.

The MBA curriculum continues to evolve as the program makes the adopted curriculum from Utah State its own. Through assessment and benchmarking new, integrated curriculum has been created that will be implemented Fall 2013. This new curriculum has been developed to improve student engagement and learning by doing, which will provide students with more "real-world" experiences. Part of this revision included moving away from a single two-year project and replacing it with more opportunities for students to practice new skill sets through four integration modules that require projects, simulations, or case studies. Three credit hours have also been added to the program for a total of 36.

Employment Information

Term Graduated	Graduate School	Employed in Field	Employed Other	Unknown
Summer 2012	2	34	0	2