### Mission / Purpose

The Department of Master of Business Administration is designed to prepare students for success as ethical business leaders and professionals in a dynamic, complex global environment through a high quality, challenging academic program. The Department of Master of Business Administration serves the academic and business communities through effective teaching, scholarly contributions, and appropriate service to the university and the region.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

#### SLO 1: Decision making and critical thinking skills in disciplines

Students will demonstrate appropriate decision making skills and critical thinking skills in the following disciplines: operations management, human resources management, financial management, strategic planning and analysis, financial analysis, and marketing management

**Related Measures**

- **M 1:** BSG report
  - BSG report
  - Source of Evidence: Standardized test of subject matter knowledge
  - **Target:**
    - 50% or more of students will score at or above the 50% percentile in each measured area

#### SLO 2: Effective interpersonal skills including leadership and teamwork

Students will demonstrate effective interpersonal skills including leadership and teamwork

**Related Measures**

- **M 2:** Group project
  - Group project in Management 6480 or Marketing 6503
  - Source of Evidence: Project, either individual or group
  - **Target:**
    - 80% of students will score 3 or higher on each component of the group project rubric and above 80% on Peer Evaluation checklist.

#### SLO 3: Effective written and oral communication skills

Students will demonstrate effective written and oral communication skills

**Related Measures**

- **M 3:** Report, research paper, or executive summary assignment
  - Report OR Research paper OR Executive Summary Assignment in Management 6480, BA 6780, Finance 6300, or Marketing 6503.
  - Source of Evidence: Written assignment(s), usually scored by a rubric
  - **Target:**
    - 80% of students will achieve 4 out of 5 components on report checklist

- **M 4:** Presentation
  - Presentation in Management 6480, BA 6780, Finance 6300, or Marketing 6503.
  - Source of Evidence: Presentation, either individual or group
  - **Target:**
    - 80% of students will achieve an overall score of 3.5 on the common presentation evaluation rubric.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### MBA Reboot

The University of New Orleans MBA Program in 2014

The UNO College of Business Administration (COBA) has had an MBA program since the early 1970’s. In 1994, the Executive MBA program enrolled its first students. For many years prior to about 2012, the combined MBA and EMBA program (all are considered MBA students officially) was by far the largest MBA program in the State of Louisiana, and one of the largest programs in the Gulf South, with only the University of Houston being slightly larger in some years. In 2005, there were over 875 students enrolled in the MBA program at UNO.

The core of the UNO MBA program enrollment has traditionally been its large number of what are termed “part-time” MBA students—these are students who generally take 3 or 6 hours a semester for many semesters until they finish the 33 hours of class...
required of most MBA students once they get admitted to the program. These students typically are employed full-time, and take their classes in the evening, usually two classes per semester.

A law passed in 2003 by the state legislature that was seen as advantageous by UNO administration at the time, has had unintended consequences in later years. This Revised Statute gives LSU and UNO the option to charge up to an additional $2000 in tuition per semester as professional program fees for their MBA programs. The reasoning behind this was to make it easier to afford quality business school faculty and facilities, as the additional fees were supposed to be spent only on things that enhanced the MBA program. This initially seemed to be a good idea, but the reality has been somewhat different. The thought by the MBA program management at the time was to increase the tuition by only $500, but as time passed, the control of price setting for the MBA program passed from the MBA program managers to the financial administration of the University, who saw the law as a chance to charge what the market would bear, and immediately changed the professional program fee upward to the full $2000 per semester allowable, thus making LSU and UNO MBA traditional MBA programs the most expensive MBA programs at Louisiana public universities in terms of tuition and fees.

As is true for most things in New Orleans, Katrina and its aftermath had a profound effect on the University of New Orleans, and indirectly, on the MBA program. Primarily, many of the businesses that had employed the part-time MBA students often did not return to operations in the same way as they had prior to Katrina, so the numbers of MBA applicants for the part-time program dropped. In AY2010/11, the UNO MBA program still had over 550 students, which was the largest in the state...to compare, LSU has about 300 MBA students of various types at any one time, and the MBA programs at other schools are generally smaller by far.

The UNO MBA program continues to offer education that is of the highest quality, but to a greatly reduced enrollment of MBA students relative to earlier years. As of the fall of 2013, there were about 200 MBA students in the regular MBA program, about 46 EMBA students, and approximately 100 students taking foundation classes who would be eligible to enroll in the MBA program. Other Masters programs in the COBA are the MS in Health Care Management, with about 82 students, the Masters in Hospitality Management with about 55 students, and the Masters in Accountancy, with about 75 students. Over 50% of the graduate degrees awarded by the University of New Orleans come from the College of Business Administration, so these programs are very important to the COBA and the University.

**Challenges**

1. The cost of the program and its length do not compete well with other regional competition, if program quality is not factored in. UL at Hammond, for example, offers an EMBA for less cost (approximately $20,500), and a somewhat shorter time frame, while their regular MBA program does not collect the extra $2000 in tuition per semester that UNO and LSU now must charge, as the state allocated budgets of the COBA’s of each institution has been decreased by the amount of “extra” they earn. Some universities now offer MBA programs of only 30 hours in length, while UNO's is 33 hours.

2. There are several on-line MBA programs from quality universities, both inside and outside of Louisiana, that are now competing for the smaller pool of MBA students in the region. To the extent these programs become accepted by employers and potential students, they tend to both decrease the pool of potential students and create downward pressure on the price that can be charged for the UNO MBA degree and EMBA degree.

LSU has specifically targeted in-state MBA students with its on-line MBA program that is both well-financed, and assisted by an outside on-line learning company. A consequence of LSU’s on-line learning strategy is that MBA programs at Louisiana regional universities will face increasing in-state competition. LSU’s on-line MBA program charges approximately $43,000 and takes two years to complete, using a 7-week module system for classes, and is professionally managed by an outside company.

3. The general MBA degree itself has become somewhat less popular in the U.S., somewhat because of the costs (both real and opportunity) related to earning an MBA degree, but also relating to questions about exactly what sort of advantage an MBA degree offers a graduate in the current economy. As a consequence, MBA degrees with concentrations (finance, marketing or health care, for example) have become somewhat more popular than general MBA degree programs.

4. The UNO MBA degree needs an academic programmatic review to make sure UNO MBA students are being taught the right subjects by the right educators using the correct pedagogy to maximize the value to the MBA graduate. One of the traditional strengths of the UNO MBA is that the experience of those who hire our MBA graduates overwhelmingly support the idea that the UNO MBA is a high quality program, at a great value for the student, and the students who graduate have a high degree of the technical knowledge about the things for which MBA’s are hired. Regular program review is the only way to ensure best practices are being followed and this trend continues.

5. The actual pedagogy and structure of the program needs to be reviewed and changed. Specifically, what is the role of distance education (on-line, asynchronous, or live or recorded video) in a quality MBA program, whether at the regular MBA or Executive level? Would some classes or subjects be better covered with a team-taught or just-in-time learning environment? How can experiential learning be used in graduate classes? What do we need to do to revitalize the MBA program in our current environment?

Time to earn a degree seems to be a primary competitive factor. Students who can control the courses and course load they take through on-line programs generally take more classes in order to complete the degree more quickly. Our own MBA students often take two traditional MBA classes and a third on-line class if they can find one to take. The reason they give for this practice is “to get finished quicker”. We could be more competitive if we take this factor into consideration when we restructure the program.

6. The image and desirability of a UNO MBA degree has suffered in proportion to the downward trend in image and support for UNO over the last few years. A comparison of the on-line presence and image of our MBA program relative to our competition is not favorable to UNO. Regardless of the reasons, our image as a premier MBA program continues to decline and must be changed.
In summary, our traditional strengths of having a geographically captured market and offering good value are now gone – we must find something that will attract quality students to the UNO MBA program or we need to accept the reality of a smaller MBA program of declining relevance to our market and work within those boundaries.

**Strategies**

Convene a rejuvenated MBA program committee

Have two meetings a month until some changes are in progress

Have required (if you teach MBA, you have to attend) meetings that address the issues in this document, video record meetings so folks can view them later if necessary. Lunch?

MBA and EMBA forum on Moodle for discussions and to post video

Syllabus analysis – commonalities, methods, improvements

Assign director to rework web presence and make sure the links go somewhere and that at least our web presence looks like we know what we are doing.

Increase outside speakers in classes and enlist help of alumni to build program presence and quality

Have goal of at least 1/3 of classes available online by Fall 2015. Most important class we do not have online is Accounting. We teach Mang 6401 online currently, with Accounting on-line we could offer the first two MBA classes we advise students to take on-line...hook the student into our MBA program, and then let them get used to the idea of coming to campus. Short run strategy.

Find resources to improve program

Enlist help of alumni to build program presence and quality

**Established in Cycle:** Spring 2015  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 07/2015  
**Responsible Person/Group:** MBA Director, Academic Director, Staff, Faculty  
**Additional Resources:** Video Recording System for Lectures, storage system for video, software