



EXECUTIVE SUMMARY
Academic Program Review
Executive Education – MBA for Executives
(Formerly the Executive MBA and Professional MBA)

EXTERNAL REVIEWERS
AACSB International – The Business Accreditation Organization

Accreditation Team:
Sam Gould, Dean University of Dayton, Committee Chair
Arthur Kraft, Dean, DePaul University, Business Advisor
Robert D. Lynch, President and CEO, South-Western Publishing, Corporate Member

CAMPUS VISIT: February 11-14, 2001

The review team read the self-study written by the faculty and staff; reviewed the curriculum, course syllabi and evaluations; interviewed students, faculty and staff; and met with the Dean, Associate Deans, Advisory Board, and other members of the campus community. Prior to their visit, the reviewers were provided with USF's Vision, Mission, Values Statement, the department's self-study, and other university materials.

- 1. How did the external review committee rate the quality of the program- excellent, very good, good, adequate, or poor? How does the program compare with benchmark top-tier programs nationally? Please provide a brief rationale for the external review committee's rating.**

The external reviewers, in sum, gave the program an excellent rating. Based upon very favorable faculty teaching and student satisfaction scores, the program compares favorably with nationally ranked, top-tier, executive education programs.

The University of San Francisco, School of Business and Management was commended on:

- Established assessment process that effectively monitors program effectiveness,
- Learning objective approach and alignment of processes in mission, program objectives through course,
- Integrative experiences (streaming of subject matter),
- Faculty care, concern for students and commitment to excellence in teaching,
- An early sabbatical program for faculty,
- An adjunct Academy,
- Its process for its preferred pool for adjuncts,
- Faculty's collaborative nature and commitment to a non-departmental structure,
- Five supporting advisory Boards, including an international Board,
- An international and ethics dimension as focal points, and
- Dean Williams' internal and external leadership.

- 2. What are the most important general issues that emerged from the external review process?**

As part of its self-study process, the School of Business and Management embarked on a set of initiatives which would significantly alter the curriculum. In summary, here are the initiatives that were started affecting graduate programs:

Revision of the MBA program

Faculty expressed the goal of reducing the size of the required core, this allowing greater access to electives.

Revision of the EMBA program

The program will be restructured into an integrated format, and within a learning community model and focus.

3. What specific recommendations for improving the program's quality has the external review committee made to the Dean?

Compensation

Continuing to address the salary issues related to the cost of living in the Bay Area for both new recruits and continuing faculty.

Scholarship

Encourage and reward scholarship in the critical areas of accounting, as well as decision sciences and information systems.

4. In the opinion of the external review committee is the program following the University's strategic initiatives in that it is:

As a direct result of the planning and evaluation process, the School has made a number of strategic changes, as well as adding or deleting programs. Among these initiatives are:

- Strategic Initiatives: In China, South Korea, Thailand, Mexico and Chile; International Executive Advisory Board. (To augment interest in Pacific Rim and faculty development in international arenas).
- Programs: Professional MBA Program; e-business concentration in MBA program; Program revisions of MBA and EMBA, TVIMBA (to capture new markets or t niche market in highly competitive environment). Consideration to discontinue or revamp the EMMDS Program (due to weak market).
- Staffing and Support: Added staff to the MBA program office to meet student needs.
- Faculty: Full-time faculty positions allocated to Communication Skills and Ethics to support strategic teaching and learning goals. Adjunct Academy developed to upgrade teaching quality by adjunct faculty. Extensive development of the Learning Community Model for implementation in the school of business.

5. In what way is the program contributing to the goal of making the University of San Francisco a premier Jesuit Catholic urban university with a global perspective that educates leaders who will fashion a more humane and just world?

- Through its advisory Boards and Councils, the school has a strong interest in strategic alliances with both individuals and institutions.
- Through its strategic alliances with academic institutions the school maintains a full range of student and faculty exchanges.
- Through global internships.
- Through executive education programs welcoming mid and senior executives from Asia, Latin America and Europe.
- Through their dedicated teaching and student interaction, despite substandard facilities.

6. What is the timetable for the response to the external review committee's recommendations for program improvement? What can the AVP's office do to appropriately respond to the review?

- *Technology:* The University has been "behind the curve" in the development and educational use of technology.
- *Salaries:* Faculty and staff salaries are often inadequate to ensure employment of qualified and, especially, highly qualified individuals.
- *Facilities:* SOBAM is extremely limited by its current facilities.
- *Faculty Work Loads:* Balancing a reasonably heavy teaching load with the requirements for both service and scholarly activities.

7. What general comments or issues, if any, are crucial to understanding the reviewers' report?

Some of the above concerns have been adequately resolved since the initial review. However, the rate of competition had significantly increased and the need to increase both visibility and the marketing of our program is escalating. These require continued and increased investment to ensure we attract the right type of student who will make a significant contribution both during his/her tenure as a student and during their lifetime as alum.