

From: Rami Zwick <rami.zwick@ucr.edu>

Sent: Sunday, September 12, 2021 12:19 PM

To: jason.stajich@ucr.edu

Cc: Sarah Miller <sarah.miller@ucr.edu>; Rami Zwick <rami.zwick@ucr.edu>; Barry Mishra <barrymi@ucr.edu>; Ashish Sood <ashish.sood@ucr.edu>; Heather Luth <hluth18@gmail.com>

Subject: Proposal to launch an online MBA program as a self-supporting graduate professional degree program (SSGPDP)

Dear Jason,

Enclosed please find a proposal from the faculty of the School of Business to launch an online MBA program as a self-supporting graduate professional degree program (SSGPDP).

The program is designed to train students on advanced business skillsets typically expected in a management or executive role. The primary aim of this proposed program is to attract and educate a broader and more diverse set of students by offering a more accessible pathway to the MBA Degree. This will relieve many constraints for prospective students, expanding educational opportunities for working professionals and individuals residing outside of the immediate Riverside area. The secondary objective is to remain competitive in the business educational marketplace.

Sincerely,

Rami Zwick

Associate Dean for Graduate Programs & Professor of Marketing

School of Business

University of California, Riverside

Office: (951) 827-7766 | Cell: (951) 505-2549 | ramiz@ucr.edu

[Web](#) | [Facebook](#) | [Google Scholar](#)





September 12, 2021

Jason Stajich
Professor
Chair, Riverside Division of Academic Senate

Dear Jason,

Enclosed please find a proposal from the faculty of the School of Business to launch an online MBA program as a self-supporting graduate professional degree program (SSGPDP).

The program is designed to train students on advanced business skillsets typically expected in a management or executive role. The primary aim of this proposed program is to attract and educate a broader and more diverse set of students by offering a more accessible pathway to the MBA Degree. This will relieve many constraints for prospective students, expanding educational opportunities for working professionals and individuals residing outside of the immediate Riverside area. The secondary objective is to remain competitive in the business educational marketplace.

Sincerely,

A handwritten signature in blue ink that reads "Rami Zwick".

Rami Zwick

Associate Dean for Graduate Programs & Professor of Marketing
School of Business
University of California, Riverside

Office: (951) 827-7766 | ramiz@ucr.edu

GRADUATE DEGREE PROGRAM PROPOSAL: Online MBA

LEAD PROPOSERS:

The Faculty of the UCR School of Business the home of the A. Gary Anderson
Graduate School of Management (AGSM)

CONTACT INFORMATION:

Rami Zwick
Associate Dean of Graduate Programs and Professor of Marketing
School of Business
University of California Riverside
Tel: (951) 827-7766
Email: rami.zwick@ucr.edu

Approved by the School of Business Executive Committee
Approved by the School of Business faculty

January 13, 2021
March 5, 2021

Version: 09/12/21

Table of Contents

Executive Summary of the Online Master of Business Administration.....	3
Section 1. Introduction	6
1.1 Aims and Objectives of the Program.....	6
1.2 Historical Development of the Field.....	9
1.3 Timetable for Development of the Program	10
1.4 Relation to Campus	11
1.5 Contributions to Diversity	12
1.6 Interrelationship of Program with other University of California Institutions.....	15
1.7 Department or Group Administering the Program	15
1.8 Plan for Evaluation	15
Section 2: Program.....	16
2.1 Undergraduate Preparation for Admission	16
2.2 Foreign Language	17
2.3 Program of Study.....	17
2.4 Field Examinations.....	19
2.5 Qualifying Examination.....	19
2.6 Thesis and/or Dissertation	19
2.7 Final Examination	19
2.8 Explanation of Special Requirements.....	19
2.9 Relationship of Master’s and Doctoral Programs.....	19
2.10 Special Preparation for Careers in Teaching	19
2.11 Sample Program	19
2.12 Normative Time to Degree	20
Section 3: Projected Need	21
3.1 Student demand for the program	21
3.2 Opportunities for Placement of Graduates.....	22
3.3 Importance to the Discipline	23
3.4 Needs of Society	23
3.5 Relationship of Program to Research and Faculty	23
3.6 Program Differentiation	24
Section 4: Faculty.....	25
Section 5: Courses.....	26
Section 6: Resource Requirements.....	29
6.1 Faculty FTE.....	29
6.2 Library Acquisition.....	29
6.3 Computing Costs.....	30
6.4 Equipment	30
6.5 Space and Other Capital Facilities	30
6.6 Other Operating Costs.....	30
Section 7: Graduate Student Support.....	33
Section 8: Governance	33
Section 9: Changes in Senate Regulations	33
Appendix 1: Sample Program at the first 5 years of the program (assuming 4 intakes per year).....	34
Appendix 2: University Benchmarking.....	35
Appendix 3: Selected Faculty Bios	36
Appendix 4: Everspring Learning Design and Faculty Support (provided by Everspring).....	37
Appendix 5: Online MBA Course Descriptions.....	40
Appendix 6: Program Financial Information.....	43

Executive Summary of the Online Master of Business Administration

The Online Master of Business Administration (OMBA) is a proposed self-supporting graduate professional degree program (SSGPDP) which is designed to train students on advanced business skillsets typically expected in a management or executive role. The primary aim of this proposed program is to attract and educate a broader and more diverse set of students by offering a more accessible pathway to the MBA Degree. This will relieve many constraints for prospective students, expanding educational opportunities for working professionals and individuals residing outside of the immediate Riverside area. The secondary objective stems from our desire as well as a recognition that we need to remain competitive in the business educational marketplace.

The pedagogical aim of the program is identical to our on-campus [Full-Time](#) and [Professional MBA](#) programs. It will train students in advanced business skillsets, empowering them to become strong leaders and professionals within their communities.

In addition to the online delivery mode, the online program is made more accessible through a reduction in unit requirements compared to our on-campus programs, from 80 to 64 (we are on a quarter system and most courses are 4-units). Students in the OMBA program will complete a “core” requirement consisting of 36 units, which is identical to the current requirement for all UCR MBA students. The core requirement provides fundamental training in Organizational Behavior and Strategy, Quantitative Analysis, Financial Analysis, Financial Accounting, Information Systems, Operations Management, and Marketing Management. In addition to the core, students in the OMBA program must complete 24 elective units, and a 4-unit capstone requirement.

The reduction in units stems from decrease in elective requirements for online students, as well as an elimination of a four-unit internship/fieldwork course (UC Berkeley, UCLA, and UC Irvine also carry different unit requirements for their various MBA Programs). Considering this unit reduction, we will require Online MBA students to have more work experience than students in our on-campus MBA programs. We also expect that students who gravitate to this program will naturally be more experienced and older compared to students in our on-campus MBA programs.

An important element to our program will be the technology platform used to create and offer the online courses as well as address student and administrative needs. The UCR School of Business proposes to use the talents and experience of an online graduate program management service provider, [Eversprig](#). Eversprig has successfully assisted other high-quality universities with the launch of their online programs, [including](#) Case Western Reserve

University, Clermont Graduate University, Colorado School of Mines, Purdue University, Tulane University, University of Kansas, University of Notre Dame, and University of Tennessee, Knoxville. In addition, Eversprig is the OPM partner for an [Online MBA](#) with the following universities: Santa Clara University (#10 ranking in the 2021 [Poets&Quants ranking of The Best Online MBA Programs](#)), William and Mary University (#19 ranking in the 2021 Poets&Quants ranking), [Yeshiva University](#), University of Kansas, Seattle University, Marquette University, CSU Monterey Bay, and CSU Chico.

We propose to launch the program approximately six months after approval is obtained. Once the program is approved, we will use the six-month lead to launch a marketing campaign in coordination with Everspring. Additionally, we will use the six months to begin the course preparation process with the Everspring instructional design teams.

At the steady state (a process that might take few years to accomplished), students will be admitted in fall, winter, and spring. Later, summer admission will also be considered.

Our projected enrollment figures for the first four years of the program are as follows:

Year 1:	80
Year 2:	190
Year 3:	240
Year 4:	250

Any projections beyond year 4 will be adjusted later, based on available enrollment data from the first few years of the program. As of now, we consider 250 students to be a point where we may reach a steady state of enrollment, but this could change depending on demand and capacity.

At the time of this writing (August 2021), there is one other Online MBA Program within the UC system, at [UC Davis](#). This program is ideal for students residing in the Bay Area and includes several multi-day residential experiences in Davis, Silicon Valley, and Napa Valley. We believe the online program at UCR will nicely complement the UC Davis program, as it provides an alternative for Southern Californians who desire to be within driving distance to campus and are interested in a professional network based in the Inland Empire, Los Angeles, Orange County, or San Diego.

Once established, the Online MBA (proposed as a SSGPDP) shall be under the purview of UCR Graduate Council and the Graduate Division to ensure adequate progress of students according to campus criteria. The first academic review of a program will be in the fourth year of establishment (after three years of operation). Thereafter the program will join [UCR regular academic review cycle](#).

As a SSGPDP, the program will provide significant contributions to resources which will support research activity, students, and the professional development of faculty. Since each course is already taught in our other MBA Programs, our faculty can teach more sections of the same course, rather than multiple sections of different courses. This will allow more time to concentrate on research and service responsibilities. We will also be able to attract a broader and more diverse pool of new faculty, as the mode of delivery provides additional opportunities for flexibility.

We believe that this program will be highly successful, based on the following factors:

- We will be partnering with [Everspring](#), a successful Online Program Management service provider which has a proven track record of establishing quality online programs (including OMBA) with strong retention rates as well as high rates of faculty and student satisfaction.
- This program will be the first UC Online MBA available in the Southern California region, and the second in the UC system. It will provide a flexible learning solution for working professionals in the Inland Empire, Orange County, Los Angeles, and San Diego areas. Students in this region will have the opportunity to obtain a UC MBA Degree in a remote (online) environment, while still being within driving distance to the faculty and school community. Additionally, it will provide a pathway for students outside of California to obtain a UC MBA education without necessitating a physical move to Riverside.
- According to data from iPEDS and the AACSB, since 2013, MBA completions at institutions with online MBA programs have risen 33%, as opposed to declining 20% at institutions where no online options exist. Additionally, in 2019, more than 50% of graduate business degrees were awarded to students enrolled in fully online programs. The move to online delivery of graduate business education has further been accelerated by Covid as evidenced by the fact that our partner in this UCR initiative, Everspring, experienced a substantial increase in demand for online MBA programs with their other clients; Fall 2020 enrollments were up 124% vs the Fall 2019 enrollments in the same programs. These trends indicate that innovation and digital transformation in the curriculum are crucial to the long-term success of the MBA degree overall at UCR.

Section 1. Introduction

1.1 Aims and Objectives of the Program

The primary aim of this proposed program is to attract and educate a broader and more diverse set of students by offering a more accessible pathway to the MBA Degree. This will expand upon our current on-campus [MBA](#) and Professional MBA ([PMBA](#)) programs. This accessible pathway is achieved by establishing a program with an online mode of delivery. The secondary objective stems from our desire as well as a recognition that we need to remain competitive in the business educational marketplace.

The pedagogical aim of the program is identical to our on-campus Full-Time and Professional MBA programs. It will train students in advanced business skillsets, empowering them to become strong leaders and professionals within their communities. However, the proposed program differs from our current on-campus MBA programs by offering a more accessible pathway to the MBA Degree. This will relieve many constraints for prospective students, expanding educational opportunities for working professionals and individuals residing outside of the immediate Riverside area. As stated above, the primary way that this degree offers increased accessibility is by establishing an online method of delivery, in lieu of traditional on-campus instruction.

Accessibility

In addition to the online delivery mode, the online program is made more accessible through a reduction in unit requirements compared to our on-campus programs, from 80 to 64 (we are on a quarter system and most courses are 4-units). This reduction in units stems from decrease in elective requirements for online students, as well as an elimination of a four-unit internship/fieldwork course (UC Berkeley, UCLA, and UC Irvine also carry different unit requirements for their various MBA Programs). Considering this unit reduction, we will require Online MBA students to have more work experience than students in our on-campus MBA programs. We also expect that students who gravitate to this program will naturally be more experienced and older compared to students in our on-campus MBA programs. according to a 2016 [survey](#) conducted by Aslanian Market Research and the Learning House, the average age of online MBA students was 33 years old – older than the average of 27 for those who began an on-campus, full-time MBA program in the same year. It also makes sense logically, as students who require the most flexibility are typically ones who already have active careers.

While we are more stringent on work experience requirements, the program will be open to students from a variety of educational (i.e., undergraduate major) and professional backgrounds. Whereas we are open to accepting students from any state and region (subject to Authorization Agreement), we anticipate that our target market will reside in Southern California, and in particular the Inland Empire, Orange County, Los Angeles, and San Diego areas. The [2020 Online College Students research report](#) from Wiley Education Services and

Aslanian Market Research indicates that Online college students continue to seek local institutions for their studies. In 2012, 44% of survey respondents said their campus was within 50 miles of their home. This group increased to 67% in 2019. In 2020, 75% said their campus is within 50 miles of their home. In fact, 50% of students reported being within 15 miles of their campus. This trend led Inside Higher Ed to declare that [Online Is \(Increasingly\) Local](#) (2019).

We recognize that many prospective students within the Southern California region are not able to pursue a UC MBA due to geographical, professional, familial, or time limitations. We wish to relieve many of these limitations through the development of this proposed program, so that students can achieve their educational objectives while also fulfilling the remainder of their personal and professional obligations. In an online environment, students will be able to attend courses while in their offices or at home with their children. Data presented by [College Atlas](#) provides support for establishing online programs for this purpose, as 68% of online students report that the primary reason they chose to enroll in online education was the ability to balance work, family and school responsibilities more easily. This is probably the reason why in 2020 86% of the US Online MBA programs reported growth in applications from female candidates and underrepresented populations ([GMAC, November 10, 2020](#)).

Southern California is a particularly ideal area for online education solutions, since prospective students in this region face more geographical constraints compared to most other regions. Data compiled in 2019 by the [Robert Half Employment Survey](#) indicated that Southern California commutes rank 'longest' in US. The average commute time in Southern California is 53 minutes and 65% of office workers in the same survey reported that their commute was "too long" which was the highest percentage in the 28 regions surveyed. The time normally spent commuting to Riverside can be put toward coursework instead.

Trends in MBA education

In addition to our desire to attract and support prospective students who are burdened with various constraints, we are motivated by recent trends in MBA education, which indicate that online education is on the verge of being the primary method with which students obtain their MBA Degree. For example, the Global Demand for Graduate Management Education Report produced annually by the Graduate Management Admission Council ([GMAC, November 10, 2020](#)), report that in 2020 the growth in global demand for graduate business education differed for various MBA and business master's program types. In particular, the weighted absolute year-on-year change for full-time two-year MBA was 0.6% whereas the comparable change for the online MBA was 43.5%. Similarly, the relative year-on-year change in total applications for the US online MBA (2016-2020) was the highest (86% - percent of programs reporting growth) among all Professional MBA Programs (i.e., Flexible MBA, Part-time Lockstep, Part-time Self-Paced). The trend seems to be clear. According to research provided by [Everspring](#), the online share of business graduate programs has reached 50% and the Pandemic is boosting the appeal of online MBA options ([Forbes, Jun 12, 2020](#) and [Financial Times, March 19 2021](#)). A Survey of Business School Deans by the Association of MBAs ([AMBA](#)) and the

Business Graduates Association ([BGA](#)) reports that “Online MBAs To Become The New Normal Within Five Years” ([MBA News, February 2, 2021](#)) and more universities shut down traditional MBA programs ([WSJ, June 5, 2019](#)). As any other business school, we are compelled to change and innovate in accordance with national movements in education and technology. The development of the Online MBA program will support these efforts. We believe that moving some programs online will be critical for the future sustainability of our School, which is mostly self-funded and operates in a hyper-competitive business education market.

Partnership with an Online Program Management service provider (OPM)

An important element to our program will be the technology platform used to create and offer the online courses as well as address student and administrative needs. The UCR School of Business proposes to use the talents and experience of an online graduate program management service provider, [Eversprig](#). Eversprig has successfully assisted other high-quality universities with the launch of their online programs, [including](#) Case Western Reserve University, Clermont Graduate University, Colorado School of Mines, Purdue University, Tulane University, University of Kansas, University of Notre Dame, and University of Tennessee, Knoxville. In addition, Eversprig is the OPM partner for an [Online MBA](#) with the following universities: Santa Clara University (#10 ranking in the 2021 [Poets&Quants ranking of The Best Online MBA Programs](#)), William and Mary University (#19 ranking in the 2021 Poets&Quants ranking), [Yeshiva University](#), University of Kansas, Seattle University, Marquette University, CSU Monterey Bay, and CSU Chico.

A few highlights of how Eversprig will assist the UCR School of Business in offering a robust and high-quality online MBA include:

- Providing a Learning Management System (LMS) that is robust, time-tested, and constantly adapted to new technological innovations (Eversprig will bring their own instance of the Canvas LMS to the partnership, which is especially useful since UCR is becoming a Canvas LMS school);
- Assisting the School’s faculty in taking their existing in-person course materials and creating an online version of those courses utilizing new technologies not available in the in-person format;
- Identifying and recruiting interested students across the globe (admissions decisions rest solely within the purview of the UCR School of Business and the UCR Graduate Division);
- Providing real-time robust technology solutions 24 hours a day, 7 days a week to instructors and students both before, during, and after online classes;
- Providing secure and verifiable methods of assessment within the LMS;
- Assisting the creation of a community of scholars within the LMS through the use of virtual meetings that can take place anywhere and at any time;
- Real-time data analytics and reporting on performance of the marketing, recruiting, and enrollment efforts -- which helps us better plan our budgets and staffing;

- Marketing outreach technology and best practices that reach under-represented and under-served audiences, which increases diversity in our programs;
- Expert dedicated UCR enrollment advisors to support prospective students during the enrollment process;
- Expert dedicated UCR student success coordinators to help enrolled students stay engaged and stay enrolled; the term-to-term retention rates in the programs Everspring support are above 95%;
- Innovative course technology toolkits integrated with Canvas to provide for dynamic and engaging learning environments, including multi-player simulations, case studies and branching scenarios, and small group projects.

We have reached a tentative agreement with Everspring for the nature of our collaboration. The tentative agreement has been vetted and approved by the UCR legal team, UCR IT team, and the purchasing office. The financial agreement between UCR School of Business and Everspring is included in Appendix 6.

Alliances with OPM ventures have played a key role in the rise of the online MBA ([Financial Times, March 20, 2021](#)). At the UC system, the [UC Davis Online MBA](#) is partnered with [2U](#) and recently (February 25, 2021), UCLA and [All Campus](#) partnered to launch [Online Master of Healthcare Administration Program](#).

1.2 Historical Development of the Field

The MBA Degree first emerged during the era of industrialization in the early 20th century, at a time when there was increased focus and interest in the management of businesses and organizations. Demand for the degree steadily grew, and in 1983 The A. Gary Anderson Graduate School of Management (AGSM) established its MBA Degree. The UCR MBA has been consistently ranked in the Top 100 MBA Programs within US News and World Report, and the School has been AACSB accredited since 2003.

In 2013 AGSM launched a second MBA Program, the “FLEX” MBA, which was later rebranded as the “Professional” MBA (PMBA). The PMBA added additional flexibility to professional and commuter students by guaranteeing courses on evenings and weekends. However, it stopped short of offering remote/online options to students. In 2019 and 2020 the UCR School of Business began the additional steps to extend our MBA offerings online, seeking and securing campus approval to offer the complete core, capstone, and several electives in an online environment. This Program Proposal represents the final step in developing a fully online program within the MBA market.

The online space has been linked to business education since 1983, when the first online program was established in the field of Executive Education ([Harasim, 2000](#)). The 21st century has seen an explosion of growth in the online space. The National Center for Education Statistics (NCES) [report](#) that in 2018, 6.9 million higher education students were engaged in

some form of online/distance learning. This group represented 35% of all students engaged in higher education learning.

Currently, [308](#) AACSB-accredited business schools offer online MBA programs (world-wide) and overall in the US there are now about 600 Online MBA Programs on offer. Many of these programs are available through high quality, ranked institutions such as Carnegie Mellon, University of Michigan, and Rice University. The emergence of Online Business Education within these institutions reflects the increasing quality and normalization of online learning.

Within the UCR School of Business, faculty are well positioned to begin instruction in our online program. Due to the circumstances around Covid-19, most of the courses in this proposed program have already been converted and approved by the UCR Graduate Council for an online method of delivery. Additionally, they have also undergone a trial run in an online environment during the 20/21 academic year. We also believe that we are positioned to offer a high-quality online experience because we propose to leverage support from expert instructional designers at Everspring.

1.3 Timetable for Development of the Program

The UCR School of Business will launch the Online MBA approximately six months after approval is obtained. Once the program is approved, we will use the six-month lead to launch a marketing campaign in coordination with Everspring. Additionally, we will use the six months to begin the course preparation process with the Everspring instructional design teams.

At the steady state (a process that might take few years to accomplished), students will be admitted in fall, winter, and spring. Later, summer admission will also be considered.

Our projected enrollment figures for the first four years of the program are as follows:

Year 1:	80
Year 2:	190
Year 3:	240
Year 4:	250

Any projections beyond year 4 will be adjusted later, based on available enrollment data from the first few years of the program. As of now, we consider 250 students to be a point where we may reach a steady state of enrollment, but this could change depending on demand and capacity.

To calculate our enrollment targets, the school considered reasonable instructional and staffing capacity for a ramping up period. Additionally, our partner Everspring proposed realistic targets based upon their own extensive student demand analysis. Given that Everspring has assumed most of the financial risk in the development of this program and has been accurate in the

calculation of enrollment targets of all other institutions they partner with, we trust their analysis to be accurate.

1.4 Relation to Campus

The Full-Time MBA Program at AGSM has gained significant visibility and provided a boost in reputation to UC Riverside. Its position as a ranked program in US News and World Report has improved the profile of the broader university. The addition of an online program will further amplify the presence of the institution as it comes to market throughout the region and the broader United States. Its uniqueness as the only UC Online MBA in Southern California will showcase the school and the university as a leader in the online education arena.

Although the new UCR Strategic Plan is still being drafted, the implementation of the online program builds on campus goals for the 2020 Strategic Plan and the campus goals for the [*Future Fluent*](#) (DRAFT) new strategic plan. Penultimate Draft contains the following goals:

- **Growing graduate enrollments.** Graduate students currently comprise around 14% of our total enrollment at UCR. While PhD enrollments (9%) are similar to our sibling UC campuses, Masters enrollments (4%) are much lower. By 2030, we plan to double the proportion of Masters enrollments while maintaining a stable proportion of PhD students, thereby raising our total graduate enrollment to 18%
- **Grow and diversify revenue streams.** Increase the level and reduce the volatility of our revenue streams. This will include ... self-supporting graduate professional degree programs
- **Leverage Technology to Increase Educational Access.** Including expanding high-quality online instruction and utilizing remote instruction tools in face-to-face courses to facilitate engagement with students who cannot be on campus and enhancing online advising, counseling, and professional and career development support.

The proposed Online MBA will contribute to all the above goals.

We are currently constrained by our physical space, despite growing demand for our programs. The Online MBA will allow us to grow our portfolio of programs without further impacting our limited space. Additionally, the revenue streams it offers will bring us closer to our goal of constructing a new multi-million-dollar state-of-the-art LEED Platinum School of Business building complex, by not relying on State funds.

One important factor to consider is how the addition of an online program will affect existing MBA programs within the School of Business. We do not anticipate that enrollment in the proposed program will detract from enrollment in our currently existing MBA programs. This belief stems partially from information provided by Everspring, along with information from other business schools who have also established Online MBA programs. In these other programs, a typical enrollment pattern has emerged. As enrollment in the online programs

grows, enrollment in the on-campus programs stays steady or, in some cases, increases. An article published in [Financial Times \(March 19 2021\)](#) stated that “... some management professors and MBA heads feared that online education would cannibalise the traditional business school experience of campus lectures and study groups. What the past year has shown is not only that everyone can teach digitally, but that the two forms of higher education — digital and campus-taught — can coexist.” Further, there is growing evidence that online MBA programs make a school’s face-to-face programs better by bolstering the entire MBA ecosystem. In addition to creating incremental financial resources for the College, the online initiative will also spur the creation of content that faculty can leverage in other ways. For example, material from the online program could be used to supplement face-to-face classes, giving rise to blended learning opportunities (see, for example, the results of the USC task force on the growing online market, reported [here](#)).

1.5 Contributions to Diversity

The UC system was founded with the purpose of making higher education accessible and available to all citizens across the state of California. As a member of the UC system, the UCR School of Business is motivated to share in the systemwide goals of diversity and inclusion. We are confident that the establishment of an online program will significantly contribute to this effort. Creating an online pathway to the UC MBA degree will address many of the geographical, personal, economic, and professional constraints that typically prevent students from obtaining the degree.

In the past, our MBA program has relied heavily on international recruitment, but with our 2017-2022 strategic plan we set a goal to increase our domestic population. We have improved significantly in this endeavor by adding classes on evenings and weekends and reducing class meetings from twice a week to once a week which puts less burden on commuters. Still, we feel our program is not fully accessible to many domestic students within the regional and state community, and as a result our student body is not as diverse as it could be.

An online MBA program will bring educational opportunities directly to the student. It will not matter if they lack transportation to drive to campus, or if they do not have enough time to drive to campus due to work obligations. Students will not necessarily have to choose between their job and their education, as they often do in a traditional program. An online program will allow parents to attend class without securing and paying for childcare arrangements and will erase the expense that typically comes with a long commute and cost of campus parking. The reduction in units for this program will also provide some financial relief, as the program will cost approximately \$22,000 less than the on-campus PMBA program. This reduction in cost will make the UCR Online MBA one of the most affordable MBA programs in the UC system. At the moment, there is no other UC business school in Southern California offering this solution, so we view this as an ideal opportunity to support the UC system in achieving broader access to a larger pool of students and advancing its goals of diversity and inclusion.

We believe the overall structure of an online program is naturally more suited to a diverse population of students, but this assertion is also supported by evidence. Data collected from 1500 online learners in the [2021 Best Colleges trends report](#) reveals that 56% of online learners have children under the age of 18 living with them at home and 55% are aged 35 or older. GMAC data shows complicated path for women's b-school enrollment ([Poets&Quants, March 05, 2021](#)) and this is probably why [data](#) from both 2017 and 2020 shows that online learners are more likely to be women and are also significantly more likely to be the first in their family to attend college. Further, one of the key findings of the [GMAC Enrolling the Incoming Class of 2021](#) is that women candidates are more receptive to remote learning than men.

[GMAC research in the spring of 2020](#) indicated that in March, male and female MBA candidates equally reported that they were very concerned or extremely concerned about the impact of the pandemic on their studies. However, by the end of April, women respondents who said they were very concerned or extremely concerned had jumped to 55 percent, while only 37 percent of men responded in kind. This might explain why women are embracing online learning at a higher level than men (see page 10 of the above cited report).

An online program will also be well positioned to recruit a diverse set of faculty and instructors, as we do not face the same geographical limitations as we normally do in our on-campus programs. Additionally, we can offer more flexibility in attracting instructors for the online program, as we will not be restricted to campus policies regarding room scheduling.

Although we believe an online program naturally gravitates toward a broad population of students, we also plan to take active steps to identify, recruit, and retain a diverse community of individuals. Everspring, our online program partner, has a strong record of diversity and high retention in the programs they support. For example:

- Everspring supports an online MBA program in Northern California where 64% of the students are female. The benchmark from the Forte Foundation and the Graduate Management Admissions Council for women in MBA programs is 39%. Everspring has built and continues to support an online MBA program in Virginia that is 48% women, and in Washington that is 58% women. Retention rates in these programs exceed 90%, and student satisfaction is consistently above 90% as well.
- That same online MBA program in Northern California that is 64% female is also 43% minority (mostly Hispanic), and the program is ranked #5 by US News and World Report for Social Mobility.
- At a major public university in the Midwest, Everspring designed and implemented a Foundations of Business Pathway for the online MBA to reach underrepresented populations; the results were very promising. The online enrollments had 50% more minorities vs the on-campus programs, and female representation in the online program was 30% higher vs the on-campus programs. Specifically, 46% of the students entering the online MBA program through the Foundations of Business Pathway were women, almost double the percentage of women who entered the program directly.

Additionally, we will take proactive steps to structure the online MBA in a way that is welcoming to traditionally underrepresented populations, and we will actively identify and recruit students from underrepresented minority groups. Some of these steps include:

1. Designing the program *content* to be market relevant and produce graduates with skills that are in demand in the workforce. This is especially important for traditionally underrepresented student populations. Graduates must be able to find jobs and earn a return on their educational investment.
2. Taking deliberate steps to ensure the program construct is thoughtfully built with the needs of non-traditional and traditionally underrepresented learners in mind; i.e. online delivery, with limited residency requirements --and by offering efficiently wheeled course structures enabling students to take a leave-of-absence and easily step back into the program when the timing is right and not have to wait a year or more for the right courses to be available.
3. Providing alternative pathways to admissions and standardized test waivers.
4. Offering scholarships and grants for online students that are equivalent to those offered in the on-campus programs.
5. Delivering a personalized and high touch on-boarding experience, to be certain students from all backgrounds can get started quickly and be setup for success.
6. Implementing active student outreach and support, including data driven early warning systems and dashboarding to identify students who are *at risk of becoming at risk*. This includes everything from monitoring student LMS log-ins, outbound *wellness check* calls and activities such as triaging with the bursar, registrar and financial aid questions and things such as registration and re-registration support so students don't drop out due to administrative hurdles and unnecessary stress.
7. Hiring admissions and student services staff who reflect the diversity of the student body.
8. Creating and launching marketing campaigns that reach a diverse audience and reflect diversity in the imagery and messaging.

We will evaluate diversity in our programs using a variety of metrics which mirror best practices within the UC system. These include: 1) Measuring demographic information along with trends in our application, admission and retention numbers; 2) Assessing how well our policies, procedures, programs, and student support programs support students from a variety of backgrounds; 3) Surveying students annually and hosting open forums/focus groups to receive feedback on areas of improvement.

We currently assess our on-campus programs using strategies mentioned above, which has resulted in a high rate of student satisfaction, as well as a student services environment that is very responsive to the needs and concerns of the student population.

1.6 Interrelationship of Program with other University of California Institutions

At the time of this writing (August 2021), there is one other Online MBA Program within the UC system, at [UC Davis](#)¹. This program is ideal for students residing in the Bay Area and includes several multi-day residential experiences in Davis, Silicon Valley, and Napa Valley. We believe the online program at UCR will nicely complement the UC Davis program, as it provides an alternative for Southern Californians who desire to be within driving distance to campus and are interested in a professional network based in the Inland Empire, Los Angeles, Orange County, or San Diego.

1.7 Department or Group Administering the Program

The UCR Online MBA will be administered by the UCR School of Business. All graduate programs are under the authority of the Graduate Division of UCR; therefore, this program will comply with all policies and procedures therewithin.

1.8 Plan for Evaluation

Once established, the Online MBA (proposed as a SSGPDP) shall be under the purview of UCR Graduate Council and the Graduate Division to ensure adequate progress of students according to campus criteria. The first academic review of a program will be in the fourth year of establishment (after three years of operation). Thereafter the program will join [UCR regular academic review cycle](#).

As a member of AACSB, the School of Business is required to demonstrate assurance of learning. As with our other programs, the Online MBA will collect assessment data to ensure that the students in the program are meeting the same learning objectives as students in the on-campus Full-Time MBA and the PMBA Programs.

All self-supporting programs are required to demonstrate that they are self-supported by submitting annual reports detailing financial information. These reports will be generated by the CFAO and Finance team within the School of Business.

¹ : In July 2021, UC-Berkeley Haas announced their Flex option for their part-time Evening & Weekend MBA program where all core courses are taught online, and students have the options of taking the electives online or on campus. At the time of preparing this proposal, not all details of this program are cleared to us and we are not sure if the program was approved as an online MBA program by UCOP.

Section 2: Program

2.1 Undergraduate Preparation for Admission

A Bachelor's degree is required for admission into the Online MBA program and any undergraduate major will be considered. All applicants whose first language is not English and who have not earned an advanced degree at an institution where English is the exclusive language of instruction must submit passing current exam scores from the Test of English as a Foreign Language (TOEFL) or Academic Modules of the International English Language Testing System (IELTS).

A complete application into the program will consist of the following:

- Application Fee
- Academic Degrees and Records
- GMAT/GRE Test Scores (optional)
- English Language Requirement
- Statement of Purpose and Personal History
- Resume/Relevant Experience (must have 3 years full-time professional experience)
- At least one letter of recommendation from persons knowledgeable about the applicant's academic ability and potential for success in the program. If candidate has a master's degree, a separate letter of recommendation from the Master program is also required

The admission process to the Online MBA and decision decisions will be made based on our criteria for admission to all our professional master programs. Admission decision is made based on a holistic assessment of the applicant's background and achievements including academic quality (undergraduate/master GPA, quality of the undergraduate institution, and optional GMAT/GRE scores), professional and/or academic experiences, application quality, and potential fit with other students and contribution to diversity. Although submitting GMAT/GRE scores is optional, it is highly recommended and may affect admission and funding considerations.

Admission criteria (rubrics) and decisions are the preview of the school faculty executive committee and the master level committee. The decision to recommend admission will be based on the competitiveness of applicants compared to the eligible pool. The admissions process will be overseen by the UCR Graduate Division.

Additionally, the program will allow for a provisional admissions structure where the quality and recency of professional experience may supplement a deficit in undergraduate GPA. This structure is important for attracting and retaining strong professional candidates in the program.

Like our on-campus MBA programs, an online, no credit quantitative review course offered through [Knewton/Alta](#) will be available to students who would benefit from it. Upon admission, the department will assess students' math backgrounds to determine whether the course should be compulsory or optional. Students who take the course in the weeks leading up to their first quarter in the program will receive preparation for all quantitative topics covered in the MBA core. We currently use the Knewton/Alta online course for students in our MBA programs who need quantitative review. Students who completed the review program in 2019 in advance of the first quarter of coursework were less likely to be placed on probation, in comparison to students who opted to take a quantitative review course in-person during their first quarter.

2.2 Foreign Language

This program has no foreign language requirement.

2.3 Program of Study

a. Specific Field of Emphasis

The Online MBA "core" provides an introduction into foundational topics of management including accounting, economics, finance, management, marketing, organizational behavior, operations & supply chain, quantitative analysis, and strategy. The core consists of 36 units, or nine courses.

In addition to the "core" courses, students will complete six electives, consisting of 24 units. The six electives will be divided into two interdisciplinary specializations, or emphases, consisting of three courses each. Each emphasis will be relevant to a contemporary topic in business. These emphases may change over time to reflect the current business environment.

All students will complete the generalized MBA core, along with both specializations.

b. Plan: The proposed program is a Master's II plan program with a Capstone requirement.

c. Unit Requirements: To earn the MBA degree a student must:

- Be exempted from or pass with a grade of C- or better, all required courses used toward degree credit
- Complete a minimum of 64 approved quarter course units
- Complete at least six quarters in (virtual) residence (or equivalent)
- Have a cumulative grade point of at least 3.0 after completing all coursework
- Satisfy the capstone requirement

d. Required and Recommended Courses:

Required Core Courses

Course Number	Course Title	Units
MGT 200	Organizational Behavior	4
MGT 201	Quantitative Analysis	4
MGT 202	Financial Analysis	4
MGT 203	Economics for Management	4
MGT 205	Information Systems	4
MGT 207	Operations and Supply Chain Management	4
MGT 209	Marketing Management	4
MGT 211	Financial Accounting	4
MGT 235	Strategic Management	4

Electives

Students will be required to complete six electives, consisting of 24 units. The six electives will be divided into two interdisciplinary specializations, consisting of three courses each. Each emphasis will be relevant to a contemporary topic in management. Initially, we plan to offer the first emphasis in “Strategy and Leadership”, and the second emphasis in “Data Analytics and Decision Making.” These emphases may be changed or altered over time. As enrollment grows, we may also offer additional emphases and allow students to choose two that are most relevant to their educational interests and objectives.

e. Description of Capstone Requirement

Students will be required to meet the capstone requirement by completing an integrated case study course: Management Synthesis (MGT 238). This is the same course that students in all UCR MBA programs currently complete in Plan II. Per the 2020 UCR course catalog, students must complete an industry-based group case analysis as part of the management synthesis course. This case serves in lieu of a comprehensive final examination. Students whose case analyses are deemed “not acceptable” are given one additional quarter to revise them to an “acceptable” level.

The Integrated management projects are formulated, and students are evaluated, in accordance with the February 26, 2014 memo to Graduate Council Chairs (“2014 Guidance on Capstone Projects”) included in Appendix I of the [UC Coordinating Committee on Graduate Affairs Handbook](#) (August 2016 Revision).

f. Licensing or Certification

Not applicable

2.4 Field Examinations

None

2.5 Qualifying Examination

None

2.6 Thesis and/or Dissertation

None

2.7 Final Examination

None

2.8 Explanation of Special Requirements

None

2.9 Relationship of Master's and Doctoral Programs

The MBA is a professional degree, which generally attracts a different profile of student than the Doctoral Degree. Historically, only very few students who enrolled in our MBA programs gone into Doctoral Program after graduation.

2.10 Special Preparation for Careers in Teaching

Not applicable

2.11 Sample Program

The Online MBA Program is designed such that it can be completed part-time over a span of two years (8 quarters). Each student completes two courses per quarter in fall, winter, spring, and summer.

We will be adopting a wheeling structure for our schedule (see Appendix 1), which outlines which courses will be available each quarter. This structure allows some flexibility for students who wish to attend full-time, as well as students who may need to repeat a course.

Quarter 1	MGT 200: Organizational Behavior MGT 201: Quantitative Analysis
Quarter 2	MGT 203: Economics for Management MGT 209: Marketing for Management
Quarter 3	MGT 211: Financial Accounting MGT 205: Information Systems
Quarter 4	Elective 1 Elective 2

Quarter 5	MGT 207: Operations and Supply Chain Management MGT 202: Financial Management
Quarter 6	MGT 235: Strategic Management Elective 3
Quarter 7	Elective 4 Elective 5
Quarter 8	Elective 6 MGT 238: Management Synthesis (Capstone)

2.12 Normative Time to Degree

Students can complete the coursework in this program over a span of two years (8 quarters). This assumes each student completes two courses per quarter. However, we designed the program for part-time attendance to help ensure success for our target audience, which consists of working professionals and other individuals (such as caregivers) who benefit from flexibility and convenience. Although students can choose to attend full-time, this is not expected in the program. Once the program reaches full ramp up (7 quarters after the matriculation of our first cohort), we will be offering ten courses each quarter for students to choose from.

To incentivize successful degree completion, we will offer an online math preparation review course (described in section 2.1) in advance of the first quarter of the program. In our other MBA Programs, we have found that cases of academic probation frequently stem from poor performance in quantitative coursework in the first year. The online math review has been a successful intervention for our on-campus population, and we expect it to also be helpful for our Online MBA students.

Students are making unacceptable progress and become subject to dismissal when

1. They have 12 or more units of "I" grades (incomplete course work) outstanding
2. The quarterly GPA falls below 3.00 for two consecutive quarters
3. They fail to fulfill program requirements in a timely and satisfactory manner, or
4. They have not completed their degree within 4 years of admission

Section 3: Projected Need

3.1 Student demand for the program

As mentioned in section 1 of this proposal, data shows that online education is on the verge of being the primary method with which students obtain their MBA Degree. For example, the Global Demand for Graduate Management Education Report produced annually by the Graduate Management Admission Council ([GMAC, November 10, 2020](#)), report that in 2020 the weighted absolute year-on-year change for full-time two-year MBA was 0.6% whereas the comparable change for the online MBA was 43.5%. Similarly, the relative year-on-year change in total applications for US online MBA programs (2016-2020) was the highest (86% - percent of programs reporting growth) among all Professional MBA Programs (i.e., Flexible MBA, Part-time Lockstep, Part-time Self-Paced). The trend in students' demand for Online MBA is clear. According to research provided by [Everspring](#), the online share of business graduate programs has reached 50% and the Pandemic is boosting the appeal of online MBA options ([Forbes, Jun 12, 2020](#) and [Financial Times, March 19 2021](#)). A Survey of Business School Deans by the Association of MBAs ([AMBA](#)) and the Business Graduates Association ([BGA](#)) reports that "Online MBAs To Become The New Normal Within Five Years" ([MBA News, February 2, 2021](#)) and more universities shut down traditional MBA programs ([WSJ, June 5, 2019](#)).

Although there has been an extensive expansion of programs on offer, we do not believe the Online MBA market is saturated. This is particularly true in Southern California. As is evidenced in Appendix 2, there are currently 24 Online MBA programs in the state of California. However, only three of these Business Schools are ranked in US News and World Report: Pepperdine University, University of Southern California, and UC Davis. The implication of this is that options are limited for prospective students in Southern California. They can attend a ranked public institution, or a ranked institution that is relatively close to home, but not both. If they are interested in a UC program, students have several traditional MBA options in the region, but no online option. We know that there is a demand in the region for online MBA programs from ranked business schools since both Pepperdine and USC had over 500 completions each in 2018.

Southern California has a population of 23 million people, which far exceeds the population of most US states. As we outlined in section 1.1 (Aims and Objectives), we believe there are many prospective students who desire a UC MBA education, but have not applied simply because it is not feasible for their lifestyle or location.

For example, we often think of students in the region who desire a UC education, but are in the following circumstances:

- 1) Engaged as caretakers and must be home during most evenings and weekends
- 2) Employed in a professional position that requires longer or unusual work hours, or in a position that requires travel out of the area

- 3) Employed in a position where the physical work location changes on a regular basis (e.g regional sales or regional management)
- 4) Does not own a vehicle, or has limited means of transportation
- 5) Located in a home that is a considerable distance from any Business School, or located within the general vicinity but unable to reach campus due to traffic congestion

We believe that the development of this program will serve the needs of Californians who demand more options from their public higher education institutions.

3.2 Opportunities for Placement of Graduates

The MBA Degree equips students with a broad skill and knowledge set that can be utilized in a variety of fields and industries. The demand for MBA graduates was strong in the initial [2020 GMAC corporate recruiters survey](#), with 92% of firms expressing intent to hire MBA graduates in 2020. Despite Covid-19, 89% of firms also plan on hiring MBA graduates in 2021. The 2020 GMAC survey also reflects a high earnings potential for MBA graduates, with a median salary of \$115,000 upon graduation.

In the past few years, the job placement rate for MBA graduates at AGSM (measured 3 months after graduation) has hovered between 85% and 89%. In the 2019-2020 the placement rate fell to 65% but we are convinced that this is due to the economic downturn and with the economic recovery, we anticipate our placement rate to be restored to its former standing. Still, to strengthen our Career Development Center (CDC) and to accommodate the increase in graduate enrollment should the online MBA be approved, we will significantly expand the size of the CDC and its activities.

We also believe that the placement rate of an Online MBA program may be higher than the placement rate of our on-campus MBA programs, for the following reasons:

- 1) **The format of an online program encourages professional development:** Students will have more flexibility to pursue professional interests concurrently with coursework. In an online, part-time setting there is also more opportunity to complete internships and network with industry professionals. Furthermore, students will not be geographically limited, and can pursue professional opportunities well beyond the scope of Riverside and the surrounding areas.
- 2) **Higher proportion of domestic students:** Although 89% of US firms report that they plan to hire MBA graduates in 2021, there are far fewer US firms who intend to hire International students from MBA programs. The [2020 GMAC corporate recruiters survey](#) found that only one in four recruiters reports plans to hire international graduates from the class of 2020. Three in four recruiters report that they do not hire or do not plan to hire international graduates. This makes job placement much more challenging at institutions such as AGSM, where the portion of International Students in our programs

hovers around 50%. Given that online MBA programs attract primarily domestic students, we believe it will be easier for our Online MBA graduates to procure employment.

- 3) **Higher proportion of experienced students:** Our online program will require a minimum of three years of work experience for admission. This additional work experience, combined with the likelihood that our online program will attract slightly older students, will position our Online MBA graduates more favorably in the job market.

Lastly, students in the Online MBA program will have full access to any on-campus job fairs, employer visits, or other events related to professional development. Additionally, they will have their own specialized workshops and events targeted specifically to their program.

3.3 Importance to the Discipline

The proposed program will expand the reach of high-quality, graduate business education to new regions and new populations. It will promote the value of MBA education generally and will also provide financial resources to boost the professional development and research activity conducted by our faculty.

3.4 Needs of Society

The MBA Degree is well established and highly regarded within the professional world. The findings of the [2020 Corporate Recruiters Survey](#) suggest that employers remain confident about the value of graduate management talent, which is also apparent in their relatively steady hiring projections and salary trends. In sum, the skills and abilities acquired by graduate management talent during their business school experiences make them a valuable asset in supporting organization and society.

While MBA Degrees are plentiful in Southern California, this program addresses an unmet need through its method of delivery. New populations within the region will now have an opportunity to obtain a UC Graduate Business Degree without making major sacrifices to their personal and professional lives.

While the introduction of this program will undoubtedly enhance the lives of prospective students, the university and state of California will also benefit through the cultivation of talent in this new subset of students. MBA graduates go on to become not just managers and executives, but entrepreneurs and leaders within their communities.

3.5 Relationship of Program to Research and Faculty

UCR School of Business faculty is actively engaged in business research and teaching and are active in various professional organizations. They author journal articles, host joint conferences,

and attend seminars organized by other departments on UCR campus such as Mathematics, Statistics, and Economics departments.

As a SSGPDP, the Online MBA will provide significant contributions to resources which will support research activity, students, and the professional development of faculty. Since each course is already taught in our other MBA Programs, our faculty can teach more sections of the same course, rather than multiple sections of different courses. This will allow more time to concentrate on research and service responsibilities. We will also be able to attract a broader and more diverse pool of new faculty, as the mode of delivery provides additional opportunities for flexibility.

3.6 Program Differentiation

The UCR Online MBA will be the first UC MBA offered exclusively online in the Southern California region. As of 2020, the only other UC Online MBA is at UC Davis. While UC Davis differentiates itself through a connection to Silicon Valley, we will be anchored to the economies of the Inland Empire, Los Angeles, Orange County, and San Diego. We will continue to differentiate ourselves as the program matures through innovations in curriculum, co-curricular experiences, and the intellectual strength of our faculty.

Section 4: Faculty

The courses in the Online MBA program will be overseen by the same Senate faculty who are currently teaching in the Full-Time and Professional MBA Programs at UCR. Their biographies are catalogued in Appendix 3 of this proposal. All UCR School of Business faculty meet the qualification requirements of our accreditation agency, the Association to Advance Collegiate Schools of Business (AACSB).

In addition to our current faculty, we plan to hire highly qualified lecturers for instructional support. One benefit of an online program is that we will be able to use a broader geographical area to recruit and hire instructors. As a result, we expect a candidate pool that is large, diverse, and highly qualified.

We have established a staffing methodology to ensure our Online MBA courses maintain consistency in quality and content. Each course will be tied to three individuals, each charged with some degree of responsibility and maintenance. The three roles are: Developer, Instructor, and Manager.

- The **course developer** will partner with the learning design experts at Everspring to create online versions of our existing courses. Together they will collaborate on a strategy for converting courses online and find pedagogical solutions for any limitations that arise during the conversion. The course developer will always be a senate faculty member.
- The **course manager** will oversee the course throughout the year. They will support the instructor and ensure both continuity and quality from quarter to quarter. Additionally, they will be responsible for updating the course content annually. The course manager will always be a senate faculty member.
- The **course instructor** will be responsible for teaching the course and will work closely with the course manager. They will be the instructor of record for each class and will receive evaluations by students each quarter. The course instructor can be a senate faculty member, adjunct faculty member, or lecturer.

As the program grows the senate faculty who is the course developer (and is expected to teach the course several times) will not be able to teach all the synchronous sessions. As the number of students in the program grows, a senate faculty member will assume the role of the course manager, overseeing lecturers who teach the synchronous session. It is our intent that these additional synchronous instructors be full-time and become part of the fabric of the School. The hiring of senate faculty, made possible by the additional revenues generated by the online program, will also help us increase our overall research footprint and bring additional reputation to the UCR School of Business.

Section 5: Courses

As described in [Section 2.3](#), the proposed Online MBA is a 64-unit program containing 16 four-unit courses. Each course proposed for the initial program is listed in [Appendix 5](#) and accompanied by the course description. All online courses will be four units in length. The courses will be the same in course number and content as our existing MBA courses, although they will be offered online. All courses have already been submitted and approved for online delivery by the UCR Graduate Council.

Instructional staffing plans for the Online MBA courses are described in [Section 4](#). While we anticipate having to hire additional instructors, we also believe that the workload for faculty may be easier since they can teach multiple sections of the same course, rather than multiple sections of different courses, as they are more likely to do with their current workload. As we mentioned in section 4, each course will have three “point people” to ensure the development, instruction, and maintenance of each course is consistent with the standards and quality expected from our programs. Every course will be reviewed and refreshed annually.

As previously mentioned, we are entering into a contract with [Everspring Partners](#) who will support the development and delivery of all courses within the Online MBA program. Everspring has been in the online education space for almost ten years and is currently partnered with other ranked universities and programs such as Santa Clara, William and Mary, and Purdue. Additionally, they have experience within the California public higher education system at CSU Monterey Bay and CSU Chico (see more information on the proposed partnership in section [1.1 Aims and Objectives of the Program](#)).

Everspring’s instructional design team is made up of experts in online curriculum development and their philosophy promotes a customized approach to the course design process. The Everspring technology platform provides a wide variety of pedagogical options for course delivery, and ultimately the content of each course will have a unique look and feel that is tailored to its learning outcomes. The program will blend asynchronous and synchronous methods, depending on the content and objectives of each course. For example, a course that normally has a high level of interactivity and discussion may utilize more synchronous components, whereas a course that relies primarily on lectures will utilize more asynchronous components. Courses with more synchronous components will be scheduled during times that are flexible for most/all students. [Appendix 4](#) provides further details regarding Everspring’s course design process and their unique technological solutions for online learning.

During the development process, the instructional designer will also work with the faculty to identify assessments that are authentic and aligned with the objectives of the course. These assessments can include, but are not limited to, papers, presentations, and exams. Using assessment design and third-party tools, the instructional designer will recommend settings and instructions that align with the university policies for security and identity authentication. The Everspring team will work with the department chairs to understand existing policies and

available resources and ensure that the information is woven into the course development process. Security measures such as third-party plagiarism checkers, proctoring services, and controls built into the Learning Management System may be implemented into each course on a case-by-case basis.

Plan for Refreshing Online Content. All courses will be scheduled for an update on a five-year rotating timetable or sooner if need arises. Updates could consist of minor adjustments to materials, or in the extreme could involve a complete overhaul with new recording of content. In addition to this scheduled update, any course can be modified at any time if an instructor finds errors or wishes to improve some facet of the course.

Asynchronous and Synchronous Content. When the online course materials will be developed, insofar as possible and without sacrificing anything genuinely important pedagogically, the goal will be to create “evergreen” content, namely content that remains viable for a long period of time without becoming out of date and hence requires little to no maintenance. This content is typically can be delivered using the **asynchronous environment** that will consist of pre-recorded lectures prepared by UCR School faculty. We estimate that the asynchronous content will account for about 50% of the student contact hours for any given course (the actual proportion will be determined by the course developer based on pedagogical needs). Students will be able to view these prerecorded asynchronous lectures at their leisure from any location. The asynchronous sessions can be interactive, depending on the instructor’s preferences and needs of the course. For example, asynchronous content can be paused automatically and wait for a student to input an answer to an exercise before the content starts again or after watching a linked video. Asynchronous content will be strategically chosen from an instructor’s material to consist of the “evergreen” portions in the sense that it includes the material that changes little, if at all, from year to year. A distinct advantage of asynchronous content over in-person lectures is that a student can view the material several times if they desire. A student could review the entire lecture if they wish, or just those parts that they find particularly challenging. In this way the online environment allows for on-demand repeated lectures, whereas the in-person environment is typically a one-shot presentation. The amount of time a student spends viewing the asynchronous content, and which specific sections are viewed, is cataloged for review by the instructor.

The second part, the **synchronous environment**, will consist of live online lectures conducted by UCR faculty or instructors. We estimate that in most courses it will account for 50 percent of the student contact hours for any given course. Students will remotely attend their synchronous sessions. Each synchronous session will consist of no more than 25 students and one instructor, thus providing an intimate class context for learning. The maximum sizes of the synchronous sessions will no doubt vary depending on student growth, student demand for a specific course, and instructor availability. Currently the goal of the School is to keep these sections at a maximum of 25. Students will interact with their instructor and each other in the synchronous sessions via online “chat-rooms”. Students will remain in their 25 student synchronous cohorts for the entire course to provide a uniform and intimate learning

environment (students can attend another synchronous session if needed, perhaps due to work schedule needs, with instructor permission). When student enrollment rises, additional synchronous sessions will be added with the senate faculty member acting as the synchronous “course manager” coordinator overseeing the instructors teaching the same synchronous class at other times over the week. The multiple synchronous sessions will be timed to accommodate student schedules, and will be offered on weekends, mornings, or evenings.

Section 6: Resource Requirements

The proposed Online MBA is a self-supported program, and therefore will not draw on any of the School's existing resources. [Appendix 6](#) outlines the expected expenditures and revenue based on our projected enrollment. The tuition for this program will match the tuition of our other SSGPDP, the Professional MBA. As of 2020, the tuition for the PMBA is set at \$1434 per unit. The total tuition for the program is \$91,776, which is significantly more affordable than all other MBA Programs in the UC system.

[Appendix 6](#) also outlines the financial agreement with Everspring Partners. The UCR School of Business will contribute \$0 in upfront investment, and Everspring will finance the initial marketing and advertising expenses. Once revenue is collected from the first cohort, the marketing expenses will be recovered from the gross revenue, and the two parties will split the net revenue with a 75/25 split in the School's favor. As mentioned above, Appendix 6 offers a calculation of our estimated cash flow and profit margins for the first ten years of the Online MBA program. We anticipate that the Online MBA will become profitable in the second year and will reach an ongoing profit margin of 31% from year 3 onward. In cash value, the school will net approximately \$2.6-\$3.0 million in revenue per year from this program. We will reinvest this revenue in our students, faculty, and research.

6.1 Faculty FTE

All costs of instructing in the program will be funded directly from the revenues of the OMBA. [Appendix 6](#) offers detailed financial projections for instructional/course expenditures over the first ten years of the program, in addition to costs associated with administrative staffing.

As discussed in [Section 4](#), we will designate three roles to each course: developer, instructor, and manager. Each of these roles are compensated differently in our financial model. The planned initial compensation for each of the three roles is as follows:

Course Developer Stipend: \$30,000 per 4-unit course (one-time expense)

Course Manager Stipend: \$5,000 (annually)

Course Instructor Stipend: \$15,000 (per course section)

6.2 Library Acquisition

We do not anticipate any additional library resources. Students in the Online MBA program will have access to the UCR full digital library catalog in addition to the physical and print library resources on campus. Additionally, if Online MBA students need access to materials which are unavailable in the UCR library, they can utilize the ILL (Interlibrary Loan) service to request materials from other campuses.

6.3 Computing Costs

Students in the Online MBA program will need to provide their own personal devices for accessing instructional content. The software and LMS required to attend and participate in coursework are built into the UCR and Everspring technology platforms.

6.4 Equipment

The cost of typical equipment needed by faculty to deliver online course (e.g., computer or tablet, high-quality webcam, high-quality headset, high quality speaker and fast and stable internet connection) is included in [Appendix 6](#) under “Administrative Costs”.

6.5 Space and Other Capital Facilities

We do not expect that the OMBA will require additional space and/or other physical expansion. Following the COVID pandemic of 2020, telework has become more normalized and it is possible that many of the professors/lecturers and staff would prefer a primarily remote work environment. This is even more likely in the context of an Online MBA, where office hours will be held remotely. Additionally, it is also likely that some revenue from the program will be reinvested in a new School of Business building, which will provide a huge increase in office and study spaces. The new building initiative is already underway and anticipated to be completed by Fall 2024.

6.6 Other Operating Costs

[Appendix 6](#) offers detailed financial projections for costs associated with administrative staffing.

Executive Director

The operating responsibility of OMBA will lie with the Executive Director. This person shall coordinate with other School staff for operational purposes, and with our technology partners for advising and recruiting. The appointee is expected to bring strong links with corporations in Southern California and beyond, as well as professional management experience.

Staff FTEs

The School of Business plans to hire one FTE staff member to oversee the administration of the Online MBA. This individual will be brought on board several months in advance of the program launch, and will interface with Everspring, faculty, students, and other UCR administrators to successfully implement and run the program. Additionally, they will collaborate with Admissions and Recruitment, Student Services, and Career Development Center to ensure

students in the Online MBA are afforded the same opportunities and resources as students in our other programs. Funding for this staff member is also outlined in our financial projections ([Appendix 6](#)).

Teaching Assistants

Given the small size of sections, the virtual format, and mandated faculty office hours, there will be no need for teaching assistants. There are no discussion sections or exam preparation sessions outside of the instructor-led synchronous sessions. Our School policy would allow senate faculty to hire Readers to assist with reviewing submitted work. This is funded by the Dean's Office.

Student admissions and recruiting

Our partner Evergreen will provide significant assistance in marketing our program, attracting the right type of applicant based on pre-specified criteria, guiding them through the application process, and finally handing over the completed application to the Admissions Team at our School. The official offers of acceptance and issuance of degrees will be controlled by the School, following the same procedures as they currently have with other our other MBA programs. The School has a team of professional recruitment and admissions officers already in place and additional staff FTE is budgeted for as described above under "Staff FTEs."

Academic Advising

The School provides academic advising and assistance to students in the Graduate Student Services area. Graduate academic advisors provide incoming students with a comprehensive orientation to academic requirements and policies, and they are in regular contact with students regarding academic matters. The graduate academic advisors ensure appropriate course enrollment, monitor academic performance, and provide guidance on course selection. They ensure that students with disabilities receive appropriate assistance and accommodation. Graduate academic advisors also serve as resources for students experiencing academic or personal difficulty, providing guidance and referrals to other services at the School or elsewhere on campus.

Marketing Costs

Our partner will provide us with marketing support as part of our agreement. Their performance with other online programs, as learned about by our conversations with the Deans of other schools, appears to exceed expectations.

Campus Costs

The budget in Appendix 6 incorporates all campus overhead fees within the established F&A rate for online programs. Currently, the assessment is based on expenditures and tiers. We are assessed up to \$1M in expenses at 9.7%, expenses between \$1M-\$8M at 8.1%, and expenses over \$8M at 7.2%.

Administrative Cost Recovery (ACR) is the UCR mechanism for recovering the cost of administrative and support services provided at the institutional level (i.e., central administrative services) to Self-Supporting Programs and Auxiliary Enterprises pursuant to the terms of [UCR Policy and Procedure Number 300-02](#) *Administrative Cost Recovery and Special Service Agreements for Central Administrative Services and Land Rent*.

Section 7: Graduate Student Support

The School of Business will put aside up to one-third of gross revenue from the Online MBA program for OMBA student support and fellowships. Everspring has agreed to this allocation and has also agreed that their portion of the revenue share will be taken from net revenue after deductions for Fellowships have been made. Fellowship offers will be made at the point of admission and are contingent upon the student remaining in good academic standing. Students in this program will also be eligible to apply for a pool of donor scholarships which are awarded annually in the School of Business. The comparatively affordable tuition and generous support structure is ideal for underrepresented students who are more likely to need student loans and typically have a higher balance of student loan debt (see [Millennial Student Debt Across Demographics](#), WSJ, 10/07/2019).

In addition to support from Fellowships and Scholarships, students in the Online MBA program may be considered for a Readership and/or TA position within the School of Business if they meet eligibility requirements. We currently hire approximately 45 MBA students each year to serve as Teaching Assistants in our programs, and a similar amount serve as Readers.

Section 8: Governance

The UCR School of Business home of the Anderson Graduate School of Management will administer the Online MBA program, using the same bylaws as our other MBA Programs. As with all graduate programs at UCR, the OMBA will be overseen by the Graduate Division and will defer to their policies and procedures.

Section 9: Changes in Senate Regulations

No changes are required.

Appendix 1: Sample Program at the first 5 years of the program (assuming 4 intakes per year)

UC Riverside MBA																	
		Year 1				Year 2				Year 3				Year 4			
		Term1	Term2	Term3	Term4	Term1	Term2	Term3	Term4	Term1	Term2	Term3	Term4	Term1	Term2	Term3	Term4
Cohort 1	A	MGT 200	MGT 203	MGT 211	Elective 1	MGT 207	MGT 235	Elective 4	Elective 6								
	B	MGT 201	MGT 209	MGT 205	Elective 2	MGT 202	Elective 3	Elective 5	MGT 238								
Cohort 2	A		MGT 200	MGT 211	Elective 1	MGT 203	MGT 235	Elective 4	MGT 207	Elective 6							
	B		MGT 201	MGT 205	Elective 2	MGT 209	Elective 3	Elective 5	MGT 202	MGT 238							
Cohort 3	A				MGT 200	MGT 203	MGT 211	Elective 1	MGT 207	MGT 235	Elective 4	Elective 6					
	B				MGT 201	MGT 209	MGT 205	Elective 2	MGT 202	Elective 3	Elective 5	MGT 238					
Cohort 4	A					MGT 200	MGT 211	Elective 1	MGT 203	MGT 235	Elective 4	MGT 207	Elective 6				
	B					MGT 201	MGT 205	Elective 2	MGT 209	Elective 3	Elective 5	MGT 202	MGT 238				
Cohort 5	A						MGT 200	Elective 1	MGT 203	MGT 211	Elective 4	MGT 207	MGT 235	Elective 6			
	B						MGT 201	Elective 2	MGT 209	MGT 205	Elective 5	MGT 202	Elective 3	MGT 238			
Cohort 6	A								MGT 200	MGT 211	MGT 203	Elective 1	MGT 235	MGT 207	Elective 4	Elective 6	
	B								MGT 201	MGT 205	MGT 209	Elective 2	Elective 3	MGT 202	Elective 5	MGT 238	
Cohort 7	A									MGT 200	MGT 203	Elective 1	MGT 211	MGT 207	Elective 4	MGT 235	Elective 6
	B									MGT 201	MGT 209	Elective 2	MGT 205	MGT 202	Elective 5	Elective 3	MGT 238
Cohort 8	A										MGT 200	Elective 1	MGT 211	MGT 203	Elective 4	MGT 235	MGT 207
	B										MGT 201	Elective 2	MGT 205	MGT 209	Elective 5	Elective 3	MGT 202
Cohort 9	A												MGT 200	MGT 203	MGT 211	Elective 1	MGT 207
	B												MGT 201	MGT 209	MGT 205	Elective 2	MGT 202
Cohort 10	A													MGT 200	MGT 211	Elective 1	MGT 203
	B													MGT 201	MGT 205	Elective 2	MGT 209
Cohort 11	A														MGT 200	Elective 1	MGT 203
	B														MGT 201	Elective 2	MGT 209
Cohort 12	A																MGT 200
	B																MGT 201

Appendix 2: University Benchmarking California Online MBA Benchmarking (Provided by Everspring)

Institution	State	University Rank USNWR (2020)	Business School Rank	Online MBA Rank	2018 Completions*	Semester Credits	Tuition Cost / Semester Credit	Total Tuition Cost
University of Southern California	CA	22	17	5	580	51	\$1,955	\$99,692
University of California—Davis	CA	39	47	-	172	48	\$2,175	\$104,400
Pepperdine University	CA	50	74	21	588	52	\$1,815	\$94,380
Santa Clara University	CA	54	UNR	-	131	47	\$1,725	\$80,500
University of La Verne	CA	132	UNR	168	393	36	\$885	\$31,860
CSU – Fresno	CA	211	UNR	-	69	51	\$459	\$23,400
Azusa Pacific University	CA	228	-	-	38	42	\$662	\$27,804
Marymount California University	CA	164-215LA	-	-	-	36	\$750	\$27,000
California Lutheran University	CA	9RW	-	-	91	30	\$1,283	\$38,475
University of Redlands	CA	16RW	-	-	426	36	\$847	\$30,492
CSU – Monterey Bay	CA	26RW	-	-	79	38	\$1,095	\$41,600
CSU – Stanislaus	CA	30RW	UNR	119	69	30	\$920	\$27,600
CSU – San Bernardino	CA	41RW	UNR	101	125	32	\$1,125	\$36,000
California Baptist University	CA	43RW	-	113	152	36	\$662	\$23,832
The Master's University	CA	51RW	-	-	-	36	\$595	\$21,420
Notre Dame de Namur University	CA	51RW	-	-	54	36	\$959	\$34,524
CSU – Dominguez Hills	CA	72RW	-	162	58	33	\$497	\$16,401
Hope International University	CA	87-113RW	-	-	17	42	\$595	\$24,990
Brandman University	CA	UNR	-	175	161	48	\$660	\$31,680
National University	CA	UNR	-	202	200	36	\$645	\$23,220
Golden Gate University	CA	UNR	-	215-284	68	54	\$1,090	\$58,860
John F Kennedy University	CA	UNR	-	-	12	36	\$700	\$25,200
CA Institute of Advanced Mgmt	CA	UNR	-	-	8	36	\$667	\$24,012
Abraham Lincoln University	CA	UNR	-	-	-	36	\$350	\$12,600
Median – All		63RW	-	119	91	36	\$799	\$29,148

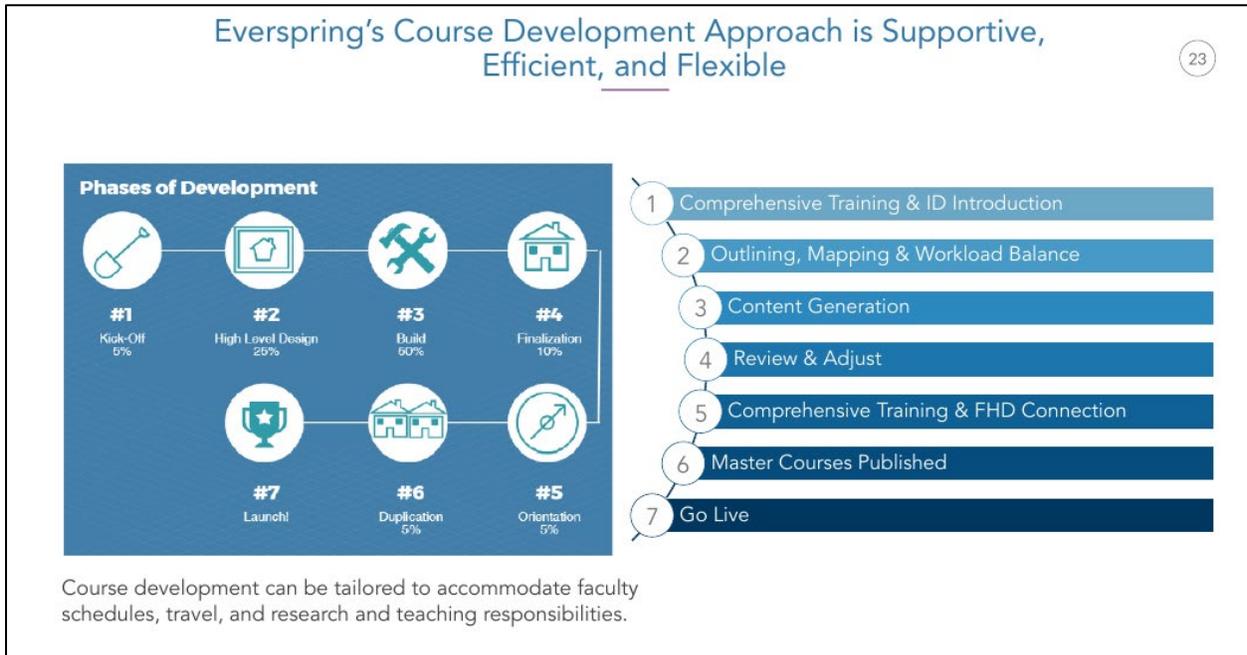
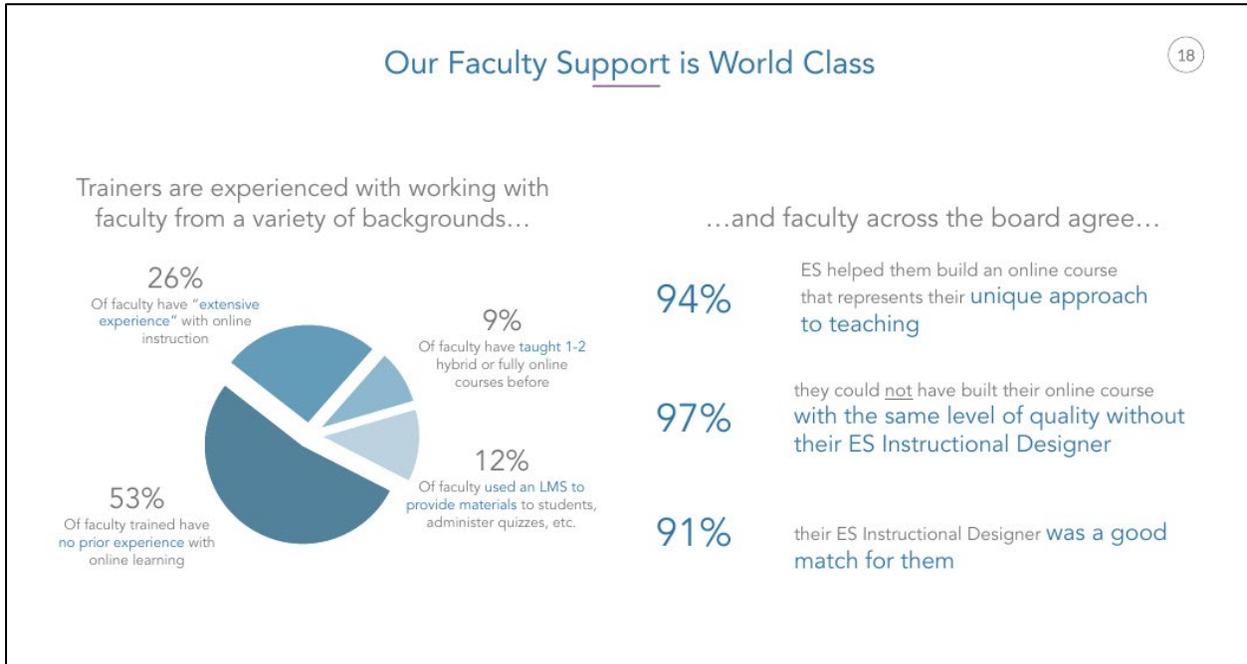
UC MBA Benchmarking (Provided by Everspring)

Institution	State	University Rank USNWR (2020)	Business School Rank	PT MBA Rank	2017 Completions*	Semester Credits	Tuition Cost / Semester Credit	Total Tuition Cost
UC – Los Angeles	CA	20	16	5	862	53	\$2,411	\$127,783
UC – Berkeley	CA	22	6	2	629	42	\$3,464	\$145,488
UC – Irvine	CA	36	43	32	251	52	\$1,896	\$98,567
UC – Davis	CA	39	47	28	155	48	\$2,520	\$120,960
UC – San Diego	CA	37	69	35	126	61	\$1,830	\$111,630
Median – All		36	43	28	251	52	\$2,411	\$120,960
UC – Riverside	CA	91	91	197	73	43	\$2,151	\$91,776

Appendix 3: Selected Faculty Bios

Bios are available [here](#)

Appendix 4: Everspring Learning Design and Faculty Support (provided by Everspring)



Everspring's Learning Design Expertise and Technology Enable a Superior Experience

24

Technology

- **Enhanced Navigation**
Custom navigation can be created to align with learning models, reduce cognitive load, and clarify learning paths. Students have an easier time knowing where to go.
- **Integrated Multimedia**
Video, games, and apps can be placed anywhere to make learning more engaging, increase variety, and ensure content is purposeful.
- **Seamless Feedback**
Surveys and polls can be easily deployed to gather information and feedback for faculty and instructional designers.

Design

- **On-Trend Graphic Design**
Information comes to life with infographics, visualizations, and other visual elements that move beyond text, making content more enjoyable to consume.
- **Preserve Course Character**
Instructional designers go to great lengths to preserve the unique character and teaching philosophy of each faculty member.
- **Reimagine Course Content**
Design Thinking approach to course development allows for creative iteration and the invention of new ways to display content.

Everspring Brings a Broad Set of Course Development Tools

25



Studio Produced Talking Head



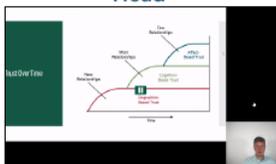
Informal Talking Head



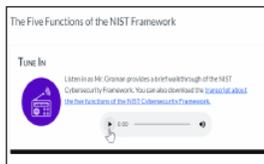
On Location Shoots



Greenscreen Composites



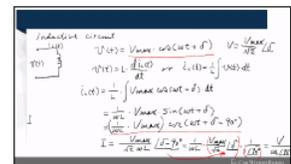
Narrated Slides



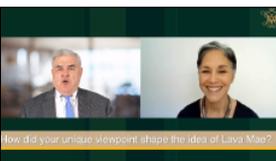
Audio Podcasts



Screencast Demonstrations



Annotated Whiteboard



Guest Interview



Curated Multimedia

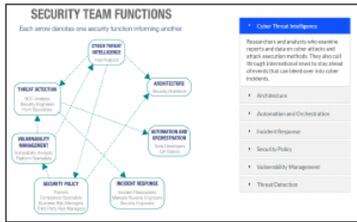


Lightboard Lectures



Animated Graphics

Everspring Offers a Diverse Set of Multimedia Approaches that Deliver Course Variety and Support Learner Engagement



Interactive Graphics

FIRST WOMEN ATTEND
First-class travel for women was not allowed until 1900. As long as men were in the first-class train cars, women were not allowed to travel in them. It was not until 1900 that women were allowed to travel in the first-class train cars.

Dynamic Timelines

The Heights
Lovers
Historical Locations
Public Places
Education
Multi-Center

Click the photo of Lovers Lane, an individual who has been engaged in various activities for the last 10 years.

Virtual Communities

My S3 Development
Progress: 100%

Program Map
The final grade Dashboard needs to include your program level, course level, and the number of courses you are currently enrolled in. The dashboard also provides a visual representation of your progress through the program. The dashboard also provides a visual representation of your progress through the program.

Learner Dashboards

Vivienne's Scenario
Exploring the Ecomap
There are a lot of different scenarios in this course you developed with Vivienne. This is a decision-based scenario that you can use to learn more about the different scenarios and their outcomes.

Decision-Based Scenarios



Custom Infographics

Appendix 5: Online MBA Course Descriptions

MGT 200 Organizational Behavior and Theory 4 Lecture, 3 hours; extra reading, 1.5 hours; activity, 1.5 hours. Prerequisite(s): MGT 404; graduate standing or consent of instructor. Enhances understanding of complex organizational life using multiple perspectives at the micro and macro levels. Addresses theories and research pertaining to organizational structure, culture, group dynamics, interpersonal relations, and social psychological factors with the goal of developing capabilities for diagnosing organizational problems and identifying appropriate solutions.

MGT 201 Quantitative Analysis 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): may not be taken for degree credit by students in statistics undergraduate or graduate programs; graduate standing; or consent of instructor. Addresses decision-making and solving management problems using data. Covers the foundation of probability and statistics, as well as statistical inference and interpretation of statistical analysis. Topics include probability, sampling, estimation, confidence intervals, hypothesis testing, and linear regression.

MGT 202 Financial Management 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 201, may be taken concurrently; MGT 211, may be taken concurrently; graduate standing. Provides a foundation in theories of finance. Topics include time value of money, security valuation, financial institutions, theories of risk measurements, managing a firm's investment decisions, capital structure, and sources of financing for a firm.

MGT 203 Economics for Management 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 403; or equivalent; graduate standing. A study of the use of microeconomics and macroeconomics in managerial decision making. Topics include demand and supply, production and cost functions, competition, labor supply, national income accounting, aggregate output, interest rates, fiscal and monetary policy, inflation, economic growth, and business cycles.

MGT 205 Information Systems 4 Lecture, 3 hours; laboratory, 1 hour; activity, 2 hours. Examines the operation and management of information systems as applied to the business environment. Topics include hardware, software, databases, decision support, and systems analysis. Software packages are used to integrate information systems concepts and business applications.

MGT 207 Operations Management for Competitive Advantage 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): MGT 201; graduate standing. Focuses on managing the activities involved directly in the creation of products and services, such as design, production, and distribution. Provides managers with the skills and tools to analyze, optimize, and improve production processes for competitive advantage. Explores issues through lectures, cases, and videos pertaining to various industries.

MGT 209 Marketing Management 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Analyzes the marketing process, the environment within which it operates, institutions involved, and the functions performed. Examines the relationships and trends in a market-based economic system. Develops concepts and terms applied to marketing decisions from the perspective of a manager.

MGT 211 Financial Accounting 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Covers financial accounting concepts and the analytical tools needed to understand and interpret financial statements. Examines the uses of financial accounting information.

MGT 214 Corporate Strategy 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): MGT 235; graduate standing. Examines the corporate strategies of multi-business organizations, assesses their effectiveness, and develops more viable alternatives. Explores the main challenges large organizations face and contrasts the challenges of multi-business organizations with single business firms. Focuses on the analysis of real-world organizations.

MGT 220 Negotiations for Managers 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Develops student understanding of the theory and processes underlying a broad spectrum of negotiation problems. Students attain competence in negotiations by applying analytic and interpersonal skills learned from readings and lectures to negotiation exercises and debriefings.

MGT 222 Strategic Organization Change 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): MGT 200, MGT 235; or consent of instructor. Provides a managerial perspective on the process of organization change. Discusses the strategic need for change, surveys possible solutions, and analyzes the difficulties of choosing the "right" strategy. Highlights best practices and common pitfalls of implementation change. Uses case analysis, group exercises, simulation to convey the complexity of organization change.

MGT 235 Strategic Management 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): graduate standing. Studies the formulation, implementation, and evaluation of business unit and corporate strategies and the organizational policies and managerial practices that support them. Applies theory to actual general management problems using cases, group exercises, and other simulations of strategic challenges.

MGT 238 Management Synthesis 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): MGT 200; MGT 201; MGT 202; MGT 203; MGT 205; MGT 207; MGT 209; MGT 211; MGT 235; graduate standing. A team-taught, integrative case course that focuses on managing the complex tasks of the total organization. Examines the interdependence of the functional areas of management. Student teams analyze cases involving several functional areas and recommend actions for improvement.

MGT 239 Simulation for Business 4 Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201 or consent of Instructor. Develops ability in business modeling and simulation analysis. Focuses: abstracting and formulating the problems, identifying variables, structuring static or dynamic simulation mechanisms, analyzing outputs, conducting sensitivity analysis, providing recommendations. Covers business models from operations (e.g., supply risk), finance (e.g., asset pricing, financial hedging), marketing (e.g., dynamic pricing, sales force management.)

MGT 246 Entrepreneurial Management 4 Lecture, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 202, MGT 209; or consent of instructor. Study of the entrepreneurial process, its challenges, and the driving forces behind it--the managerial skills, mental attitudes, and basic knowledge necessary for creating and growing a new venture. Topics include opportunity assessment; building the management team; marshalling capital and other critical resources; and harvest strategies.

MGT 251 Marketing Analytics 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): MGT 209; graduate standing; Or the consent of instructor. Examines advanced topics in marketing with emphasis on utilizing quantitative tools to aid marketing decision making. Topics include demand and market-share forecasting; conjoint analysis; market segmentation and cluster analysis; brand positioning and competitive market structures; and assessing market response to price; advertising; promotion; distribution; and sales force.

MGT 253 Digital Marketing 4 Seminar, 3 hours; research, 3 hours. Prerequisite(s): MGT 209; graduate standing. Develops an understanding of digital marketing and how it affects and augments the traditional

marketing mix. Topics covered include online retailing and the long tail, online pricing, multi-channel and mobile marketing, search engine optimization, display and sponsored search advertising, and social media marketing.

MGT 258 Logistics and Supply Chain Management 4 Lecture, 3 hours; individual study, 3 hours.

Prerequisite(s): MGT 207 or consent of instructor. Studies the integration of value-creating elements in supply, procurement, manufacturing, distribution, and logistics processes, using information technologies as a main enabler. Topics include distribution networks, demand management, sourcing, transportation, pricing, supply chain coordination, information technology, and e-business.

MGT 266 Project Management 4 Seminar, 3 hours; activity, 3 hours. Prerequisite(s): MGT 207; graduating standing. Addresses issues of project planning and control. Topics include differences between projects and production systems; project selection; project teams; breakdown structures of organization and work; scheduling and budgeting; resources management; project control and evaluation; and current project management software.

MGT 267 Applied Business Forecasting 4 Seminar, 3 hours; activity, 3 hours. Prerequisite(s): MGT 201; or equivalent; graduate standing. Provides experience in developing forecasting models and applying them to problems in marketing, production, inventory management, business economics, and other fields. Discusses issues in data acquisition, data analysis, modeling of relations between variables, trend analysis, and seasonal forecasting. Uses case studies and applications from a variety of management areas.

MGT 280 Business Issues in Electronic Commerce 4 Seminar, 3 hours; activity, 3 hours. Prerequisite(s): MGT 205; graduate standing. Provides an understanding of the various business strategies, management issues, and pertinent technologies related to electronic commerce. Explores several of the problems surrounding electronic commerce including security issues, privacy, encryption, safeguarding of intellectual property rights, acceptable use policies, and legal issues.

MGT 282 Business Data Communications 4 Seminar, 3 hours; activity, 3 hours. Prerequisite(s): MGT 205; graduate standing. Provides insight into the role of telecommunications in business, with an emphasis on information management. Specific topics include data communications (hardware components, interfaces, and link protocols); architecture and technology (protocols, local area networks, and emerging digital services); and network management (control and security).

Appendix 6: Program Financial Information

Financial Agreement Between UCR and Everspring

Upfront Service Fee: Institution shall pay Everspring a service fee of \$12.50 per credit hour registered in the Program each Academic Term. Everspring shall invoice Institution for such amount at the end of the refund period for each Academic Term.

Scholarships: Institution shall be allowed to allocate up to 35% of Gross Revenue toward student scholarships and grant-based financial aid.

Baseline Scenario Revenue Share: After Everspring recoups its advertising costs, the revenue share shall be seventy-five percent (75%) of Post-Scholarship Revenue to Institution and twenty-five percent (25%) to Everspring for online students taking courses in the Program. On campus students taking online courses are covered below. In addition to the definitions and payment process set forth in Schedule C to the Agreement, the following terms shall apply:

Definitions:

- "Advertising Backlog" shall mean Everspring's unrecouped advertising costs.
- "Everspring Fee" shall mean the revenue share percentage payable to Everspring as described above, multiplied by the Net Revenue for the applicable Academic Term.
- "Gross Revenue" shall mean the gross, pre-scholarship Tuition in connection with the Program for an Academic Term.
- "Post-Scholarship Revenue" shall mean the Gross Revenue less Institution's scholarships and grant-based financial aid actually granted to students for the Program for the applicable Academic Term, provided such deductions, in aggregate, shall not exceed 35% of the Gross Revenue for any Academic Term.
- "Net Revenue" shall mean the Post-Scholarship Revenue less Everspring's trailing advertising costs for the prior three (3) months.

Revenue Calculation and Process: At the end of refund period for each Academic Term, the parties shall follow the process set forth below to calculate the advertising reimbursement, the fees payable to Everspring and the applicable backlog reserves.

- *Reporting of Advertising Costs:* Everspring shall report to Institution all advertising costs associated with the Program for the prior three (3) months, including all advertising fees, agency fees, mailing costs, etc. With respect to the first Academic Term, any advertising costs incurred more than three (3) months prior shall be reported but shall be included in the initial Advertising Backlog.
- *Reporting of Post-Scholarship Revenue:* Post-Scholarship Revenue shall be calculated based on Tuition and student credit hours pursuant to Schedule C to the Agreement. Institution shall report Post-Scholarship Revenue for the Academic Term to Everspring within five (5) business days of the end of the refund period for such Academic Term.
- *Calculation of Everspring Fee:* Everspring shall calculate the Everspring Fee for the Academic Term based on Net Revenue which, as defined above, is the Post-Scholarship Revenue minus the reported advertising costs for the prior three months. If the calculation results in a negative number, the Everspring Fee shall be equal to zero for the applicable Academic Term.
- *Everspring Invoice for Revenue Share and Calculation of Backlogs:* After the foregoing calculations, Everspring shall invoice Institution for: (a) Everspring's advertising costs for the prior three (3) months (except to the extent such fees have been previously invoiced as set forth in the next paragraph); (b) the Everspring Fee; plus (c) any outstanding Advertising Backlog. If

the Advertising Backlog is not reduced to zero in an Academic Term, the remaining Advertising Backlog shall carry-over to subsequent Academic Terms.

- *Monthly Reimbursement of Advertising Costs:* After the Advertising Backlog is reduced to zero, Everspring may report and invoice the Institution for advertising costs on a monthly basis.

Course-Taker Fees - On Campus-to-Online Scenario: In the event that the parties elect to open courses from the Program to the Institution's on campus students for enrollment on a "one off" basis, the revenue share shall be modified as follows:

- For the first 20 units of online courses from the Program taken by an on-campus student, Institution shall pay Everspring a revenue share of \$150 per unit; provided that such amount shall be reasonably adjusted by the Parties if Tuition increases.
- After 20 units, the standard revenue share described above shall apply to all subsequent units taken by the student in the Program.

The institution may restrict the number of units each student in the on-campus program is permitted to take online.

Course-Taker Fees – Online-to-On Campus Scenario: If the parties elect to permit students enrolled in the Program to take courses on-campus, the revenue share shall be split as follows:

Institution will notify Everspring of the tuition and fees to be charged for the applicable courses.

Institution will be responsible for collecting the tuition and fees for the on-campus courses from the course takers and shall pay Everspring \$150 per unit within thirty (30) days of the date of invoice from Everspring. Such amount shall be reasonably adjusted by the Parties if Tuition increases.

The institution may restrict the number of units each student in the online program is permitted to take on campus.

Cash Flow Chart

The full financial working module is available [here](#).

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	UC Riverside MBA													
2														
3														
4	Live Summary	Pre-launch	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10		Total
5	Total Tuition Revenue	-	\$1.7m	\$5.3m	\$7.6m	\$8.1m	\$8.4m	\$8.6m	\$8.9m	\$9.2m	\$9.4m	\$9.7m		\$77.0m
6	Advertising cost recovery	-	\$1.3m	\$2.7m	\$2.4m	\$2.4m	\$2.5m	\$2.6m	\$2.6m	\$2.7m	\$2.8m	\$2.9m		\$24.9m
7	Net Revenue		\$0.4m	\$2.6m	\$5.3m	\$5.7m	\$5.9m	\$6.1m	\$6.3m	\$6.4m	\$6.6m	\$6.8m		\$52.1m
8														
9	Everspring Revenue Share	-	-	\$0.8m	\$1.3m	\$1.4m	\$1.5m	\$1.5m	\$1.6m	\$1.6m	\$1.7m	\$1.7m		\$13.1m
10	Coinvestment	-												-
11	Total ES Fee	-	-	\$0.8m	\$1.3m	\$1.4m	\$1.5m	\$1.5m	\$1.6m	\$1.6m	\$1.7m	\$1.7m		\$13.1m
12														
13	Instruction Costs	-	\$0.4m	\$1.0m	\$1.4m	\$1.5m	\$1.6m	\$1.6m	\$1.7m	\$1.7m	\$1.8m	\$1.8m		\$14.6m
14	Course Manager (updates)	-	\$0.0m	\$0.1m		\$0.8m								
15	Course Author Costs	\$0.0m	\$0.1m	\$0.1m	-	-	-	-	-	-	-	-		\$0.2m
16	Program administration costs	\$0.1m	\$0.1m	\$0.1m	\$0.1m	\$0.1m	\$0.1m	\$0.2m	\$0.2m	\$0.2m	\$0.2m	\$0.2m		\$1.6m
17	Estimated Cash Flow	\$(0.1)m	\$(0.2)m	\$0.5m	\$2.3m	\$2.6m	\$2.6m	\$2.7m	\$2.8m	\$2.8m	\$2.9m	\$3.0m		\$21.9m
18	Margin	0%	-12%	9%	31%	31%	31%	31%	31%	31%	31%	31%		28%

Appendix 7: Letters of Support



September 9, 2021

Rami Zwick
Associate Dean for Graduate Programs and Professor of Marketing
UCR School of Business

Dear Rami,

Thank you and thanks to the members of the master level committee who invested time and intellectual effort in creating this proposal for an Online MBA program at the A. Gary Anderson Graduate School of Management (AGSM). I am excited to see the support of our faculty for this initiative. I carefully reviewed the proposal and endorse it all heartedly. I will commit the appropriate resources to ensure the success of this proposal once approved and initiated.

I also fully support the primary aim of the program to attract and educate a broader and more diverse set of students by offering a more accessible pathway to the MBA Degree. Further, in a competitive market AGSM needs to enter this high-tech delivery option for future survival and growth of the School.

I look forward to sharing our experiences with the rest of the campus and assist any college/school/department that is looking into launching their own online program.

I am fully and enthusiastically supportive of this proposal and cannot wait to see this program launch soon. Thanks to all of you for the good work.

A handwritten signature in black ink, appearing to read "Yunzeng Wang". The signature is fluid and cursive, with a large loop at the end.

Sincerely,
Yunzeng Wang
Dean

September 8, 2021

Associate Dean Rami Zwick
UCR School of Business

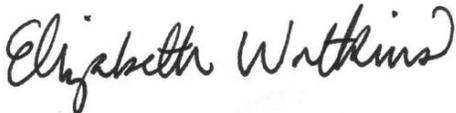
Dear Associate Dean Zwick:

I am writing this letter in support of the UCR School of Business proposal to proceed with the development of an online MBA program. Many of the reasons to support this proposal have been mentioned in the proposal itself prepared by the School of Business faculty, but I wanted to call out the positive considerations that led to my decision to support the proposal:

- The proposal for an online MBA program is consistent with the current 2020 Strategic Plan and the campus goals for the future. In particular, the goals to grow graduate enrollment, to grow and diversify revenue streams (e.g., self-supporting programs) and leverage technology to increase educational access.
- I fully support the primary aim of the program to attract and educate a broader and more diverse set of students by offering a more accessible pathway to the MBA Degree.
- The overall structure of an online program is naturally more suited to a diverse population of students and can also contribute to attracting more diverse set of faculty and instructors.
- Following the UCR Online Engineering Master's Program, an online MBA will be an excellent product for UCR to expand into the online education market. Market analysis suggests that there is strong demand for this type of product, The School of Business is partnering with an experienced online partner and there is a conservative financial plan, which has the partner providing a significant amount of the startup funding for course development and adaptation. An MBA is the type of academic program which should lend itself to a successful online teaching approach.
- The program will provide important learning experience for UCR as it develops and grows its online strategy and offerings.
- The online MBA will provide an opportunity to grow the faculty resources of the School of Business and enhance the School's reputation and will also contribute resources to the campus at large.

I support the School of Business's request to move forward with the launch of this offering.

Best regards,

A handwritten signature in black ink that reads "Elizabeth Watkins".

Elizabeth Watkins, PhD
Provost and Executive Vice Chancellor
University of California, Riverside