

Close Encounters: Where PMBA and Online Worlds Collide

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2018 MBA Conferences

Agenda

UCI Paul Merage School of Business

- About the Merage School @ UCI
- Competitive Landscape and the Decision to Reinvest into Hybrid
- Building the Solution: Commitment from Across the Organization
- Marketing & Recruitment Challenges
- Growing Pains within the First Year
- Second Year Challenges: Faculty Buy-In, Electives, Co-Curricular
- Next Steps in the Evolution of Hybrid

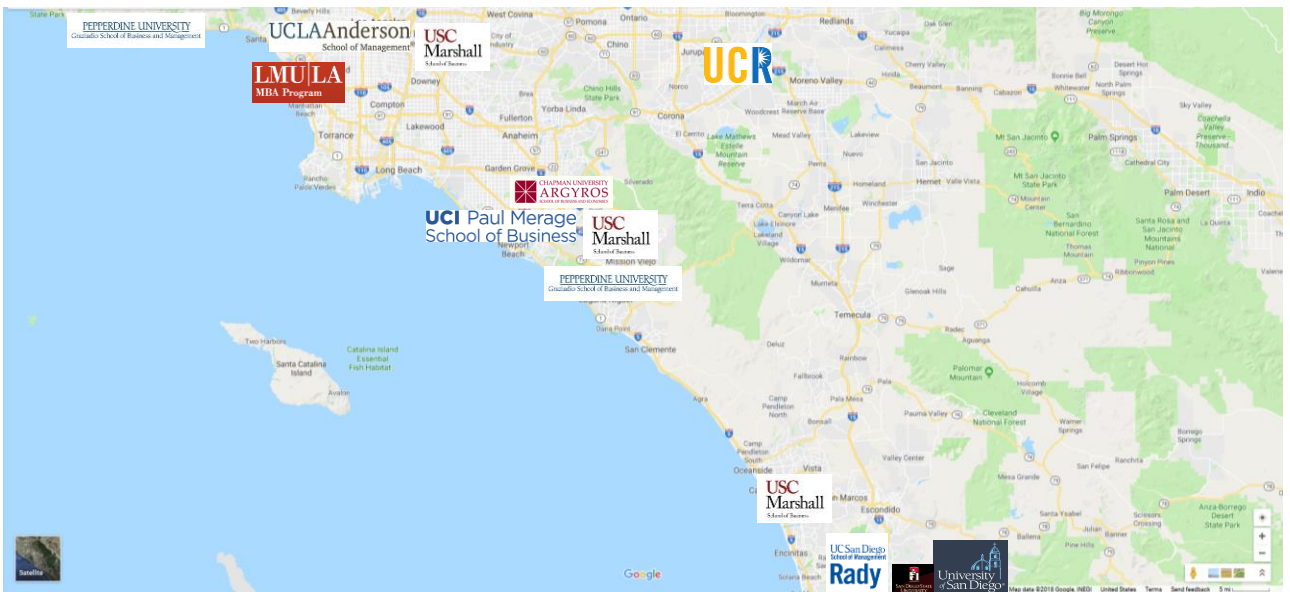
Recent Growth & Expansion

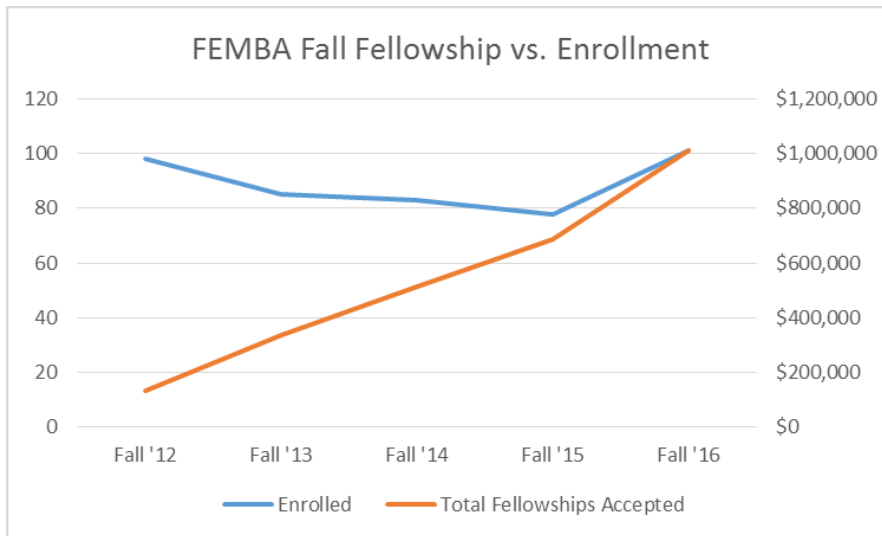
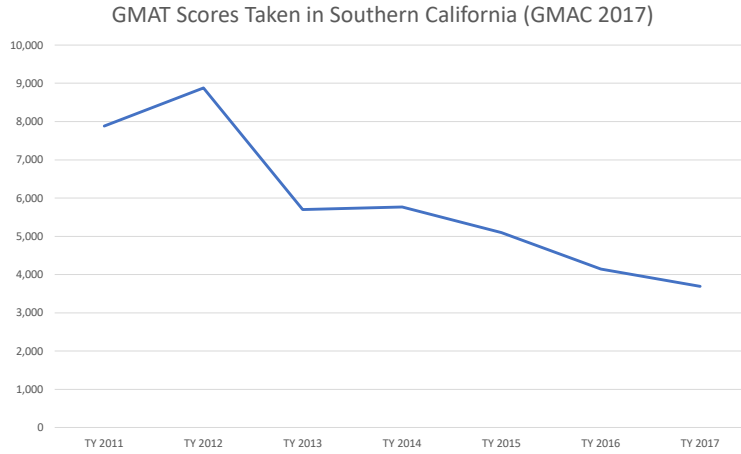


• The Merage School @ UC Irvine

- Three MBA programs (Full-Time MBA, Fully Employed MBA, Executive MBA)
- Fully Employed MBA: #19 among public universities in the US (*U.S. News & World Report*, 2019)
- Four Specialty MS Programs: Master of Professional Accountancy, Master of Business Analytics, Master of Finance, Master of Innovation & Entrepreneurship
- Joint-degrees: JD/MBA, MD/MBA
- Specialized MS degrees: Engineering Management, Biotech Management
- PhD Program
- School's Brand: *Leadership for a Digitally Driven World*

Hyper-Competitive PMBA Marketplace





The Fully Employed MBA (FEMBA) Market Challenge



- Fierce competition and declining pool of GMAT test-takers forced us to innovate
- Consistently losing market share outside of O.C., particularly in San Diego as well as Los Angeles
- Dean considering down-sizing our FEMBA program but, instead, decided to invest in a Hybrid option; online MBA was not in favor
- Hybrid investment was aligned with our brand focus: *Leadership for a Digitally Driven World*

Our Strategy: Diversify and Implement a World-Class Hybrid PMBA

- Investment:
 - Hired an Instructional Designer to Develop Hybrid FEMBA (stole Designer from UCI Extension!)
 - Created two “green screen room”; Grad Tech implemented “Learning Glass” concept
 - Program Office championed the option – really sold it
- Goal: Grow Enrollment
 - Re-capture lost market in San Diego, north Los Angeles, and recruit from Bay Area
- Structure:
 - Program 60% online, 40% in-person (four consistent flipped-classroom Saturdays)
 - Hybrid program entirely designed in-house, significant investment in several new staff, green screen room
 - Faculty incentives for first year – course release provided for re-developing their class into the hybrid format





"Pace yourself, honey. You're only three."

Marketing & Admissions Strategy: Distinct & Unique

- Marketing:
 - Sold it as very distinct (too distinct!)
 - Developed open-Canvas website for prospects to explore
 - Specifically targeted Bay Area recruitment and other prospects with messaging about hybrid
 - Focused webinars on Hybrid, featuring our Hybrid designer
 - "Sandbox Website" for Inquiries: <http://merage.uci.edu/go/hybrid>
- Enrollment Challenges:
 - Several students enrolled and trusted our ability to get it right, but not enough...
 - Concern about missing out on networking opportunities
 - Incentivized students through scholarships



**UCI Paul Merage
School of Business**

Fully Employed MBA Program



In the Merage School's Hybrid FEMBA course, I feel more connected with faculty and my classmates. The technology platform allows us to be very responsive with each other. In addition, I was able to access online learning modules anywhere, on any device, to continue the conversation. The result was a flexible, immersive learning environment.

Robert Reza, FEMBA '17
First Republic Bank

Hybrid FEMBA

A world-class MBA for the digital age

UC Irvine's Fully Employed MBA (FEMBA) program is ranked the No. 4 part-time MBA program in California (U.S. News & World Report, 2018) and is specifically designed to maximize career impact.

Hybrid FEMBA combines state-of-the-art online learning with on-campus experiences to create an immersive learning environment. Hybrid FEMBA students attend in-person classes four Saturdays per quarter. In-class experiences focus on valuable discourse, presentations, peer-to-peer learning and dynamic interaction with faculty. We have integrated exceptional technology platforms that enable a continuous learning experience, both on and off-campus.

Explore the Hybrid FEMBA platform at: merage.uci.edu/hybrid

Hybrid FEMBA Advantages

- Flexibility to fit your busy work schedule by blending both virtual and on-campus activity.
- Learn from world-renowned faculty who teach in all our acclaimed MBA programs in a curriculum developed to maximize the fluidity and real-time opportunities unique to the online hybrid experience.
- Access to the same resources available to all FEMBA students, including the Career Center, support of Merage School staff, workshops and competitions, alumni interaction, opportunities through the Centers of Excellence, top-level networking events, and more.



Class Dates for 2018-2019

Hybrid FEMBA

Entering Fall 2018 Year One Class Schedule

Core classes meet online and on-campus four Saturdays per quarter from 8:30 a.m. to 3:50 p.m.

2018-19

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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23	24	25	26	27	28	29
30	31					

February

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17	18	19	20	21	22	23
24	25	26	27	28		

March

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23	24	25	26	27	28	29
30	31					

April

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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

* Some Saturday dates are subject to change.

First Hybrid Class: A Success!



- Size of Hybrid Cohort the same as on-campus
- Promoted the fact that hybrid students had more time for networking
- 50% women in the Hybrid cohort; >50% commute from outside of Orange County!
- Early faculty adopters were some of our strongest, tenured professors – quality of program high (a bit too high)
- Set the right expectations with the students and the faculty
- True partnership with our Instructional Designer – we listened and she listened
- Quickly identified “hybrid champions” in the first cohort

Quickly Identified our Hybrid Evangelist

- [We created a video with our top evangelist](#)



Intro Videos to Promote the Course

- <https://vimeo.com/173635957> (Learning Glass)



- <https://vimeo.com/245750283> (Kirsten Daniel Intro Video)

- <https://vimeo.com/216905227> (Promo Video)

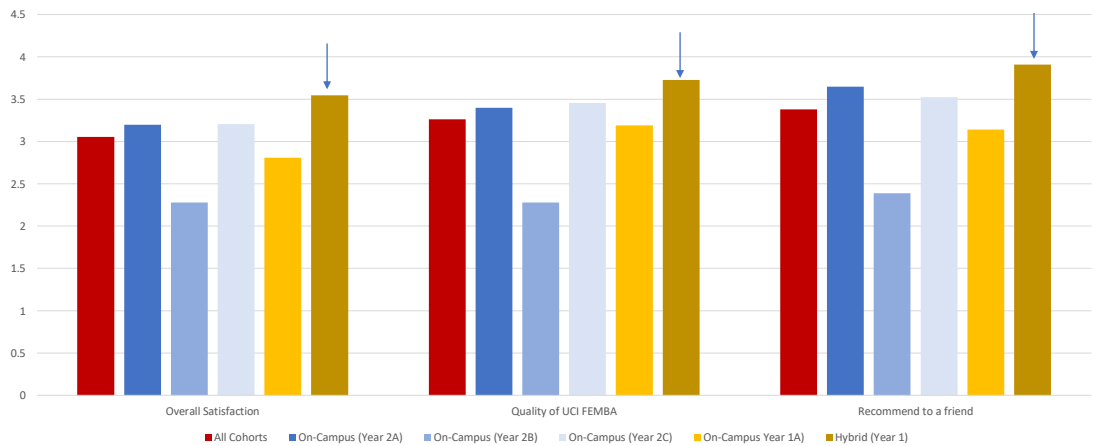


Year Two Challenges

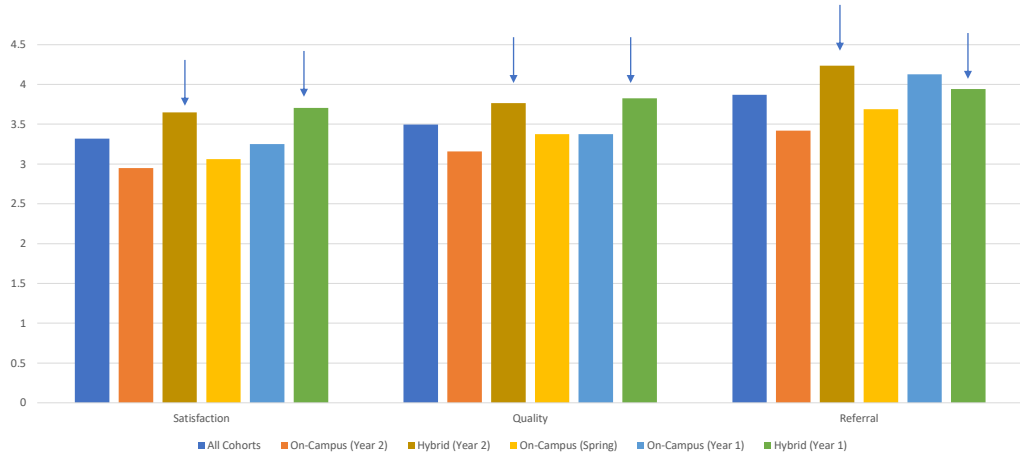
- Elective Development
- Faculty Buy-In with No Incentives in Second Year
- Meeting Co-Curricular Expectations



Student Loyalty Metrics: May, 2017

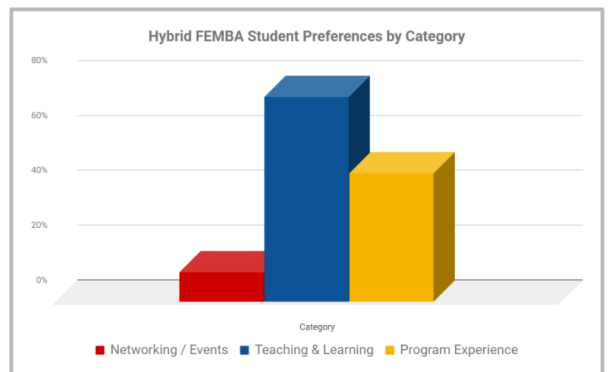


Student Loyalty Metrics: May, 2018



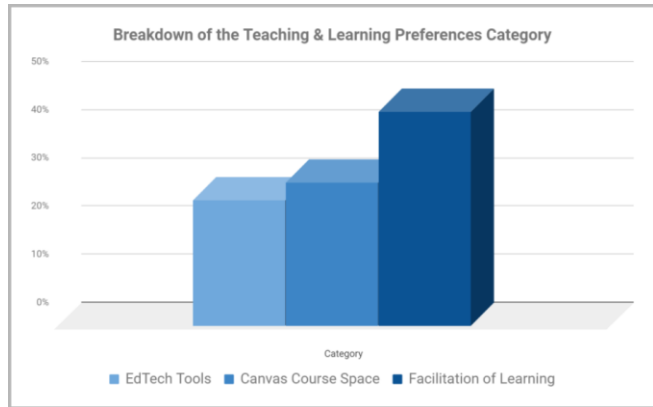
Focus Group Insights (First and Second Year Hybrid Students)

- Teaching & Learning Category
- Program Experience (Program Services) Category
- Networking & Events (Co-Curricular)



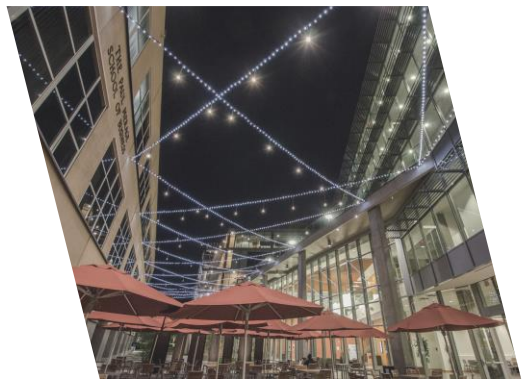
Focus Group: Facilitation of Learning Key to Success

- Facilitation of learning is perceived and expected to happen both in-class and online
- Instructional design and organizational framework of each course is vital to achieve a strong learning outcome
- The instructional design and faculty approach to facilitating learning through online tools has a significant impact on student's satisfaction



Focus Group: Student Expectations for Online Learning

- Faculty need to be consistently present, but not a “sage on the stage”
- Preference for short videos (<10 minutes), with quizzes, transcripts and note-taking ability
- Faculty should be cognizant of a flexible learning, allowing students to “binge watch”
- Preference for digital study rooms
- Course quality baseline that meets best practices (video content, engagement, structure)
- Learning management system should be organized consistently, with no more than two clicks to get anything
- Preference for: Google Hangouts, G-Suite, and Zoom
- Use cutting edge tools and apply the theories to real-world scenarios that need to be solved



Focus Group: Program Experiences

- Starbucks
- Too many e-mails through too many channels – centralize through Canvas
- Teamwork critical – two keys to collaboration: communication and planning.
- Accurate descriptions about the value of certain co-curricular events
- **Constraint around availability of hybrid electives**
- Co-Curricular activities should be streamlined and focused around their schedule
- Organized lunches/dinners preferable, with satellite locations



The Hybrid Elective Challenge

#	Most Popular Hybrid Elective Requests	Area	On-Campus	Hybrid
1	Investments	Finance	29	50
2	Competitive Intelligence	Strategy	17	49
3	Business Intelligence for Analytical Decisions	IS	24	47
4	Digital Strategies and Markets	IS	25	47
5	Project Management	ODT	29	45
6	Decision Analysis	ODT	28	44
7	Applied Game Theory for Managers	Economics	26	42
8	Analytical Decision Making Models	ODT	22	41
9	Predictive Analytics	ODT	25	41
10	Strategic Communication	O&M	26	41
11	Business Dynamics	Strategy	16	41
12	Strategic Innovation	Strategy	25	41
13	Strategy for a Digital Age	Strategy	23	41
14	Business Law	IDP	16	40
15	Business Growth Strategies for Managers	Strategy	19	40
16	Wealth Management	Finance	20	39
17	Macroeconomics for Managers	Economics	18	39
18	Consumer Behavior	Marketing	20	39
19	Negotiations	O&M	47	38
20	Revenue Management	ODT	22	38
21	Brand Management	Marketing	19	38
22	Global Competitive Strategy	Strategy	18	38
23	Managing Groups, Teams, and Collaborations	O&M	27	37
24	Power and Politics	O&M	20	37
25	Design Management and Innovation	Marketing	22	37

#	Total Elective Interest (On-Campus/Hybrid/No preference)	Area	Total Interest
1	Negotiations	O&M	95
2	Investments	Finance	92
3	Project Management	ODT	87
4	Strategic Communication	O&M	86
5	Business Intelligence for Analytical Decisions	IS	85
6	Applied Game Theory for Managers	Economics	83
7	Strategic Innovation	Strategy	83
8	Decision Analysis	ODT	82
9	Competitive Intelligence	Strategy	81
10	Strategy for a Digital Age	Strategy	81
11	Global Negotiations	O&M	81
12	Digital Strategies and Markets	IS	80
13	Predictive Analytics	ODT	80
14	Managing Groups, Teams, and Collaborations	O&M	80
15	Power and Politics	O&M	80
16	Revenue Management	ODT	79
17	Portfolio Management	Finance	79
18	Business Growth Strategies for Managers	Strategy	78
19	Brand Management	Marketing	78
20	Wealth Management	Finance	77
21	Consumer Behavior	Marketing	76
22	International Management	O&M	76
23	FinTech and Machine Learning	Finance	75
24	New Product Development	Marketing	75
25	Design Management and Innovation	Marketing	74

Top Teaching & Learning Recommendations

1. Align Canvas Course space design with student preferences
2. Align delivery of face-to-face and online course components to complement one another
3. Strategically develop strong online communication and faculty “presence”
4. Support student time management with innovative course design considerations
5. Evaluate exam delivery methods and proctoring vendors
6. Use effective instructional media: segment all lectures into bite size topics, utilize high quality media approaches
7. Use online instructor presence to help motivate learning
8. Devote ample time to provide appropriate distribution of course content
9. Rethink dissemination of the course content and treat hybrid as distinct: think “outside the box” on delivery of the course

Top Program Experience Recommendations

1. Create repository for applicable program resources and calendar
2. Adopt baseline for quality courses and assess consistency
3. Share best practices for optimizing the online experience, working on teams to facilitate collaboration
4. Promote better communication by adopting a streamlined approach
5. Expand networking and career center opportunities for students to connect during Saturday lunch or after class
6. Co-Curricular events should consider hybrid demographic and stream online consistently
7. Schedule events in surrounding areas (Los Angeles, San Diego, Bay Area)
8. Instructors should be involved in co-curricular mixers/events

The Future of Hybrid Learning @ Merage

- Organize and disseminate best practices to all faculty and highlight goal of “exceeding student expectations” in Hybrid learning
- Strategic-level oversight for elective development
- Demand is stagnating, we may either integrate hybrid into on-campus cohorts or adopt a carousel model
- Strategize with our MBA Career Center and Centers of Excellence to re-focus co-curricular on distance engagement opportunities



Agenda

- William & Mary and the Raymond A. Mason School of Business Background
- Creating Differentiated Program While Gaining Faculty Buy-in
- Key Program Design Features
- Curriculum Feature- The Wicked Problem
- Initial Successes and Challenges
- What’s next for the OMBA
- Future of Online at Mason



Raymond A. Mason
School of Business
WILLIAM & MARY



THE UNIVERSITY OF TEXAS AT DALLAS
Naveen Jindal School of Management

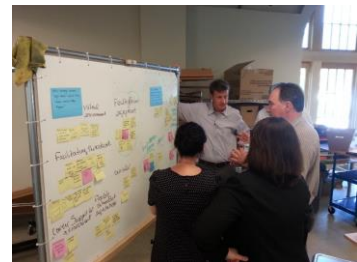
2018 MBA Conferences

W&M Background

- 2nd oldest college in the U.S.A. Founded in 1693.
- “Public-Ivy” with a commitment to undergraduate liberal arts/humanities.
- Reputation for small class-sizes, student/faculty engagement in and out of the classroom.
- Mason School offered three MBA programs, FT MBA, Flex MBA, EMBA and one specialized masters, FT MACC. About 500 total graduate business students.
- Last new program (MACC) was launched over 15 years before the online MBA was an idea.
- College was dabbling in online pedagogy.
- Senior leadership identified online graduate business programs as a major strategic growth initiative.
- Goal was differentiate as much as possible. Not another online MBA.

Creating a Differentiated Program & Faculty Buy-In

- Commitment to shared-governance and the democratic process.
 - Decision to gain support from all faculty.
 - Faculty who raised their hand were embraced for design work and to serve as ambassadors.
 - For those that didn't, lots of Q&A sessions, working the hallways and individual meetings and demonstrations.
 - Selected a faculty champion.
- Partnering with OPM
 - Start-up capital
 - Improve our capacity in terms of specialized skills, especially in marketing and instructional design.
 - Mason had already started to develop some media tools.
- Designing the program
 - Brought 15 faculty, administrators, and external partner together for a two day design thinking session.
 - Hired a consultant to facilitate session in the Mason School Jim and Bobbie Ukrop Innovation and Design Studio.
 - Interviewed students from other online MBA programs and also students from other Mason MBA programs.
 - Our OPM conducted focus groups and provided competitive data.



Key Program Design Features

- 12 online classes, one on-campus weekend.
 - Four credit class structure was suggested by the W&M Registrar. This is different than our other programs. Important for Financial Aid considerations.
- Asynchronous curriculum to create the most flexibility for busy students.
 - Some faculty offer optional synchronous activities.
- Importance of group work.
 - Creating smaller work teams has allowed students to feel more connected in the asynchronous environment.
 - Students have said it's their team members that pulled them through times when they wanted to quit.
 - We have seen about a 11% increase in drops or students at risk in classes without group work.
- Created a virtual "Program Office" in Canvas for students to connect with administrative and extra curricular information. All program communications go through this.
- Wheeled curriculum and Master Teacher instructional model give us the ability to scale.

Program Curriculum Feature- The Wicked Problem

In the first class, students select a wicked problem from their personal or professional lives to work on throughout the program.



Initial Successes

- Faculty overwhelmingly voted approval for the new program. One dissented.
- Doubled initial enrollment projection.
- 95% persisted through the first-year; 91% graduated on time.
- Over 50% contributed to the class gift. The OMBA graduating class gifted the most of all our graduate business programs.
- High student satisfaction- 96% of students would recommend program to colleague or friend.
- About 50% of students resided outside the state of VA.
- Faculty were highly satisfied with the quality of student/faculty interactions.
 - Student profile aligns most closely with our Flex program, ranging from 3-30 years of professional work experience.
 - Faculty have said they feel just as engaged, if not more, engaged, with our online students as they do with their residential students.

Initial Challenges

- Program is designed in a way that makes it difficult to transfer credits, even from our other Mason MBA programs.
- Grew too fast.
- Transparency from OPM. Getting actionable data from our OPM continues to be a challenge.
- Course refresh and redesign scheduling. Our faculty are updating their classes at a faster rate than we originally thought. How can we put more of the design process in their hands while maintaining overall quality?
- Integrating marketing with our other programs. Differences of opinions about what makes sense.
- Significant amount of advocacy needed for this new population of students across campus.
 - Services integrated with centralized offices that primarily serve undergraduates.
 - Questions and concerns about the quality of online education.


What's next for the Online MBA

- Continue to refine wicked problem.
- Solidify our approach to group work and optional synchronous sessions.
- Improve students access to campus services such as career management and our executive partners program.
- Engage our section leaders as contributing members of the W&M community.
- Do a better job at integrating feedback mechanisms for staff and faculty to learn what's working and what's not working.
- Identify synergies with other programs. Figure out how to make curriculum materials and online teaching expertise available to other faculty and programs.
- Develop our alumni engagement strategy, how do we evolve the unique online experience as our students become alumni.
- Formalize our faculty training and knowledge sharing opportunities.
- Improve our recruitment activities. We've primarily focused on digital marketing so far.


Future of Online at the Mason School

- Fall '17 a board member hired EY-Parthenon to advise us on organizational structure needed for growth in online.
- Project led to a \$10M private gift to support the creation of the Mason School Center for Online Learning.
- Launched a Online Master's in Business Analytics, Fall '18.
- Managed growth as we look to launch a portfolio of programs over the next five years.
- Recently hired our first Curriculum Innovations Fellow to help faculty develop an online graduate program in marketing.
- Hired a Director for Instructional Affairs to lead our faculty development activities.
- Four more directors to be hired in the next 1.5 years.
- Commitment that the online experience must emulate the high-engagement, student-centric experience of Mason residential students. We don't want to just replicate the residential experience.

Thank you
Pam Suzadail
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Appendix



Wheel Structure

		2015		2016				
		Sept	Nov	Jan	Mar	May	Jul	Sept
Wheel 1		Renaiss Mgr		Renaiss Mgr		Renaiss Mgr		Renaiss Mgr
	Sec 1		Acctg	Org Beh	Global Mgr	Bus Analyt	Opns	
Wheel 2	Sec 2				Global Mgr	Bus Analyt	Opns	Acctg
	Sec 3						Opns	Acctg
Wheel 3	Sec 1							Marketing
Program starts		Cohort 1		Cohort 2		Cohort 3		Cohort 4

Total sections	1	1	2	2	3	3	4
Max enrollment	28	28	56	56	84	84	112

This is an example of how the first four cohorts roll out with three starts in the first year: September 2015, January 2016, and May 2016. The ordering of courses *within* a wheel is arbitrary, and is simply for illustrative purposes. In this example, courses are developed and launched in the following order: Renaissance Manager (Wheel 1); Accounting, Organizational Behavior, Global Managerial Economics, Business Analytics, and Operations (Wheel 2); and Marketing leading Wheel 3. Each color represents the progress of a cohort.

Sept '15 Cohort 1 begins with Renaissance Manager, a prerequisite to all other courses

Nov '15 Cohort 1 takes Accounting

Jan '16 Cohort 2 begins with Renaissance Manager; Cohort 1 takes Organizational Behavior

Mar '16 Cohorts 1 and 2 both take Global Managerial Economics (each cohort comprising one section)

May '16 Cohort 3 begins with Renaissance Manager; Cohorts 1 and 2 take Business Analytics

July '16 Cohorts 1, 2 and three take Operations (comprising 3 sections)

Sept '16 Cohort 4 begins; Cohorts 2 and 3 take Accounting; Cohort 1 has completed Wheel 2 and moves to the first course in Wheel 3

In November of 2016, Cohorts 2, 3, and 4 would take Organizational Behavior, and Cohort 2 would move on to the third wheel along with Cohort 1.

Instructional Model

- **Course Author**
 - Faculty member responsible to develop the course, working along side an instructional designer.
- **Master Teacher**
 - Faculty of record when the course is offered. Responsible for overall quality in course delivery, grading consistency and any academic issues that arise.
- **Section Leader**
 - Responsible for student engagement, discussion boards, grading, and monitoring for behavior and academic integrity issues.

Appendix

FEMBA Fall 2016 Entering Class: Profile

Class Size: 90
Average GPA: 3.15
Average GMAT: 590
Average Age: 29.9
Average Years Work Experience: 6.5
Work Experience Range: 2-15 years
Women: 37%



FEMBA Fall 2016 Entering Class: Interesting Facts!



7% military



12% hold advanced degrees (MA,MS,JD)

17% small business/family business/entrepreneur

35% married



37% in management role

41% commuting from outside OC



4 people share the same birthday (mo/day/yr) with someone else in the class!



Quick Merage School Highlights

- AACSB Accreditation Renewal
- FEMBA Rankings Increase (#32 U.S., #19 Public, #4 in California), *U.S. News & World Report, 2019*
- Commencement Student Speaker: Wajeeha Shakeel, F'18 (second year in a row!)
- New courses developed, alternate formats
- Max Chao (Lecturer of the Year), David Yang (Excellence in UG Teaching)
- FEMBA '20C Section Rep Election
- Starbucks

