

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability **NO.:** AAC 07-02

COMMITTEE DATE: October 11, 2006

BOARD DATE: October 19, 2006

MOVED: The Board of Higher Education hereby approves the consolidated application of **Framingham State College** to award the **Master of Business Administration**.

One year after graduating the program's first class, the institution shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)
Contact: Aundrea Kelley, Associate Vice Chancellor for Academic Policy

BOARD OF HIGHER EDUCATION

October 2006

Framingham State College

Master of Business Administration

INTENT AND MISSION

Framingham State College (FSC) has submitted an expedited proposal to offer a Master of Business Administration (MBA). The MBA proposal builds upon a Business Administration concentration in the College's Master of Arts program and also builds upon the resources of the present undergraduate program in economics and business administration. The graduate concentration in Business Administration has been offered by the College since 1980.

During the 2005 academic year, the College's Division of Graduate and Continuing Education and the Department of Economics and Business began to develop the proposal for an MBA program in recognition of the increased value that is attached to the MBA degree by current and prospective students, alumni and employers. To incorporate the academic breadth and depth appropriate for an MBA-level program, faculty developed new courses in major functional areas of business, including Information Technology in Business, Project Management, Corporate Financial Reporting and Analysis, and International Business.

The purpose of the proposed MBA program to provide "comprehensive yet affordable part time education for adult students who primarily are employed in area businesses" links closely to the mission of the College to help "meet the workforce needs of the Commonwealth with an emphasis on the rapidly growing high technology and service region known as MetroWest."

The proposed MBA has been approved through all appropriate college governance channels, including the Graduate Education Council, Vice President for Academic Affairs, and President. The College Board of Trustees approved the proposed program on March 30, 2006. The Letter of Intent was circulated in March 16, 2006. No comments were received.

NEED AND DEMAND

The MetroWest Economic Research Center (MERC) at Framingham State College maintains employment data for the region's Cohesive Commercial Statistical Area™ (CCSA). MERC has documented remarkable growth in employment and wages as well as major changes in the type and location of MetroWest industrial employment over the past two decades. The greater MetroWest region is now home to small- to medium-sized businesses as well as large national firms, such as Acosta, BJ's Wholesale Club, Bose Corporation., Boston Scientific, Cognex Corporation, Computer Associates, Concord Communications, EMC Corporation, Genzyme, Hewlett Packard Corporation, Ken's Foods, Microsystems, Raytheon, Siemens, Staples, Inc., TJX Corporation and the U.S. Army Natick Laboratories.

The Massachusetts Division of Unemployment Assistance predicted an average 11 percent growth in employment in Management Occupations and an average 10 percent growth in employment in Business and Financial Operations Occupations between 2000 and 2010. Even more significant in the context of training needs is the projected degree of churn that will require

50,600 replacement workers in Management Occupations and 25,920 replacement workers in Business and Financial Operations Occupations.

Student Demand

Regrettably, many prospective students are dissuaded from enrolling in the current business concentration within the Master of Arts program because it is not an MBA program. In the fall of 2005, 25 enrolled students in their final semester of graduate study in administration petitioned the Dean to obtain the MBA degree. In addition, the demand for an MBA has been documented by graduate business students and faculty through inquiry at advising sessions and surveys of College alumni and regional employers. With an MBA in place, significant demand is expected from the College’s graduates, particularly those who complete undergraduate business programs, including the Business and Information Technology program.

Existing Programs

There are seven public higher education institutions and, within a 12-mile radius of Framingham State, three independent sector institutions that offer part-time MBA programs. Framingham State College has identified six characteristics that, in combination, distinguish its proposed MBA program from other existing MBA programs (public and private): (1) strong relationships with MetroWest small, midsize and large businesses and non-profits, (2) a technology infrastructure that supports productivity tools, groupware and collaborative tools commonly used in business, (3) convenient location and class schedule for MetroWest residents and employees, (4) affordable tuition, (5) flexible part-time program options and (6) availability of online and hybrid courses.

Part-time MBA Programs–Massachusetts

<i>Public College/University</i>	<i>Professional Accreditation</i>	<i>Number of Courses</i>	<i>Tuition/Fees Per Course</i>	<i>Total Program Cost</i>
Framingham State College	ACBSP Member <i>AACSB membership to be evaluated</i>	12	\$775 per course	\$9,300
University of Massachusetts Amherst The Professional MBA	AACSB Accredited	12	\$600 per credit	\$22,200
University of Massachusetts Boston	AACSB Accredited	18	\$435.75 per credit	\$14,380
Fitchburg State College	IACBE Accredited	18	\$720 per course	\$7,200
Salem State College	AACSB Member	16	\$705 tuition/fees per course	\$11,280
University of Massachusetts Lowell	AACSB Accredited	12	\$440 per credit	\$13,200
University of Massachusetts Dartmouth	AACSB Accredited	12	\$1,497	\$14,970

Independent Sector Institutions (12-Mile Radius)	Professional Accreditation	Number of Courses	Tuition/Fees Per Course	Total Program Cost
Babson	AACSB	18	\$3,320 tuition/fees per course	\$59,760
Clark University	AACSB	16	\$2,870 tuition/fees per course	\$45,920
University of Phoenix	AACSB Member	15	\$1,800 tuition/fees per course	\$27,000

ADMISSION AND ENROLLMENT

The College expects to enroll approximately 35 students during its first year of operation. In subsequent years, as recruitment and publicity efforts increase, new MBA enrollments are expected to increase in years three and four with 45 and 50 new students per year enrolled.

MBA Proposal: Four-Year Enrollment Projection

	Year 1	Year 2	Year 3	Year 4
Annual Initial (HCT) Enrollment, New Part-Time MBA	35	40	45	50
Continuing Enrollment (HCT), Part Time MBA ¹	0	30	60	65
Continuing Enrollment Part-Time MA	85	60	25	15
Total HCT Enrollment	120	130	130	130

Applicants must have earned a baccalaureate degree from a regionally accredited college or university with a 3.0 undergraduate GPA and have an acceptable average in any business and economics courses taken as an undergraduate. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by: taking two approved graduate business or economics courses and earning a grade of B or better in each course; or taking the Graduate Management Admissions Test, the Graduate Record Exam or the Miller Analogies Test and achieving a score in the 60th percentile or better. Applicants may request transfer credit for up to two graduate courses for which they earned a grade of B- or higher at another regionally accredited college or university. Each such request must be supported by a course description and/or syllabus and must receive written approval by the MBA Program Advisor.

¹ Assuming 85% 1st year retention, 90% 2nd-3rd years retention and average time to graduation of three years

Allowing for levels of student retention assumed in the budget and for the part-time nature of the program, it is estimated that 50% of students will complete their degrees within three years² and that 85% will complete within four years

CURRICULUM (Attachment A)

The MBA requires completion of 12 courses – ten required core and two elective courses. Since all the College's courses meet longer than three hours per week students at Framingham earn four credits per course rather than the typical three. The total number of credits received for completing the program, therefore, is 48. There are also five (5) pre-requisite foundation requirements.

The proposed Master of Business Administration is based on a generalist orientation, which stresses a strong theoretical foundation in business and economics as well as practical business applications. Philosophically, the program assumes that excellence in managerial decision making requires an understanding of both the internal aspects of the modern business enterprise and the external environment in which it functions. To acquire this understanding, students in the program are exposed to both quantitative and non-quantitative problem-solving techniques within the context of broad economic and business principles. At the completion of the program, students are expected to be able to analyze problems in business situations, to communicate proposed solutions clearly in both written and oral form, and to utilize specific techniques in the areas of economics, finance, marketing, and management.

RESOURCES AND BUDGET (Attachment B)

Faculty

The curriculum will be taught by members of the full-time and part-time faculty from the Department of Economics and Business Administration. As enrollment in the program grows, additional course sections will be added, and additional faculty will be hired. New faculty hires will possess appropriate academic and professional qualifications to teach undergraduate and graduate programs in business. While all faculty who teach in DGCE currently hold adjunct status, in order to support the program, the College is prepared to explore alternative models of staffing to maintain and enhance the contributions of full-time faculty to the program:

1. Beginning Fall 2007, the VPAA has agreed to allow a limited number of full-time faculty in the Economics and Business Department to teach in the program as part of their day load, subject to overall department needs and review by the Chair and VPAA.
2. During years 3 and 4, consideration will be given to hiring a full-time Coordinator for the program who would also teach, part-time, in the program as part of his/her responsibilities.
3. As enrollments and revenues grow in future years, DGCE is prepared to work with the Economics and Business Department to fund full-time faculty who would teach both in the program and in the Day Division (undergraduate classes).

An updated faculty manual is being prepared for distribution to DGCE faculty, in order to further communicate College expectations for syllabus development, grading criteria and the like. A

² A student taking 2 courses in the fall, the spring and summer can complete the program in 2 years.

program of professional development for DGCE faculty is underway, with a kick-off DGCE faculty meeting planned for the beginning of the fall semester. Smaller departmental meetings are also planned for MBA faculty.

Instructional Resources

The College is committed to providing future resources which are deemed necessary to support the MBA program. The budget accounts for such additional instructional costs and will be re-evaluated in upcoming years, following program implementation.

The Henry Whittemore Library will support MBA program resource requirements in terms of institutional materials, electronic databases, and interdisciplinary data bases for business administration and economics. The library is well equipped and maintains a collection of print materials and online resources capable of supporting an MBA program. The Library also maintains agreements with regional colleges for access to their materials and catalogs, including electronic resources. The library leadership works proactively with faculty to identify appropriate resources and assist students to use those resources.

Equipment and facilities

Integration of technology into teaching, learning and the overall community has been an important part of the College's mission. Students have access to a variety of technology resources, including a campus-wide wireless network, computer labs, "smart" classrooms, and library electronic catalogs, journals and databases. The technology infrastructure also includes a web-based learning management platform, Blackboard. Since 2000, faculty members have been using Blackboard to incorporate technology into their teaching. Blackboard allows online collaboration between faculty and students, including communication, sharing files, and synchronous as well as asynchronous interaction. Blackboard is used to augment on-campus classes as well as to deliver both hybrid and completely online classes. In fall 2005, the platform was upgraded to include the e-portfolio and content management software. All courses also have a Blackboard "shell," allowing further integration of technology. Several workshops are available to faculty and students in using technology and Blackboard.

The MBA Steering Committee will periodically assess the resources, equipment and facilities required to support the program.

Industry Advisory Committee

Industry advisory boards are already in place for MetroWest Economic Research Center (MERC) as well as for the Business and Information Technology and Computer Science undergraduate programs. A similar board, the MBA Advisory Council, is being established for the proposed MBA program, consisting of business executives occupying key managerial roles in business, industry, government, education, health, and non-profit organizations. The Council will play a role in program review and evaluation, formulating innovative curricula, serving as guest lecturers for MBA classes, and supporting faculty research and development. The Council will be jointly chaired by an industry executive and the MBA Program Coordinator, and will meet two times a year.

PROGRAM EFFECTIVENESS

Framingham State College's MBA proposal indicates that the College will investigate accreditation by either AACSB (The Association to Advance Collegiate Schools of Business - International) or ACBSP (The Association of Collegiate Business Schools and Programs). Under these accreditation organization standards, records of student achievement and assessment of College resources need to be collected over a period of time before accreditation can be obtained. The proposed program will not have sufficient graduates for several years and therefore, will not be eligible for professional accreditation review until 2011. By establishing membership in one of the accreditation organizations, however, the College will be attuned to changes in the standards as well as more specific understanding of the ways standards can be met through the program.

To enhance its graduate program as well as the professional development opportunities for faculty and administrators, the College plans to become a member of AACSB-International. The College's program steering committee, however, recommended that the following criteria be used to determine ultimately which accreditation will be pursued for the MBA program:

1. Overall campus resources: Accreditation is a college-wide decision and commitment and would directly involve and impact the undergraduate program.
2. The compatibility between FSC and the philosophy and membership of the accrediting agency. FSC is primarily a teaching institution and would review the types and sizes of institutions that belong to AACSB and to ACBSP.
3. The track record of comparable member institutions before, during and after the accreditation process, including costs and benefits of membership and the impact on curriculum, enrollment, and faculty.

The College also has provided the following measures for the accomplishment of program goals. The measures are distributed across the various semesters within the five-year planning period so that no one period is overly burdened and nearly every period is represented by some measure that shows accomplishment of strategic goals.

Goal 1. MBA Steering Committee established: spring 2006

Goal 2. Recruitment, admissions, and retention practices implemented: winter 2009

MBA enrollment reaches 150-175 students: fall 2009

Program specific advertising implemented: summer 2007

Processes for supporting at-risk students implemented: winter 2009

Assessment process for academic support services implemented: fall 2009

Goal 3. Maintain Quality Curriculum consistent with the needs of constituencies established: fall 2009

Students exposed to current managerial topics and established principles in all functional areas of business, including understanding and managing business risk while ensuring student utilization of applications software: fall 2006

Topics related to the impact of diversity on business, international business, and/or business ethics integrated into MBA curriculum: winter 2008

Analytical and critical thinking skills developed by having students analyze and solve real-world business challenge while enhancing students' leadership and interpersonal skills by requiring students to work in groups or teams: winter 2009

Students provided opportunities to develop written and verbal communications skills by including at least one critically graded oral and written assignment in every graduate course: summer 2009

Goal 4. Assessment processes for continuous improvement implemented: summer 2011

College membership established in AACSB, or ACBSP: winter 2008

MBA Program Coordinator appointed: summer 2007

MBA Advisory Council including external and internal key constituencies including executives established and first meeting held: fall 2007

Formal assessment plan established to affirm that student-learning outcomes are acquired: fall 2009

A comprehensive and systematic process of assessing all critical program components is fully implemented: summer 2010

Submission of MBA program for accreditation by selected accreditation agency.

Goal 5. Numbers of academically qualified faculty strengthened: summer 2009

Additional academically qualified faculty hired (based on program growth): summer 2009

Outcomes of the faculty annual review process reviewed for contribution to the mission: summer 2008

Faculty development opportunities for teaching, research, and service delineated: spring 2009

Financial support for faculty paper presentations and travel established: summer 2009

Goal 6. Professional quality of faculty strengthened: fall 2009

Rigorous selection criteria for hiring professionally qualified faculty established: summer 2008

Plan for appropriately utilizing professionally qualified faculty in the curriculum established and implemented: fall 2008

Faculty development plans involving recognized experts in the field developed: summer 2009

Goal 7. Adequacy of resources: of financial resource allocations, building and classroom facilities, library and research facilities, Career Services, computer facilities, technology support, and administrative operations initially reviewed (to be reviewed annually). First review by summer 2007

Goal 8. Student assessment process strengthened: spring 2009

A portfolio system of assessing the achievement of learning objectives developed: spring 2009

MBA Advisory Council Annual Meeting initially held (to be held annually): fall 2007
Human Resource Directors surveyed (bi-annually).

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The MBA proposal was reviewed and reports received from two external reviewers, Dr. Richard G. Brandenburg, Senior Advisor to the Provost and former Dean of the School of Business Administration and of the Division of Engineering, Mathematics and Business Administration, University of Vermont, and Adjunct Professor, Dartmouth Medical School; and Dr. Frederick J.

Kelly, Dean, School of Business Administration, Monmouth University. Both Dr. Brandenburg and Dr. Kelly possess substantial experience as reviewers for AACSB, with Dr. Brandenburg having served a term as AACSB president and Dr. Kelly as a member of the AACSB Board of Directors.

Following are representative reviewer findings:

1. The breadth of qualitative and quantitative information and data sources used in the application is evidence of an extensive effort to demonstrate program need.
2. The semester-by-semester course sequencing of students' typical programs of studies for two year and four year degree completion schedules are clearly presented. Flow charts are used constructively to describe an effective procedure for determining an applicant's proficiency in foundation subject matter areas and for defining course enrollment requirements to correct any deficiencies.
3. The available information technology resources and systems to support teaching and learning in on-line and hybrid courses constitute an important strength that can make a major contribution to the program's purpose. These support resources also contribute to ensuring that the integrity and rigor of on-line courses are comparable to in-class course offerings.
4. Computational connections between the enrollment projections and the budget projections, as well computational relationships within the revenue and expenditure projections are clear and make good sense.
5. The curriculum degree requirements are typical of a well developed MBA program and require sufficient research and professional examination of problems, cases and current topics to produce knowledgeable graduate capable of performing at the same level or better than other MBA programs. The program clearly is more intense, deeper and broader than a typical undergraduate business program and is consistent with other MBA program formats and structure. The content and sequencing of the degree program moves efficiently from introductory materials through more specialized knowledge to a capstone seminar course.
6. The faculty has extensive experience in delivering the Business Administration concentration. There are a significant number of the faculty who hold appropriate Ph.D.s, and the College stipulates that any new faculty hires will have appropriate doctoral level credentials.

Reviewers recommended action for areas of concern that included:

1. Establishing a professional development program, defining appropriate applied scholarship expectations and revising performance evaluation criteria for full time faculty are necessary preconditions for achieving stated high level goals for maintaining program quality and carrying out continuing program improvement. More focused research appropriate to the academic disciplines within business administration that faculty are teaching is important to maintain currency within one's discipline that is critical to the maintenance and continuous improvement of any academic program, especially in a field as dynamic and ever changing as business.

2. Provide greater coverage of the learning objective “Develop an awareness of the implications of global, multi-cultural and diversity issues” in more areas of the required curriculum.
3. Budget for the cost of allowing full-time faculty to teach in the program as part of their base load, and the addition of future full-time faculty for the program.
4. Simplify program management processes. Unambiguously explain and communicate how the program administrative and governance structure works.

The College offered a detailed response to each reviewer suggestion and recommendation, including:

1. A comprehensive description of the existing professional development program and of the assessment procedures for full-time faculty. Over and above contractual provisions for professional development, the College has budgeted at least \$10,000 per year toward professional development activities, specifically for faculty teaching in the MBA Program. Among the activities to be supported are scholarly contributions at regional, national and international conferences.
2. The MBA Steering Committee will address this issue of strengthening coverage of global, multi-cultural and diversity issues in a review of the curriculum and the syllabi during the fall of 2006 and the necessary changes will be in place by fall 2007 – the planned starting date of the program.
3. An amended budget that provides for four full-time faculty in the Economics and Business Department to teach in the program as part of their day load. The College will also committed to fund one additional full-time equivalent (FTE) faculty member in Year 5 of the MBA program by investing annual revenues back into the program, and/or by utilizing faculty lines under the control of the VPAA.
4. Clear identification and definitions for all key positions and groups, namely:
 - › The Board of Trustees and the President of the College set the strategic direction for the College and approve recommendations from the Graduate Education Council.
 - › The Vice President for Academic Affairs oversees all academic operations of the college and is ultimately responsible for the hiring, monitoring and evaluation of faculty.
 - › The Dean of DGCE has overall responsibility for graduate programs and faculty, and chairs the Graduate Education Council.
 - › The Associate Dean of DGCE (appointed in July 2006) oversees admission to graduate programs, and plays a key role in planning and evaluating graduate programs, including assessing learning outcomes and improving overall program quality.
 - › The Graduate Education Council is mandated by the Day Contract at colleges that offer graduate programs. The Council is responsible for the graduate curricula and faculty, and also hears appeals from graduate students. The Dean chairs the Council, sets the agenda for the meetings, and forwards Graduate Education Council recommendations and other actions to the VPAA, who in turn forwards them to the President of the College.

- › The Program Coordinator is responsible for scheduling courses, making faculty recommendations to the Dean for teaching assignments, evaluating faculty who teach in the program, chairing the department's Graduate Committee, and reviewing applications and making recommendation for admission to the program.
- › The Program Advisor advises matriculated students on course selection and degree completion.
- › The MBA Advisory Council includes key business and industry representatives, who will provide feedback on the curriculum and help maintain its currency.
- › The MBA Steering Committee is currently an advisory group of Economics and Business faculty members and the Chair, as well as the Associate Dean and Dean of DGCE. This group has played a key role in shaping the curriculum and developing processes for assessment and evaluation. With approval of the program, the MBA Steering Committee will serve as the departmental Graduate Committee, an oversight committee that is required by the Day Contract. The Graduate Committee makes curricular and other policy recommendations to the Chair, who may refer them to the department and/or directly to the Dean.

STAFF ANALYSIS AND RECOMMENDATION

As stated by the reviewers in their reported findings about the proposed program:

“Taken together, the endorsement letters, student and alumni survey results, employment projections produced by state government agencies and other information add up to reasonable evidence that student enrollment demand, employer needs, and career opportunities for graduates are sufficient to justify the proposed MBA program.”

“Overall, the courses cover the broad learning goals of a MBA degree program and deliver the specialized and technical information necessary. The program represents a broad-gauged understanding of management while delivering the technical skills necessary to function in the complex environment of 21st century business operations.”

“There are a sufficient number of full-time faculty to fulfill all the responsibilities necessary to deliver the program.”

“The College has committed the necessary and appropriate resources to ensure program quality and program improvement. The assessment process and action items outlined relative to program goals clearly delineate a process to ensure continued improvement of the program. “

After careful review and deliberation of the proposal, all supporting documentation submitted, and the outcome of several discussions with campus representatives, BHE staff concurs. Recommendation is for approval of the Master of Business Administration at Framingham State College.

One year after graduating the program's first class, the institution shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.

Attachment A – Curriculum Outline
Framingham State College

MASTER OF BUSINESS ADMINISTRATION

Curriculum Outline

Major Required (Core) Courses (Total # of courses required = 10)

Course Number	Course Title	Credit Hours	Prerequisite(s)
12.909	Information Technology in Business	4	None
12.915	Business and Its Environment	4	All Foundation Courses
12.942	Marketing Management	4	12.610 or 12.643
12.951	Human Resource Management	4	12.610 and 12.904
12.962	The Economics of Organizational Design	4	12.610
12.974	Operations Management	4	24.904
12.976	Quantitative Analysis	4	12.676
12.978	Financial Management	4	12.610 and 12.621
12.984	Seminar: Advanced Topics in Strategic Management	4	All Core and Elective Courses
24.904	Management and Leadership	4	None
	Subtotal # Core Credits Required	40	

Elective Course Choices* (Total courses required = 2)

12.930	International Business	4	All Foundation Courses and 24.904
12.945	Investments	4	None
12.950	Labor Management Relations	4	12.610 and 24.904
12.960	Project Management	4	12.909
	Subtotal # Elective Credits Required	8	

Curriculum Summary

Total courses required for the degree	12
Total credit hours required for degree	48

In addition, students are expected to be familiar with the Microsoft Office Suite³, or equivalent software, and are required to satisfy five foundation requirements. Each foundation course comprises four credits:

Exhibit 23 - Foundation Requirements	
Course Number	Course Title
12.676	Statistical Analysis for Managers
12.610	Economic Analysis
12.621	Financial Accounting for Administrators
12.632	Managerial Accounting
12.643	Marketing Theory

³ Word, Excel, Access, and PowerPoint.

Attachment B - Revised four-year budget and enrollment projection

A four year enrollment projection is given in Exhibit 10 and a budget for the program is given in Exhibit 11, presented below. The projections are based on the following assumptions:

Continuation figures assume:

- > 15% year-one attrition and
- > 10% year-two attrition
- > (Average program completion in three years – four courses per year)
- > Four courses per year for both MBA and MA students

3.0% tuition increases per year

2.5% faculty salary increases per year

Net revenue accounting for \$240 per course fee to College Operations and \$75.50 various fees for Registration, College Center, Arts & Humanities, Campus Police, Library

Number of sections based on assumed average of 18 students per class

Program support expenses fully implemented as of Year 1 (versus phase in).

MBA Proposal: Revised Four-Year Budget

	Year 1	Year 2	Year 3	Year 4
Revenue				
Tuition Per Course ⁴	\$775	\$798	\$822	\$847
Average Tuition Per Student ⁵	\$3,100	\$3,192	\$3,288	\$3,388
MBA Tuition ⁶	\$108,500	\$223,440	\$345,240	\$389,620
MA Tuition ⁷	\$263,500	\$191,520	\$82,200	\$50,820
Gross Revenue	\$372,000	\$414,960	\$427,440	\$440,440
Contribution to College and Overhead ⁸	\$151,440	\$168,982	\$173,904	\$178,825
Net Revenue	\$220,560	\$245,978	\$253,536	\$261,615
Net Expenses (see following page)	\$210,950	\$228,012	\$236,538	\$240,843
Net Impact	\$9,610	\$17,966	\$16,998	\$20,772
Contribution to College, Overhead and Net Impact	\$161,050	\$186,948	\$190,902	\$199,597

⁴ Assumes a 3% increase in tuition per year.

⁵ Assumes students enroll in average of 4 courses per year.

⁶ Average Tuition Per Student by Number of Students in MBA Program.

⁷ Average Tuition Per Student by Number of Students in MA Program.

⁸ Assumes on \$240+ \$75.50 fee per course enrollment; 3% escalation.

MBA Proposal: Revised Four-Year Budget continued...

	Year 1	Year 2	Year 3	Year 4
Expenses				
Faculty Salaries				
Number of sections per year (MA/MBA combined) ⁹	29	33	35	35
Average Adjunct Faculty Salary Per Course ¹⁰	\$4,550	\$4,664	\$4,781	\$4,901
Adjunct Faculty Cost ¹¹	\$131,950	\$153,912	\$167,335	\$171,535
Replacement costs for full-time faculty teaching as load ¹²	\$4,000	\$4,100	\$4,203	\$4,308
Total Faculty Salaries	\$135,950	\$158,012	\$171,538	\$175,843
Other Expenses				
Program support: advising, coordination, resources	\$35,000	\$35,000	\$35,000	\$35,000
Marketing	\$30,000	\$25,000	\$20,000	\$20,000
Professional development	\$10,000	\$10,000	\$10,000	\$10,000
Total Other Expenses	\$75,000	\$70,000	\$65,000	\$65,000
Net Expenses	\$210,950	\$228,012	\$236,538	\$240,843

⁹ Assumes an average class size of 18.

¹⁰ Assumes Associate Professor rank and 2.5% increase per year.

¹¹ Average Adjunct Faculty Salary per Course Number of Sections per year.

¹² Assumes \$1000 extra per course by four times per year with a 2.5% increase per year)

