



THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS

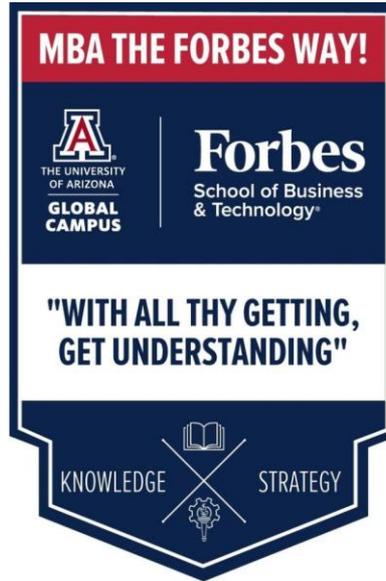
IACBE MBA PRESENTATION

MURAD ABEL, DBA (PRESENTER)

JAMES C. MOORE DBA-COMPETENCY STATS

AVISHA SADEGHINEJAD, DBA- BAM CONCEPT CO-DEVELOPER

Forbes School of Business and Technology(R) MBA COMPETENCY MODEL PRESENTATION



About Researchers

Each researcher contributed their unique knowledge.

- **MURAD ABEL, DBA (PRESENTER)**
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Observations about Relevant Business Education

Accreditor Perspectives

- Employers are looking for graduates who not only have technical competencies, but also have mastered soft skills such as writing, critical thinking, public speaking, and teamwork ([AACSB, 2023](#)).
- Business graduates should have the competencies and skills to compete on the market through relevant and forward-looking curriculum ([IACBE Self Study Document, 2023](#)).

AACSB (2023) How MBAs Are Changing With the Market. <https://www.aacsb.edu/insights/articles/2023/03/how-mba-programs-are-changing-with-the-market>

IACBE(2023) Self Study Documents. <https://iacbe.org/self-study-materials/>



What is the Forbes MBA at UAGC?

- UAGC Forbes MBA is an online program designed around working adults.
- Strong learning outcome performance.
- A general MBA aligned to current industry needs.
- Highly diverse student body (gender and race).
- Costs at half of most MBA programs.
- Standardized curriculum with faculty individuality in each course.

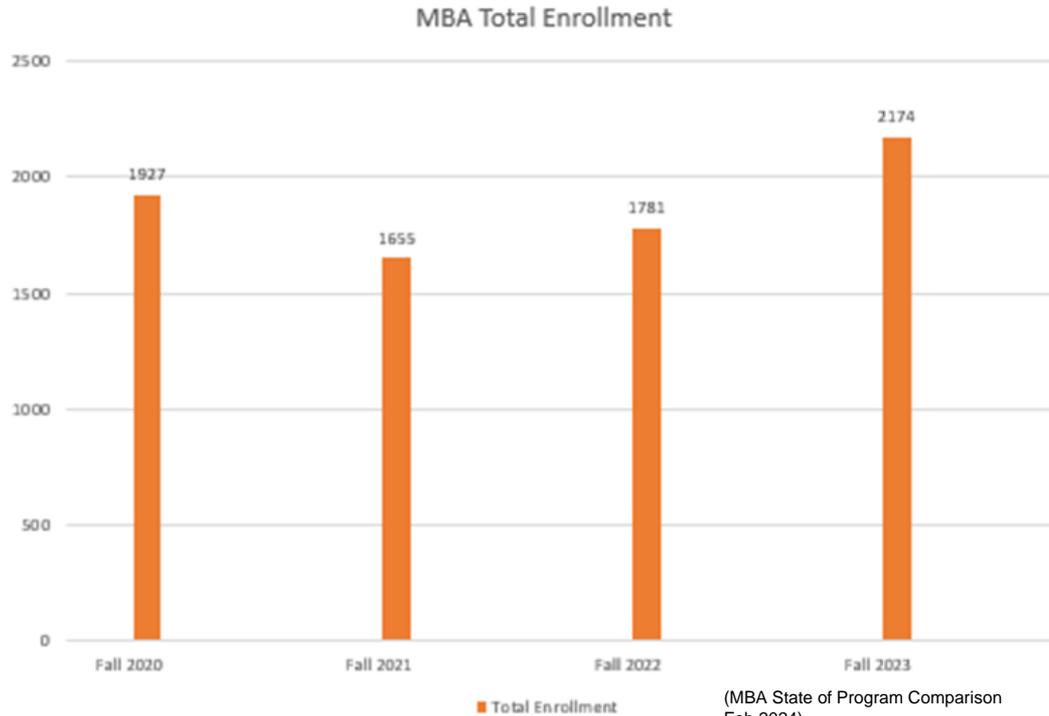
(MBA State of Program Comparison
Feb.2024)

MBA State of Program Comparison. Program Review (Feb, 2024).
UAGC Forbes School of Business.

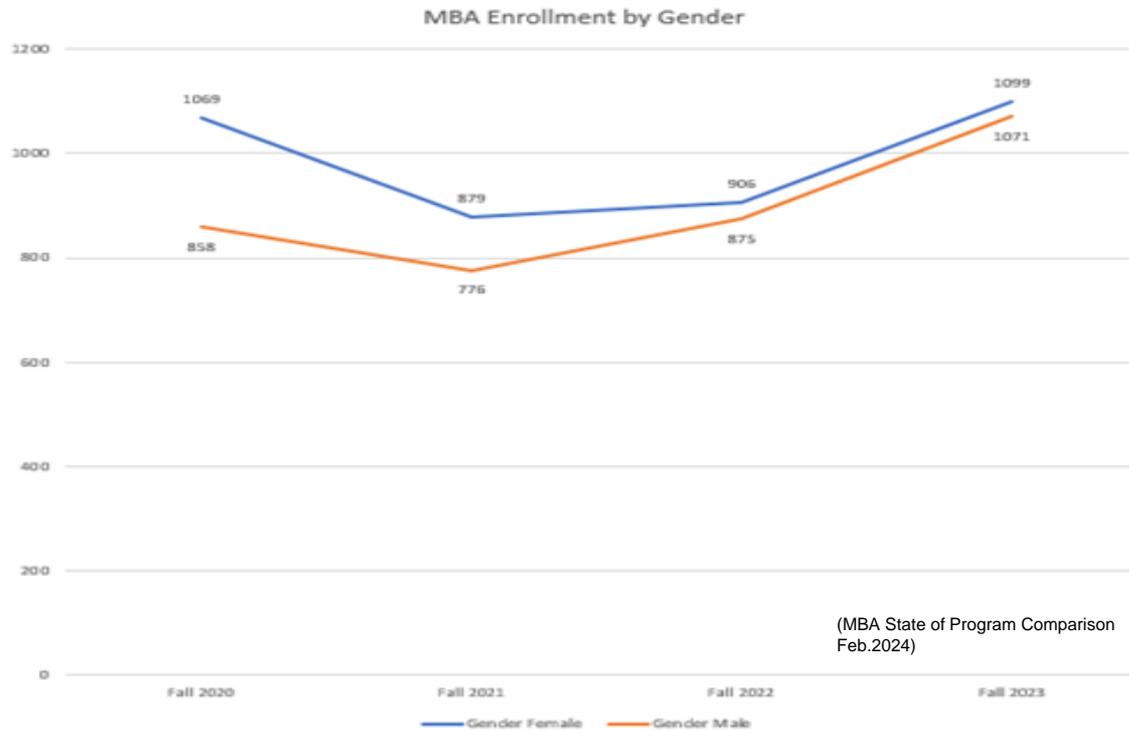


MBA Total Enrollment

22% increase in enrollment



MBA Enrollment by Gender

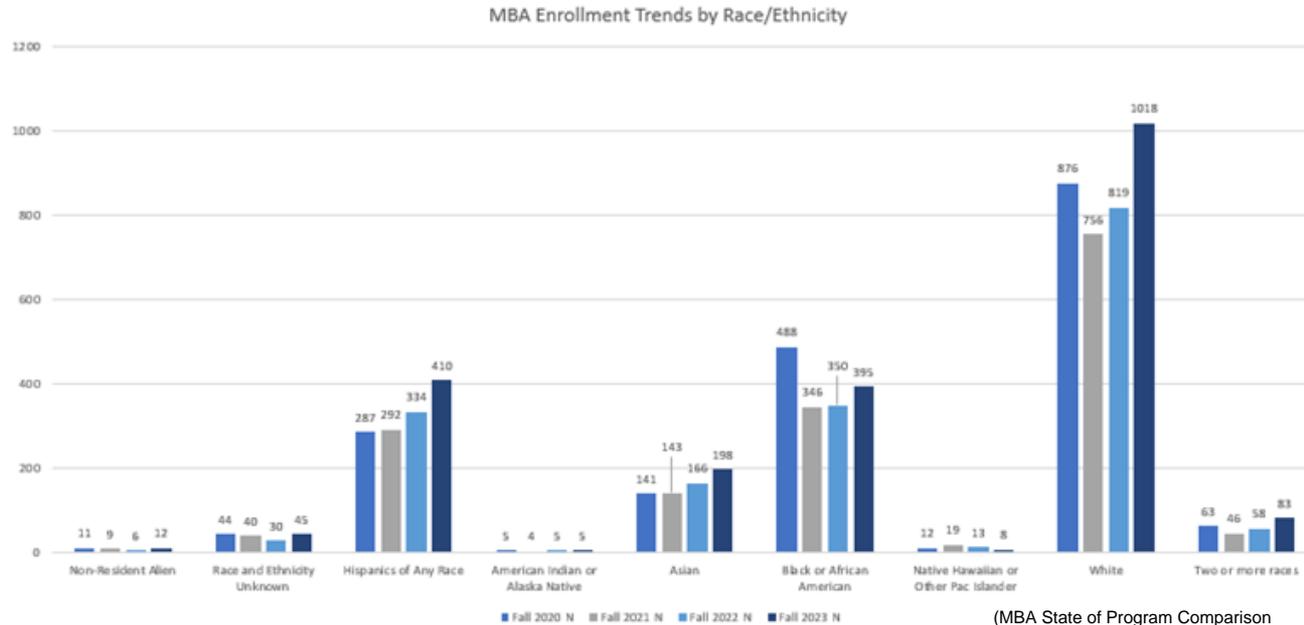


(MBA State of Program Comparison
Feb.2024)



MBA Enrollment Trends by Race/Ethnicity

We are in the top 10 online MBA is diversity

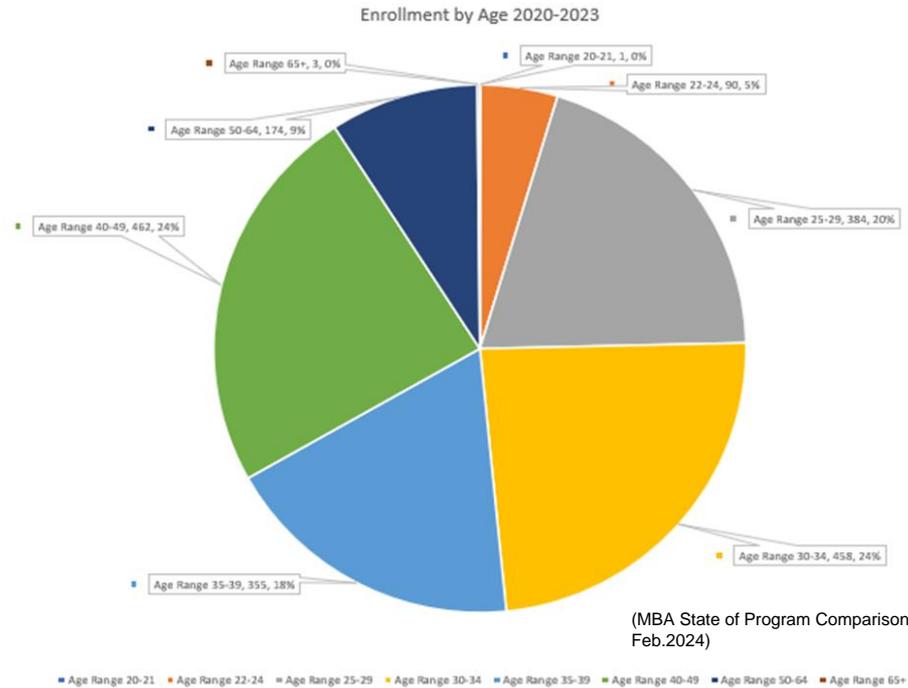


(MBA State of Program Comparison Feb.2024)



MBA Enrollment by Age Ranges

Diverse age of students



CPC Exam

Objective Benchmark

UAGC MBA

Management Assessment Section

Mean 746/1000

Business Leadership Subsection

799/1000

Business Ethics Subsection

789/1000

UAGC Program Review ['21/'22 Table](#)

[27 PG58.](#)

CPC Participants All Universities

Management Assessment Section
mean traditional 592/1000 and mean
online 610/1000.

Business Leadership subsection
traditional 639/1000 and online
645/1000.

Business ethics subsection traditional
639/1000 online 574/1000

['21/'22 Table 27 PG58.](#)



Retention

UAGC MBA

66% '21/22

69% First Year online students

(MBA State of Program Comparison
Feb.2024)

Top 50 Online MBA

Average of top 50 online
MBA part-time Rate
65% (College Evaluator '22/23)

1. College Evaluator (2022/2023). Online MBA Best College Graduation Rate Comparison. <https://www.collegeevaluator.com/rankings/online-mba/graduation-rate/>
2. MBA State of Program Comparison. Program Review (Feb, 2024). UAGC Forbes School of Business.



The Competency Method

The UAGC Forbes School of Business Competency model is designed around a market analysis approach where various aspects of the MBA job market are reviewed to ensure that the competencies taught in the MBA program match what graduating MBA students need to compete.

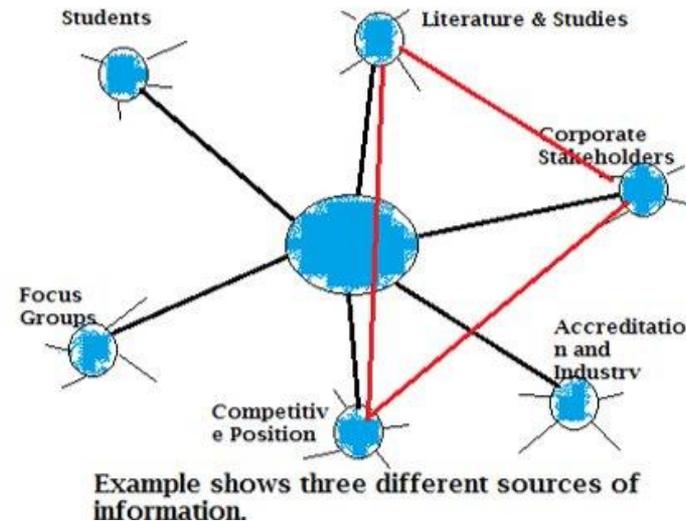
The competency model ensures graduates are ready to take open entry executive level positions with the tools and knowledge learned while in the UAGC Forbes MBA program.



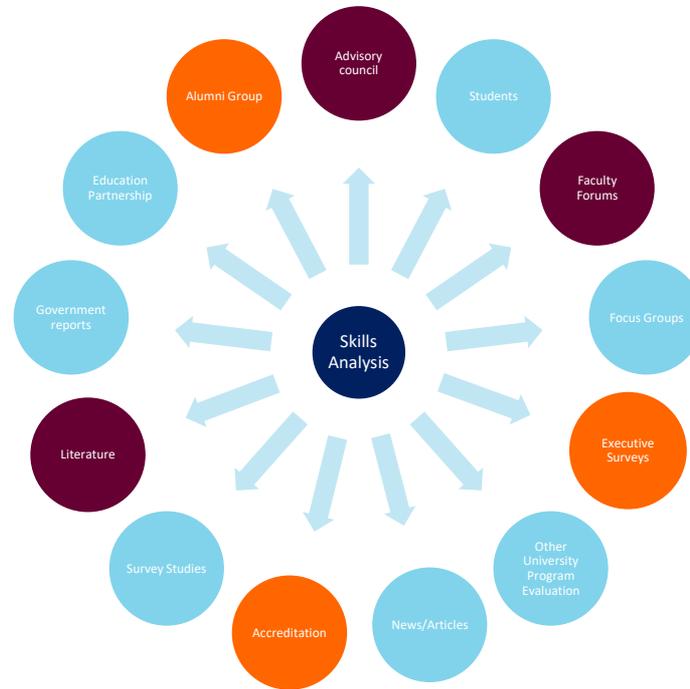
Data Triangulation

- The accuracy and relevance of the analysis improves if there are additional sources of data that create effective triangulation.
- Grouping similar sources, and pulling data from various sources to increase validity.

Triangulation Example



Data Triangulation Continued....



Primary Competency Selection

MBA Literature Review Top 15 Competencies Results

Rank	Competency/Skill	Appearance
1	Management	13
2	Thinking	10
3	Analysis	9
4	Leadership	8
5	Ability	7
6	Communication	7
7	Interpersonal	7
8	Strategic	7
9	Financial	5
10	Decision Making	4
11	Problem-Solving	4
12	Research	4
13	Awareness	3
14	Entrepreneurial	3
15	Goals	3



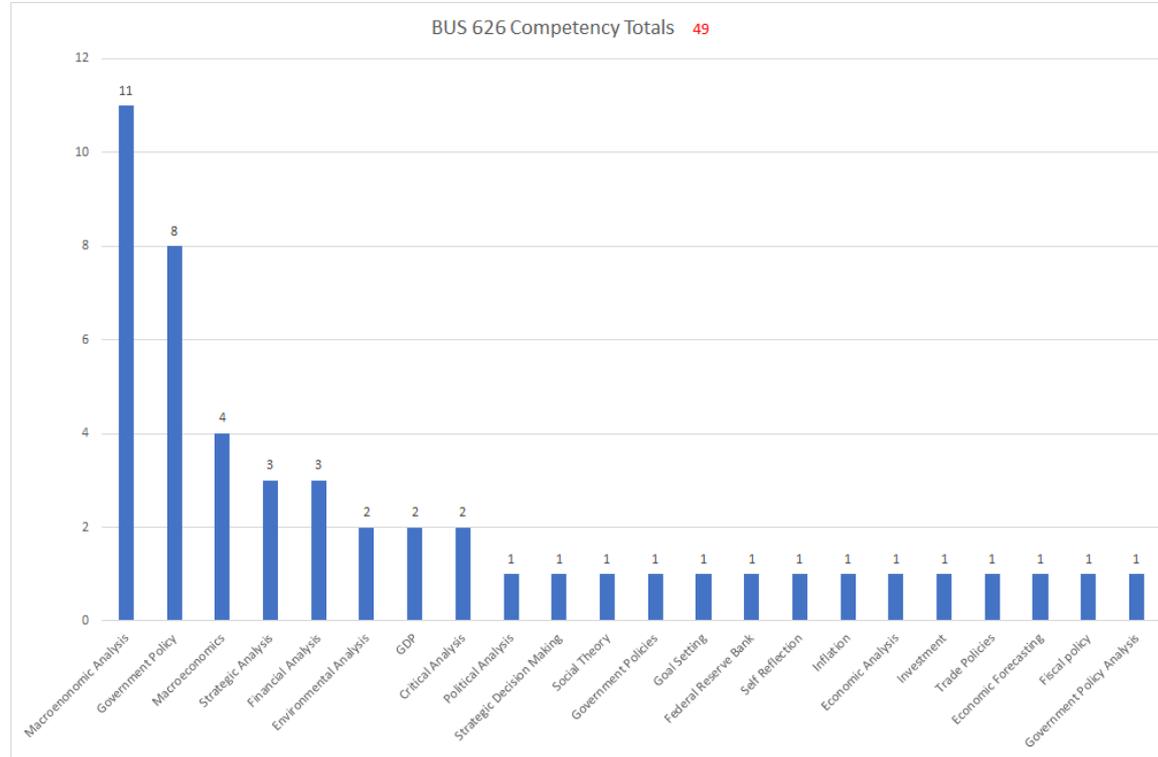
Primary Competency Selection/Distillation

MBA Literature Search, Job Search, and Advisory Board Results Ranked Top 5 Competencies

Competency/Term	Literature Search Results	Job Search Results	Advisory Board Results	MBA Core Faculty Ranking	Advisory Board Ranking	Top Five Competencies Overall
Management	13	15		1 (28)		
Thinking	10		4	5 (10)	1 (4)	1. Management (28)
Analysis	9	12	2	2 (22)	3 (2)	2. Analysis (24)
Leadership	8		2		4 (2)	3. Financial (22)
Interpersonal	7		2		5 (2)	4. Risk (12)
Ability	7					5. Business (11)
Writing/Communication			3		2 (3)	
Financial		22		2 (22)		
Risk		12		3 (12)		
Business		11		4 (11)		



Competencies within the BUS626 Global Economics & Political Influence Course



BUS626 Mapping Example by Week

-Total Competencies by Activity

-Intro, DQ, Journals and Assignments



Competencies Learned

This activity helps you grasp the following:

- Inflation
- Macroeconomics
- Financial analysis
- Critical analysis

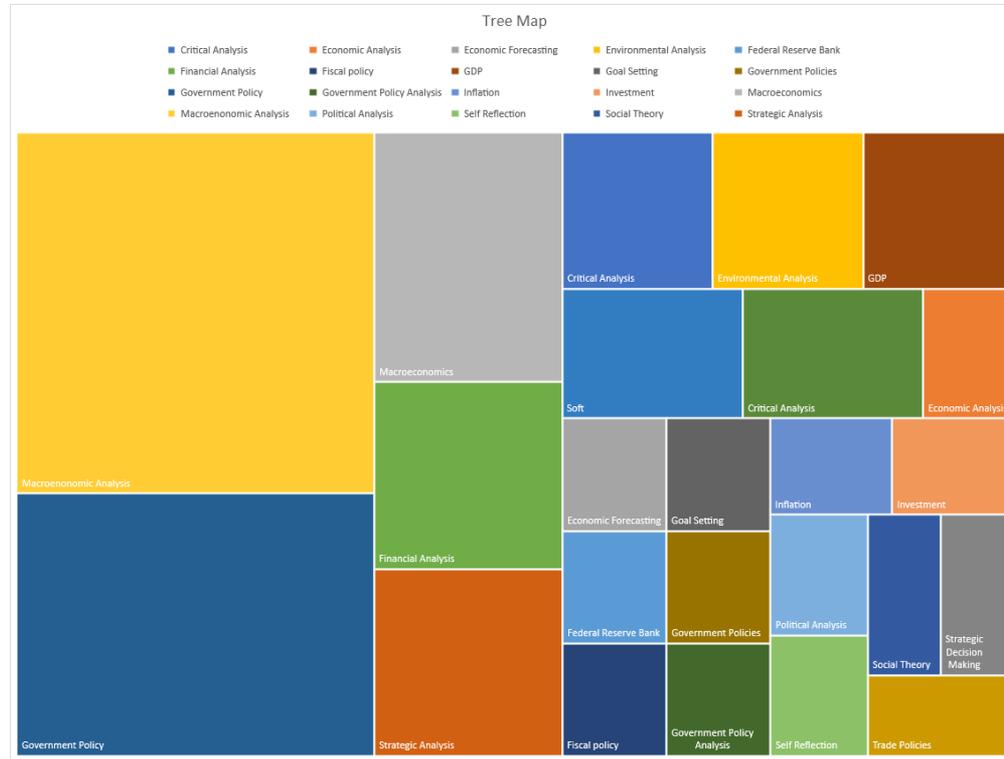
Carefully review the [Grading Rubric](#) for the criteria that will be used to evaluate your assignment.

Competency and Location	Number of Appearances	Competency and Location	Number of Appearances
Critical Analysis	2	Macroeconomics	4
Week 4	1	Week 2	1
Week 6	1	Week 3	1
Economic Analysis	1	Week 4	2
Week 2	1	Macroeconomic Analysis	11
Economic Forecasting	1	Week 1	3
Week 5	1	Week 2	2
Environmental Analysis	2	Week 3	2
Week 2	1	Week 5	2
Week 6	1	Week 6	2
Federal Reserve Bank	1	Political Analysis	1
Week 4	1	Week 5	1
Financial Analysis	3	Self Reflection	1
Week 3	2	Week 5	1
Week 4	1	Social Theory	1
Fiscal policy	1	Week 1	1
Week 3	1	Strategic Analysis	3
GDP	2	Week 2	1
Week 2	2	Week 3	1
Goal Setting	1	Week 6	1
Week 5	1	Strategic Decision Making	1
Government Policies	1	Week 6	1
Week 6	1	Trade Policies	1
Government Policy Analysis	1	Week 6	1
Week 1	1	Government Policy	8
Inflation	1	Week 1	1
Week 4	1	Week 2	1
Investment	1	Week 3	3
Week 5	1	Week 4	1
		Week 5	2
		Total Competencies	49



Competencies by Appearance: BUS626

Tree Map/Codification



Adjusting the Curriculum

- Implement competencies in each DQ and Assignment.
- Analyze and map competencies.
- Compare program to market needs.
- Review strengths and weaknesses of program.
- Adjust course curriculum to strengthen alignment.
- Monitor new industry information and curriculum during revision cycle.



Conclusion

- Conducting a market analysis of competencies allows us to stay on top of industry education requirements.
- Mapping our curriculum allows us to understand strengths and opportunities.
- Continuous updating and alignment improve relevance.



Questions and Contact

Thank You

Murad E Abel

DBA, MBA

Full Professor and Department Chair MBA Program, Public Relations Faculty Lead, Research Fellow

Advanced Management Studies

The University of Arizona Global Campus

180 South Arizona Avenue · Suite #301 · Chandler, AZ 85225

O: (480) 916-0142 | Ex.21701 Murad.Abel@UAGC.edu

UAGC MBA LinkedIn Club <https://www.linkedin.com/groups/13695230/>

UAGC MBA Website <https://www.uagc.edu/online-degrees/masters/business-administration-v2>

