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**AN ANALYSIS OF THE BENEFITS OF AN MBA DEGREE  
AS REPORTED BY A DIVERSE GRADUATE POPULATION  
OF A SOUTHWESTERN UNIVERSITY**

DISSERTATION

STEPHANI RICHARDS-WILSON

School of Education

University of San Diego

May 2003

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**Abstract by Stephani Richards-Wilson**

**Chair of Dissertation Committee: Dr. Fred Galloway**

**Page 1 of 2**

Although numerous studies have attempted to measure the value of a Master of Business Administration (MBA) degree, most of these studies have concentrated on the extrinsic benefits of the degree, such as compensation and career progression. Furthermore, the majority of these studies have focused on students at elite MBA programs, which have traditionally served a different class of individuals than most MBA programs throughout the country. In an effort to broaden the literature in this area, this study examined both the extrinsic and intrinsic benefits of an MBA degree as self-reported by 638 MBA graduates from the University of San Diego who received their degree between 1975 and 2002.

Survey results suggest that this particular graduate population benefited more intrinsically from their degree than extrinsically. Specifically, the three ways that students benefited the most – personal development, increased self-confidence, and enhanced credibility – were all intrinsic benefits, while the top extrinsic benefit – gaining more career options – was a distant fourth among the sixteen benefits measured. In addition, the hierarchical multiple regression analysis revealed that demographic, program-related, and employment variables were all significant determinants of both intrinsic and extrinsic benefits, with program variables explaining the most variation in the set of dependent variables. In terms of the effects of individual variables, Asian, Black, Hispanic, and White MBA graduates, as well those who graduated with Marketing, Supply Chain Management, and Real Estate emphases or from the MBA/MSN program, were more likely to benefit from the degree, while graduates from the MBA/JD program, graduates with more work experience, and graduates now working in government or research and development were less likely to benefit.

**Abstract by Stephani Richards-Wilson**

**Chair of Dissertation Committee: Dr. Fred Galloway**

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Taken together, these findings demonstrate the importance of measuring both the intrinsic and extrinsic benefits of an MBA degree in today's business world. Recommendations for future research include expanding the set of independent variables to include interpersonal relationships in the workplace and at home, extending this work to other non-elite MBA-granting institutions, and finally, testing the robustness of these findings to different (and more favorable) economic climates.

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### **Dedication**

I dedicate my dissertation to my husband, Rick Wilson, and to my parents, David and Marlene Richards. I am eternally grateful to my husband for his encouragement and assistance throughout the past four years in particular. I appreciated his patience and understanding for the numerous evenings and weekends we spent apart while I was at class or working on my dissertation. Without his care and concern for my goals and aspirations, I would not have been able to complete my doctorate in the wake of several personal tragedies.

I would also like to take this opportunity to thank my parents, David and Marlene, for the countless sacrifices they made to provide a stable and secure childhood and to send me to college. I greatly benefited from my Father's MBA experience at the Simon School and his corresponding contributions to my education. His interest, keen insight, and suggestions were invaluable and I am truly grateful for his steadfast support throughout my educational journey.

Lastly, I wish to thank my beloved Mother, Marlene, who lost her battle with Lymphoma at the start of my doctoral program. Had my Mother not expressed an undying belief in my abilities, I would have not found the strength and conviction to continue my studies while mourning her loss. Regrettably, she did not live to see me graduate, but the fact that I finished the program in the face of such adversity is a testament to her.

Stephani Richards-Wilson  
May 2003

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Additionally, I would like to thank Dr. David Light, the former director of the MBA program at the university in which this research was conducted. David hired me as the Assistant Director of the MBA program and was instrumental in helping me to define my career path. I will always be grateful to him for giving me a chance to excel in business education. I am equally appreciative of the encouragement I received from my executive assistant, Patricia Moulton. Patricia endured my trials and tribulations, as well as my success and jubilation throughout my doctoral program. She shared my dedication to providing superior customer service to our MBA students and I am genuinely grateful for her support.

Lastly, I would like to thank Mr. Ruey Shivers of the Graduate Records Office for his stellar service in helping me to fulfill my degree requirements. I appreciated his patience, understanding, and attention to detail with respect to me and my MBA students. He was a wonderful colleague and friend and I am thankful for all of his assistance over the past few years.

## **Chapter One**

### **Background to the Study / Statement of the Problem**

Two years ago, approximately 40 percent of America's 100 largest companies were run by chief executive officers (CEOs) who held Master of Business Administration (MBA) degrees (Mintzberg & Lampel, 2001, p. 244). In the wake of recent corporate scandals, however, the nation's business leaders and management education have come under significant scrutiny. Despite criticisms concerning business education and the corporate climate in general, students continue to apply to MBA programs in record numbers (Mangan, 2002).

According to the Graduate Management Admissions Council's (GMAC) annual Application Trends Survey, the majority of the business schools surveyed this past June indicated an increase in MBA applications over last year (GMAC Applications Trend Survey, 2002).<sup>1</sup> Hence, it would appear that many prospective students are still willing to invest in the degree and hope to benefit from an MBA.

Over the years, several studies have been conducted to determine if and/or how graduates have benefited from an MBA degree, either in objective terms such as compensation and career progression or in subjective terms such as credibility and confidence. The researchers who have conducted these studies have attempted to determine the relationship between receiving an MBA degree and managerial career success.

<sup>1</sup>The Graduate Management Admission Council (GMAC) is a not-for-profit education association that sponsors the Graduate Management Admissions Test (GMAT). The GMAT is a standardized test required by approximately 2,000 business schools.

Much of the research concerning MBAs has utilized quantitative data collection methods (Ackah et al., 1999; Bell, 1980; Eisenstadt, 1991; Geromel, 1993; GMAC, 2002; Gutteridge, 1973; Harrel et. al., 1977; Jones, 1980; Kalin, 1998; Kazal-Thresher, 1990; Kewitz, 1981; Kirchmeyer, 1998; Kirchmeyer, 2002; Leeming & Baruch, 1998; Schneer & Reitman, 1994; Schneer & Reitman, 2002; Simpson, 1998; Veeder, 1991; Weinstein & Srinivasan, 1974). Other researchers utilized qualitative techniques (Hilgert, 1998; Nero, 1984), or employed mixed methodologies such as surveys and interviews (Rosenberg, 1980).

However, both quantitative and qualitative researchers acknowledged limitations to their studies. These acknowledged limitations include a limited focus on selected MBAs. Depending on the researchers' objectives, one or more of the following groups of MBA graduates were omitted from certain studies: female graduates; male graduates; self-employed graduates; unemployed alumnae/alumni; graduates working outside the U.S.; non-U.S. citizens; alumnae/alumni who attended full-time or part-time; graduates with additional graduate or professional degrees; and alumnae/alumni working for family-owned businesses, education, government, or the military (Bell, 1980; Gutteridge, 1973; Harrell et. al., 1977; Hilgert, 1998; Jones, 1980; Kalin, 1998; Kirchmeyer, 2002; Nero, 1984; O'Reilly & Chatman, 1994; Rosenberg, 1980; Veeder, 1991).

There are also significant limitations of the existing literature that have gone unacknowledged. One of these limitations relates to the changing context in which businesses now operate and the age/date of the existing research. The majority of the existing research was conducted prior to the dot.com boom/bust eras and before the

recent corporate scandals rocked the business world with creative accounting, corporate fraud, and white-collar crime.

The changing context of today's business world is relevant because in the past, researchers evaluated the success of MBA graduates in terms of monetary compensation and career progression. Given the harsh realities of today's corporate climate, it would seem more appropriate to examine the general benefits of an MBA rather than to compare graduates' career success based on strictly economic gains or career advancement. In short, it would be disingenuous to apply old economy criteria to new economic and societal realities when researching the impact that an MBA degree has in today's world.

For example, in today's economy, MBAs are now encountering imposing challenges to finding meaningful employment in an extremely tight job market (Dash, 2002). Unless one graduates from a top-ranked business school, many of the traditional perks, e.g., lucrative salaries and signing bonuses, appear to be limited (Boyle, 2002; Conlin et al., 2002; Siskos, 2002).

As an example of an effort to help MBAs distinguish themselves in today's tight job market, the International Certification Institute developed a new Certified MBA exam, which was to be available in April 2003 (Mangan, 2002). This voluntary exam was designed to give graduates from second- or third-tier schools a competitive edge in the recruitment process and will be available at a cost of \$450.<sup>2</sup> Those who pass the exam will receive a certificate. Clearly, today's job market and corporate climate are different from those experienced by MBAs included in previous studies.

<sup>2</sup>The Certified MBA exam is a five-hour, multiple-choice exam designed to measure whether students mastered core subjects such as finance, marketing, etc.

Another limitation of the existing research that often goes unacknowledged is that there are few studies that focus on both male and female MBA graduates from less competitive schools located in the American Southwest. Previous studies included MBA graduates from northeastern universities (Schneer & Reitman, 1994; Schneer & Reitman, 2002; Veeder, 1991), northwestern (Bell, 1980), southern (Eisenstadt, 1991) and mid-western universities (Geromel, 1993; Gutteridge, 1973; Kalin, 1998; Kirchmeyer, 1998; Kirchmeyer, 2002), as well as prestigious MBA programs such as that of Stanford University (Harrell et. al., 1977; Kazal-Thresher, 1990). Three studies (Ackah et al., 1999; Leeming & Baruch, 1998; Simpson, 1998) included MBA graduates from the United Kingdom.

With respect to the studies that did involve graduates from southwestern schools, there are only a few. For example, one study involved MBA alumnae from The Claremont Graduate School (Hilgert, 1998). This study, however, was different from the majority of the others in that it utilized a qualitative methodology, dealt only with the professional development of women, and focused on graduates of an Executive MBA (EMBA) program, which is delivered differently from the standard MBA.<sup>3</sup>

Another study conducted by Kewitz (1981) focused on MBAs from a university located in San Diego. He conducted a survey that investigated leadership style, traits, and achievement between American and non-American graduates who earned their MBA from the United States International University. O'Reilly and Chatman (1994) also

<sup>3</sup>An Executive MBA or EMBA program is one in which the students are typically older, more experienced, or are in a senior managerial position, and attend part-time as a cohort on weekends.

focused on graduates from the West, but collected data from students/graduates enrolled in a full-time, top-20, West Coast MBA program.

Moreover, there are no studies involving MBA graduates from a private, Catholic, southwestern school accredited by AACSB International (The Association to Advance Collegiate Schools of Business.) Few studies involve a diversified MBA sample of southwestern graduates with various student profiles ranging from military officers, self-employed entrepreneurs, managers of family-owned businesses, alumnae/alumni from joint graduate programs, to international graduates, among others.

Given that the majority of the aforementioned studies were limited in terms of selected participants and/or included few graduates from less competitive institutions located in the American Southwest, there is certainly a need therefore to study a diversified sample of MBA graduates from a professionally accredited southwestern school who must now work or seek employment in a very different corporate climate.

#### Purpose of the Study

The primary purpose of this study is to begin to fill in some significant gaps in the literature and to explore the benefits of an MBA degree from the University of San Diego, as self-reported by its graduates. The University of San Diego (USD) has offered an MBA program since 1972 and has graduated approximately 2,600 students to date. In comparison to top-ranked business schools, USD's MBA program is considerably younger and less well-known worldwide. Nonetheless, USD's program has provided graduates with innovative learning opportunities that may not be present in

other MBA programs.<sup>4</sup> These experiences could have contributed to the personal development of USD's graduates, who when asked, may indicate personal development to be a primary benefit of the degree.

### Significance of the Study

While previous studies have included MBA graduates from southwestern schools, this study should advance the literature because of the unique attributes of USD's program and its graduates who completed the program either full-time or part-time, and/or concurrently with another USD professional degree within the past 27 years. Degree options include an MBA, International MBA, a joint degree with the USD Schools of Law or Nursing (MBA/JD, IMBA/JD, or MBA/MSN), and a dual MBA degree from USD and the Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico. USD also offers a joint MBA and MS in Information Technology degree.

Although numerous studies have attempted to measure the value of an MBA degree, most of these studies have concentrated on extrinsic benefits of the degree, such as compensation and career progression.<sup>5</sup> This study will examine the extent to which USD's MBA graduates benefited both extrinsically and intrinsically from their degree.

Over the years, USD has enrolled MBA students from various academic backgrounds, professions, and countries. They are a diverse group of individuals whose

<sup>4</sup>These opportunities include study abroad courses, business school institutes, internships, overseas practicum, and hands-on project management, e.g., the annual Thanksgiving House Project, in which MBAs apply business skills to the altruistic renovation of a house located in a lower socioeconomic area of San Diego.

<sup>5</sup>In Simpson's (1998) study, she discusses extrinsic and intrinsic benefits. She found that women benefited from an MBA intrinsically in terms of credibility and confidence, but that men benefited more than women in terms of extrinsic benefits such as pay and management level/career progression.

participation in this study will help extend the existing knowledge base regarding the impact of an MBA degree. They include male and female Navy and Marine Corps officers, government employees, non-U.S. citizens, ethnic minorities, individuals with advanced degrees, graduates working in education or non-profit organizations, physicians, entrepreneurs, and international managers and consultants living abroad.

Additionally, many USD MBAs still reside and work in San Diego, the seventh largest city in the United States and a leading center for the biotechnology, telecommunications, defense, pharmaceutical, tourism, and high technology industries. With this in mind, results of this study should also reflect patterns or trends of MBA graduates operating in today's Internet/Information Age, which visionary business leaders and scholars, in particular, should find intriguing. Analyzing the benefits of an MBA from USD will also guide future policy-making in terms of improving the program for students and stakeholders alike.

This case study will utilize quantitative data collection methods and multiple regression analysis. It is unique and important in terms of school location, school profile, and the type of graduates. This study includes both objective and subjective outcome measures and will focus on the benefits of an MBA from the University of San Diego as perceived by the degree-holder.

The extent to which USD's graduates benefited from their degree will provide an alternative perspective as to the value of an MBA in today's corporate climate; one that acknowledges the fact that a vast majority of MBAs do not graduate from prestigious programs and therefore do not necessarily expect to benefit from higher salaries such as those associated with the status of other schools and their graduates.



### Research Questions

The following exploratory research questions will guide this study:

1. To what extent have USD graduates benefited extrinsically (e.g., increased compensation, increased responsibility, or career progression, etc.) from their MBA?
2. To what extent have USD graduates benefited intrinsically (e.g., increased self-confidence, increased career satisfaction, or increased sense of control, etc.) from their MBA?
3. To what extent do these benefits vary based on individual demographics, degree program, employment status, and professional function?

## Chapter Two

### Review of the Literature

#### Introduction

Much of the research pertaining to MBAs focuses on two subject areas: the career success of degree-holders and issues surrounding women MBAs. These studies span several decades and include MBAs from different regions of the country. Studies pertaining to MBAs have also been conducted in the United Kingdom. While the MBA continues to be a topic of research, the media has taken an interest in the degree as well and frequently reports on patterns and trends relevant to the MBA. Most recently, articles have dealt with a shift in MBAs' priorities such as a renewed interest in entrepreneurship, social responsibility, and ethics (<http://cincinnati.bizjournals.com/cincinnati/stories/2002/08/26/daily24.html>; Johnson, 1996; Underwood, 2002).

#### Theoretical Frameworks

There are three theories that frame the existing research and are particularly relevant to measuring the career success of women MBAs: human capital theory, relative deprivation theory, and attribution theory. Each theory can help explain why there are challenges to the standard ways of measuring career success for women who work in the largely male-dominated field of business. While these theories are indeed relevant, they also underscore the need to consider alternative measures of determining whether women MBAs benefited from the investment they made in their degree. With this in mind, it becomes apparent that determining the extent to which USD's graduates benefited both extrinsically and intrinsically from their degree will enhance the existing knowledge base pertaining to women MBAs.

Researchers refer to human capital theory because it is relevant in terms of unequal career rewards for men and women. For example, both Kirchmeyer (2002) and Schneer and Reitman (2002) refer to human capital theory. The latter cite Blau and Ferber (1986) and note that human capital theory suggests that those who invested the most in education and training will reap the greatest rewards.

Blau et al. (2002) cite economists Theodore Schultz, Gary Becker, and Jacob Mincer in their discussion about human capital investments. They state that such investments include formal education and training that is undertaken to increase one's productivity and earnings. According to Schultz, Becker and Mincer, individuals make decisions regarding human capital investments based upon a comparison of the expected costs and benefits of these investments (Blau et al., 2002, p. 157). Economists have referred to human capital theory to explain the gender differentials in economic outcomes.

Other researchers discuss relative deprivation theory and attribution theory in the context of gender issues. Relative deprivation theory is relevant in discussing the gender wage gap and is used to explain women being "more satisfied with the same" (Jackson, 1989, as cited in Kirchmeyer, 2002). In Kirchmeyer's (2002) study, even though women earned less than men, they perceived their careers to be as successful. Relative deprivation theory illustrates how women employed in nontraditional fields generally compare themselves to other women as opposed to men in the same profession and perceive their work situations to be somewhat favorable (Major, 1989, as cited in Kirchmeyer, 2002).

Attribution theory has demonstrated that the equivalent accomplishments of men and women are explained in different terms (Deaux & Emswiller, 1974, as cited in Kirchmeyer, 2002). For example, women's accomplishments are often attributed to luck and external determinants such as affirmative action, whereas men's accomplishments tend to be attributed to skill and ability (Heilman, 1983, as cited in Kirchmeyer, 2002). This attitude is problematic for women because skill and ability are more highly valued in the labor market.

#### Standard Ways of Measuring Career Success and Challenges to These Approaches

Many studies refer to measuring managerial career success and involve MBA alumnae/alumni. Based on the research of various scholars (e.g., Srinivsan, Shocker & Weinstein, 1973; Laurent, 1970), Weinstein and Srinivasan (1974) determined that annual compensation should be used to measure managerial success because it is regarded as the most important criterion of success by managers and business schools. Other researchers, however, maintain that the concept of career success entails many aspects and is not limited to monetary compensation.

For example, Kirchmeyer (1998) posits that managerial career success is typically equated with progression within a corporation and is evaluated in terms of income, hierarchical level, and promotions. Other researchers discuss managerial career success as well, and note a consensus among them that both promotions and salary attainment are important elements (Forbes & Piercy, 1991, as cited in O'Reilly & Chatman, 1994). Even the most current and perhaps controversial study conducted by Pfeffer and Fong (2002) focuses on these elements. Its authors maintain there is little evidence to suggest that the MBA credential has much effect on graduates' salaries or career attainment.

Schneer and Reitman (1994), however, note that income is only one variable in evaluating one's work environment. It is frequently used in studies because it can be measured objectively. Subjective measures such as workplace treatment are also worthy of consideration and include satisfaction, supervisor appreciation, and discrimination. In their study of mid-career MBAs, Schneer and Reitman found that work environments were less supportive of women than of men in terms of both objective and subjective measures.

Success can also be defined in very broad, personal, and subjective terms that vary among individuals, making the measurement of success difficult. In Hilgert's (1998) study, he chose to investigate the impact of an Executive MBA program on the lives of its alumnae. When referring to success, alumnae spoke in terms of taking control of their careers; achieving more balance between their personal and professional lives; demystifying the business world and business transactions; and gaining more control over their choices, schedule, flexibility, time, and life in general.

Subjective and objective measures, therefore, can vary between women and men as can success criteria. Women's perceived career success could vary depending on whether they compare themselves to men, to other women, or simply to their own initial expectations as to how they would benefit from the degree. Did they expect to further their career with the new credential, increase their salary, or were they satisfied to gain new skills and/or broaden their business knowledge?

For example, Kirchmeyer (2002) found that women in their mid-career stage earned lower incomes than the men in her study, but they perceived their careers to be

equally successful. It appears that in attempting to assess managerial career success, the answer depends on how the question is posed and to whom.

The career stage of an alumnae/alumni population is another variable to consider when measuring career success because graduates' perceptions of how the MBA helped them to advance in their career could differ among stages. Survey respondents could be in their early career, mid-career, or late career. Including MBA alumnae/alumni in various stages of their careers is worthy of consideration because one's career stage yields different results in terms of salary and/or career satisfaction.

For example, Schneer and Reitman (1994) state that previous studies found no significant gender differences in starting salaries concerning MBAs in their early careers (Devanna, 1984; Frieze, Olson & Good, 1990; Gordon & Strober, 1978; Strober, 1982; Wallace, 1989). Kirchmeyer (2002) also found minimal difference in starting salaries, but observed that approximately nine years later, men's incomes had risen more than women's, and the income gap widened further over the next four years.

With respect to career satisfaction in early careers of MBAs, Schneer and Reitman (1994) conducted a two-part longitudinal study on the careers of MBAs. The first part of the study was conducted in 1984 in which they sent a survey to MBAs in their early careers who graduated between 1976 and 1980 from a large, private northeastern university. In 1990, they sent a second survey to the MBAs who responded to the first survey. They conclude, "The findings concur with the past research that in the early career stage, from 4 to 8 years post-MBA, there is little or no difference in the income or career satisfaction of men and women MBAs" (p. 201). With respect to

MBAs in their mid-career, however, they found lower levels of satisfaction and compensation for women than for men.

Eisenstadt (1991) also researched MBAs in their early careers, but his findings were much different than those previously cited. He conducted a survey in 1988 and investigated career earnings based on annual base salary and annual total earnings (defined as annual base salary plus commissions, bonuses, and stock options). The respondents in his study graduated between 1980 and 1984. He found that at the time of graduation, regardless of how salary is evaluated, women MBAs earned approximately 16 percent less than male MBAs. The percentage differential increased 26 percent for total earnings four to eight years later.

Eisenstadt states that approximately 70 percent of the inflation-adjusted starting salary differential can be explained by differences in pre-MBA work experience. Eisenstadt's findings differ from those of Schneer and Reitman and others perhaps because his alumni/alumnae population graduated from a different type of school and at a different time. MBAs in his study graduated from a large, public southern university four years later than the MBAs from the large, private northeastern university involved in Schneer and Reitman's study.

In addition, while Schneer and Reitman controlled for factors that influence income and career satisfaction such as employment gaps, experience, and work hours, it appears that Eisenstadt used more specific measures in his regression equations that could explain why his findings are different from previous studies. These measures include months of pre-and-post-MBA experience, firm tenure, gaps in non-full-time employment,

and industry/occupational affiliation. His study found that men had a “head start” in their careers.

However, similar to Schneer and Reitman (1994), Eisenstadt suggests that employers have more discretion once employees are within the organization than they have when the employees join the organization. For this reason, Schneer and Reitman (1994) believe more research should focus on the mid-careers of women where other factors come into play and can be a detriment to women in particular. Kirchmeyer (2002) also believes more research should compare men and women in their mid-careers to better understand the gaps between career progression among men and women.

Hindo (2001), however, references a *BusinessWeek* survey that did include mid-career MBAs enrolled in an Executive MBA program. More than half of the EMBA graduates in *BusinessWeek*'s 2001 survey indicated that their employers should have better defined how the degree would affect their career path. Recent graduates also indicated that between 40 percent and 70 percent of their classmates changed jobs during or after they obtained their EMBA (Hindo, 2001). Hence, support from one's employer and the environment in which one works are important factors to consider when inquiring about career satisfaction.

Geromel's (1993) study also involved graduates of an Executive MBA program. The graduates in his study were in different stages of their careers. He investigated graduates' perceptions about whether the degree enhanced their careers and family life. Participants included graduates from the class of 1980 and 1985, and the older class expressed less satisfaction relating to career advancement than did the younger.



In another study on career advancement, Bell (1980) set out to determine if the MBA makes a lasting difference in the career progression of the degree-holder. He concludes that it did for the recipients in his sample and viewed success as several elements: present compensation, growth in compensation since receiving the degree, present position level, upward movement in organizations, perceived success and job satisfaction. In his study, however, he eliminated females from his sample. Since more women hold MBAs today than in 1980, their perspectives need to be included in current research to obtain a comprehensive understanding of the benefits of the degree as it relates to gender.

In addition to career stage and gender, today's corporate climate must be taken into consideration to make research relevant to the education and development of MBAs who must now work in a different world. For example, in O'Reilly and Chatman's (1994) study, they focused on early career success and used five indicators to evaluate early career success: selection success, number of job offers, current salary, salary increment, and number of promotions. These criteria may have been relevant in 1994, but apply less to today's corporate climate in which many newly-minted MBAs do not even receive one offer, much less the traditional signing bonus.

Moreover, while these criteria may be important to business school faculty and researchers, recent MBA graduates may not necessarily share the same perspective when asked about their current or future career success. For example, according to the Global MBA™ 2002 Survey, sponsored by the Graduate Management Admission Council (GMAC), recent graduates are *extremely* confident that the MBA is providing them the opportunity to "improve themselves personally" (48%), "to increase their career options"

(41%) and “to develop management skills” (38%). With respect to the monetary benefit of the MBA, 33 percent of the respondents were confident that the MBA will give them “an increase in earning power”

(<http://www.gmac.com/globalmbasurvey/2002/summary.pdf>).

Since the monetary benefit was ranked fourth among recent graduates, this would seem to suggest that salary may no longer be considered the primary criterion for measuring success and/or expectations, at least from the degree-holder’s viewpoint. However, this perspective may not entirely reflect the opinion of women MBAs, more experienced ones, in particular, who have yet to achieve comparable salaries. (4,736 graduates worldwide participated in GMAC’s survey and approximately two-thirds (69%) of the participants were male.)

Current research suggests that today’s MBAs may have different values and expectations than those referenced in previous studies. In fact, in their benchmark study of management education and development, Porter and McKibbin (1988) state that as the country continues to change from an industrial to a service- and information-oriented society, graduates will be working in a different configuration/shape/form of companies/firms/organizations and entering the workforce with changing patterns of needs and expectations (p. 80). This appears to be true.

In addition to one’s career stage, gender, and the changes that are affecting one’s work environment, it appears that success or satisfaction can also vary based on race. For example, Jones (1980) examined the earnings and job authority of black and white male MBA graduates five to ten years into their management careers. He found that black MBAs began their careers at higher starting salaries, but exercised less authority than

white MBAs. However, the earnings differential between white and black MBAs widened in the years following career entry with black MBAs earning significantly less than white MBAs.

One additional challenge to measuring career success, especially at the University of San Diego, is that several alumnae/alumni graduated with dual or joint MBA degrees from the USD Schools of Law and Nursing. Since other researchers did not mention whether participants in previous studies graduated from joint programs, graduating with a joint degree appears to be unique to USD and this study.

### Women MBAs

Management is a nontraditional occupation for women (Kirchmeyer, 1998). Perhaps for this reason, several studies deal specifically with women MBAs and the effects that family structure, gaps in employment, and work environment have on career progression. With respect to work environment, Nero (1984) found that women MBAs were socially isolated in their work and lacked support for discussing their lifestyle concerns. She interviewed 30 women MBAs and found that married and coupled women earned more money and experienced less conflict between their work and personal life than unmarried women.

On the same topic of support, there also appears to be a correlation between employers' lack of support and women's disinterest in pursuing an MBA. The University of Michigan Business School and Catalyst, a nonprofit organization that promotes the advancement of women in the workplace, conducted a two-year study and released a report in 2000 entitled, *Women and the MBA: Gateway to Opportunity* (Kitts, 2000). Based on a poll of 1,684 MBA graduates, 42 percent of the women surveyed indicated

they were less likely to be encouraged by their employers to pursue an MBA compared to 25 percent of the men surveyed. However, Catalyst's poll also indicated that even though the number of female MBA students enrolled in top-ranked U.S. business schools has averaged 30 percent over the last ten years, 95 percent of the respondents (both male and female) were satisfied with their educational experience.

Similar to Nero, Veeder (1991) limited her study to women MBAs as well and examined the differences in perspectives between students enrolled in two MBA programs and graduates of the programs who were working and completing the transition to age thirty. Veeder found that there was a significantly lower score in values expectations concerning work for the graduates compared to the students. She also observed a difference in the range and variety of career options for the older women.

In Schmeer and Reitman's (1994) longitudinal study of MBA graduates, they found a comparable work environment for men and women in their early careers. However, by mid-career, they noted that discrimination was more prevalent for women and that women reported less income, career satisfaction, and supervisor appreciation for their work than the men in the study.

Rosenberg (1980) examined current part-time MBAs who were in their mid-career stage. His study yielded much different results with 82 percent of the participants being male, 90 percent being Caucasian, and 78 percent being married. He noted that the participants valued the education more (relative to the degree) and expected less career change as they progressed through the program. He also noted that participants benefited from considerable gains in salary and organizational rank after beginning the MBA.

Still, another study yielded much different results. Kazal-Thressher (1990) analyzed the earnings and employment patterns of thirteen graduating classes of Stanford MBAs. She found substantial earnings differences between men and women, and these differences become more pronounced over time. She also indicated that neither marital status, nor the absence or presence of children, were significant factors in salary level for either male or female MBAs.

Kirchmeyer (2002) also took family variables into consideration. She surveyed mid-career male and female managers with similar education (MBA) and experience and found that family variables such as marriage and children continue to hinder women's managerial success. Being married meant more income for men and less income for women. Being married also meant higher perceived success for men and lower perceived success for women. In addition, the effect of having an unemployed spouse was positive for men's perceived success but negative for women's.

Schneer and Reitman (2002) arrived at yet another different conclusion and posit that the model of the successful manager was based on the 1950's family. Schneer and Reitman analyzed data from two MBA alumnae/alumni cohorts to determine the impact of family structure on career success. They found that men with traditional families were most rewarded in their careers with respect to income and salary progression, and that women with no family structure achieved career success comparable to the traditional family men.

Other studies discuss additional subtle, or hidden, barriers for managerial women. One such barrier is commonly referred to as the proverbial "glass ceiling." Schneer and Reitman's (1994) study of American mid-career MBAs revealed a less supportive work

environment for women than for men and that women spoke in terms of sex discrimination and not being treated equally. They referred to the “old boy network,” to less qualified men being chosen for promotions, and to discrimination becoming more subtle and harder to prove.

### Similarities of Women MBAs in the United Kingdom

Studies of MBAs have also been conducted in the United Kingdom and have yielded similar findings to many American studies. For example, Simpson (1998) conducted a survey of male and female MBAs in the United Kingdom and found that women benefited from the degree with respect to intrinsic factors such as credibility and confidence. In terms of extrinsic career factors such as pay and managerial progression, however, men appeared to benefit more from the MBA.

Ackah et al. (1999) also researched male and female MBAs in the U.K. and found that while most graduates had improved their position after obtaining the MBA, women had done less well in terms of salary. The women, however, felt that the MBA had helped their careers. Similar to Simpson, Ackah et al. refer to attitudinal and cultural barriers. They believe such barriers still exist and are a detriment to women in particular.

Leeming and Baruch (1998) discuss barriers in their study as well. They conducted a study involving the career development of MBAs from one of the U. K.'s leading business schools and conclude that future research needs to be done to understand the nature of gender prejudice in the workplace. They found that studying for an MBA can increase women's self-confidence and help them deal with gender discrimination.

### A Shift in MBAs' Priorities

As previously noted, there appears to be a shift in the priorities and expectations of MBAs working in today's business world. Their perceptions of success and their values may be different than those of previous generations included in existing studies. For example, Johnson (1999) observes that many students have determined that their quality of life and environmental issues are more important than salary and other compensation. He notes that career opportunities for MBAs have been increasing in the areas of higher education, arts management, foundation management, and community and economic development.

Johnson (1996) also posits that more and more MBAs are pursuing entrepreneurial ventures. One benefit of the degree is that it can provide the business expertise to start new business ventures. As one company president and CIO, John Goode, points out, it used to take five to 10 years to build a company, while now it is a matter of six to 12 months (Vaas, 2000). Goode, who holds an MBA, believes the degree provides the skills to successfully run a business.

According to Echeverri-Carroll (2002), there has been a significant increase in the numbers of U.S. and Canadian women entrepreneurs over the past few years. She observes how women tend to be pushed into entrepreneurship by negative aspects of the corporate world: discrimination, inflexible schedules, and the "glass ceiling." In addition, the number of women in family-owned businesses increased in the 1990s (Nelton, 1999).

Not only is entrepreneurship becoming more popular for those with MBAs, but finding careers in socially responsible companies is as well. As previously mentioned,

GMAC's recent survey indicated that MBA graduates of the class 2002 ranked "an increase in earning power" fourth in prioritizing the benefits of the degree. Many MBAs have determined that a company's social return is as important as the financial bottom line and are looking more seriously at careers that match their values (Underwood, 2002). For example, Net Impact, an organization that helps business schools promote corporate responsibility, reported that 2,500 MBA students applied to work at 75 internships in socially responsible companies during the summer of 2002 (Underwood, 2002).

In addition to entrepreneurship and social responsibility, MBAs also appear to be more interested in ethics. GradSchools.com recently conducted an online survey in which more than 1,200 prospective graduate business students participated (<http://cincinnati.bizjournals.com/cincinnati/stories/2002/08/26/daily24.html>). More than 80 percent of those surveyed believe that MBA programs need to place a greater emphasis on ethics. In the same article, Mark Shay, president of GradSchools.com observes, "There also appears to be a growing disenchantment with corporate America among prospective graduate students."

Thus, it appears that many MBAs are shifting their priorities and focusing more on their values, personal interests, and quality of life. Noteworthy is the fact that despite an apparent shift in priorities, the MBA remains as popular as ever with over 112,000 graduate business degrees conferred in the 1999-2000 year. Of this total, approximately, 67,000 degrees were awarded to males and 45,000 were awarded to females (<http://nces.ed.gov/pubs2002/digest2001/tables/dt256.asp>). Determining if USD MBAs are shifting their priorities, as reflected in their career choices and perceived benefits of the degree, is one of the objectives of this study.



## Conclusion

The existing research indicates that despite the questions researchers have raised concerning the value of an MBA, students continue to pursue the degree for any number of reasons. While previous studies have examined the benefits of the degree as it relates to managerial career success, gender, career stage, and the expectations of MBAs, this study attempted to measure both the extrinsic and intrinsic benefits that have accrued to USD MBA holders, and to determine the extent to which these benefits varied according to individual demographics, type of degree, and employer specific information.

## Chapter Three

### Methodology

#### Introduction

The purpose of this study was to begin to fill in some significant gaps in the literature and to explore the benefits of an MBA degree from the University of San Diego, as self-reported by its graduates. I have been the advisor to students enrolled in this program for the past three years and have developed lasting relationships with many of the graduates. My first-hand knowledge of their experiences underscored my belief that there was a need to provide an alternative perspective as to the benefits of an MBA degree in today's corporate climate.

The research questions in this study were: (a) To what extent have USD graduates benefited extrinsically (e.g., increased compensation, increased responsibility, or career progression, etc.) from their MBA, (b) to what extent have USD graduates benefited intrinsically (e.g., increased self-confidence, increased career satisfaction, or increased sense of control, etc.) from their MBA, and (c) to what extent do these benefits vary based on individual demographics, program, employment status, and professional function? The goal of this study was to analyze the perceived benefits of an MBA from USD so as to guide future policy-making in terms of improving the program for students and stakeholders alike.

#### Data Collection Method and Respondents

Since the USD MBA graduate population consists of approximately 2,600 individuals, I utilized a quantitative data collection method in attempt to hear from as many graduates as possible. I collected data from a four-page questionnaire sent to the

entire USD MBA graduate population whose addresses were on file in the USD University Relations Office. As Porter and McKibbin (1988) note, self-reported descriptions are suspect because of a presumed need on the part of the respondents to provide socially acceptable responses. A quantitative data collection method diminished this possibility because the data provided by the respondents was anonymous, thereby reducing the potential for measurement error.

The target group for this study included male and female MBAs who graduated between 1975 and 2002. In my letter of introduction to the graduates, I indicated that participants could request a summary of the findings at a later date. (The letter of introduction is included herein as Appendix A.) The accompanying questionnaire asked participants to provide information pertaining to four areas: (a) demographic personal information, (b) program information, (c) perceived extrinsic and intrinsic benefits of their MBA, and (d) employment information. (The questionnaire is included herein as Appendix B.)

#### Phases and Time Period of the Study

On January 15, 2003, a questionnaire, postage-paid business reply envelope, and letter of introduction were sent to USD MBA graduates whose mailing addresses were on file (2,227). I requested to receive completed questionnaires within two weeks of receipt of the letter. This study utilized data from surveys returned on or before March 12, 2003, eight weeks after graduates were initially contacted.

#### Quantitative Research Design and Data Analysis Methods

The research design of this study consisted of a series of 19 nested multiple regression models that will be discussed later in this section. The objective was to

specify a model that captures the factors that explain the variation in both extrinsic and intrinsic benefits as self-reported by USD graduates. Respondents' answers to the questions were entered into a statistical software package, SPSS, version 11.5, and analyzed through the techniques of hierarchical multiple regression analysis.

The independent variables in this study were drawn from existing research and included 20 variables: (a) gender, (b) race or ethnicity, (c) citizenship, (d) marital status, (e) age, (f) type of undergraduate degree, (g) years of prior work experience, (h) company sponsorship, (i) year graduated, (j) program, (k) enrollment status, (l) MBA emphasis, (m) reason enrolled, (n) career point of undertaking MBA, (o) extent to which expectations were met, (p) hours worked per week, (q) locale of employer headquarters, (r) size of organization, (s) type of organization, and (t) professional function. The demographic characteristics pertaining to the race/ethnicity variable were derived from the U.S. Census Summary file for the year 2000.

Table 3.1 describes the independent variables used in the analysis in more detail, with particular attention paid to the way that they were coded in SPSS. Consistent with the analysis, the variables are presented by category (demographic, program, and employment.)

Table 3.1 Specification of Independent Variables

<b><u>Variable</u></b>	<b><u>Description and Coding</u></b>
<i>The following were the individual demographic variables.</i>	
1. GENDER	Gender was coded as a dichotomous variable. (Numeric – Ordinal). “Male” was the reference category. 0 if male; 1 if female. (Gender is a natural dummy variable. The compute function is not necessary with variables that have only two categories.)

Table 3.1 Specification of Independent Variables, Continued

<b><i>Variable</i></b>	<b><i>Description and Coding</i></b>
2. RACE	Race was coded as a dichotomous variable. (Numeric – Scale). “Other” was the reference category. Since there were seven categories of race, I created six dichotomous variables; one for “white”, one for “black,” one for “American Indian or Alaska Native,” one for “Asian,” one for “Native Hawaiian or Other Pacific Islander,” and one for “Hispanic or Latino.”
3. CITIZEN	Citizenship was coded as a dichotomous variable. (Numeric – Ordinal). “U.S. Citizen” was the reference category. 0 if U.S. citizen; 1 if Non U.S. citizen
4. MARRIED	Marital status was coded as a dichotomous variable. (Numeric – Ordinal). “Married” was the reference category. 0 if married; 1 if single
5. AGE	Number of years (Numeric - Scale)
6. DEGREE	Degree was coded as a dichotomous variable. (Numeric – Ordinal). “Yes” was the reference category. (Yes, the respondent had a bachelor’s degree in business.) 0 if yes; 1 if no
7. WORKYRS	Number of years (Numeric – Scale)
8. SPONSOR	Company sponsorship was coded as a dichotomous variable. (Numeric – Ordinal). “Yes” was the reference category. (Yes, the respondent’s company paid for part or all of his or her tuition.) 0 if yes; 1 if no
<b><i>The following were program variables.</i></b>	
9. YEAR	Year graduated (Numeric – Scale)
10. PROGRAM	Program was coded as a dichotomous variable. (Numeric – Scale). “MIB” was the reference category. Since there were nine categories of “program,” I created eight dichotomous variables; one for “MBA,” one for “MBA/JD,” one for “MBA/MSIT,” one for “IMBA,” one for “IMBA/JD,” one for “MBA/MSEC,” one for “MBA/MSN,” and one for “Dual MBA.”

Table 3.1 Specification of Independent Variables, Continued

<b><i>Variable</i></b>	<b><i>Description and Coding</i></b>
11. STATUS	Enrollment status was coded as a dichotomous variable. (Numeric - Ordinal). "Part-time" was the reference category. 0 if part-time; 1 if full-time
12. EMPHASIS	Emphasis was coded as a dichotomous variable (Numeric – Scale). "No emphasis" was the reference category. Since there were twelve categories of "emphasis," I created eleven dichotomous variables; one for "Accounting," one for "Supply Chain," one for "Electronic Commerce," one for "Management," one for "Marketing," one for "Venture Management," one for "International Business," one for "Finance," one for "Real Estate," one for "Project Management," and one for "Double or Triple Emphasis."
13. REASON	Degree expectations was coded as a dichotomous variable (Numeric – Scale). "To increase my career options" was the reference category. Since there were four categories, I created three dichotomous variables; one for "to develop management skills," one for "to improve myself personally," and one for "to increase my earning power."
14. STAGE	Career stage was coded as a dichotomous variable (Numeric – Scale). "Same career" was the reference category. Since there were three categories, I created two dichotomous variables; one for "initial career," and one for "new career."
15. EXPMET	Expectations met was coded as a dichotomous variable (Numeric – Scale). "To some extent" was the reference category. Since there were four categories, I created three dichotomous variables; one for "to a great extent," one for "to the extent I expected," and one for "not at all."
	Note: This variable was not used in the regression models. It was determined to be less relevant to the study than originally thought.

Table 3.1 Specification of Independent Variables, Continued

<b><u>Variable</u></b>	<b><u>Description and Coding</u></b>
<i>The following were employment variables.</i>	
16. HOURS	Hours worked per week (Numeric – Scale).
17. EMPLOYER	Locale was coded as a dichotomous variable (Numeric - Ordinal). “Yes” was the reference category. (Yes, the respondent’s organization was headquartered in the United States.” 0 if yes; 1 if no
18. SIZE	Size was coded as a dichotomous variable (Numeric – Scale). “Medium” was the reference category. Since there were three categories, I created two Dichotomous variables; one for “small” and one for “large.”
19. TYPE	Type of organization was coded as a Dichotomous variable (Numeric – Scale). “Other” was the reference category. Since there were eight categories, I created seven dichotomous variables; one for “private business,” one for “public business,” one for “government,” one for “military,” one for “non-profit,” one for “self-employed,” and one for “family’s business.”
20. FUNCTION	Professional function was coded as a Dichotomous variable (Numeric – Scale). “Other” was the reference category. Since there were nine categories, I created eight Dichotomous variables; one for “human resources,” one for “management information systems,” one for “marketing,” one for “operations,” one for “consulting,” one for “general management,” one for “research and development,” and one for “finance.”

The 16 dependent variables in this study were also drawn from existing research and consisted of extrinsic and intrinsic benefits. Respondents were asked to rate the extent to which they benefited from their MBA degree on the following scale: (a) strongly, (b) moderately, (c) only slightly, and (d) not at all. These choices were coded and entered into SPSS as 3, 2, 1, and 0 respectively.

Using this scale, respondents were asked to rate the extent to which they benefited from the following eight **extrinsic** benefits: (a) increased monetary compensation, (b) increased job responsibility, (c) increased authority on the job, (d) progressed in my career, (e) increased autonomy on the job, (f) increased work-environment flexibility, (g) gained more career options, and (h) increased job security.

Using the same scale, respondents were asked to rate the extent to which they benefited from the following eight **intrinsic** benefits: (a) developed management skills, (b) increased self-confidence, (c) enhanced credibility in the workplace, (d) increased career satisfaction, (e) developed personally, (f) increased sense of control over career, (g) increased opportunity to network, and (h) enhanced personal values and sense of ethics. Table 3.2 summarizes the specification and coding of the dependent variables.

Table 3.2 Specification of Dependent Variables

<b><i>Variable</i></b>	<b><i>Description and Coding</i></b>
1. EXT BEN	Answers to each of the eight questions pertaining to extrinsic benefits were coded as follows: 3 if “strongly,” 2 if “moderately,” 1 if “only slightly,” and 0 if “not at all” (Numeric – Scale).
2. INT BEN	Answers to each of the eight questions pertaining to intrinsic benefits were coded as follows: 3 if “strongly,” 2 if “moderately,” 1 if “only slightly,” and 0 if “not at all” (Numeric – Scale).



Regressions were run on the respondents' ratings of each of the eight extrinsic benefits, each of the eight intrinsic benefits, the sum of the extrinsic benefits, the sum of the intrinsic benefits, and the sum of the extrinsic and intrinsic benefits. These regression models totaled 19.

Using the previously mentioned scale of 3, 2, 1, or 0, the range of scores for the sum of the extrinsic benefits or the sum of the intrinsic benefits for each respondent ranged from 0 to 24. (The smallest sum would be eight scores of "0", while the highest possible score would be eight scores of "3".) To allow the effects of the independent variables to be measured as percentage change, the 0-24 scale was transformed into a 0-100 scale by simply multiplying each score by 4.166. Similarly, since the sum of the scores for all the extrinsic benefits and all the intrinsic benefits ranged from 0 to 48, scores were multiplied by 2.083 to achieve a 0-100 scale.

For each of the 19 models, I ran a series of three nested regression models sequentially for a total of 57 models. In the first model, the benefit (or scaled sum) was run as a function of demographic variables, while in the second model, the benefit (or scaled sum) was run as a function of demographic variables and program variables. Finally in the third model, the benefit (or scaled sum) was run as a function of demographic variables, program variables, and employment variables. (Further details regarding the regression models are listed in Appendix C.)

However, in order to determine which variables were significant and should be included in the final 57 models, I first ran a series of hierarchical regressions on the sums of the benefits. For example, the scaled sum of the extrinsic benefits was run as a dependent variable and as a function of all the demographic variables. The scaled sum of

the intrinsic benefits and the scaled sum of the intrinsic and extrinsic benefits were also run as a function of the demographic variables. Variables were removed from each model until only the variables that were significant at the 90 percent level were left. The following demographic variables were significant among the three models: “Black,” “White,” “Hispanic,” “Asian,” and “Years of Work Experience.”

The scaled sums of the benefits (extrinsic, intrinsic, and extrinsic and intrinsic) were then run as a function of these five demographic variables and the program variables. Program variables were removed from the three models until only nine significant ones remained: “Part-time versus full-time,” “MBA,” “MBAJD,” “MBAMSN,” “Supply,” “Real,” “Develop,” “Improve,” and “Market.”

The scaled sums of the benefits were subsequently run as a function of these nine variables, the five significant demographic variables, and all of the employment variables. Employment variables were removed from the three models until three significant ones remained: “Ops,” “Gov,” and “Res.” These 17 significant variables became the independent variables that were run in the 57 nested regression models.

Table 3.3 summarizes the significant variables.

Table 3.3 Significant Independent Variables Used in the 57 Regression Models

<i><b>Variable</b></i>	<i><b>Type</b></i>
Asian	Demographic
Black	Demographic
Hispanic	Demographic
White	Demographic
Years of Work Experience	Demographic
Develop Management Skills (Reason for getting MBA)	Program
Improve Myself Personally (Reason for getting MBA)	Program
Marketing Emphasis	Program
MBA	Program
MBAJD	Program
MBAMSN	Program
Part-time versus Full-time	Program

Table 3.3 Significant Independent Variables Used in the 57 Regression Models,  
Continued

Real Estate Emphasis	Program
Supply Chain Management Emphasis	Program
Government (Type of Employer Organization)	Employment
Research and Development (Professional Function)	Employment
Operations/Productions/Supply Chain (Professional Function)	Employment

Before running the regression models, I ran the descriptive statistics for the sample, including means and standard deviations for the dependent and independent variables. The descriptive statistics are included in the next chapter.

## Chapter Four

### Findings

#### Introduction

In this chapter, the findings of the study will be discussed in terms of the sampling frame, limitations, and overall sample demographics. The sample means and standard deviations of the dependent variables will also be discussed, as well as the effects of the types of independent variables on the dependent variables. In addition, significant individual variables, the  $R^2$  for the final model, and respondents' qualitative information will be examined to provide a comprehensive overview of the findings.

#### Sampling Frame and Limitations of the Study

The findings of this study yielded some significant and unanticipated results. The response rate of the mailing was 29 percent with 638 of the 2,227 questionnaires returned within eight weeks of the initial mailing. The denominator in the response rate calculation was adjusted to take into consideration the 49 surveys that were returned “undeliverable.” No surveys were received from graduates of the IMBA/JD, MBA/MSEC, or Dual MBA programs.

One limitation of the study was the discrepancy between the number of MBA graduates and the number of graduates whose addresses are on file with the USD University Relations Office. As of August 2002, the number of graduates with MBA degrees totaled 2,586. The number of graduates with addresses on file totaled 2,227, a difference of 359. According to the University Relations Office, they did not have addresses for all graduates because some requested “no mail” from the university and did

not provide addresses. Other graduates were deceased. The University Relations Office could have also lost some addresses.

Of the 359 graduates whose addresses were not on file, I assumed that their participation in this study would have been similar to that of the 2,227 graduates whose addresses were on file, e.g., that some graduates were positively biased towards the benefits of the degree while others were negatively biased.

In addition to the discrepancy concerning the addresses, there were other noteworthy limitations, such as the lack of information that was available concerning the USD alumnae/alumni population. For example, there was no data available regarding the age and race of the graduates and their respective MBA programs. The only information that was available was the number of males and females in the population. Knowing the gender make-up of the population allowed me to weight the number of responses from men and women and to control for any imbalance in the sample. Weighting the descriptive statistics for the dependent variables enabled me to generalize about what the entire MBA population thought about extrinsic and intrinsic benefits of the degree. Similar weighting options were unavailable for the other individual demographics.

Another limitation was the inability to follow up with the graduates in a cost-effective and timely manner. Due to unforeseen circumstances, a reminder could not be sent to the MBA graduates via the School of Business Administration alumnae/alumni list server. This was a disappointment and most likely affected the response rate as this was the only cost-effective follow-up mechanism available.

### Sample Demographics

In general, the majority of the respondents were male, white, U.S. citizens, married, held a non-business bachelor's degree, and graduated from the MBA program with no emphasis. The average age of the respondents was 40 and the average years of prior work experience was six years. Most had been enrolled part-time and were not sponsored by an organization. The typical respondent worked approximately 46 hours per week for a large, private organization headquartered in the United States in a financial capacity.

Noteworthy is the fact that more females participated in this study than males, given their respective proportions in the population. The population consisted of 64 percent males and 36 percent females, while the sample consisted of 61 percent males and 38 percent females. The following tables depict the sample distribution in terms of frequencies and percentiles. Within these tables, the figure reported as "Percent" is the number of responses for an individual category, divided by the total number of responses (638). The figure reported as "Valid Percent" is the number of responses for a particular category, divided by the actual number of responses for a particular question, taking into consideration missing answers. For example, 392 males responded to the survey. The figure listed as "Percent" was derived by dividing 392 by 638. The figure listed as "Valid Percent" was derived by dividing 392 by 636. Although 638 graduates returned their questionnaires, two respondents did not answer the question regarding gender.

### Sample Distribution

Table 4.1 Gender

	<i><b>Males</b></i>	<i><b>Percent</b></i>	<i><b>Valid Percent</b></i>	<i><b>Females</b></i>	<i><b>Percent</b></i>	<i><b>Valid Percent</b></i>
<i><b>Gender</b></i>	392	61%	62%	244	38%	38%

Table 4.2 Race

<i>Race</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
White	521	82%	83%
Asian	37	6%	6%
Hispanic	31	5%	5%
Other	19	3%	3%
Black	7	1%	1%
Hawaiian	6	.9%	1%
American Indian	5	.8%	.8%

Table 4.3 Citizenship, Marital Status, Bachelor's Degree

	<i>U.S.</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Non-U.S.</i>	<i>Percent</i>	<i>Valid Percent</i>
<i>Citizenship</i>	583	91%	92%	51	8%	8%
	<i>Married</i>			<i>Single</i>		
<i>Marital Status</i>	459	72%	73%	171	27%	27%
	<i>Non-Business</i>			<i>Business</i>		
<i>Degree</i>	367	58%	58%	269	42%	42%

Table 4.4 MBA Program and Emphasis

<i>Program</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
MBA	552	87%	87%
MIB	51	8%	8%
MBA/JD	20	3%	3%
IMBA	11	2%	2%
MBA/MSIT	1	.2%	.2%
MBA/MSN	1	.2%	.2%
<i>Emphasis</i>			
No Emphasis	162	25%	26%
Finance	132	21%	21%
International Business	83	13%	13%
Double Emphasis	72	11%	11%
Marketing	50	8%	8%
Management	42	7%	7%
Venture Management	30	5%	5%
Supply Chain	29	5%	5%
Project Management	20	3%	3%
Real Estate	9	1%	1%
Accounting	5	.8%	.8%
Electronic Commerce	1	.2%	.2%

## 4.5 Age, Year Received MBA, Years of Prior Work Experience, Hours Worked

	<i>Mean</i>	<i>Standard Deviation</i>
<i>Current Age</i>	39.95	7.928
<i>Year Received MBA</i>	1992	6.303
<i>Years of Prior Work Experience</i>	5.59	4.564
<i>Hours Currently Worked Per Week</i>	46.34	11.816

## 4.6 Prior Company Sponsorship and Enrollment Status

	<i>Not Sponsored</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Sponsored</i>	<i>Percent</i>	<i>Valid Percent</i>
<i>Sponsorship</i>	328	51%	52%	304	48%	48%
	<i>Part-Time</i>			<i>Full-time</i>		
<i>Enrollment Status</i>	349	55%	56%	280	44%	45%

## 4.7 Career Stage and Reason Enrolled

<i>Career Stage</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Same	286	45%	45%
New	214	34%	34%
Initial	134	21%	21%
<i>Reason</i>			
To increase my career options	392	61%	62%
To improve myself personally	124	19%	20%
To increase my earning power	78	12%	12%
To develop management skills	41	6%	7%

## 4.8 Current Employer Headquarters

	<i>U.S.</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Outside of U.S.</i>	<i>Percent</i>	<i>Valid Percent</i>
<i>Employer Headquarters</i>	519	81%	88%	65	10%	11%

## 4.9 Size of Employer

	<i>Large</i>	<i>Percent</i>	<i>Valid %</i>	<i>Small</i>	<i>Percent</i>	<i>Valid %</i>	<i>Medium</i>	<i>Percent</i>	<i>Valid %</i>
<i>Size</i>	281	44%	48%	200	31%	34%	102	16%	17%

## 4.10 Type of Employer and Professional Function

<i>Type of Employer</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Private	236	37%	40%
Public	184	29%	32%
Self-Employed	54	9%	9%
Non-Profit	32	5%	6%
Government	30	5%	5%
Other*	28	4%	5%

\*Other included professions in law, education, and volunteer organizations.



## 4.10 Type of Employer and Professional Function, Continued

Military	11	2%	2%
Family-Owned Business	10	2%	2%
<b>Professional Function</b>			
Finance	153	24%	25%
Marketing	147	23%	24%
Other	108	17%	18%
General Management	57	9%	9%
Operations/Productions	48	8%	8%
Consulting	28	4%	5%
Management information systems	28	4%	5%
Research and development	27	4%	4%
Human Resources	14	2%	2%

Sample Means and Standard Deviations of the Dependent Variables

As previously mentioned, there were three research questions that guided this study. Answers to the first two questions can be found in Table 4.11, where the sample means and standard deviations for the dependent variables illustrate the extent to which USD graduates benefited extrinsically and intrinsically from their MBA. Respondents were asked to rate the extent to which they benefited on a scale from 0 to 3: 3 (strongly), 2 (moderately), 1 (only slightly), and 0 (not at all). The figures listed in Table 4.11 were weighted to reflect the gender make-up of the population.

Table 4.11 Sample Means and Standard Deviations of the Sixteen Dependent Variables

<i>Variable</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>N</i>
<b><i>Intrinsic Benefits</i></b>			
Developed Personally (Intrinsic Benefit)	2.45	.717	637
Increased Self-confidence (Intrinsic Benefit)	2.19	.820	637
Enhanced Credibility (Intrinsic Benefit)	2.17	.853	634
Increased Career Satisfaction (Intrinsic Benefit)	1.96	.921	634
Increased Sense of Control (Intrinsic Benefit)	1.93	.879	636
Developed Management Skills (Intrinsic Benefit)	1.93	.814	637
Increased Opp. to Network (Intrinsic Benefit)	1.52	.941	635
Enhanced Personal Values (Intrinsic Benefit)	1.49	1.033	636
Average of Intrinsic Benefits	<b>1.96</b>		

Table 4.11 Sample Means and Standard Deviations of the Sixteen Dependent Variables, Continued

<i>Variable</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>N</i>
<b><i>Extrinsic Benefits</i></b>			
Gained More Career Options (Extrinsic Benefit)	1.98	.993	631
Progressed in Career (Extrinsic Benefit)	1.88	.990	626
Increased Job Responsibility (Extrinsic Benefit)	1.84	1.057	630
Increased Compensation (Extrinsic Benefit)	1.70	1.066	631
Increased Autonomy (Extrinsic Benefit)	1.69	1.032	623
Increased Authority (Extrinsic Benefit)	1.67	1.022	629
Increased Job Security (Extrinsic Benefit)	1.43	1.065	629
Increased Flexibility (Extrinsic Benefit)	1.11	1.100	630
Average of Extrinsic Benefits	<b>1.66</b>		

As indicated in Table 4.11, the highest mean among the intrinsic benefits was for “Developed Personally,” while the lowest mean was for “Enhanced Personal Values.” Given that the mission statement of the USD School of Business Administration is “to develop socially responsible leaders,” and that ethics is a required MBA course, the fact that graduates benefited the least from enhanced personal values is an interesting but counterintuitive finding. Among the extrinsic benefits, the highest mean was for “Gained More Career Options,” while the lowest mean was for “Increased Work-Environment Flexibility.” Given that USD is a non-elite program it is not surprising that graduates benefited more from increased career options than from increased compensation or increased work-environment flexibility.

This study yields an interesting finding in that the average of the intrinsic benefits was higher than the average of the extrinsic benefits, 1.96 versus 1.66. Moreover, the means for six of the eight highest scored benefits were given to intrinsic benefits. Respondents benefited more intrinsically from their MBA than extrinsically.

This finding was confirmed in a paired sample t-test which compared the sum of the intrinsic benefits to the sum of the extrinsic benefits. The new variable was

significant indicating there is a difference between the sum of the intrinsic benefits and the sum of the extrinsic benefits. Given that previous studies focused on extrinsic benefits such as increased compensation and career progression, this finding underscores the need to inquire about intrinsic benefits of an MBA degree, in addition to extrinsic benefits.

#### Demographic, Program, and Employment Effects on the Dependent Variables

The third research question that guided this study attempted to explore why benefits of the degree vary based on demographics, program, employment status, and professional function. Answers to the questions on the questionnaire were grouped into demographic, program, or employment variables. Demographic variables included attributes the participants brought to the program such as their race, gender, and years of work experience, etc. Program variables were choices they made once they were accepted or in the program, such as an emphasis, MBA program, or enrollment status, etc. Finally, the employment variables were the professional outcomes of their MBA such as the type of organization they work for, the size of their employer, or their professional function, etc.

As previously mentioned in the methodology section, three models were run for each of the dependent variables: (a) demographic variables, (b) demographic and program variables, and (c) demographic, program, and employment variables. F-tests were run to look at the effects of these groups of variables on the dependent variable, and were consistently significant, indicating that at least one of the models' estimated coefficients was not equal to 0. T-tests were then run to look at the effects of the individual variables.

Tables 4.12 through 4.14 show the  $R^2$  for each of these models and the extent to which the three types of variables had an effect on the dependent variables.  $R^2$  is a goodness of fit statistic, is bounded between 0 and 1, and indicates the percent of the total variation in the dependent variable that was explained by the model. The  $R$  square change for the demographic and program model is the  $R^2$  from the demographic model (.05) subtracted from the  $R^2$  from the demographic and program model (.13). The  $R$  square change for the demographic, program, and employment model is the  $R^2$  from the demographic and program model (.13) subtracted from the  $R^2$  of the demographic, program, and employment model (.15).

Table 4.12  $R^2$  from Extrinsic Benefit Models

<i>Dependent Variable</i>	<i><math>R^2</math> Demographic Model</i>	<i>R Square Change D &amp; P Model</i>	<i>R Square Change D, P &amp; E Model</i>
More career options	5 %	8 %	2 %
Increased authority	3 %	5 %	2 %
Increased autonomy	3 %	4 %	2 %
Increased responsibility	3 %	4 %	3 %
Increased job security	3 %	4 %	2 %
Increased compensation	4 %	8 %	2 %
Increased flexibility	3 %	5 %	1 %
Progressed in career	3 %	7 %	1 %
Sum of Extrinsic Benefits	5 %	8 %	3 %

Table 4.13  $R^2$  from Intrinsic Benefit Models

<i>Dependent Variable</i>	<i><math>R^2</math> Demographic Model</i>	<i>R Square Change D &amp; P Model</i>	<i>R Square Change D, P &amp; E Model</i>
Developed management	2 %	3 %	1 %
Developed personally	1 %	3 %	2 %
Enhanced credibility	4 %	3 %	1 %
Increased satisfaction	3 %	3 %	2 %
Increased self-confidence	2 %	2 %	1 %
Increased sense of control	3 %	2 %	1 %
Increased networking	2%	3%	1%
Enhanced personal values	3 %	2 %	1 %
Sum of Intrinsic Benefits	4 %	3 %	2 %

Table 4.14  $R^2$  from the Sum of the Extrinsic and Intrinsic Benefits Model

<i>Dependent Variable</i>	<i><math>R^2</math> Demographic Model</i>	<i>R Square Change D &amp; P Model</i>	<i>R Square Change D, P &amp; E Model</i>
Sum of All Benefits	5 %	6 %	3 %

As demonstrated in Tables 4.12 through 4.14, demographic, program, and employment variables had a significant effect on the dependent variables and explained a relatively small amount of the variation in the benefits of the MBA degree. The  $R^2$  for the demographic models ranged from 1 percent to 5 percent, the R square change for the demographic and program models ranged from 2 percent to 8 percent, and the R square change for the demographic, program, and employment models ranged from 1 percent to 3 percent.

The highest  $R^2$  among the demographic models was 5 percent and included the dependent variables, “Gained more career options,” “Sum of the extrinsic benefits,” and “Sum of all benefits.” This means that 5 percent of the total variation in these dependent variables was explained by the demographic model. When program variables were added to the demographic model, the biggest change in the  $R^2$  was 8 percent for the dependent variables, “Gained more career options,” “Increased monetary compensation,” and “Sum of the extrinsic benefits.” Finally, when employment variables were added to the demographic and program variables, the biggest change in the  $R^2$  was 3 percent and included the dependent variables, “Increased job responsibility,” “Sum of the extrinsic benefits,” and “Sum of all benefits.”

As indicated by these percentiles, program variables explained the most among the three types of variables with respect to the variation in the dependent variables. A pattern developed in the second model which included demographic and program

variables. The  $R^2$  for the second model (adjusted for the change) was the highest among two-thirds of the three types of models including both extrinsic and intrinsic variables.

In 12 of the 19 models, the program variables explained more of the variation in the dependent variable than the demographic and employment variables. Additionally, in the majority of the models, the employment variables explained the least. This suggests that the choices students make with respect to their MBA program contribute more to their benefits, than the personal attributes they bring to the program or their eventual employment scenarios.

#### Effects of Individual Independent Variables on the Dependent Variables

Before discussing the significant independent variables, the fact that gender, in particular, was not significant in this study should be noted. Despite the large number of women who participated in this study and the fact that gender was significant in previous studies, gender issues did not appear to surface in either the quantitative or qualitative responses of the participants. This was an unanticipated, but positive finding, in addition to the fact that more women participated in this study than originally expected. Some of the other variables that were not significant included age, citizenship, company sponsorship, and undergraduate degree.

However, several other independent variables were significant. (A variable was considered significant if it passed at the 90 percent level.) Tables 4.15 through 4.36 summarize the significant variables in the final models. The final models were those in which the dependent variables (benefits) were run as function of the three types of independent variables (demographic, program, and employment variables). While some independent variables were significant in the models that only included the demographic

and/or program variables, these findings would have been biased because significant employment variables had not been included.

### Significant Demographic Variables

In this section, the effects of significant demographic variables will be discussed, beginning with the “Asian” variable. Dummy variables were included in several of the models indicating that the following coefficients were compared to the omitted categories. In the model containing the race variable, for example, “Other” was the omitted or reference category.

Table 4.15 Significant Independent Variables (Asian – Demographic Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run*</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Asian	Increased authority (E)	6	D, P &E	559	.686	.006
Asian	Inc. autonomy (E)	9	D, P &E	554	.445	.075
Asian	Inc. responsibility (E)	12	D, P &E	560	.563	.029
Asian	Inc. job security (E)	15	D, P &E	559	.456	.077
Asian	Sum (Extrinsic)	27	D, P &E	563	12.916	.044
Asian	Dev. management (I)	30	D, P &E	563	.529	.009

\*D, P & E = Demographic, Program & Employment Variables

Table 4.15 Significant Independent Variables (Asian – Demographic Variable),  
Continued

Asian	Inc. satisfaction (I)	39	D, P &E	562	.607	.007
Asian	Sum (Intrinsic)	54	D, P &E	563	11.586	.020
Asian	Sum (E+I)	57	D, P &E	563	12.251	.016

Reference Category: “Other”

The “Asian” variable was significant in nine models, four of which dealt with individual extrinsic benefits, and two of which dealt with intrinsic benefits. All the coefficients were positive and ranged from .445 to .686 for the individual benefits, and from 11.586 to 12.916 for the combined benefits. The highest coefficient for an individual benefit was .686 for “Increased authority on the job.” The average of the coefficients for the individual benefits was .548. The average of the coefficients for the

individual extrinsic benefits was .538 and the average of the coefficients for the intrinsic benefits was .568. In terms of combined extrinsic benefits, Asian graduates benefited 13 percent more than those who indicated “Other” as their race.

Table 4.16 Significant Independent Variables (Black – Demographic Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Black	More career options (E)	3	D, P &E	560	.759	.051
Black	Inc. autonomy (E)	9	D, P &E	554	.731	.080
Black	Inc. responsibility (E)	12	D, P &E	560	.856	.046
Black	Inc. job security (E)	15	D, P &E	559	.899	.038
Black	Inc. compensation (E)	18	D, P &E	561	.882	.036
Black	Increased flexibility (E)	21	D, P &E	559	<b>1.631</b>	.000
Black	Career Progression (E)	24	D, P &E	557	.718	.066
Black	Sum (Extrinsic)	27	D, P &E	563	29.562	.006
Black	Dev. management (I)	30	D, P &E	563	.739	.028
Black	Dev. personally (I)	33	D, P &E	563	.714	.019
Black	Enhanced credibility (I)	36	D, P &E	562	.625	.068
Black	Inc. satisfaction (I)	39	D, P &E	562	1.363	.000
Black	Inc. self-confidence (I)	42	D, P &E	563	.758	.028
Black	Inc. sense of control (I)	45	D, P &E	563	.718	.049
Black	Inc. networking (I)	48	D, P &E	562	.723	.064
Black	Enhanced values (I)	51	D, P &E	563	1.204	.005
Black	Sum (Intrinsic)	54	D, P &E	563	28.484	.001
Black	Sum (E+I)	57	D, P &E	563	29.023	.001

Reference Category: “Other”

The “Black” variable was significant in eighteen models and in every model dealing with intrinsic benefits. The “Black” variable was significant in all the extrinsic models as well, except for Model 6 dealing with “Increased authority on the job.” The lack of significance in this one model may be explained by the work of Jones (1980), who determined that black MBAs exercised less authority than white MBAs.

The “Black” variable was also the most significant variable of all the independent variables. All the coefficients were positive and ranged from .625 to 1.631 for the individual benefits, and from 28.484 to 29.562 for the combined benefits. The highest coefficient of an individual benefit was 1.631 for “Increased work-environment



flexibility.” The average of all the coefficients for the individual benefits was .608. The average of the coefficients for the individual extrinsic benefits was .925 and the average of the coefficients for the intrinsic benefits was .856. In terms of combined extrinsic benefits, Black graduates benefited approximately 30 percent more than those who indicated “Other” as their race.

Table 4.17 Significant Independent Variables (Hispanic – Demographic Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Hispanic	More career options (E)	3	D, P &E	560	-.453	.064
Hispanic	Increased authority (E)	6	D, P &E	559	.620	.017
Hispanic	Inc. autonomy (E)	9	D, P &E	554	.546	.038
Hispanic	Inc. responsibility (E)	12	D, P &E	560	.461	.089
Hispanic	Inc. job security (E)	15	D, P &E	559	.517	.060
Hispanic	Inc. compensation (E)	18	D, P &E	561	.674	.011
Hispanic	Sum (Extrinsic)	27	D, P &E	563	11.682	.083
Hispanic	Inc. satisfaction (I)	39	D, P &E	562	.562	.017
Hispanic	Inc. self-confidence (I)	42	D, P &E	563	.489	.024
Hispanic	Sum (E+I)	57	D, P &E	563	10.110	.059

Reference Category: “Other”

The “Hispanic” variable was significant in ten models, six of which dealt with individual extrinsic benefits and two of which dealt with intrinsic benefits. Coefficients were positive except for the model with the dependent variable, “Gained more career options.” The coefficients ranged from -.453 to .674, with the highest coefficient for “Increased monetary compensation.” The average of the coefficients for all the individual benefits was .427. The average of the coefficients for the individual extrinsic benefits was .394 and the average of the coefficients for the intrinsic benefits was .526. Coefficients for the combined benefits ranged from 10.110 to 11.682. In terms of combined extrinsic benefits, Hispanic graduates benefited approximately 12 percent more than those who indicated “Other” as their race.

Table 4.18 Significant Independent Variables (White – Demographic Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
White	Increased authority (E)	6	D, P &E	559	.453	.013
White	Inc. job security (E)	15	D, P &E	559	.404	.033
White	Inc. compensation (E)	18	D, P &E	561	.405	.028
White	Sum (Extrinsic)	27	D, P &E	563	8.753	.063
White	Dev. management (I)	30	D, P &E	563	.289	.050
White	Inc. satisfaction (I)	39	D, P &E	562	<b>.460</b>	.005
White	Inc. self-confidence (I)	42	D, P &E	563	.259	.086
White	Enhanced values (I)	51	D, P &E	563	.433	.022
White	Sum (Intrinsic)	54	D, P &E	563	6.440	.078
White	Sum (E+I)	57	D, P &E	563	7.597	.042

The “White” variable was significant in ten models, three of which dealt with individual extrinsic benefits and four of which dealt with individual intrinsic benefits. All coefficients were positive, ranging from to .259 to .460 for “Increased Career Satisfaction.” Coefficients for the combined benefits ranged from 6.440 to 8.753. The average of the coefficients for all the individual benefits was .386. The average of the coefficients for the individual extrinsic benefits was .421 and the average of the coefficients for the intrinsic benefits was .360. In terms of combined extrinsic benefits, White graduates benefited approximately 9 percent more than those who designated “Other” as their race.

Table 4.19 Significant Independent Variables  
(Years of Prior Work Experience – Demographic Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Years	More career options (E)	3	D, P &E	560	-.032	.000
Years	Increased authority (E)	6	D, P &E	559	-.023	.019
Years	Inc. autonomy (E)	9	D, P &E	554	-.030	.002
Years	Inc. responsibility (E)	12	D, P &E	560	-.029	.004
Years	Inc. job security (E)	15	D, P &E	559	<b>-.035</b>	.001
Years	Inc. compensation (E)	18	D, P &E	561	-.028	.005
Years	Career Progression (E)	24	D, P &E	557	-.021	.022
Years	Sum (Extrinsic)	27	D, P &E	563	-8.92	.000
Years	Enhanced credibility (I)	36	D, P &E	562	-.026	.001
Years	Inc. self-confidence (I)	42	D, P &E	563	-.015	.055
Years	Inc. sense of control (I)	45	D, P &E	563	-.023	.007
Years	Enhanced values (I)	51	D, P &E	563	-.017	.095

Table 4.19 Significant Independent Variables  
(Years of Prior Work Experience – Demographic Variable, Continued)

Years	Sum (Intrinsic)	54	D, P &E	563	-.452	.020
Years	Sum (E+I)	57	D, P &E	563	-.672	.001

The “Years of Work Experience” variable was significant in fourteen models, making it the second most significant variable. Unlike the majority of the other variables, however, all the coefficients were negative, ranging from to -.035 to -.015 for the individual benefits, and from -.892 to -.452 for the combined benefits. The highest coefficient was -.035 for “Increased job security.” The average of the coefficients for all the individual benefits was -.025. The average of the coefficients for the individual extrinsic benefits was -.028 and the average of the coefficients for the intrinsic benefits was -.020. In terms of the combined extrinsic benefits, the negative coefficient suggests that for every year of work experience, graduates benefited approximately one percent less.

#### Significant Program Variables

In this section, the effects of significant program variables will be discussed, beginning with the “Enrollment Status” variable. Dummy variables were included in several of the models indicating that the following coefficients were compared to the omitted categories. The omitted or reference category is listed below each of the following tables.

Table 4.20 Significant Independent Variables (Enrollment Status – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
P/F Time	More career options (E)	3	D, P &E	560	.261	.002
P/F Time	Inc. compensation (E)	18	D, P &E	561	.191	.034
P/F Time	Increased flexibility (E)	21	D, P &E	559	<b>.315</b>	.001
P/F Time	Sum (Extrinsic)	27	D, P &E	563	4.014	.080

Reference Category: “Part-time”

The “Enrollment Status” variable was significant in four models dealing with extrinsic benefits. All coefficients were positive, ranging from .191 to .315 for individual benefits. Of the combined benefits, only one coefficient was significant, namely 4.014 for the sum of the extrinsic benefits. The highest coefficient was .315 for “Increased work-environment flexibility.” The average of the coefficients for the individual benefits was .256. In terms of the combined extrinsic benefits, graduates who were enrolled full-time benefited 4 percent more than those who were enrolled part-time.

Table 4.21 Significant Independent Variables (MBA – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
MBA	More career options (E)	3	D, P &E	560	<b>.411</b>	.002
MBA	Inc. job security (E)	15	D, P &E	559	.267	.070
MBA	Inc. compensation (E)	18	D, P &E	561	.303	.033
MBA	Career Progression (E)	24	D, P &E	557	.324	.015
MBA	Sum (Extrinsic)	27	D, P &E	563	6.926	.057

Reference Category: “MIB”

The “MBA” variable was significant in five models dealing with extrinsic benefits. All coefficients were positive ranging from .267 to .411 for the individual benefits. The highest coefficient for an individual benefit was .411 for “Gained more career options.” The average of the coefficients for all the individual benefits was .326. In terms of combined extrinsic benefits, graduates from the MBA program benefited 7 percent more than those who graduated from the Master in International Business (MIB) program.

Table 4.22 Significant Independent Variables (MBAJD – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
MBAJD	More career options (E)	3	D, P &E	560	-.468	.060
MBAJD	Increased authority (E)	6	D, P &E	559	-.453	.085
MBAJD	Inc. autonomy (E)	9	D, P &E	554	<b>-.626</b>	.022
MBAJD	Sum (Extrinsic)	27	D, P &E	563	-11.731	.087
MBAJD	Dev. personally (I)	33	D, P &E	563	-.528	.007
MBAJD	Inc. self-confidence (I)	42	D, P &E	563	-.473	.032
MBAJD	Enhanced values (I)	51	D, P &E	563	-.598	.030

Table 4.22 Significant Independent Variables (MBAJD – Program Variable, Continued)

MBAJD	Sum (Intrinsic)	54	D, P &E	563	-10.644	.046
MBAJD	Sum (E+I)	57	D, P &E	563	-11.187	.041

Reference Category: “MIB”

The “MBAJD” variable was significant in nine models, three dealing with individual extrinsic benefits and three dealing with intrinsic benefits. All the coefficients were negative, ranging from -.598 to -.453 for the individual benefits and -11.731 to -10.644 for the combined benefits. The highest coefficient of an individual benefit was -.626 for “Increased autonomy on the job.” The average of the coefficients for all the individual benefits was -.524. The average of the coefficients for the individual extrinsic benefits was -.516 and the average of the coefficients for the intrinsic benefits was -.533. In terms of combined extrinsic benefits, MBAJD graduates benefited approximately 12 percent less than graduates of the MIB program.

One possible explanation as to why MBAJD graduates appear to have benefited less than other graduates may be related to their expectations once they entered the work force. MBAJD graduates invested more money, time, and energy into the joint program than did graduates who earned either the MBA or JD. It is possible that MBAJD graduates expected to realize more benefits to offset the extra effort they made to earn the two credentials. It would appear, however, that their MBA did not benefit them as much as they originally thought and that their JD has provided most of the benefits, especially if they are working in the legal profession in some capacity.

Table 4.23 Significant Independent Variables (MBAMSN – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
MBAMSN	Inc. job security (E)	15	D, P &E	559	1.873	.072
MBAMSN	Increased flexibility (E)	21	D, P &E	559	<b>1.884</b>	.081
MBAMSN	Sum (Extrinsic)	27	D, P &E	563	46.369	.072
MBAMSN	Sum (Intrinsic)	54	D, P &E	563	34.298	.087
MBAMSN	Sum (E+I)	57	D, P &E	563	40.334	.049

The “MBAMSN” variable was significant in five models, four of which dealt with extrinsic benefits. All the coefficients were positive, ranging from 1.873 to 1.884 for the individual benefits and 34.298 to 46.369 for the combined benefits. The highest coefficient of an individual benefit was 1.884 for “Increased work-environment flexibility.” The average of the coefficients for the individual benefits was 1.88. In terms of combined extrinsic benefits, graduates from the MBAMSN program benefited 46 percent more than graduates of the MIB program.

Table 4.24 Significant Independent Variables  
(Marketing Emphasis - Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Marketing	Increased authority (E)	6	D, P &E	559	.324	.044
Marketing	Inc. responsibility (E)	12	D, P &E	560	.326	.053
Marketing	Career Progression (E)	24	D, P &E	557	.297	.056
Marketing	Sum (Extrinsic)	27	D, P &E	563	7.109	.091
Marketing	Enhanced credibility (I)	36	D, P &E	562	<b>.353</b>	.009
Marketing	Sum (E+I)	57	D, P &E	563	5.601	.094

Reference Category: “No Emphasis”

The “Marketing” variable was significant in six models, three of which dealt with individual extrinsic benefits and one of which dealt with an intrinsic benefit. All of the coefficients were positive, ranging from .297 to .353 for the individual benefits and 5.601 to 7.109 for the combined benefits. The highest coefficient of an individual benefit was .353 for “Enhanced credibility.” The average of the coefficients for the individual benefits was .325. In terms of combined extrinsic benefits, graduates who emphasized in Marketing benefited 7 percent more than those who did not have an emphasis.

Table 4.25 Significant Independent Variables (Supply Chain Management Emphasis – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Supply	Inc. compensation (E)	18	D, P &E	561	<b>.505</b>	.017
Supply	Career Progression (E)	24	D, P &E	557	.360	.066
Supply	Sum (Extrinsic)	27	D, P &E	563	9.168	.089

Table 4.25 Significant Independent Variables (Supply Chain Management Emphasis – Program Variable, Continued)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Supply	Inc. sense of control (I)	45	D, P &E	563	.376	.040
Supply	Inc. networking (I)	48	D, P &E	562	.374	.056

Reference Category: “No Emphasis”

The “Supply Chain Management” variable was significant in five models, two of which dealt with individual extrinsic benefits and two of which dealt with intrinsic benefits. All the coefficients were positive, ranging from .360 to .505 for the individual benefits. The highest coefficient of an individual benefit was .505 for “Increased monetary compensation.” The average of the coefficients for all the individual benefits was .404. The average of the coefficients for the individual extrinsic benefits was .433 and the average for the intrinsic benefits was .375. In terms of combined extrinsic benefits, graduates who emphasized in Supply Chain Management benefited 9 percent more than those with no emphasis.

Table 4.26 Significant Independent Variables (Real Estate Emphasis – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Real Est.	Increased authority (E)	6	D, P &E	559	.779	.038
Real Est.	Inc. responsibility (E)	12	D, P &E	560	.727	.063
Real Est.	Increased flexibility (E)	21	D, P &E	559	.692	.072
Real Est.	Career Progression (E)	24	D, P &E	557	.544	.104

Reference Category: “No Emphasis”

The “Real Estate” variable was significant in four models all dealing with extrinsic benefits. All coefficients were positive, ranging from .544 to .779 for individual benefits. The highest coefficient was .779 for “Increased authority on the job.” The average of the coefficients was .686.

Table 4.27 Significant Independent Variables – Development Management Skills (Reason obtained MBA – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Develop	More career options (E)	3	D, P &E	560	-.280	.077
Develop	Inc. compensation (E)	18	D, P &E	561	-.393	.020

Table 4.27 Significant Independent Variables – Development Management Skills  
(Reason obtained MBA – Program Variable, Continued)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Develop	Increased flexibility (E)	21	D, P &E	550	-.298	.099
Develop	Career Progression (E)	24	D, P &E	557	-.323	.042
Develop	Sum (Extrinsic)	27	D, P &E	563	-7.428	.086
Develop	Dev. management (I)	30	D, P &E	563	<b>.492</b>	.000

Reference Category: “To increase my career options”

The “Develop” variable was significant in six models, four of which dealt with individual extrinsic models and one dealing with an intrinsic benefit. The coefficients ranged from -.393 to .492 for the individual benefits. All the coefficients were negative in the models dealing with extrinsic benefits. One positive coefficient, however, resulted from the intrinsic model dealing with developing management skills. The positive coefficient was also the highest coefficient of .492 for “Developed Management Skills.”

The average of the coefficients for all the individual benefits was -.160. The average of the coefficients for the extrinsic benefits was -.324 in comparison to the one intrinsic coefficient of .492. In terms of combined extrinsic benefits, graduates who entered the program to develop management skills benefited 7 percent less than those who entered the program to increase their career options.

Table 4.28 Significant Independent Variables – Improve Myself Personally  
(Reason obtained MBA – Program Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Improve	More career options (E)	3	D, P &E	560	-.313	.002
Improve	Increased authority (E)	6	D, P &E	559	-.286	.009
Improve	Inc. responsibility (E)	12	D, P &E	560	-.357	.002
Improve	Inc. job security (E)	15	D, P &E	559	-.285	.013
Improve	Inc. compensation (E)	18	D, P &E	561	-.345	.002
Improve	Career Progression (E)	24	D, P &E	557	<b>-.369</b>	.000
Improve	Sum (Extrinsic)	27	D, P &E	563	-10.405	.000
Improve	Enhanced credibility (I)	36	D, P &E	562	-.186	.039
Improve	Sum (E+I)	57	D, P &E	563	-6.424	.004

Reference Category: “To increase my career options”



The “Improve” variable was significant in nine models, including six of the eight extrinsic models. All the coefficients were negative, ranging from -.369 to -.186 for the individual benefits and -10.405 to -6.424 for the combined benefits. The highest coefficient of an individual benefit was -.369 for “Progressed in my career.” The average of the coefficients for the individual benefits was -.306. The average of the coefficients for the extrinsic benefits was -.326 in comparison to the one intrinsic coefficient of -.186. In terms of combined extrinsic benefits, graduates who entered the program to improve themselves personally benefited 10 percent less than those who entered the program to increase their career options.

#### Significant Employment Variables

In this section, the effects of significant employment variables will be discussed, beginning with the “Government” variable, which was a type of employer. Dummy variables were included in several of the models indicating that the following coefficients were compared to the omitted categories. The omitted or reference categories were “Other.”

Table 4.29 Significant Independent Variables  
(Type of Employer Organization - Employment Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Gov.	Inc. responsibility (E)	12	D, P &E	560	<b>-.424</b>	.034
Gov.	Inc. job security (E)	15	D, P &E	559	-.393	.052
Gov.	Sum (Extrinsic)	27	D, P &E	563	-10.332	.057

Reference Category: “Other”

The “Government” variable was significant in three of the models dealing with extrinsic benefits. All the coefficients were negative, ranging from -.424 to -.393 for the individual benefits and -10.332 for the combined benefits. The highest coefficient of an individual benefit was -.424 for “Increased job responsibility.” The average of the

coefficients was -.409. In terms of combined extrinsic benefits, graduates working for the government benefited 10 percent less than those working in jobs designated as “Other.”

Table 4.30 Significant Independent Variables  
(Current Professional Function – Employment Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
Operations	More career options (E)	3	D, P &E	560	.271	.088
Operations	Increased authority (E)	6	D, P &E	559	.289	.084
Operations	Inc. autonomy (E)	9	D, P &E	554	<b>.330</b>	.056
Operations	Sum (Extrinsic)	27	D, P &E	563	8.813	.044

Reference Category: “Other”

The “Operations” variable was significant in four models dealing with extrinsic benefits. All the coefficients were positive, ranging from .271 to .330 for individual benefits and 8.813 for combined benefits. The highest coefficient of an individual benefit was .330 for “Increased autonomy on the job” and the average of the coefficients was .297. In terms of combined extrinsic benefits, graduates working in the field of Operations benefited 9 percent more than those working in fields designated as “Other.”

Table 4.31 Significant Independent Variables  
(Current Professional Function – Employment Variable)

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
R&D	Inc. compensation (E)	18	D, P &E	561	<b>-.516</b>	.020
R&D	Dev. personally (I)	33	D, P &E	563	-.345	.032
R&D	Enhanced credibility (I)	36	D, P &E	562	-.402	.026
R&D	Inc. satisfaction (I)	39	D, P &E	562	-.387	.051
R&D	Enhanced values (I)	51	D, P &E	563	-.481	.035
R&D	Sum (Intrinsic)	54	D, P &E	563	-10.545	.017
R&D	Sum (E+I)	57	D, P &E	563	-9.556	.034

Reference Category: “Other”

The “Research and Development” variable was significant in seven models, four of which dealt with individual intrinsic benefits and one of which dealt with an extrinsic benefit. All the coefficients were negative, ranging from -.516 to -.345 for the individual benefits and from -10.545 to -9.556 for the combined benefits. The highest coefficient of

an individual benefit was -.516 for “Increased monetary compensation.” The average of the coefficients for the intrinsic benefits was -.404 in comparison to -.516 for the one extrinsic coefficient. In terms of combined extrinsic benefits, that particular variable was not significant. However, in terms of combined intrinsic benefits, graduates working in research and development benefited almost 11 percent less than those working in fields designated as “Other.”

#### Average Coefficients of Significant Variables

The following tables summarize the aforementioned information by listing the average of the coefficients for each variable within its respective group.

Table 4.32 Demographic Variables

<i>Variable</i>	<i>Average of Coefficients</i>
Black	.608
Asian	.548
Hispanic	.427
White	.386
Years	-.025

The coefficients for “Black” were higher than those of the other races, suggesting that Black MBA graduates on average benefited the most from their degree.

Table 4.33 Program Variables

<i>Variable</i>	<i>Average of Coefficients</i>
<i>Negative</i>	
MBAJD	-.524
Improve	-.306
Develop	-.160
<i>Positive</i>	
MBAMSN	1.88
Real Estate	.686
Supply Chain	.404
MBA	.326
Marketing	.325
Enrollment Status	.256

On average, graduates from the MBAJD program appear to have benefited the least from their MBA. Given that they also possess a law degree, perhaps they are benefiting more from their JD degree than from their business degree. In contrast, graduates from the MBAMSN program and those who emphasized in real estate and supply chain management appear to be benefiting the most.

Table 4.34 Employment Variables

<i>Variable</i>	<i>Average of Coefficients</i>
<i>Negative</i>	
Government	-.409
R & D	-.404
<i>Positive</i>	
Operations	.297

As indicated in table 4.34, MBA graduates who are now working in government positions or in research and development, appear to be benefiting the least from their degree. Given the nature of these types of careers, this finding would be expected. In contrast, USD MBA graduates who are now working in operations, logistics, or procurement appear to be benefiting the most. Since many graduates who emphasize in Supply Chain Management often work in these fields, there appears to be a correlation between the benefits of the emphasis and the benefit of working in the field of operations.

When comparing individual variables among the three types, one can see which graduates appear to have benefited the most from their MBA. Table 4.35 shows the variables with the highest positive coefficients of each group in comparison to the other two types of variables.

Table 4.35 Highest Positive Coefficient

	<i>Demographic</i>	<i>Program</i>	<i>Employment</i>
<i>Variable</i>	Black	MBAMSN	Operations
<i>Highest Positive Coefficient</i>	1.631	1.88	.330

### Summary of Significant Variables and Their Coefficients

To summarize, variables with primarily positive coefficients included: “Asian,” “Black,” “Hispanic,” “White,” “Enrollment Status,” “MBA,” “MBAMSN,” “Marketing,” “Supply Chain,” “Real Estate,” and “Operations.” In certain models, Black, Asian, Hispanic, and White MBAs appear to have benefited more than those who indicated “Other” as their race. In addition, those who graduated from the MBA or MBAMSN programs benefited more in certain instances than those who graduated from the MIB program.

Within the MBA program, students who emphasized in Marketing, Supply Chain Management, or Real Estate, benefited more in certain models than those students who did not have an MBA emphasis. With respect to certain benefits, graduates now working in the field of operations benefited more than those who indicated “Other” as their professional function.

As for the variables with primarily negative coefficients, they included: “Years of Work Experience,” “MBAJD,” “Develop,” “Improve,” “Government,” “Research and Development.” The “Years of Work Experience” variable demonstrated that for every year of work experience, there was a certain percentage point of a decline in benefits for several models. As Table 4.36 demonstrates, it would also appear that graduates with several years of work experience are benefiting less from job security.

In addition, the students who graduated from the MBAJD program appear to have benefited less than the MIB graduates, and those graduates now working in government or research and development benefited less than those now working in fields designated as “Other.” Moreover, those graduates who pursued their MBA to develop management

skills to or improve themselves personally benefited less in certain instances than those who got an MBA to increase their career options.

### Significant Sums

With respect to the sum of the benefits, Table 4.36 shows which graduates benefited the most from all of the extrinsic benefits, all of the intrinsic benefits, and the extrinsic and intrinsic benefits combined.

Table 4.36 Sums of the Benefits

<i>Ind. Var.</i>	<i>Dep. Variable</i>	<i>Model</i>	<i>Run</i>	<i>N</i>	<i>Coefficient</i>	<i>Significance</i>
<b><i>Sums of the Extrinsic Benefits</i></b>						
MBAMSN	Sum (Extrinsic)	27	D, P &E	563	46.369	.072
Black	Sum (Extrinsic)	27	D, P &E	563	29.562	.006
Asian	Sum (Extrinsic)	27	D, P &E	563	12.916	.044
Hispanic	Sum (Extrinsic)	27	D, P &E	563	11.682	.083
Supply	Sum (Extrinsic)	27	D, P &E	563	9.168	.089
Operations	Sum (Extrinsic)	27	D, P &E	563	8.813	.044
White	Sum (Extrinsic)	27	D, P &E	563	8.753	.063
Marketing	Sum (Extrinsic)	27	D, P &E	563	7.109	.091
MBA	Sum (Extrinsic)	27	D, P &E	563	6.926	.057
P/F Time	Sum (Extrinsic)	27	D, P &E	563	4.014	.080
Years	Sum (Extrinsic)	27	D, P &E	563	-.892	.000
Develop	Sum (Extrinsic)	27	D, P &E	563	-7.428	.086
Gov.	Sum (Extrinsic)	27	D, P &E	563	-10.332	.057
Improve	Sum (Extrinsic)	27	D, P &E	563	-10.405	.000
MBAJD	Sum (Extrinsic)	27	D, P &E	563	-11.731	.087
<b><i>Sums of the Intrinsic Benefits</i></b>						
MBAMSN	Sum (Intrinsic)	54	D, P &E	563	34.298	.087
Black	Sum (Intrinsic)	54	D, P &E	563	28.484	.001
Asian	Sum (Intrinsic)	54	D, P &E	563	11.586	.020
White	Sum (Intrinsic)	54	D, P &E	563	6.440	.078
Years	Sum (Intrinsic)	54	D, P &E	563	-.452	.020
R&D	Sum (Intrinsic)	54	D, P &E	563	-10.545	.017
MBAJD	Sum (Intrinsic)	54	D, P &E	563	-10.644	.046
<b><i>Sums of the Extrinsic and Intrinsic Benefits</i></b>						
MBAMSN	Sum (E+I)	57	D, P &E	563	40.334	.049
Black	Sum (E+I)	57	D, P &E	563	29.023	.001
Asian	Sum (E+I)	57	D, P &E	563	12.251	.016
Hispanic	Sum (E+I)	57	D, P &E	563	10.110	.059
White	Sum (E+I)	57	D, P &E	563	7.597	.042
Marketing	Sum (E+I)	57	D, P &E	563	5.601	.094

Table 4.36 Sums of the Benefits, Continued

<i>Sums of the Extrinsic and Intrinsic Benefits</i>						
Years	Sum (E+I)	57	D, P &E	563	-.672	.001
Improve	Sum (E+I)	57	D, P &E	563	-6.424	.004
R&D	Sum (E+I)	57	D, P &E	563	-9.556	.034
MBAJD	Sum (E+I)	57	D, P &E	563	-11.187	.041

As Table 4.36 illustrates, MBAMSN graduates, Black graduates, and Asian graduates had the highest positive coefficients in these three models. However, for “MBAMSN” and “Black,” the sample size for each of these variables was quite small and the reader is therefore urged to use some caution in generalizing these findings to other members of these groups. In contrast, MBAJD graduates had the highest negative coefficients in these three models.

#### Timing of the Study and Its Effect on the Final $R^2$

In terms of explaining how well the models fit the data, the sum of the respondents’ scores for all the extrinsic and intrinsic benefits (Model 57) yielded an  $R^2$  of .14, suggesting that 14 percent of the variation in graduates’ benefits was explained by this model, which included significant demographic, program, and employment variables. This finding also indicates that 86 percent of the total variation in benefits was not explained by the variables in this model.

One possible explanation for the relatively small amount of variation explained by the models was the timing of this study. While the timing of this study made it unique, it was also a detriment and limitation. It is possible that the timing of this study could have influenced graduates’ perceptions much more negatively than those of previous generations included in other studies. This study took place in January 2003, a turbulent, uncertain, and dangerous time, not only for Americans, but the world in general.

Graduates were asked to respond to a questionnaire that arrived during a recession and national preparations for an impending war.

Moreover, given that a vast majority of the graduates live in San Diego, a Navy town, the looming threat of war most likely altered their perceptions of their degree, if not their life in general. Military personnel on active duty were deployed to the Persian Gulf and reservists were activated on short notice, including USD MBA students and graduates. The fact that one USD MBA alumnus from the class of 2000, Major John Walsh, was killed in a military accident just days after the questionnaires were mailed, illustrates the close connection between the University of San Diego and the military community. It is also entirely likely that USD alumnae knew friends and loved ones participating in the war effort.

In addition to the bleak economy and mounting war, the stock market was at an all time low, corporate scandals continued to tarnish the business world, and the threat of terrorism continued to make the headlines. In the midst of corporate downsizing, the threat of layoffs and cuts in pay or hours touched the lives of the alumnae/alumni population in this study. Several answered all of the questions on the questionnaire except for the employment section and either left it blank or wrote, "laid off." Noteworthy is the fact that they still participated and were included in this study, whereas other studies omitted unemployed graduates. The anxious state of the nation did not provide the most favorable conditions in which to administer a survey that inquired about the benefits of an MBA.



### Respondents' Qualitative Information

The responses to the one open-ended question included in this study revealed rich data that enhanced the findings and provided additional details as to how the respondents generally felt about their degree. Participants were asked to add any comments concerning their USD experience and/or MBA degree, and 281 graduates took advantage of this opportunity to provide feedback. Their responses can be categorized into four main themes: (a) positive USD experience; (b) negative USD experience; (c) respondents' personal reflections; and (d) suggestions for improvements. Thirty-eight percent of the respondents wrote positive comments, 10 percent wrote negative comments, 36 percent included personal reflections, and 16 percent included suggestions for improvements. (Answers to the open-ended question can be found herein in Appendix D.)

In general, respondents' comments concerning a positive USD experience ranged from sincere appreciation for the faculty, new friendships, study abroad opportunities, and a quality education, to pride, a willingness to help improve the program, and a sense of personal and professional fulfillment. They "loved" the program, stated that it was the "best" investment, and found it to be a "great" experience. Table 4.37 quantifies the positive responses by categories. There were 108 positive responses.

**Table 4.37 Categories of Positive Responses**

<b><u>Category</u></b>	<b><u>Percentage</u></b>
Degree Opened Doors	18%
Enjoyed Program	17%
Satisfied with Degree	11%
Gained Business Acumen	11%
Enhanced Personal Growth	8%
Great Faculty	8%

Table 4.37 Categories of Positive Responses

<b><u>Category</u></b>	<b><u>Percentage</u></b>
Made Friends	4%
Gained Confidence	3%
Valued Study Abroad Opportunities	3%
Impressive Advisor/Staff	3%
Benefited From Fellowship	2%
Benefited from Student Networking	2%
Liked Small Classes	2%
Liked Interaction with International Students	2%
Degree Provided an Edge/Advantage	2%
Worthwhile Investment	2%
Valued Ethics	1%
Developed Discipline	1%

The following quote is a sample of one of the positive remarks. “Great environment to focus, make good friends and enjoy studying hard.”

On the negative side, graduates felt the cost of the degree exceeded the rewards, that there was lack of job placement services, and that the program and faculty were inferior to other comparable programs. Participants often used the word “disappointed” and spoke about the program in terms of a “waste” of time and money. They were disappointed in the lack of experience some classmates brought to the program and were disillusioned by the way USD misrepresents itself as a “Catholic” university. Table 4.38 summarizes the negative remarks. Twenty-eight responses were classified as negative comments.

Table 4.38 Categories of Negative Remarks

<b><u>Category</u></b>	<b><u>Percentage</u></b>
No Value Added from MBA	32%
Cost Exceeded the Reward	18%
Poor Career Placement Services	14%
Second Rate Program	10%
Valued Undergraduate Experience More	10%
Program Wasn’t Challenging	4%
Program Lacked Applicability	4%
USD Misrepresented Itself As Christian	4%
Faculty Lacked Practical Experience	4%

The following quote is a sample of one of the negative comments. “Frankly, I feel my USD experience was mostly a waste of both my time and money. In retrospect, I wouldn’t do it again or recommend it to anyone. Contrary to the school’s self-serving propaganda as a top tier institution, in actuality, both the MBA program and its faculty are second rate.”

Some respondents, however, were more neutral in their responses. Their responses were categorized as “Respondents’ Personal Reflections.” For the most part, they did not specifically indicate a positive or negative USD experience, but saw the question as an opportunity to offer additional personal information and to talk about what it means to have an MBA in general. Respondents also viewed this question as an opportunity to describe their current stage in life, their other credentials and degrees, their titles, and how their children impacted their career path. Table 4.39 summarizes comments that were categorized as personal reflections. One hundred responses were classified as personal reflections.

Table 4.39 Categories of Personal Reflections

<b><i>Category</i></b>	<b><i>Percentage</i></b>
Description of Career History	40%
Description of Current Position	14%
Memories of Program	12%
Degree Enhanced Worldview/Big Picture	6%
Comparability of USD MBA	5%
Value of Prior Work Experience	5%
Other Benefits of Program	4%
Sense of Accomplishment	4%
Benefits of Credential	4%
Benefits of Part-Time Enrollment	3%
Impact of Children on Career	3%

The following quote is a sample of a personal reflection. “I entered into the program due to limited employment opportunities and job market in 1991. I believe the more I work the more I realize I could have leveraged during my MBA study years.”

The fourth theme that surfaced dealt with suggestions for improvements. There were 45 suggestions. While these responses ranged considerably, respondents in general would like to see more “hands-on” activities such as internships incorporated into the program, more “interaction” with local businesses, more marketing/recruitment on a national level, and a more selective admissions process. Table 4.40 summarizes the respondents’ suggestions for improvements.

Table 4.40 Categories of Suggestions

<b><u>Category</u></b>	<b><u>Percentage</u></b>
Improve Program Reputation	18%
Link USD to Local Business	13%
Improve Alumni Network	11%
Make Program More Rigorous	9%
Improve Career Placement Services	9%
Include More IT Courses	7%
Improve Alumni Benefits	7%
Hold Faculty to Higher Standards/More Real World Experience	7%
Require At Least Two Years Work Experience of Applicants	5%
Includes Politics Game in Curriculum	2%
Include More Wall Street Topics in Curriculum	2%
Link USD to Catholicity	2%
Add More Quantitative Courses	2%
Add Course on Financial Statement Analysis	2%
Require a Project Management Course	2%
Add Course on Closely Held Corporations	2%

The following quote is a sample of a respondent’s suggestion. “MBA program needs to continue adding hands-on projects, internships and other on-site business activities to bring the theoretical teachings to life. The more you can link USD to major businesses in town the better.”

## **Chapter Five**

### **Introduction**

In answer to the research questions that guided this study, the aforementioned findings illustrated the extent to which USD graduates benefited extrinsically from their MBA, the extent to which USD graduates benefited intrinsically from their MBA, and the extent to which these benefits varied based on individual demographics, program, employment status, and professional function. The following sections highlight the findings of this study, its contribution to the literature, and policy recommendations for the University of San Diego and future research in general.

### **Review of Findings**

While the sample in this study consisted of primarily white graduates, Black, Asian, and Hispanic MBA graduates also benefited from the degree both extrinsically and intrinsically. This study yielded an interesting finding in that the average of the intrinsic benefits was higher than the average of the extrinsic benefits, 1.96 versus 1.66. Additionally, the means for six of the eight highest scored benefits were given to intrinsic benefits. Respondents benefited more intrinsically from their MBA than extrinsically. Graduates' answers to the one open-ended question in this study enhanced these findings by providing additional feedback as to the program's positive and negative aspects. Graduates expressed their gratitude and disappointment, in addition to providing suggestions for improvements.

Moreover, those graduates who emphasized in Marketing, Supply Chain Management, and Real Estate, or who now work in the field of operations, appear to have benefited from their MBA as well. The MBAMSN graduate who participated in this

study also greatly benefited from the program. In contrast, graduates from the MBAJD program do not appear to have benefited as much. The same can be said for graduates with several years of work experience, or those now working in government or research and development.

This study also demonstrated that program variables play an important role in the extent to which graduates benefit from their MBA. In 12 of the 19 models, program variables explained more of the variation in the dependent variable than the demographic and employment variables. Additionally, in the majority of the models, the employment variables explained the least. This suggests that the choices students make with respect to their MBA program contribute more to their benefits, than the personal attributes they bring to the program or their eventual employment scenarios.

Another important finding was the fact that gender was not significant in this study. Despite the large number of women who returned the questionnaire and the fact that gender was significant in previous studies, gender issues did not appear to surface in either the quantitative or qualitative responses of the participants. This was an unanticipated, but positive finding, in addition to the fact that more women participated in this study than originally expected.

#### Contribution to the Literature

The findings of this study advanced the literature concerning the benefits of an MBA degree in several ways. It is the only study conducted in the year 2003 that involved MBA graduates from a private, Catholic, southwestern business school accredited by AACSB International. Moreover, this study reflected current economic and societal realities and demonstrated that scholars need to consider both extrinsic and

intrinsic benefits when researching the impact of an MBA degree in today's corporate climate. This finding is important since previous studies focused solely on the extrinsic benefits of the degree; however in this study, graduates benefited more intrinsically than extrinsically from their degree. This study is also one of the few to specifically demonstrate *how* degree-holders benefited from their MBA.

While previous studies dealt with managerial success, career satisfaction, career stage, and/or gender issues as they relate to the benefits of an MBA, this study contributed to the existing literature by revealing another important consideration, namely program variables. In 12 of the 19 regression models, program variables explained more of the variation in the dependent variables than the demographic and employment variables. This is the only study to illustrate how the choices students make while in the MBA program, such as the type of MBA program and/or emphasis, affect the extent to which they benefit from their degree.

In addition, this was the only study to include graduates of joint programs. While the MBAMSN graduate benefited greatly from her degree, graduates of the MBAJD program benefited far less. This study also highlighted demographic considerations such as race, and found that Black, Asian, and Hispanic MBAs benefited from their degree in different ways, e.g., an increase in work-environment flexibility for Blacks, an increase in authority on the job for Asians, and an increase in monetary compensation for Hispanics. In contrast, Whites benefited from increased career satisfaction.

Another noteworthy demographic variable in this study was the number of years of work experience. For every additional year of work experience, graduates in this study appeared to benefit less from their degree. This finding supports Kirchmeyer's (2002)

and Schneer and Reitman's (1994) contention that more research should focus on men and women in their mid-careers, a time when detrimental factors may come into play in the workplace.

Additionally, this study demonstrates the need to continually conduct research to meet the needs and expectations of future MBAs. As previously stated, it appears that MBAs' priorities and expectations are changing and that they are expressing a renewed interest in social responsibility, entrepreneurship, and ethics (<http://cincinnati.bizjournals.com/cincinnati/stories/2002/08/26/daily24.html>; Johnson, 1996; Underwood, 2002). While participants in this study did not seem to express these same interests or benefit from "enhanced personal values," their responses were similar to those of last year's graduates who participated in GMAC's Global MBA 2002 Survey, where graduates were *extremely* confident that the MBA was providing them the opportunity to "improve themselves personally" (48%), "to increase their career options" (41%) and "to develop management skills" (38%). With respect to the monetary benefit of the MBA, 33 percent of the respondents were confident that the MBA would give them "an increase in earning power" (<http://www.gmac.com/globalmbasurvey/2002/summary.pdf>).

In comparison, graduates who participated in this study responded that they enrolled in the MBA program for the following reasons: "to increase my career options" (61%), "to improve myself personally" (19%), "to increase my earning power" (12%), and "to develop management skills" (6%). In both surveys, graduates enrolled more to increase their career options and to improve themselves personally, than to increase their earning power. These findings provide an alternative perspective as to the benefits of an



MBA degree, one that would appear to be much more germane to the vast majority of graduates of less competitive schools.

Moreover, in this study, the highest mean for an individual benefit was for the intrinsic benefit, “Developed Personally.” As stated in the first chapter of this dissertation, it was anticipated that the unique attributes of USD’s MBA program, such as the study abroad opportunities and the annual Thanksgiving House Project, may have contributed to the personal development of its graduates. The fact that the benefit, “Developed Personally,” received the highest mean indicates that students most likely benefited from these experiences and others.

The graduates’ qualitative information, for example, indicated that they benefited from new friendships and opportunities to network. These findings enhance the existing research by emphasizing the need to consider both extrinsic and intrinsic benefits of an MBA. In short, this study advanced the literature by setting new standards by which to measure the benefits of an MBA degree. In today’s turbulent and uncertain world, subjective outcomes are as important to degree-holders as objective outcomes, if not more.

#### Policy Recommendations for the University of San Diego

Given the findings of this study, the strengths of USD’s MBA program have become evident in terms of which graduates seemed to have benefited the most from their degree. Recruitment efforts can now be directed to attract students who are likely to benefit the most from the program, such as those interested in the MBAMSN program and those interested in emphasizing in Marketing, Supply Chain Management, or Real Estate.

It is therefore recommended that USD consider marketing the beneficial features of its MBA program (e.g., emphases), its MBAMSN joint degree, and its business institutes, on a more frequent and targeted basis. USD could stress that students who participated in the Supply Chain Management and Real Estate institutes most likely emphasized in these areas and took advantage of the various services they offer such as scholarships, on-site corporate tours, professional conferences, and internships.

It would also behoove USD to establish relationships with local chapters of national associations such as the National Society of Hispanic MBAs, the National Black MBA Association, and the Asian Business Association of San Diego, as well as professional nursing organizations. Considering advertising in corresponding publications, including *Minority MBA*, the regional edition of *Savoy Professional*, and local Latino/Chicano and Asian newspapers should likewise be considered.

Moreover, the results of this study can also be used to improve the MBA curriculum for future graduates. Knowing the program's strengths and weaknesses from the degree-holders' perspectives, will give the USD School of Business Administration a foundation upon which to build a more relevant program that benefits students and stakeholders alike. For example, given that a vast majority of USD's MBA students are referred by alumnae/alumni, it would behoove the School of Business Administration to ensure that graduates are benefiting as much as possible from the program. They will subsequently be more likely to refer students and give back to their alma mater in terms of time and resources. Successful and happy graduates would also be in a better position to recommend the program, or to hire future MBA graduates as interns or permanent hires.

Since graduates who emphasized in the areas of Marketing, Supply Chain Management, and Real Estate appear to have benefited from their degree, perhaps developing these emphases by offering more electives, more hands-on interaction between students and business, and more frequent networking/mentorship opportunities will forge a stronger partnership among stakeholders, business school faculty, MBA graduates, and local industry.

According to Mangan (2003), business schools nationwide are currently redesigning their curriculums by providing more specialized, project-based courses and giving students more freedom to customize their degrees to meet the needs of recruiters. USD should consider doing the same, specifically in reference to the courses connected with its business school institutes. Developing a more relevant and flexible program will earn the respect and admiration of the San Diego business community which in turn, will validate USD's program by hiring its MBA graduates.

#### Recommendations for Future Research

This study underscores the need for business schools to understand their customer base so as to appropriately design and market their MBA programs. As demonstrated by this study, one of the best ways to accomplish this is to survey graduates to determine how they benefited from their degree. Gathering such data can be used to build regression models that yield significant variables in terms of student demographics, program features, and employment opportunities for graduates.

Knowing who benefited most and under what conditions allows business schools to better tailor their curricula and to graduate satisfied and productive alumnae/alumni who want to give back to their alma mater as well as the community at large. It is

recommended that those who are seriously interested in improving graduate management education attempt to conduct such studies concerning their own programs and students.

Specifically, it is recommended that future studies include two separate variables dealing with work experience. In this study, the variable representing years of work experience was significant in fourteen models and had a negative coefficient. This variable represented the years of work experience prior to obtaining an MBA. However, future studies should include two variables; one to represent years of work experience prior to starting an MBA and another variable to represent years of work experience subsequent to earning an MBA. In this way, researchers can determine whether benefits vary based upon pre and post MBA work experience.

This study also demonstrates the need to inquire about both extrinsic and intrinsic benefits of an MBA as perceived by the degree-holder. Future studies should be conducted to continue to advance the literature in this regard, especially given the fact that in this study, graduates benefited more from intrinsic benefits than from extrinsic benefits. The timing of this study demonstrates the need to conduct further research in an improved corporate climate to determine the extent to which graduates benefited extrinsically and intrinsically and how those benefits might differ.

Another recommendation would be to consider conducting research that expands upon solely the intrinsic benefits. One of the limitations of this study was that it did not include many of the more subjective or personal factors that influence graduates' perceptions of their degree. For example, the four-page questionnaire did not include questions concerning graduates' interpersonal relationships while in the program, at work, or at home. Depending on their specific situations upon receipt of the

questionnaire, their responses could vary based on the dynamics of their workplace or home life, for better or worse. It is hoped that additional studies can be conducted in more prosperous, less threatening economic conditions so as to gain more insight into the benefits of an MBA degree in today's world.

### Conclusion

While there were limitations of this study, there were also several interesting findings that contributed to the literature concerning the benefits of an MBA degree. The graduate population that participated in this study provided a wealth of information and insight into how they benefited from their educational investment. Many requested a summary of the findings, offered to assist with further research, or thanked the researcher for initiating the study. This study demonstrates the benefits of working with graduate populations to develop a more relevant MBA program that meets the needs and expectations of future business leaders.

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## Appendix A

## Letter of Introduction to Graduates

(USD Letterhead)

January 2003

Dear Graduate:

My name is Stephani Richards-Wilson, the Administrative Director of the MBA program at USD. I have had the pleasure of working in this office for three years now and have truly enjoyed meeting and advising many of you. For this reason, I have decided to make *your MBA experience* the focus of my dissertation, which will fulfill my requirements for a doctorate in Leadership Studies from the USD School of Education.

The purpose of my dissertation is to determine the extent to which you benefited from your MBA degree. At the moment, the value of an MBA has come under considerable scrutiny nationwide. However, no studies have focused on diverse alumni populations from AACSB accredited schools located in Southern California. I am writing to you to ensure that your perspectives are included in the research pertaining to MBA graduate populations. The information you provide will be used for scholarly purposes and to better design our program for future MBAs. Your participation in this study will help us to *improve the legacy of your degree*.

To assist me in impacting both the future of the USD MBA and management education, please complete the enclosed questionnaire and return it to me in the postage-paid envelope within two weeks. Please answer every question and be assured that participation in this study is strictly voluntary and anonymous. If you have any questions, please contact me at 619-260-4860 or via e-mail at [Stephani@sandiego.edu](mailto:Stephani@sandiego.edu).

Dr. Curtis Cook, Dean of the School of Business Administration, and I would greatly appreciate your participation and will be happy to send you a summary of the findings whether you participate in this study or not. If you wish to receive a summary, please send me an e-mail within the next two months. I wish you all the best for the New Year.

Sincerely,

Stephani Richards-Wilson  
Director, MBA/MSIT Student Affairs  
Ed.D. Candidate

Enclosures: Questionnaire  
Postage-paid Return Envelope

## Appendix B

## Questionnaire

## USD MBA Alumnae/Alumni Survey

**Tell us about the benefits of your MBA:****Extrinsic Benefits of the Degree:**

If the following are extrinsic benefits of getting an MBA degree, please use the following scale to rate the extent to which you benefited over your career to date.

- |                                                                                                        |                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Gained more career options<br>(job offers)                                                          | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 2) Increased authority on the job                                                                      | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 3) Increased autonomy on the job                                                                       | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 4) Increased job responsibility                                                                        | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 5) Increased job security                                                                              | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 6) Increased monetary compensation                                                                     | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 7) Increased work-environment flexibility<br>(ability to telecommute, travel, flexible schedule, etc.) | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 8) Progressed in my career<br>(promotions or other opportunities)                                      | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |

**Intrinsic Benefits of the Degree:**

If the following are intrinsic benefits of getting an MBA degree, please use the following scale to rate the extent to which you benefited.

- |                                                |                                                                                                                                                  |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 9) Developed management skills                 | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 10) Developed personally<br>(self-fulfillment) | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 11) Enhanced credibility in the<br>workplace   | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 12) Increased career satisfaction              | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |
| 13) Increased self-confidence                  | <input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Only Slightly <input type="checkbox"/> Not at all |

- 14) **Increased sense of control over career** ☐ Strongly ☐ Moderately ☐ Only Slightly ☐ Not at all
- 15) **Increased opportunity to network** ☐ Strongly ☐ Moderately ☐ Only Slightly ☐ Not at all
- 16) **Enhanced personal values and sense of ethics** ☐ Strongly ☐ Moderately ☐ Only Slightly ☐ Not at all

**Tell us about your MBA program:**

- 17) What year did you get your MBA? \_\_\_\_\_
- 18) From which graduate business program did you graduate?
- |                                   |                                   |                                                  |
|-----------------------------------|-----------------------------------|--------------------------------------------------|
| <input type="checkbox"/> MBA      | <input type="checkbox"/> IMBA     | <input type="checkbox"/> MIB                     |
| <input type="checkbox"/> MBA/JD   | <input type="checkbox"/> IMBA/JD  | <input type="checkbox"/> MBA/MSN                 |
| <input type="checkbox"/> MBA/MSIT | <input type="checkbox"/> MBA/MSEC | <input type="checkbox"/> Dual MBA from USD/ITESM |
- 19) Please check the box that applies for the majority of the time you were enrolled in the program: ☐ Attended part-time OR ☐ Attended full-time
- 20) **MBA Emphasis:** Please check one of the following:
- |                                              |                                                 |                                                    |
|----------------------------------------------|-------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> No Emphasis         | <input type="checkbox"/> Management             | <input type="checkbox"/> Finance                   |
| <input type="checkbox"/> Accounting          | <input type="checkbox"/> Marketing              | <input type="checkbox"/> Real Estate               |
| <input type="checkbox"/> Supply Chain        | <input type="checkbox"/> Venture Management     | <input type="checkbox"/> Project Management        |
| <input type="checkbox"/> Electronic Commerce | <input type="checkbox"/> International Business | <input type="checkbox"/> Double or triple emphasis |
- 21) **Degree Expectations:**  
Which of the following best describes why you decided to get an MBA? **Please check one:**
- ☐ To develop management skills
- ☐ To improve myself personally
- ☐ To increase my earning power
- ☐ To increase my career options
- 22) Which best describes at what stage you undertook the MBA program? **Please check one:**
- ☐ Initial career/job preparation
- ☐ Same career/job, but to increase capacity
- ☐ New career/job preparation
- 23) Recalling the reasons you decided to get an MBA, do you feel your expectations were met? **Please check one:**
- ☐ To a great extent
- ☐ To the extent I expected
- ☐ To some extent
- ☐ Not at all

**Tell us about yourself:**

24) Did you earn your first college degree (bachelor's degree) in business?

☐ Yes ☐ No

25) How many years of work experience did you have prior to starting your MBA? \_\_\_\_ years

26) During the time that you were enrolled, did a company/organization/government agency sponsor you by paying part or all of your tuition? ☐ Yes ☐ No

27) Gender:

☐ Female ☐ Male

28) Race or Ethnicity (Please check one):

☐ American Indian or Alaska Native ☐ Native Hawaiian or other Pacific Islander  
☐ Asian ☐ White  
☐ Black or African American ☐ Other (please specify) \_\_\_\_\_  
☐ Hispanic or Latino

29) Citizenship:

☐ U.S. Citizen OR ☐ Non U.S. Citizen

30) Marital Status:

☐ Married OR ☐ Single

31) Your age: \_\_\_\_\_ years old

**Tell us about your employment:**

*(If currently unemployed or retired, skip the following questions. You have completed the survey.)*

32) On average, how many hours do you work per week in your career field? \_\_\_\_ hours

33) Are you currently employed by an organization headquartered in the United States?

☐ Yes ☐ No

34) What is the size of the organization in which you work?

☐ Small ☐ Medium ☐ Large  
 1 – 250 employees 251 – 2,000 employees More than 2,000 employees

35) Select **one** of the following that **best** describes the type of organization in which you work.

☐ Private business/corporation ☐ Self-employed  
☐ Public business/corporation ☐ Your family's business  
☐ Government ☐ Non-profit organization  
☐ Military ☐ Other (please specify) \_\_\_\_\_

36) **Professional Function:** Please check one:

- ☐ Finance/accounting (accounting/auditing, corporate finance, investments, treasury and financial analysis, public finance, real estate)
- ☐ Marketing/sales/development (public relations, product management, market research, advertising)
- ☐ Operations/productions/supply chain (logistics, purchasing)
- ☐ Research and development (engineering, scientific field)
- ☐ General management (administration)
- ☐ Management information systems
- ☐ Human resources
- ☐ Consulting (strategic planning, product management)
- ☐ Other (please specify) \_\_\_\_\_

Feel free to add any additional comments concerning your USD experience and/or MBA degree.

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Please return your completed survey in the **enclosed postage-paid** envelope to:

University of San Diego  
Attn: Stephani Richards-Wilson  
School of Business Administration  
5998 Alcalá Park  
San Diego, CA 92110 U.S.A.

**THANK YOU!**

## Appendix C

### Specification of 57 Regression Models

#### Regression Models #1, 2, and 3

Dependent Variable = Extrinsic Benefit: Score for “Gained more career options”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #4, 5, and 6

Dependent Variable = Extrinsic Benefit: Score for “Increased authority on the job”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #7, 8, and 9

Dependent Variable = Extrinsic Benefit: Score for “Increased autonomy on the job”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #10, 11, and 12

Dependent Variable = Extrinsic Benefit: Score for “Increased job responsibility”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #13, 14, and 15

Dependent Variable = Extrinsic Benefit: Score for “Increased job security”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #16, 17, and 18

Dependent Variable = Extrinsic Benefit: Score for “Increased monetary compensation”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables



## Appendix C

### Specification of 57 Regression Models

#### Regression Models #19, 20, and 21

Dependent Variable = Extrinsic Benefit: Score for “Increased work-environment flexibility”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #22, 23, and 24

Dependent Variable = Extrinsic Benefit: Score for “Progressed in my career”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #25, 26, and 27

Dependent Variable = All Extrinsic Benefits: Score for Scaled Sum of Extrinsic Benefits  
(Sum to be multiplied by 4.166)

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #28, 29, and 30

Dependent Variable = Intrinsic Benefit: Score for “Developed management skills”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #31, 32, and 33

Dependent Variable = Intrinsic Benefit: Score for “Developed personally”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #34, 35, and 36

Dependent Variable = Intrinsic Benefit: Score for “Enhanced credibility”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

## Appendix C

### Specification of 57 Regression Models

#### Regression Models #37, 38, and 39

Dependent Variable = Intrinsic Benefit: Score for “Increased career satisfaction”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #40, 41, and 42

Dependent Variable = Intrinsic Benefit: Score for “Increased self-confidence”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #43, 44, and 45

Dependent Variable = Intrinsic Benefit: Score for “Increased sense of control”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #46, 47, and 48

Dependent Variable = Intrinsic Benefit: Score for “Increased opportunity to network”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #49, 50, and 51

Dependent Variable = Intrinsic Benefit: Score for “Enhanced personal values and sense of ethics”

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

#### Regression Models #52, 53, and 54

Dependent Variable = All Intrinsic Benefits: Score for Scaled Sum of Intrinsic Benefits  
(Sum to be multiplied by 4.166)

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

## Appendix C

### Specification of 57 Regression Models

#### Regression Models #55, 56, and 57

Dependent Variable = All Intrinsic Benefits and All Extrinsic Benefits:

Score for Scaled Sum of Extrinsic and Intrinsic Benefits

*(Sum to be multiplied by 2.083)*

- 1) Independent Variables = Demographic Variables
- 2) Independent Variables = Demographic and Program Variables
- 3) Independent Variables = Demographic, Program, and Employment Variables

## Appendix D

## USD MBA Alumnae/Alumni Survey

January 2003

## Answers to Open-ended Question

Question:

*"Feel free to add any additional comments concerning your USD experience and/or MBA degree."*

Responses to this question are categorized according to general themes.

**Positive USD Experience**

<u>Survey</u>	<u>Comments</u>
1	I had a wonderful experience. I learned a great deal and made some very good friends. However, because I chose to stay in academia, an MBA was not enough. I had to get my Ed.D.
11	My MIB did not have an immediate impact with the job I had when I graduated. But it did seem to help with new positions I secured after I graduated.
14	Although my MBA has had little impact in my initial job as a lawyer, I believe it will be greatly appreciated and recognized as I move up in the company or move to other executive management positions.
18	My education also provided an opportunity to invest more wisely and I realized significant gains in the stock market.
22	I loved every moment of my USD experience. I grew over the program into a mature confident professional.
24	Ethics/values well formed before MBA degree-best one can hope for; if haven't learned before MBA-heightened awareness by ensuring professors bring issues up in program. Some leadership and management skills before attending, as was Naval Officer. MBA helped in opportunities, as once left Navy, followed husband's career with frequent moves. Enabled hiring as KPMG consultant. Opportunities changed career to fine arts photographer now. Passed on some of my business knowledge to husband who manages/leads a government "corp"; share ideas.
26	My experience at USD was excellent! Great professors, facilities, and educational environment. Overall my experience has been outstanding.

USD is an excellent school, and I highly recommend it to everyone seeking an advanced degree!

- 33 I was one of the first graduates of the MBA program, graduating 26 years ago. Overall I'm pleased that I invested my time and money in the program.
- 41 I loved being in this program – made some lifelong friends. I had an undergrad degree in sociology-needed more education. My son was two and a half when I started USD's MBA program. I've never regretted this degree-taught me the big picture. Gives me credibility with my clients. I am a health insurance broker-owner, now incorporated.
- 44 I enjoyed USD tremendously. Unfortunately, the downturn in the economy has made it tough for MBAs looking for a new job. Employers would rather hire lower salaried staff, even if they have fewer skills.
- 45 I really enjoyed USD, but when I was there for my undergraduate degree (72-74), the School of Business was in a state of transition, and I didn't feel that my educational experience with respect to business was what it should have been (not enough marketing, finance, management, etc. classes). Thus I went after the MBA to pick up what I thought I missed. Given that the MBA program was fairly young, I thought I still got a lot out of it.
- 46 I enjoyed working as a research assistant for two semesters (1985). The program also helped greatly with my tuition expenses. USD is a fine institution. I'm hoping my son will consider the undergraduate program in two years.
- 59 Personally and professionally the MBA program fulfilled all I had expected. The part-time program made it possible for me to raise my family, work full-time, and go to school at the same time. The degree definitely opened doors for me at a new company and within my same profession. A sense of personal achievement was also a big plus!
- 61 Keep up the good work of expanding the alumni network and hosting events. Professionalism and increased participation = success!
- 72 Spent the first 12 years of career in marketing. Spent the last 6 as President/General management but still involved in marketing/business development. During the last 18 years, I worked at one business but it changed in size, ownership type and headquarters location. USD experience and MBA degree have helped me a lot. It encouraged me to continue studying new developments in business theory/models. I have

had an opportunity to take MBA level classes recently in Europe -an interesting contrast to U.S. classes.

- 80 I have never regretted earning my MBA at USD. Since I was committed to living in San Diego, and not able to invest in a more prestigious program, USD was the only business school I applied to. I enjoyed my years as an MBA student and proud of my degree.
- 111 The student networking was great. The GBSA is one of the best experiences I had. Stephani, you were always supportive.
- 117 Great program. Small size was instrumental in learning process; great access to professors and fellowship program was extremely valuable.
- 123 The MBA experience I had at USD was largely a personal growth one. I had a dual undergraduate degree with liberal arts and used the MBA program to focus my resume in on sales/marketing. I got a job after one semester and the company paid for the rest of my degree. A great experience overall!!
- 132 The program helped me become a licensed industrial engineer in 1981.
- 137 The 6 week summer abroad program (in Hong Kong) was very fulfilling and provided a breadth of personal and professional experiences.
- 165 I really enjoyed my MBA program even though I had to take it part-time. I think it's because I had always wanted to get a graduate degree and when I got the opportunity to do it, I was highly motivated and focused. I can relate to the stuff I learned to my work experience and I think it really helped me understand more about why things are done the way they are in various businesses. Hopefully my MBA will open more doors in the near future!
- 170 Very impressed with faculty and ease to get time/help from them.
- 173 Even though I received my degree in 1986, I still find value in my job and rely heavily on material I learned at USD.
- 176 MBA at USD was a great experience. The MBA really opened my eyes to see /analyze things I never gave much thought to before. The job market is terrible and may affect the answers others provide. Despite not having landed a job in the six months since graduating, I am confident my MBA skills give me an advantage.
- 179 Great environment to focus, make good friends and enjoy studying hard.

- 182 The USD MBA experience definitely enriched my work and personal life, and I deeply appreciate the efforts of the educators and administrators there. I believe that an ethics based business education, as provided at USD, will be more valuable than ever in light of recent business related scandals.
- 185 My MBA degree has helped me the most in developing my own business plans, writing business and in teaching. It also helped me get jobs on many occasions. My advancement and salary were the same once I got the job as my peers who did not have the degree on one occasion.
- 190 USD is a class act. The quality of the teaching staff in the MBA program during my tenure at USD was outstanding and a great financial investment just for that reason alone.
- 192 The best portion of the MBA program was the opportunity to work on group projects with a wide variety of people, especially international students. It gave perspective to other ways of doing business.
- 193 The receipt of my MBA opened the door to my first promotion. After that, my success was largely due to my personal characteristics, "who I am." But this person was greatly influenced by my experience at USD. Doubt that my input is relevant to current female graduates.
- 195 My MBA greatly enhanced my ability to communicate with clients as a corporate lawyer. It helped me get a lawyer job and it helps me get clients now that I'm self-employed. However, I will say that I think it fell short of giving me real-life skills. I feel it's primarily an academic exercise and that it could have given me more skills, etc. applicable to the workplace. It was also very repetitive of my undergraduate business degree (also from USD).
- 200 USD MBA program was very beneficial both personally and career-wise. I felt it expanded my skills, but my real business knowledge was learned on the job. USD provided a good base. One recommendation would be to enhance USD's networking/job placement programs, as this is essential to enhance the legacy of the USD MBA program and degree.
- 201 Overall, I was very satisfied with my USD MBA experience. I think, however, that USD should require that students entering the MBA program have at least 2-3 years of work experience. The students with work experience brought more to the program, in terms of relating class work to the real world, than did students who went directly from undergraduate to graduate programs.

- 212 I purchased my own company in 1990, which I still own and run. I feel the knowledge I gained was an indispensable aid. It helped me to clarify personal goals as well as analyze what was going on around me in the corporate world. Please call if I can help!
- 216 My MBA served as a door opener into a national banking organization. Although the MBA did not cover the specifics of commercial banking (particularly real estate lending on commercial properties), I have applied many principles learned during my USD experience and it opened the door for a great first job in my career.
- 223 It was great to interact with so many international students. I also enjoyed the small class sizes.
- 224 The program was great. I took it to continue my education while I decided what I wanted to do for a career. I think I would have gotten more out of it if I had more real work experience. I do have a great well-paying job, but I'm not sure my MBA was the reason – more the experience on the job.
- 241 Great opportunity to learn general business principles and to meet fellow students and faculty.
- 242 I didn't realize the benefits of my MBA immediately. But now (3 years later), it helped me land a great job!
- 247 I am now working for a multinational Swiss owned company. I benefit every day from my experience at USD and from the international curriculum as well as the lessons learned relating to study – analysis, work ethic, and business writing skills. USD is the best in my opinion.
- 255 My overall USD/MBA experience was wonderful socially. Professionally, experience and ambition in the work force/career has been the primary reason for my success. After the interview process is over for a job, nobody cares where or if you received an MBA.
- 279 Getting my MBA challenged me personally and was enjoyable, but I never felt that it helped that much in my career. Having been on the mommy track for the last 5 years, I feel that it may give me more credibility to re-enter the workforce.
- 283 It was a terrific program. Dr. Fred Bahr has been a mentor since my graduation. I benefited from a terrific faculty.
- 293 I loved it!



- 297           Very worthwhile investment.
- 303           USD was a great place to get my MBA, and the degree was a great experience for me!
- 311           Great Experience!
- 315           Professors and Career Services Department played key role in job placement. This is crucial. My success in my career has come gradually after obtaining the MBA in 1996; however, it is the MBA that started it all. USD professors helped me gain confidence; especially with the numerous presentation opportunities and projects with real companies – not just book learning.
- 332           I had some terrific professors in marketing, corporate finance, strategic planning. Financial markets and statistics were not given enough emphasis. Those two areas are key to making an MBA a transcending device.
- 339           The travel abroad portion of my IMBA experience was by far one of the most rewarding experiences of my life.
- 341           Excellent experience – wouldn't trade it for anything.
- 342           I am retired Navy and after I finished my MBA, I worked for a year as a consultant. My company and I helped F500 companies build intranet applications. When my husband retired, I left my position and I now live happily in Central Oregon. I use my MBA only as a volunteer for a national wildlife conservation organization. I enjoyed my MBA experience and believe if I wanted or needed to go back to work it would be helpful.
- 352           I very much enjoyed the program. I got a lot out of it. Thought the professors were great. I took advantage of one of the summer abroad programs (Hong Kong), which was a fabulous experience. I met some wonderful people from all around the world! Money well spent!
- 353           Good luck Stephani! You always impressed me with the job that you did at USD. You were always so helpful, knowledgeable, and cheerful! Congratulations and best wishes!
- 356           USD was great and I thoroughly enjoyed my MBA experience. It provided the knowledge, skills, and confidence to start a corporation with two partners. We ran the company for nearly ten years before selling to a national chain. Afterwards, I joined large U.S. corporation as a high level manager. Thanks!

- 359 Thank you. I enjoyed my years at USD.
- 371 Dr. Burt's supply chain management program has national recognition and has placed USD among the top 5 supply chain management MBA schools with many Fortune 500 companies.
- 372 It was a lot of work but a great experience. I was able to apply much of what I learned as I was working. I met a lot of great people from different industries. Although I was working full time, I still felt that I was a member of the school. It's too bad the schools selling degrees have watered down the value of an MBA education.
- 376 I'm satisfied with my degree and hope the supply chain program earns greater respect.
- 381 Obtaining my MBA at USD was very fulfilling. It taught me to think about a business in whole with a deeper understanding of the functional areas required for success. I currently earn \$180,000 per year, and could not have attained my position without it. I can't recommend the educational experience strongly enough.
- 403 I thought the overall experience was accentuated by the atmosphere of USD positively – as an engineer with a MBA. I feel I have all the skills necessary for operating my own small business. It certainly gave me an edge.
- 405 I really enjoyed my MBA experience at USD. I was the MBA president in 1983 and started the MBA Career Day Program. If I can be of any help, feel free to call.
- 409 I obtained my MBA and then attended law school at USD. I have served as a CFO in an international firm and have started my own business. Currently, I work for the state of Indiana as a prosecutor. My MBA helped me in overall management skills and significantly bolstered my self-confidence.
- 410 I enjoyed my USD experience but I do not feel that the MBA degree has helped me in my career. Hopefully, the information that you gather from your study will help you to better design your program, increase the value of the MBA, and assist in giving advice to future students and graduates.
- 412 Great program. My hope is that USD gets the same recognition in S.D. that USC gets in LA. Would really like to see more alumni support of USD grads like that, which occurs in larger schools.

- 415        The USD MBA program was one of the best experiences I've ever had. As an alum, I wish there were more networking and career events.
- 421        The degree program was right for me. I needed and wanted extra exposure to the business field and the curriculum provided that for me. The professors were top- notch academics with experience in their fields. The class sizes were appropriate for graduate level course work. This degree is the best thing that ever happened to me, and USD is the best school of business for a real-world environment.
- 422        I was an atypical student at USD – a physician in a managed care organization working full-time. I am very satisfied with my education there and found the school and individual faculty very flexible and accommodating to my professional needs and scheduling requirements. I am a better person and a better professional because of my MBA and my USD experience, but in my position, the MBA has not significantly contributed to my career development. Experience and performance matter most. I do believe the MBA at USD qualitatively enriched me and in some way made me better at what I am doing.
- 426        I enrolled in the MBA program because I missed the academic atmosphere very much and the MBA was the most appropriate degree to pursue. I chose USD because I had just come from a very large school (University of Arizona) and I did not want to enroll in another very large school (San Diego State). USD turned out to be perfect – great instructors and classmates who were doing much what I was doing – working full-time and improving themselves at night.
- 440        I felt I received a very well rounded foundation in the MBA program. I feel USD's reputation for teaching ethics/integrity should be made an even stronger element in the MBA program.
- 461        I enjoyed USD. It was a challenging program with sincere instruction. At that time (1987), Career Placement Services was not part of the program. It was difficult getting started.
- 466        My MBA experience was positive. I liked the small class sizes and the ready availability of the professors.
- 473        Appreciated the fact that many professors had "real world" experiences and could share their experiences. Appreciate the staff's genuine interest in helping students network and find potential job opportunities.
- 476        Definitely satisfied that I earned this degree – especially at USD.

- 477 It was a wonderful experience. As a recent undergraduate “grad”, I was enlightened by the experiences of my older grad students and learned a lot from them. It was more dynamic and business oriented than undergrad at USD. Given the chance to do it over, I would, without hesitation.
- 478 In addition to the management tools, I picked up in the MBA program, it also gave me a lot of self-confidence and credibility at work.
- 479 I had a positive experience and remember it fondly.
- 481 My MBA definitely helped get my foot in the door as an HR professional with a solid company. I would not change a thing (except for my loans!)
- 488 My USD MBA has been the single largest contributor to career opportunities and personal financial endeavors.
- 490 Attending USD to earn my MBA was the best decision and experience both personally and professionally.
- 499 The best thing about the USD IMBA are the study abroad courses. Monterrey, Barcelona, and Rio were incredible. The professors and students were at a higher level than at USD. This was the value added to my degree. I hope the Ahlers Center will only continue to grow and prosper. Getting rid of it would be a disaster to the overall quality of the program.
- 523 It was a wonderful experience, broadening my perspective on business and life. USD is a great school, for those of us blessed enough to be able to afford it!! Glad to hear that USD has been trying to encourage diversity. Good luck with your dissertation. You have selected a very relevant topic!!
- 526 As a Norwegian young man, it was a very rewarding experience to live and study in San Diego. Both the American (U.S.) way of life and the international dimension provided a setting which expanded my personal benefit from the USD MBA program much beyond “going to school.” My 1.5 years stay at USD will always remain an important and memorable part of my life. I wish you the best of success in your improvement and efforts.
- 533 Great experience. An MBA makes you more marketable in a soft economy when you’re competing against a lot of talent in the work place.
- 537 Doing an MBA taught me the discipline necessary to perform my job in international investment banking.

- 538 Great school, great professors/mentors – provided a solid degree, but could use increased emphasis in the program on quantitative areas. Overall, I possess a very positive retrospective of my MBA but definitely have found that a better/stronger quantitative prep would have exponentially increased the number of available opportunities.
- 544 My objective in obtaining my MBA was to facilitate a career change from a laboratory tech to the business end of biotechnology. I was successful. The MBA allowed me to merge my talents and increase my career opportunities. Best of luck to you! I now fill out surveys because I often send them out myself.
- 546 The blend of international students and perspectives in classes jointly attended by MBA and MIB students was the extra measure of excellence. The capstone course/strategic long range planning has been invaluable in understanding organizational development and operations.
- 548 Great program. Helped with preparation from military to civilian life. Really helped with self-confidence. An MBA doesn't get you the job, but it gets you in the door. An MBA doesn't give you a promotion, but it gives you the tools to position yourself for promotion.
- 553 I was a single parent working in a clerical position until I completed my degree. At that time (months after graduating), I got married and accepted a part-time position at a non-profit organization as a financial administrator. My pay is not high, but I thoroughly enjoy my work. My education has been most helpful in my performance of my job.
- 560 USD enabled me to reach both personal and career heights I didn't feel attainable upon my initial enrollment. Additionally, I feel USD has all the means to become a leading graduate business program in the U.S.
- 588 I started the program (MBA) to help transition into a different career. That did not work out at all! However, I have benefited personally a tremendous amount financially from what I learned in the MBA program.
- 589 I did not feel that I benefited from my MBA while an employee. I found it not beneficial until I became self-employed. This both allowed and demanded that I tap into all of my learned business skills.
- 590 My experience at USD was the finest and most enjoyable of my educational years. The degree itself opened wide many cracked doors and made possible a network of professional relationships that still exist today even during retirement.

- 598 I got what I wanted - redirected my career into technical solution sales and catapulted to the top of the food chain. With every career move my MBA has been a key differentiator. Worth every penny and paid back in spades.
- 607 USD is providing an excellent MBA program. This program changed my life and gave me the opportunity to see different things on a broader horizon.
- 610 Keep up the good work in ensuring USD remains a quality institution!
- 613 Enjoyed a part-time graduate fellowship and the opportunity to work with faculty as a graduate assistant.
- 615 I selected USD for my MBA program because of the small campus atmosphere, as opposed to the large state universities. This allowed for a more rewarding experience with more interpersonal situations.
- 616 Great quality of educational staff, poor quality of students!
- 617 The best years of my life!
- 619 I was in one of the first graduating classes. I was editor of the MBA newsletter for one semester. I enjoyed my classes at USD. There are very few management positions in the environmental field. Over the years, I have dealt with the long-term illness of my father and my husband's parents. I currently assist my 87 year-old mother and an older brother who has Alzheimers. I depend on having a solid job, but I hope to someday move into a more interesting position.
- 620 The program was helpful in general, but the economy was poor upon graduation. Truly, the career center was NO help and is wasting valuable university funds.
- 623 I thoroughly enjoyed attending school at USD. I can't believe it's been almost 20 years! The education was outstanding and has helped in my self-employment. I often reflect back and draw from information that I learned from the MBA program to help run my business even today.
- 629 I loved studying at USD. I am now a manager at a large Portuguese company.
- 631 The best thing I got out of my MBA was the confidence that I could tackle any problem, work through any issue and stand up to anyone I needed to, which has been valuable in all parts of life. What I learned at USD was the building blocks of what I'm designing my life to be – a life which is unusual (due to financial freedom we have), but very rewarding.

- 634 My experience was very positive. I still use much of what I learned from that point of view – highly valuable. Other factors have had as much if not more influence on my career.

**Negative USD Experience**

<u>Survey</u>	<u>Comments</u>
6	It matters to Corporate America where you earn your MBA. My USD MBA was insignificant. Stanford, Harvard, etc. MBAs enjoyed a clear career path. I did not.
7	I started my MBA (for 1 year) at SMU in Dallas. SMU was much more strict and difficult and had larger classes, but I liked it better.
15	My expectations of what an MBA would do for me were and are today totally unmet. I currently face a personal financial crisis due to the debt incurred in order to pay for this advanced degree. I do not feel it has opened doors or enabled me to earn more.
17	MBA added no new skills. Majority of students had little to no experience so any case study approach was of little value. Lack of case studies and focus on real world problems was severely lacking. Extension of undergrad school – clearly was not a “professional/executive” type program nor was it advertised as such. Added “MBA” to accomplishments/resume but little to no return on experience. I do not support or suggest MBA programs based on this exposure/experience. Sorry if this is not what you wanted to hear but from an executive with real world experience, this program was ineffective on all fronts.
25	I only attended USD to “check the MBA” box for employment. The large percentage of foreign students with sub par work experience negatively impacted my business school experience. The MBA was important. A USD MBA is not important.
30	I am currently seeking employment. Because I had significant experience prior to getting my MBA, I feel choosing a new career (reason I initially got the MBA) is more difficult. Would need to start back as an entry level with salary cut. I somewhat feel like I’m not qualified to do anything different from what I’m doing (or been doing) prior to starting the MBA.
31	Not too many of the professors had what I would consider solid practical experience. From an academic standpoint, the professors were well credentialed. Theory will only take you so far when instructing mature people who have been actively working 10, 15, 30 years. Practical, true to life success carries more weight than theoretical success.

- 65 Disappointing. Needed MBA for acceptance into PhD program. Thought I'd learn something along the way. I did not, hence my disappointment. My idealism created unrealistic expectations of higher graduate education.
- 81 Graduate alumni support structure seems weak. It seems the majority of contact I receive from the SBA is fundraising related and not alumni oriented.
- 89 Disappointing. I had more than one professor who asked why we were trying so hard. USD is a private school and we paid to get good grades. I found the classes less challenging than my undergraduate work.
- 103 For most of the classes I always wished there was more opportunity for independent research on topics that interested me rather than the silly group projects. The group projects were things you had to do to get through the class versus something interesting. Thanks for asking my opinion. I was generally disappointed with my MBA experience. You were the first to ask about the entire program.
- 112 It is worth no more than the standard BA/BS in business. Value of an MBA "per se" is highly exaggerated!!!
- 162 It is not clear at all if after the cost and time spent on getting an IMBA degree that it made any difference at all in my career. Sure I learned some neat stuff, maybe even useful, but it was absolutely not worth spending ~\$60,000 for it. In general, MBAs from schools not in the top 20 or so are useless in my opinion. I'm still paying back the 45K I still owe.
- 184 Degree was academic and not pragmatic. Undergraduate degree at USC was better.
- 205 The big disappointment with USD was after completing the MBA program with great grades, staff and the Career Office were unable to provide industry contracts or guidance.
- 280 Frankly, I feel my USD experience was mostly a waste of both my time and money. In retrospect, I wouldn't do it again or recommend it to anyone. Contrary to the school's self-serving propaganda as a top tier institution, in actuality, both the MBA program and its faculty are second rate.
- 282 Was disappointed in USD job placement opportunities. I transferred from the MBA program at the College of William and Mary in Virginia and during the first semester we had structured meetings with career counselors who arranged many on-campus recruiters for summer and post



graduation jobs. The first job I obtained after graduating from USD was the result of networking with graduates from my undergraduate university. There needs to be more emphasis after classes on interviewing, networking, etc. I participated in the summer abroad program with the law school, which I enjoyed.

- 287 USD lacks support for international students regarding professional opportunities. The program needs more contacts with local companies. Most classes are too easy, too general. Professors don't push students to think for themselves and don't seem to have much passion for teaching. Students need to be challenged. Plus, the school of business lacks computer equipment and software relevant to specific classes (like purchasing software such as MRP). I basically feel that I did not learn much during my MBA. I am counting on your help to give USD's MBA a real name. Thank you for doing this survey.
- 325 Not enough emphasis given to "how" to use MBA for career purposes. The MBA itself is not a ticket for career success. Knowing how to build a car is useless unless one knows how to drive a car.
- 364 While I was there, the placement services were very unsatisfactory. The educational experience was good. My job opportunities in San Diego were less than expected.
- 367 Obtained MBA to train for additional positions in U.S. Navy. I did eventually serve as a Naval Air Station comptroller. This experience was very positive, but was of no importance when I retired from the service. MBA, to my surprise, was of no use in getting a job in my 40s.
- 379 I felt the networking opportunities for careers other than IT and inventory management were substantially below expectations. Career Services' assistance was not at the graduate level. For the price of a private institution, I expected a lot more business contacts in a variety of fields.
- 400 Degree did not fulfill expectations, however, gave financial/accounting skills that are used regularly, and provided a base for confidence.
- 438 The only positive I have to say about the USD MBA program is that I'm thankful I didn't pay for it, QUALCOMM did. The program is a joke! Literally half the classes I took were a WASTE of time: a waste of time because the professor was simply collecting a check and providing NO education of value. I couldn't believe I was being charged \$2,000 for a class and being told/taught nothing of importance. Just a professor rambling on about their trivial experiences or a topic already covered verbatim in our textbook. Should my children choose to pursue a business education, I'm not sure what university they should attend, but I'm

positive which university they will NOT attend. Rory Vandenburg – feel free to pass my comments and name on to my past professors.

- 442 My USD experience was tainted by the unfortunate misrepresentation that USD provides education within the context of a Christian worldview. USD advertises as a “Catholic” based/founded university and indicates that those same core values are visible throughout the curriculum; both undergraduate and graduate programs. When I consider the training I received at USD, it is my position that the lack of a Christian worldview in the instruction process is both disturbing and unfortunate. A disservice to both the school and the student realized due to this misrepresentation; the student is left without the tools required to understand and make ethical/moral decisions that arise in everyday business, and the school creates an alumni body that can not be motivated to provide support where it is most needed, in the everyday giving of time, talents, and resources.
- 482 The cost for an MBA from USD exceeds the reward. When asked, I usually advise interested parties to go to UCLA or other more affordable and reputable MBA programs.
- 489 I had great expectations for my USD experience but I was a little disappointed. Only 50% of my classes were worth the money and time I spent. I have been looking for jobs in marketing and realized that I have to go back and take some courses through SDSU’s extension program because the knowledge is required to work in marketing but the classes were not offered at USD (such as public relations, learning to use Page Maker/Quark). I feel USD should really look at a more integrated experience for MBA students since competition will be increasing with UCSD’s MBA program starting up and offering special integrated programs (i.e. medical, bio-engineering fields).
- 501 The program did not add to my academic knowledge. However, it did enhance my ability to interact with other professionals on projects.

### **Respondents’ Personal Reflections**

<u>Survey</u>	<u>Comments</u>
9	I’m also a C.P.A. While obtaining an MBA degree certainly doesn’t hurt, as a practical matter the CPA designation has been much more valuable. The only area where I find the MBA to provide a boost with clients is in the area of consulting, which is a discipline where clients are more conscious of credentials and advanced degrees.

- 23 I have not advanced as far as I could in my job career because I have chosen to have 2 (pregnant with third) children. I have therefore limited my hours and therefore my career/future.
- 34 I entered into the program due to limited employment opportunities and job market in 1991. I believe the more I work the more I realize I could have leveraged during my MBA study years.
- 35 Early in my career I achieved accounting management positions but lacked my CPA. The MBA degree supplemented this fact during my career. I served as a CFO since 1980 in public and private companies in varied industries.
- 43 I was extremely lucky with the position and company I was able to work for, after earning my MBA. I only received one job offer out of school.
- 47 Salary is also dependent upon location (geographic), so you may wish to qualify this aspect. Other benefits were more important, such as meeting my fiancé in the program.
- 53 Good experience and sense of accomplishment in obtaining MBA while working full time. More valuable learning experience for having worked several years after undergraduate degree before entering MBA program.
- 57 I sought the MBA degree to give myself opportunities for a second career and to further educate myself as a current military officer. I have no plans to leave the service for another ten years. This survey speaks to the extrinsic benefits of the MBA. I never sought job offers in the civilian sector; I do know that jobs were available. I think my answers will negatively skew your survey results.
- 69 My MBA experience far more improved me as a person than helped me get a job. But I was hired during the recession of 1992. I had to fight and scratch for everything. The MBA experience gave me the confidence to keep fighting! Today I am a systems engineer, publish my own magazine, and am a consultant to major league baseball.
- 70 I feel that I received a high quality education at USD. I continue to draw upon the education/learning experience to help me in my daily work. When speaking to other professionals about my schooling, I am always told what a good reputation the school has and how fortunate I was to have had the opportunity to attend. It was definitely the best investment I ever made in myself.

- 71           An MBA helps in the early career years - after that, it's what you know, what you can do, and how well you do it! No MBA can teach common sense and visionary thinking. That comes from within.
- 83           I found the part-time experience to be much better and more valuable than attending class with full-time students because class discussion was more robust and focused on applying concepts to real-life business issues happening today.
- 94           My MBA has provided me with more flexibility. I currently have two children under five and one on the way but my employers allow me to work part time and from home (telecommuting) while I provide financial and reporting support to our sales team nationwide. It has offered a great balance between work and family. As a factor in my career path I have been offered several promotions for which I declined in lieu of flexible, part-time and challenging work. At this time, I am not able to commit to a full-time management level job that requires 40-60 hours per week.
- 95           The course gave me some basic tools especially in finance and marketing to complement my practical skills. I am now President and CEO of a U.S. software company.
- 97           The extrinsic benefits ratings are lower than the intrinsic benefits due to my employment situation. I have been with the same company before and after receiving my MBA. I believe my MBA will help me in the future obtain (or at least better compete) for upper management positions.
- 98           I always wonder how would the classes, quality of professors and my career opportunities be in comparison to attending a "top ivy-league business school." Is there a significant difference in quality, experience or career opportunities?
- 101          I entered the MBA program after moving from engineering management into IT management and wanted a better business background. I moved back to engineering after a couple of years, so the MBA was not directly applicable but has been generally useful.
- 102          If anything, the MBA greatly enhanced my view of the big picture.
- 114          I have just returned to the work force after 9 years of being a non-employed full-time mom. After I earned my MBA, I worked 3-4 years without any benefits of my MBA degree. However, after 13 months of being back to work I can now say my recent promotion from the IS department to a Marketing department and a management position is totally the result of the MBA. I've made up for the break of employment

- in the past 9 years. Without the MBA I would not have been considered for the promotion.
- 119 The biggest impact that my MBA had was that it initially opened a very large door. I went from a manufacturing planner to product manager as a result; providing a dynamic and exciting career for over 20 years.
- 120 I used the MBA process to successfully transition from the Navy (with no business background or business bachelor's degree) to a management position in finance at a large private corporation!
- 128 I have remained in the San Diego area for family reasons; therefore, I have not necessarily been able to explore all of my options available with an MBA. I am hoping that my MBA adds credibility when I attempt to re-enter the workforce after taking a few years off to raise a family.
- 129 It is a well known fact that the USD MBA is a matter of being able to afford the tuition more than anything else. This is further strengthened by the fact there is no dissertation or final exam at the end of the program. The sole hope for unilateral individual success is that the alumni will take care of each other.
- 135 I have not used my MBA in a work setting per se. I was a stay at home mom for many years while on leave from the airlines. I also completed my MBA during that time. I eventually went back to my job as a flight attendant where I have maximum flexibility and benefits. Hopefully that will continue. I filled out as much as the survey as possible.
- 143 I was amazed of the number of grad students that had no real-world experience, yet tried to suggest that they were knowledgeable on how businesses should be run. I always enjoyed shooting holes in their logic with the application of real-world facts.
- 144 I consult with mainland Chinese organizations. Possessing an MBA type degree was one of the major factors allowing me to quickly build my "guanxi" or connections.
- 145 While my answers are accurate, they are incomplete. I was mobilized as a Naval Reservist last year for a year. Upon my return, I was demoted and my scope of responsibility was diminished considerably. There are factors external to the degree perhaps worthy of a separate study.
- 163 Although my workplace doesn't place a significant amount of emphasis on getting an MBA, I thought it was worthwhile to get a better understanding of the business environment.

- 183        “Rich Dad, Poor Dad” was about higher education. Schools need to teach its students to be financially independent, and not to fall into the rat race trap.
- 186        After I received my degree, I was promoted to controller. The company was acquired by Intel. I then got a job with a start-up as a CFO, which later was acquired by National Semiconductor. I am now retired from corporate America and own three restaurants and have made numerous real estate investments. I can now spend a lot more time with my family. I feel that without my degree, I would have not gone so far so fast and would still be working 60-70 hours a week.
- 189        My USD MIB gave me the opportunity to study overseas. This was the most valuable part of the program. The Career Center did NOTHING to help me in getting interviews or help to locate employers. A good academic experience, but the practical side of real work experience of opportunities were severely lacking. Good international mix of students – almost 40%.
- 202        The difficulties I’ve encountered in my fields (manufacturing/software) are due more to the economic stresses experienced in these areas since ’82, than to the excellent education I received at USD.
- 203        I retired from the US Navy in 1995 as a Navy Captain. My last active duty was comptroller – navy shipyards. Currently work part-time as chief financial officer for Cannon Street YMCA. Because of my management experience, anticipate becoming YMCA chief executive director in May 2003. As a result of my MBA, my career with the US Navy was greatly expanded. I achieved two promotions after earning degree. Also, I was selected to command two warships. One’s chances for command of a ship are greatly enhanced if you have a master’s degree.
- 204        I am currently a part-time substitute teacher. My MBA has given me the freedom to take early retirement from a major 500 corporation and now do what I want for employment. I highly recommend obtaining a graduate degree. I’ve noticed that the people who say “you don’t need an MBA” are the same people that do not have a graduate degree themselves.
- 207        As a woman, I feel that the degree helped me to secure my position in a mainly male dominated position at my company. Being the only woman in my position provided me good exposure opening up additional opportunities.
- 217        Having both an undergraduate and a graduate degree in business greatly enhanced my retention/understanding of business theories and models.

- 233 In my situation, it made sense to get the MBA because I was making a transition from the military into a career in finance. I later went on to attain an industry-specific designation (CFA – Chartered Financial Analyst), which has done much more for my career than the MBA.
- 237 Spurred an interest in economics and statistics. May some day pursue a doctorate.
- 240 Building on an existing career is key. The MBA rounded out technical skills from undergraduate. Computer science and business were very powerful. I am currently the president of a new joint venture with Ernst and Young, but 8 years ago I was a junior software engineer.
- 245 My MBA would have been more valuable if I had worked a few years before beginning the program. Employers want experience as much as education.
- 250 While starting the MBA as an employee of a small professional services company, I utilized my education to start/manage my own firm. Whereas there have been some years of personal growth and career satisfaction, I often wonder if the education would have served me better to have gone to a larger company where your skill set can be focused on more specific tasks rather than be reasonably adept at managing everything!
- 254 I am currently a teacher. After graduation I worked for a large computer corporation for 8 years, took 4 years “off” for family commitments, then worked 5 years in the family business – took 2 years “off” and now am a part-time teacher. The MBA was valuable because it gave me a lot of flexibility to move among careers.
- 256 The campus was great and most of the professors were really good. Unfortunately, the MBA program/department was lacking a job placement service for graduating students to help increase chances of finding work in the local community. I felt that there was no support outside of the classroom for putting the degree to use. Therefore, I have not had the desire to give back to the school. I also think the alumni program needs a lot of work. There are many of us out there that have a lot to offer the current students and the school but the school and alumni weren’t there for us.
- 257 My MBA was, as is true of many things, dependent on me to get something out of...and its value is still dependent on my ability to “sell” it at various stages of my career. By far the most valuable classes were in finance. Dr. Rivetti is still a stand out in my mind. I am curious as to why there are few questions on earning power post MBA. I would be curious to know how USD MBAs stack up against graduates from other programs.

I hoped that my MBA would equal more compensation but in fact it has been my experience and professional accomplishment almost exclusively that drives my compensation package. The accomplishment of earning my MBA was worth the trouble and has given me a strong sense of self-satisfaction.

258 I view the MBA as one of the finest things I have ever done for myself. I have a high sense of accomplishment all these years later. The MBA opened doors and gave me self-confidence. I love my job, and people who know me view me as very intelligent!

263 I find USD's program to be very challenging and a great experience for full-time day students. The MBA helped us get our first jobs with higher starting salaries than our non-MBA co-workers. After a couple of years, I found that promotions and earnings are based upon merit and accomplishment, not by what type of degree one has. I think the only negative to USD's MBA program in the 1980s was that the faculty were not prepared to give career advice; they only knew how to teach from textbooks.

270 We own a small business and when my 5 year old daughter was born, I quit my job to do the bookkeeping and behind-the-scenes work for it. I also work part-time for the Catholic Church here. I think that in the early 80s when I earned my MBA, it was still difficult for women to have credibility in the business world unless they were related to someone who was in a top position. At that time, if you were vying against a man for a position, it was more likely he would get it. You still had to start lower and earn your way up, based on integrity and knowledge. That was my experience. The MBA helped me get my foot in the door, but on a lower level than anticipated. Also, I think that if USD had had more focused MBA programs then, like they do now, that would have been an advantage. In some ways, I think the work experience the way I got it was advantageous though. Starting at the bottom and working my way up helped me see the company from more perspectives and earned more respect from fellow employees (lower). The MBA on the resume certainly helped with promotions. MBAs are good, but nothing is as valuable as hands-on experience. The MBA to me was a way to get my foot in the door.

285 Night classes and flexibility were key for a working professional. Although 10 years ago, I believe those enrolled who had 3-5 years experience in the "working world" brought more to the program (and gained more from it) than those who jumped in directly from an undergraduate situation.



- 296        Earning the degree opened doors for me and gave me an “edge” others did not have. I went to grad school right after undergrad and the degree was definitely a differentiator. Had I gone to grad school after significant work experience, I might have gotten more out of the program. However, since I have already earned the degree it is one less item to juggle.
- 298        While I certainly don’t regret my MBA experience, I don’t feel the degree itself has benefited my career. I’m more knowledgeable now than before earning my MBA, so that is certainly a personal benefit. However, unless you come out of a top tier school, employers couldn’t care less about what degree you may have.
- 310        Received my MBA while working for SAIC. Worked at SAIC from 1979 to 1999. Then started my own company. The MBA degree at SAIC did not assist in monetary or career as I was already employed with company. May have different impact if I had started career with the degree, i.e. moving from company to company is way to get monetary advances. Starting my own company was another way.
- 313        When I started the program in 1981, it was geared towards part-time students working full-time. By the end of the program in 1986, it was harder and harder to find classes given at times that accommodated someone working full-time. Many classes were geared towards full-time students and offered during the day.
- 317        I had an undergraduate degree in engineering and I was working in operations, but I wanted to move into marketing or product management. I got my MBA to facilitate this transition and to open up opportunities for me in these areas. It was very successful for me in this regard. I also always expected that I would get some type of graduate degree. Earning my MBA provided significant self-fulfillment for me in this regard.
- 319        The MBA degree has provided me with the ability to (1) study at the graduate level and (2) enable me to invest in human capital and myself.
- 323        MBA achieved while active duty in military. I did not retire (to private sector) until 14 years after earning degree.
- 327        I am now a stay at home mom. Both positions I took after grad school required an MBA. After my first child, I went back to work part-time. I believe they let me do this (only one in management role in a company over 5,000 allowed to do so) because of my education and experience. After my second child I left the work force. I hope in a couple of years when my children are in elementary school, it will be a little easier to find a position after having 9 years off because of my experience in MBA.

- 328 I found that USD is not well known or prestigious enough for the MBA to have much difference. It's a good school, but really not much known north of Oceanside!
- 334 Some very good teachers. Thought career placement/connections to business community could be much better. Some very good students, but school lacked housing facilities for students, which did not create a unification of students.
- 347 I did the first year of my MBA at USD then the second year I went to Arizona State University. However, my degree came from USD.
- 350 Although I did not get an MIB, the high percentage of international students and classes helped me the most. I would not have taken on international projects or international travel as easily as I was able to after my USD MBA.
- 354 Between undergraduate and MBA school, I only worked for one year. In order to have a more fulfilling experience in MBA school, I should have worked for at least 3-4 years before entering MBA school, which would have improved my responses to intrinsic and extrinsic benefits. Second, the benefit of a USD MBA degree decreases automatically once out of the San Diego community and into other California communities and out-of-state. Based on personal experience, this has also affected my answers to intrinsic and extrinsic benefit answers.
- 363 When I was in high school, having a bachelor's degree was critical to get a good job. By the time I started my MBA program, it was and continues today to be a prerequisite for better jobs – I'd recommend obtaining an MBA to anyone wanting to expand their business knowledge and excel in the workforce today.
- 337 Completed a 22 year military career in March 2002. MBA may have contributed to a promotion in the Navy. Currently working at a small architecture firm.
- 369 In Hawaii much of my career advancement has been due to building a good reputation in the business community and to past performance – not so much to having an MBA. However, I believe it gives me credibility if I were to search for a new job especially outside of Hawaii or with the larger firms in Hawaii.
- 378 I prepared a paper during my MBA studies, looking at the difference between full and part-time students. You might want to analyze your results looking at both groups. The results of my study indicated that the

part-time students were significantly more interested in their studies. As you would suspect, most were already well into their careers.

- 384 At the time I started my MBA, I felt I needed the degree just to stay on par with my peers. In reality, the degree was not as important to my employer at the time. Subsequent jobs were a result of experience, not education. The degree was more intrinsic and quite frankly if my employer had not paid for it, I probably would not have done it.
- 385 I am actually involved in numerous functions (finance, operations, human resources, information systems, etc.). I am an engineer by education (BS) and licensure, but oversee all the business aspects of a 100-person architectural/engineering office. The MBA was very instrumental in obtaining this position and has provided an excellent basis for the decisions I make daily.
- 386 Prior to attending the MBA program, I wanted to gain skills in marketing and finance. After completing the program, I had no expectations that I would be able to get a better job as a result of my MBA. Recently, though, while I try to change industries, 5 years after graduation, in a recession, I do not seem to be more attractive, rather an applicant who thinks he deserves a better salary because of a degree.
- 388 Because I went directly from a BA to an MBA program, I missed adding work experience for the mix. However, I have no regrets. I entered my career in commercial real estate in New York City with an added confidence and desire to succeed that my MBA degree gave me the power to accomplish.
- 389 I obtained my USD MBA as a means to help me transition out of the Navy into a civilian career. I never saw the MBA from USD as a meal ticket, but rather as a door-opener. I am satisfied that this goal has been well met. I have had 4 different jobs since graduating.
- 391 Each degree I earn, I learn something different. I felt my MBA studies improved my writing skills, my Ed.D. improved my perception skills and I'm hoping my JD improves my oral presentation skills.
- 394 The skills the MBA program provided to me are more general in nature. The greatest benefits to me have been writing, communications, computer skills (as they apply to biz cases), and case studies.
- 396 I think the MBA extrinsic factors could have been helped with a better economy. The job I wanted post MBA was impossible to get (investment banking) due to the horrible economy and stock market crash. Program

would have been better with less required courses so the students could focus on their specialties.

- 397 I have noticed that those whose home environment – no kids, or very supportive spouse with kids, minimized their distractions and had a high correlation with career enhancement due to an MBA.
- 402 My reasons for attending and my expectations were different than many because I was already a practicing attorney.
- 429 I think one of the problems with the value of the MBA has to do with the ease of completion via Internet: U of Phoenix/National U type schools and others, which are not as learning-intensive. Also, I think that too many MBA grads have no work experience going into the program and they come out of the program with no work experience just “book smarts”. That’s not what business needs – business needs leadership!
- 445 There were no emphasis options when I attended, although I took international business electives. I started my accounting career while in grad school working as an accounting assistant at a local engineering firm. It was not my intent to work as an accountant and I did not major in it. I fell into it. I’ve found it very difficult to change careers. My experience seems to dictate more than my education. However, I loved my grad school experience and am glad I went right away after college.
- 467 It opened the first door. It is you that matters.
- 475 Was in the Navy while attending USD. Have never “used” my MBA in any capacity to this point time.
- 487 Shortly after graduating, I made a personal choice to become a parent and moreover, to raise my children personally as an in-home mother. Therefore, my “career” in the business sense has been restricted to part-time work during school hours, and a Navy Reserve career. However, my MBA has been of much use to me in personal financial management, my part-time career as a tax advisor and my military career as well.
- 493 Tough to fully network with only popping in for night classes. I expect more recent classes benefit from web/email. Some topics (math-related, etc.) were far too basic for someone with a background like mine (M.E.) To date, I’ve remained in the same company so I’m evaluated, paid, promoted, etc. based on my performance, not the letters after my name or on my CV. I expect the growth of the school, if academic standards are not maintained, will increase the value of my degree.

- 497        The friendships I made during my MBA were worth gold. The education was fair and overpriced. The campus is beautiful and the students are a wonderful bunch of people. I had very bad professors and I had a few amazing professors and a few in between. My reward for my MBA was truly #1 my friends and #2 my self- confidence in my intelligence.
- 506        The month after completing my (employer sponsored) MBA program, my employer shut down its entire SD operation. I was given opportunities in other corporate locations but declined to transfer. I feel having my MBA at that time qualified me for more local opportunities than without one. Today, I am working part-time (by choice) and utilizing my MBA only slightly.
- 508        It's hard to imagine that it is possible to learn more about all relevant business areas in twelve months after joining the MBA program at USD.
- 510        I truly enjoyed the exposure to many foreign students; the opportunity to share cultural differences was priceless. Moreover, the forum to debate topics (however relevant) was excellent. My only regret is that the business field is not a "re-entry" career. Therefore, I would most likely start entry-level base given my clocked-time experience.
- 517        Took MBA while in Navy but did not enhance my Navy career. Useful in understanding accounting, marketing, and business management during first business job. While not directly used, adds credibility and increased my personal worth. Sense of ethics similar to military. Analysis of business strengths useful today.
- 518        About a year after I completed my MBA (which was a great experience, by the way), I changed careers and went to PLNU to get my teaching credential. I have been a public school teacher for the last 7 years.
- 534        In the advertising field, having an MBA doesn't mean very much. I didn't originally intend to go into advertising. I ended up there by accident. I originally wanted to be a marketing brand manager, where an MBA is essential to career advancement.
- 567        My career limitations are more reflective of my decision to have children and balance my life rather than focusing only on my career. I'm happy with my choice to spend a lot of time with my young children!
- 570        Earned my degree while working at Price Club – degree offered no benefits due to takeover by Cosco. Found several positions in international arena, but were clerical. Had to move for management. Could not do so due to having small children and husband with secure job.

Ended up trading for secure job with local government. Worked in several jobs I would not have been offered had I not had the MBA.

- 584 I feel like there is a current glut of MBAs and the degree doesn't carry the weight it used to carry. But I did gain a lot of valuable knowledge in business theory and practices.
- 586 Having an MBA in finance and accounting has opened top-level positions for me at Fortune 500 firms (top 100). However, with this opportunity comes added demands – late nights, weekends and days without breaks. The salaries are wonderful, but family-friendly these positions are not. I often wonder about taking those positions in the firm that require less education to decrease these demands. I think most finance/accounting professionals in top-level positions would agree, but if your findings show otherwise, please let us know.
- 587 The ratings for extrinsic factors were not high because law firms for the most part do not factor in an MBA for responsibility/promotions.
- 603 One of the most useful aspects of my MBA is the fact that it legitimized my standing with other business associates. The terms of technical jargon associated with an MBA also helped since the same “language” is shared amongst us.
- 605 I haven't really used the MBA too much as I've been practicing law instead. When I came out of school in 1982 Jimmy Carter and his donkeys had so thoroughly screwed up the economy, that there was double digit inflation and no jobs in business. Since I had passed the bar and needed a job, I became a litigator. I'm now a shareholder and the treasurer of my law firm (50 attorneys) in charge of finance and technology functions.
- 606 A low student – teacher ratio really helped my learning experience at USD. A significant foreign student population brought better diversity to the education process as well. Placement services were poor. Olin Hall was brand new when I was in the MBA program. It seems to be suffering from abuse these days. I think this is an integral part of the education – proper infrastructure.
- 621 When I applied for this position, the corporation wouldn't look at any applicants unless they had a Master's degree. My MIB opened the door for this position, which I've been at for over 7.5 years.
- 625 The MBA allows me to look at situations in terms of their potential. I will be changing careers. The only question is when. My current employer is perfectly happy to take advantage of my MBA, but has provided no

reward or opportunity in return. I will be moving on soon enough.  
 Stephani – this is my chance to repay you for all the help you gave me while I was in the program. Good luck on your dissertation!

626 After filling out this form, I felt that my responses presented minimum value to my MBA. However, I do believe my MBA has helped. From a personal perspective, I'll always know that I accomplished something I wanted to do. From a career perspective, I certainly didn't achieve my immediate benefit, but as the years go by, I do find myself able to apply for and obtain opportunities that I wouldn't have been eligible for without my MBA. Good luck with your project!

632 I think an MBA has greater meaning to a person already in the business "world" i.e. already has a job.

### *Suggestions for Improvements*

<u>Survey</u>	<u>Comments</u>
2	Based upon my observations while in the program and the debate over the value of an MBA degree, I believe the MBA should be reserved for those who are at least 5 years removed from their undergraduate study. "Mastering" something you've never done seems contradictory. This is why I waited to pursue an MBA. I wanted to learn what I didn't know.
3	MBA program needs to continue adding hands-on projects, internships and other on-site business activities to bring the theoretical teachings to life. The more you can link USD to major businesses in town the better.
20	Personally, I thought my MBA experience was extremely rewarding and the USD staff phenomenal (both academically and as career advisors/facilitators). However, I have two complaints: (1) I think there is a great deal of credibility behind the notion that an MBA today carries little value in the career world. I believe this stems from the fact that we are becoming a much more "vocational" workplace society. I also believe there is still too much emphasis placed on the reputation of the university nationwide. In other words, people with MBAs that are either otherwise vocationally trained for their chosen field, or from a top-tier ranked MBA program have an exponentially greater chance of finding rewarding career opportunities. Finally, I must express my great disappointment with USD's law school policy of prohibiting students from other USD programs from using their career services office, i.e. an MBA graduate cannot use the facilities of the law school career services office. However, I do believe law students/alumni can use the general career services office. This is simply a ridiculous policy.

- 42 University needs better alumni network, especially for the 40+ year old people. MBA program needs to teach how to better manage your career and how to negotiate raises in pay/benefits/rank from your employer.
- 52 USD does poor job of marketing MBA program to the public and sometimes to their own students. Need to capitalize on strengths!! Have several world renowned professors (i.e. D. Burt), and many USD students aren't even aware of this-let alone the public's knowledge of USD's stronger programs. Alumni network is EXTREMELY poor!!! Need database, etc. Career placement is poor. I rarely see positions posted for positions paying anywhere near what an MBA graduate is worth. Most positions posted are poor paying for even undergraduate students.
- 54 Good education. Lacking in career counseling and career placement.
- 55 I wish that the MBA had taught me how to play the politics game better - how to play it and enjoy it. I was great with the tools of management and analysis, but I lost my creative edge and learned to be risk averse (unfortunately): good for big biz but bad for small biz and entrepreneurship. Also, for women in biz it would have been good to learn how differences in communication styles with men can enhance/hurt one's career.
- 67 My many thanks and appreciation to Dr. Rivetti and Dr. Deshpande. The management of technology experience (course) could be improved much more.
- 82 The MBA from USD will primarily be valued by success and reputation of students. Therefore, more job opportunities to grads (all levels for that matter, promoting/advertising success and offering alumni benefits may increase program value to students and community.)
- More interaction/internships should be promoted by school's professors. We offered several internships to USD. I was put through red tape and received no response from teachers/students. A couple of these were dynamic internships.
- 84 Would be advantageous to have the opportunity to take "refresher" mini courses over time especially now that distance education is feasible. Degree more valuable in my non-profit organization than in a large company.
- 113 Solid technical education. Wish there was more of a tie in to future educational opportunities.



- 116        The program should have more hands on activities and the classes should be more stringent like Dr. Deshpande's class. Also, all students should have at least 2 years of work experience.
- 136        The MBA degree is not very recognized. It would be better to have an MBA with an emphasis in international business.
- 142        USD needs a better job placement program. I received zero help in finding a job upon graduation.
- 210        While I thoroughly enjoyed the MBA program at USD and do feel that it provided me with some tangible benefits on completion, the program was not the life-changing experience I had hoped for. USD is in a position now to raise the bar with the MBA program, making admissions and completion more challenging and adding more substantially to the experiences of the its students.
- 214        I wish the program were more selective. I wish the school had better ties to the local/state-wide high-tech industry. The classes and value from them was great, but the value of the alumni network is small. I know this is not Harvard or Stanford, but still...
- 222        At the time I graduated from USD, I was fortunate enough to have two job offers! But I believe that at least 80% of the students who were unemployed did not have a job to go to. USD could be more marketable by having more of a reputation like Thunderbird where 95% of the students step out with a job in hand once graduated due to the excellent network and reputation of the school.
- 227        The MBA does a great job of preparing one for management of a company, but a poor job of opening one's eyes of the multiple and various fields of business. While I believe I was taught to manage very effectively an assembly line, I was given absolutely no instruction of the workings of Wall Street, i.e. investment management, investment banking, sales/trading, asset management, etc.
- 264        Rewarding academic program; outstanding professors; engaging students; solid curriculum; challenging coursework; little made of the fact USD is a Catholic university; little contact with other activities on campus.
- 273        USD is a good school, but the tuition/unit is too high. If it weren't for my employer, I could have never afforded to attend the USD MBA program. USD should make more efforts to get ranked and placed into national magazine rankings.

- 278 A few excellent professors, a few adequate professors and a few real inadequate professors. The program was not rigorous and the standards need to be raised to make the program competitive. Right now, USD is a notch above National University. Career Services for graduate students were lacking. On the up side, Stephani and her staff were extremely helpful and responsive.
- 289 MBA program did not provide enough quantitative skills used in business.
- 292 An MBA was a prerequisite for advancing in the financial institutions industry as well as allowing me the opportunity to change from domestic to international emphasis. It is critical that USD's alumni program reach more alumni to enhance networking opportunities and expand global possibilities.
- 355 A very positive experience. Would like to have interacted more with real local businesses, to increase the scope beyond pure academic. However, gained a great deal from the program.
- 362 I think the real schools like USD, USC, etc. should distinguish themselves from non "real" learning places like Keller and the like. There is a tremendous difference between real schools and MBA mills.
- 368 It was wonderful, but probably I would have required more technical classes; it was so theoretical.
- 399 Overall good experience. In retrospect, I wish I would have had the foresight to do an emphasis. I also wish USD had a better career development program for graduate students.
- 419 USD MBA – Need/Must add a required class that focuses on financial statement analysis! I'm lacking in this skill and other MBAs seem more prepared and familiar with standard financial statements. There should be 2 required finance classes and then electives. We are really weak in this area.
- 452 MIB experience was great; loved all of the foreign students. Set me up for a new career path. USD needs to do more marketing in northern California to make my MBA more valuable.
- 458 I think the MBA degree is good. I'm just not sure that getting it at USD was the best choice for me. USD's program isn't exactly rigorous or demanding or challenging, unless you go into procurement or do a joint MBA/JD.

- 470 USD needs to develop a tighter relationship with the surrounding business community in order to create more internships and job opportunities.
- 474 I would have liked to have more professors with greater real world work experience; seemed too focused on textbooks versus case studies.
- 483 I feel that the USD MBA should place a greater emphasis on recruiting students from around the nation and creating strategic business partners for placement thereafter.
- 486 A great experience; exceptional access to faculty and excellent classroom experience. Good balance of group project, case study analysis, research and individual study. Recommend more practical, hands-on with relationships with local SD businesses and alums (speakers, internships, etc.) Need to upgrade IT infrastructure, database and support, and overall USD web presence. It makes a poor impression to others of the school and business program.
- 509 I grew up in San Diego, but have since relocated to the southeastern U.S. Anything you can do to improve USD's image beyond that of a good regional school is welcome.
- 511 An elective class or two for small business/closely held corporations would have been great.
- 515 USD business school has virtually no network outside of San Diego. In my mind, that is the only reason to get an MBA (networking).
- 519 I feel that the cost of my MBA was too high for the education I received.
- 536 USD is not well known outside the Southern California area and not at all on the east coast. It could benefit from promoting the name and school more broadly. Great place to go to school but a little too provincial.
- 550 Academic rigor should be tightened and emphasize applied skills, e.g. marketing, business plans, planning, strategic analysis and implementation.
- 559 Improve the career counseling; internship program's (quality and quantity) affiliation with excellent universities abroad for exchange student program. Entrepreneurship program and aid for setting up new businesses for students.
- 575 USD was a wonderful experience. The only additional quality that could have been added would be even a higher caliber of professors.

- 599      My experience at USD for my MBA was very good, but it definitely lacked in technical (IT) preparation. Information systems are essential in management reporting and financial reporting. USD should offer computer science classes as part of the curriculum.
- 622      Tenure system needs to be revised. Many of the professors no longer cared. The best professor should get the job, not the person who has been at the school the longest. That is how the business world works. Why not do the same for the business school? Career services and alumni networks are really weak. We have the best b-school in SD, yet no one recruits from us!
- 630      Would highly recommend Project Management as a required course for the MBA program. An effective manager must be able to manage time (schedule) and money (cost).