

SPOTLIGHT ON EDUCATION



MBA Graduates See Compensation Increases and Job Promotions Throughout 2019

Earlier this month, the Executive MBA Council (EMBAC) shared results of the 2019 EMBAC Student Exit Survey which revealed that Executive MBA (EMBA) graduates received a 13.5% increase in compensation – combined, both salary and bonuses – after program completion. The average salary and bonus package at program start for students in the 2019 survey was \$205,008. By the end of the program, the average salary and bonus package rose to \$232,663. In addition, 40% of students who completed the survey received a promotion during the program. This continues to prove the value of investing in an EMBA program.

“As changes in technology continue to reshape society, businesses and individuals will look to higher education programs to gain the skills needed to stay competitive in the age of digitalization and globalization,” said Michael Desiderio, executive director of EMBAC. “When you couple the idea of a promotion and prospective salary increases with new skills taught to EMBA graduates, it is clear to see why both students and companies are seeing value in these programs.”

Completing an EMBA program remains one of the most

beneficial investments an individual can make to advance their professional career. As the top skills needed among the global workforce continues to change, the need for professionals proficient in these skills will be at an all-time high. EMBA programs equip professionals with the skills needed to stand out amongst competitors, making them more desirable in these rapidly changing industries.

EMBA programs provide students with development tools and an opportunity to refine a wide variety of leadership skills, such as critical and strategic thinking, teambuilding, understanding of new technologies and other immediately applicable proficiencies. Results from the 2019 Exit Survey show that 53% of graduates reported an increase in responsibilities while going through the program. And after leaving the program, graduates said the coursework helped improve their strategic thinking, decision-making and leadership skills, among others. Those who complete the program also have better insight into economic factors impacting businesses today, as well as accounting and financial acuity.

EMBAC is the association of business schools that offers EMBA programs throughout the world, which currently

includes more than 200 colleges and universities that administer 300 plus programs in more than 30 countries worldwide. The survey included 2,390 graduates of primarily U.S. EMBA programs, was conducted by Percept Research and fielded from programs between July 1, 2018, and Aug. 15, 2019.

The Executive MBA Council (EMBAC) is a non-profit association of universities and colleges that offer Executive MBA programs. EMBAC’s vision is to be the preeminent global voice of the Executive MBA industry. The Council supports its members in fostering excellence and innovation in Executive MBA programs worldwide by providing outstanding educational and networking opportunities for professionals who deliver Executive MBA programs. EMBAC’s mission is to advance the cause of EMBA programs by providing necessary thought leadership, serving as a facilitator of best practice sharing and knowledge dissemination, and fostering a community among high-quality programs.

To learn more about the Council and its members, visit www.embac.org, for the member site; prospective students should visit executivemba.org, or call (714) 628-7334 for more information.

TOP 100 BEST BUSINESS SCHOOL

U.S. NEWS & WORLD REPORT



MBA PROFESSIONAL MBA

MASTER OF FINANCE

MASTER OF PROFESSIONAL ACCOUNTANCY

PHD

90%

MBA'S EMPLOYED
CLASS OF 2018

GENEROUS SCHOLARSHIPS ARE CONSIDERED FOR ALL ADMITTED APPLICANTS APPLYING BY DEADLINE. ACADEMIC AND MERIT-BASED SCHOLARSHIPS ARE ALSO AWARDED.

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SPOTLIGHT ON EDUCATION

USC's Master of Studies in Law: Legal Knowledge to Inform Business Professionals, Improve Practice

It's no secret that today's workplace is constantly evolving, as an increasing number of roles and responsibilities intersect with legal matters more than ever before. In response to these shifts, legal education has evolved as well, with USC's Gould School of Law leading the charge to meet these needs.

In 2016, USC Gould, ranked among the top 20 law schools nationwide, launched its innovative Master of Studies in Law (MSL) degree, which enables practitioners and leaders to enhance their business expertise with essential legal education. From contracts and compliance to strategy and negotiation, the MSL offers a uniquely specialized curriculum to give students a solid understanding of fundamental and complex legal concepts.

Learn more about the MSL program, and how it could benefit your career and your company.

What is a Master of Studies in Law (MSL) degree?

Offered through USC's Gould School of Law, the MSL degree is specially designed for non-lawyer professionals interested in understanding legal issues related to their fields.

Students have the convenience of completing the degree 100% online, and the

flexibility to study part-time — making the MSL an ideal format to balance the demands of work schedules. No LSAT or GRE test is required; no prior law degree is required either. In addition, generous scholarships are available and considered for all applicants.

The MSL degree enables graduates to redefine their role with a more thorough understanding of the law. MSL degrees can apply to a variety of career goals and business industries and roles, including those who deal with contracts, negotiations, human resources, strategy and compliance, or who work closely with their organization's legal department. The MSL degree provides a working knowledge of the law to amplify their career impact.

How is the MSL degree different from a JD degree?

The primary difference between the two degree programs is the associated professional goal.

- Do you want to become a lawyer? The JD program is best.
- Do you regularly need to reference the law and understand legal regulations, even though you don't want to become a lawyer? Then the MSL is the right choice.

The JD program requires approximately three years of full-time study; MSL degrees may be completed in as few as 12 to 18 months. *Please note that MSL graduates are not*

eligible to take the bar exam upon graduation or become lawyers.

Does the MSL program offer industry-specific tracks?

MSL students can customize their educational experience to meet their individual goals, by pursuing certificates aligned with their field. These certificate programs — which can be completed at no additional cost, as a part of your MSL education — help students develop valuable legal skills to support their organizations and ultimately improve employee and leadership productivity, as well as bottom-line contributions. Certificates may be earned in as few as two part-time, online semesters. Industry-specific certificate programs include:

- Business Law
- Compliance
- Entertainment Law and Industry
- Financial Compliance
- Health Care Compliance
- Human Resources Law and Compliance
- Privacy Law and Cybersecurity

What is the online experience like?

The online experience is interactive and flexible. Most of the online coursework and learning activities may be completed at your convenience. Each class also offers live sessions, where students attend classes together virtually, enhancing the online learning experience.



Are scholarships available?

USC Gould considers all applications for scholarships automatically. An additional application is not required. Applicants will be notified via email if they are awarded a scholarship after admission.

Does USC Gould offer corporate partnership opportunities?

USC Gould partners with a number of corporations and organizations that offer scholarship savings as an employee benefit. To see if your business is a partner, or to explore how to speak to your company about corporate sponsorship, please contact USC Gould at corporatecustomed@law.usc.edu.

For more information about the MSL degree, including corporate and custom education partnerships, visit bit.ly/LABJ2019.

Master of Studies in Law

A master's degree for non-lawyer professionals

- > No GMAT, GRE or LSAT required
- > Flexible and online
- > Partner scholarships available
- > No prior law degree required

Legal education to
strengthen your organization
from the inside out.

Specialize In: Business Law - HR Law and Compliance - Entertainment Law - Financial Compliance - Health Care Compliance - Compliance

To find out more, visit bit.ly/LABJ2019

USC Gould
School of Law

Degree Programs for All Stages of Life at University of La Verne

Your professional success begins with an education designed to help you think creatively, communicate effectively, and serve your community with integrity.

For 127 years, University of La Verne has been a leader in Southern California education, working with a wide variety of students to provide bachelor's, master's, and doctoral degrees. In addition to serving traditional

students, the university has been a leader in providing educational opportunities for

adult learners through affordable programs built around flexible curriculum, personal support, and convenient locations.

Degree programs are offered at the university's central campus in La Verne, online, and at regional locations, including Bakersfield, Burbank, College of the Canyons, Irvine, Ontario, Oxnard, and Victorville.

The University of La Verne offers more than 60 undergraduate majors, more than 20 master's programs, four doctorates, and dozens of certificates and credentials. Graduate degree programs are available from the College of Business and Public Management, LaFetra College of Education, the College of Law, and the College of Arts and Sciences. They include:

- Doctorate in Public Administration

- Master's in Accounting
- Master's in Business Administration (MBA)
- Master's in Business Administration, (MBA) for Experienced Professionals
- Master's in Data Analytics
- Master's in Finance
- Master's in Health Administration
- Master's in Leadership and Management
- Master's in Public Administration
- Masters in Special Education Studies
- Master's in Teaching
- Master's in Child and Adolescent Development
- Master's in Child Life
- Master's in Educational Counseling
- Master's in School Psychology
- Master's in Educational Leadership
- Doctorate in Organizational Leadership
- Master's in Athletic Training
- Master's in Marriage and Family Therapy
- Master's in Physician Assistant Practice
- Doctorate in Clinical Psychology

The MBA for Experienced Professionals and Master of Science in Leadership Management are both available through La Verne Online (laverne.edu/online). These programs are at the forefront of online education. They are flexible and convenient, and are taught by the



University of La Verne's experienced faculty. Class sizes are small, which allows for individual support for students.

Online MBA Report ranked University of La Verne's MBA program as the No. 4 Online MBA program on the West Coast. And BestColleges.com identified the University of La Verne as one of the Best Online Colleges in California in 2018.

University of La Verne is dedicated to the belief that a quality, values-based education enriches the human condition by

engendering community engagement, scholarly accomplishment, and professionalism. Professors are personally engaged and committed to helping every student achieve their academic and professional goals.

Whether you apply for a graduate or undergraduate degree program, you will earn a meaningful education that will prepare you for the next stage of life.

To learn more about the University of La Verne, visit laverne.edu.

Top Ranked, Affordable Online Programs in Business, Education, and Public Administration

Celebrating 50 Years Serving Adult Learners

For more information, visit laverne.edu/online

University of
La Verne

SPOTLIGHT ON EDUCATION

Questions Answered About the College of Business Administration at Cal Poly Pomona

Here are the answers to some frequently asked questions about the College of Business Administration at Cal Poly Pomona – answered directly by the school:

What does polytechnic mean and should I care?

Simply put, the definition of polytechnic is offering instruction with an approach that embraces ‘learn-by-doing.’ As a student in our Graduate Business Program, this means you’re not only learning something new, you’re living it. Lectures extend far beyond any textbook.

One of our current cohorts spent the semester analyzing a marketing proposal for an industry partner with consideration given to budget, feasibility and impact. The process of gathering, then analyzing market data offered student teams career-boosting experience with industry credibility. Student teams worked alongside executives in the reengineering of the company’s short- and long-term marketing goals.

You should care because there’s only one college in Southern California with “Polytechnic” in the name. Guided by industry-experienced faculty, you get to try and apply knowledge future employers covet.

Polytechnic sounds time-consuming. Do I have time for this?

You do have time! Our MBA, MSA and MSBA programs are designed with the working professional in mind. Hybrid courses offer the flexibility of online learning with interaction and guidance from our professors. Evening and Saturday classes make it easier to fit pursuing an advanced degree into your busy life.

Most students in our Masters in Business Administration and Masters in Science in Business Administration in Information Assurance expect to complete the program within 2-years. Our Masters of Science in Accountancy compliments the 2-year degree with a 1-year accelerated program.

Explain cohort learning. Why is it beneficial?

An academic cohort is a group of students that take courses together for the entire program. Very few professionals work alone. Using a cohort format builds important leadership skills as well as an understanding of teamwork, group dynamics and communication. Our students usually develop a tightknit community with cohort members forging relationships that last far beyond graduation. This is in addition to leveraging a CBA network of more than 40,000 alumni.



What’s the difference between an MBA, MSBA and MSA?

The hybrid evening Master of Business Administration (MBA) program is designed for working professionals who wish to extend their current knowledge and boost their career potential while continuing their daytime employment.

The three Graduate Business Programs have been accredited by the AACSB, a distinction that less than 5% of the world’s 13,000 business programs have earned. AACSB schools produce graduates that are highly skilled and more desirable to employers than other non-accredited schools.

Our Master of Science in Business Administration (MSBA) program with an option in Information Assurance is for people who wish to extend their knowledge, boost their career

potential, and pursue a career in information auditing, information security, and digital forensics. Curriculum has been endorsed by ISACA (Information Systems Audit and Control Association).

Lastly, our Master of Science in Accountancy (MSA) program is designed to meet the needs of the ever-changing accounting profession, whether in public accounting, corporate accounting, government and not-for-profit accounting or some other areas of practice. Regardless of standard or accelerated, the MSA program has features that are designed precisely to meet educational requirements for California CPA licensure.

All Graduate Business Program information is available online at mba.cpp.edu. If you prefer to speak to a representative, call (909) 869-2363.



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Survey Results Show More People are Applying for Executive MBA Programs

Women enrollment is highest ever, continuing the trend on closing the gender gap

The Executive MBA Council (EMBAC) announced earlier this year the results of its 2019 EMBAC Membership Program Survey, which revealed more people are applying for Executive MBA (EMBA) programs than ever before with a 31.6% increase in applications received since 2015. Additionally, the percentage of enrolled female students reached 31.2%, the highest on record, showing how the gender gap continues to close.

According to EMBAC, a majority of people are applying to EMBA programs to increase their skills, enhance career development and gain new perspectives on the business enterprise through a more strategic lens. In 2019, the average age of enrolled EMBA students remained at 38 years old with approximately 14 years of work experience and about nine years of management experience. The collective experience base of students, which clearly is significant, leads to a level of discussion that is substantive and hard to duplicate elsewhere.

“The growth of EMBA programs throughout several decades serves as a testament to their value in meeting the organizational thirst for leadership development,” said Michael Desiderio, executive director of EMBAC. “Executive MBA programs give students the tools they



need to position themselves as invaluable leaders in the market. In fact, the amount of inquiries, completed applications received, and applications accepted have trended upward since 2015, and risen year-over-year for the past three years, which shows greater demand for such programs.”

And, as globalization evolves, EMBA programs continue to see a diverse group of students from varied backgrounds. In fact, diversity within EMBA programs continues to increase as well. The percentage of programs offering an international trip has remained stable since 2015. In 2019, 93.2% of all EMBA programs

offered mandatory or optional global trips.

Additional insights from the 2019 EMBAC Membership Program Survey include:

- The percentage of enrolled female students increased to 31.2% in 2019 from 27.6% in 2015.
- About 55% of EMBA programs offer distance learning options compared to 42% in 2015.
- More than 90% of EMBA programs leverage technology to implement electronic delivery of course materials.
- Other technologies used include: business simulations, classroom video recording,

social media, teleconferencing, virtual learning, webinars and more.

- A vast majority (91.5%) of EMBA programs offer career services to help students manage their career and program goals.
- The trend toward more self-funded students and fewer fully-funded students continues. In 2019, nearly 53% of students were self-funding compared to 41% in 2015, and just over 15% of students received full sponsorship in 2019, which is down from 23.2% in 2015.

As for industries in 2019, healthcare/pharma/biotech made up the highest category – at 13.3% – where new entrants are currently employed. Year-over-year, this category continues to outpace others with technology next in line at 9.5%.

The EMBA Council currently includes more than 200 colleges and universities that administer 300 plus programs in more than 30 countries worldwide. Each year, EMBAC conducts a Membership Program Survey using the current methodology annually since 2003. In 2019, the survey was conducted by Percept Research, held from April 19 to July 25, 2019, and was completed by approximately 85% of the EMBA member programs.

To learn more about the Council and its members, visit www.emba.org, for the member site; prospective students should visit executivemba.org, or call (877) 453-6222 or (714) 628-7345 for more information.

Why Do Students Like Online Learning?

Why do students flock to the online learning environment? With over 4 million students are enrolled in online schools and universities (and that number is growing 30% per year), there are many compelling arguments for attending a cyber classroom.

1 Students can “attend” a course at anytime, from anywhere. This means that parents can attend to their children, then sit down to class; working students can attend classes no matter what their work schedule might be, folks that travel for business or pleasure can attend class from anywhere in the world that has internet access.

2 Online learning enables student-centered teaching approaches. Every student has their own way of learning that works best for them. Some learn visually others do better when they “learn by doing.”

3 Course material is accessible 24 hours a day 7 days a week. Students have the ability to read and re read lectures, discussions, explanations and comments. Often spoken material in the classroom passes students by due to a number of distractions, missed classes, tiredness or boredom.

4 In an online environment, attendance to class is only evident if the student actually participates in classroom discussion. This increases student interaction and the diversity

of opinion, because everyone gets a say, not just the most talkative.

5 Online instructors come with practical knowledge and may be from any location across the globe. This allows students to be exposed to knowledge that can’t be learned in books and see how class concepts are applied in real business situations.

6 Using the internet to attend class, research information and communication with other students teaches skills in using technologies that will be critical to workers in the 21st century business community that works with colleagues globally and across time zones.

7 Participating online is much less intimidating than “in the classroom.” Anonymity provides students a level playing field undisturbed by bias caused by seating arrangement, gender, race and age. Students can also think longer about what they want to say and add their comments when ready. In a traditional class room, the conversation could have gone way past the point where the student wants to comment.

8 Because online institutions often offer “chat rooms” for informal conversation between students, where student bios and non class discussions can take place, there appears to be an increased bonding and camaraderie over traditional class environments.

9 The online environment makes instructors more approachable. Students can talk openly with their teachers through online chats, email and in newsgroup discussions, without waiting for office hours that may not be convenient. This option for communication provides enhanced contact between instructors and students.

10 Online course development allows for a broad spectrum of content. Students can access the school’s library from their PC’s for research articles, ebook content and other material without worries that the material is already “checked out.”

11 Students often feel that they can actually listen to the comments made by other students. Because everyone gets a chance to contribute, students are less irritated with those that “over contribute” and can ask for clarification of any comments that are unclear.

12 Over 75% of colleges and universities in the U.S. offer online degree programs, with online degrees as respected as “on the ground” degrees. (Lewis)

13 Online classrooms also facilitate team learning by providing chatrooms and newsgroups for meetings and joint work. This eliminates the problems of mismatched schedules, finding a meeting location and distributing work for review between meetings.

14 Students often comment that online learning lets them attend class when fully awake and attend in increments of convenient time block, rather than rigid 2 or 4 hour stretches once or twice a week.

15 Because there are no geographic barriers to online learning, students can find a diversity of course material that may not be available to them where they live or work. This is especially true for professional training such as medical billing training or purchasing training and for students in remote rural areas that cannot support college or vocational training centers.

While “brick and mortar” institutions will never be eliminated, it’s easy to see why a growing number of people are attending class in the cyber world. They may be reasons of accessibility, flexibility or quality, all compelling and contributing to the attractiveness of this mode of learning.

Information Provided by WorldWideLearn.

