

BRANDED CONTENT
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Higher Education & ONLINE LEARNING



ONE OF THE TOPICS ON MANY OF OUR READERS' MINDS TODAY IS HIGHER EDUCATION. THEY WANT TO EXPLORE the benefits of an advanced degree for themselves or their employees. They want to know about the latest trends in MBAs and what is being studied. And they want to know what education institutions are doing to stand apart from the competition.

This special supplement to the Los Angeles Business Journal takes a look at some of the top executive education programs in the region that are taking local professionals to the next level of excellence, while we also take dig into some of the trends affecting the education landscape and how – through innovative programs such as online learning platforms – schools are preparing professionals to withstand and overcome challenges and unforeseen circumstances such as supply chain issues, global conflict and economic hurdles.

HIGHER EDUCATION & ONLINE LEARNING

LMU Adds Doctor of Business Administration to Graduate Program Portfolio

Loyola Marymount University's AACSB-accredited graduate business programs develop agile, innovative, and impactful leaders who are a force for good in one of the world's most vibrant economies, Los Angeles. Small, intimate classes are led by faculty experts who are invested in their students' success. Experiential learning illustrates key concepts, and hands-on projects provide opportunities to apply new skills. With a growing portfolio of top-ranked graduate business programs, including a new Doctor of Business Administration, LMU is preparing a new generation of ethical leaders for a rapidly changing world.

DOCTOR OF BUSINESS ADMINISTRATION LAUNCHES FALL 2024

Business executives seeking to advance their knowledge and focus on an in-depth solution to a business problem will have a new, effective option at LMU. In fall 2024, LMU College of Business Administration will introduce a Doctor of Business Administration (DBA), providing students with an integrative and transformative experience that shapes seasoned working professionals into innovative problem solvers and globally responsible leaders.

"The new DBA program will widen research interests and strengthen our ability to pursue innovation in graduate and professional education," said David Sapp, dean of LMU Graduate Education. "LMU is now the destination for business education at every level, leading the way in developing leaders prepared to make an important impact across the country and around the world."

The LMU DBA program is designed to develop outstanding applied researchers dedicated to advancing business, policy, and society through impactful contributions to research and practice. DBA candidates can pursue this research-based degree while maintaining their professional trajectory.

"Our program will transform accomplished industry experts into applied researchers who can use evidence-based decision-making to solve some of the most complex challenges facing the business world today," said executive vice president and provost Thomas Poon. "LMU holds an R2 Carnegie Classification for research, and this program also furthers LMU's status as a leading publicly engaged research institution."

This part-time, hybrid program is designed to be completed in three years. The first two years are focused on coursework, seminars, and in-person residencies to develop skills in research inquiry and analysis. The third year is focused on research and the dissertation. Students will also engage in professional development opportunities, including attending



and presenting at conferences and symposiums. DBA students will be able to build relationships with faculty, especially those who share similar research interests.

"DBA candidates will be equipped with the knowledge, skills, and abilities to truly transform their organizations and/or the communities in which they live, applying research to address some of the most significant business challenges of our time," said Dayle Smith, dean of LMU College of Business Administration.

MBA AND ONE-YEAR MASTER'S DEGREES

This year marks 50 years since the LMU MBA program was established in 1974. The part-time program features evening classes for working professionals, personalized attention, global study, and customized career services. Throughout the program, MBA students hone their management skills, develop business acumen, understand global perspectives, and expand their networks. The program is designed for individuals with a bachelor's degree and at least two years of professional experience.

In addition to the DBA and MBA, LMU offers seven master's degree programs that can be completed in as little as nine months. No work experience is required, and non-business majors are welcome. Programs have full-time and part-time options. LMU Career and Professional Development helps students identify their career goals and develop a strategy for achieving those goals. LMU graduate programs are ranked 12th in Entrepreneurship, 23rd in Marketing, and 27th in Management by U.S. News & World Report.

- **M.S. in Accounting**
The M.S. in Accounting is

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designed for students who want to obtain their CPA license or increase their professional growth opportunities. The program fosters a focused and ethical approach that develops accomplished accountants who are actively recruited by the Big Four, regional, and local accounting firms. This program is STEM-designated and complies with the 150-hour California requirement for CPA licensure.

- **M.S. in Business Analytics**

The M.S. in Business Analytics prepares students to understand, analyze, and translate complex data and information into clear, actionable insights that move business forward. This program is STEM-designated and designed for students with a statistics/quantitative background.

- **M.S. in Entrepreneurship and Sustainable Innovation**

The M.S. in Entrepreneurship and Sustainable Innovation develops a new breed of entrepreneurial and innovative leaders who strive to build a more sustainable and resilient world. In collaboration with LMU Frank R. Seaver College of Science and Engineering, this program prepares students to launch their own business, join a start-up, step in as a change agent in a large corporate enterprise, contribute to a social enterprise, or bring new, innovative skills to a family business.

- **M.S. in Management**

The M.S. in Management prepares

students to be relevant, impactful, and valued contributors to their organization from day one. The program, designed for those with a non-business undergraduate degree, enhances students' understanding of core business concepts and helps increase their marketability in the workforce.

- **M.S. in Taxation**

The M.S. in Taxation prepares skilled, ethical tax professionals for a complex, strategic, and evolving environment. This STEM-designated, flexible program is designed for students who want to pursue or advance their career as a tax practitioner at an accounting firm, law firm, or government tax agency.

- **Master in Entertainment Leadership and Management**

Launching fall 2024, the Master in Entertainment Leadership and Management is a joint program with LMU School of Film and Television that equips students with the acumen needed to navigate the complex dynamics between artistic expression and commercial viability. The innovative curriculum provides students with the foundations necessary for working in the business of entertainment.

- **Joint Master in Global Entrepreneurial Management**

The Joint Master in Global Entrepreneurial Management is offered by three AACSB-accredited universities on three different continents: IQS School of Management in Barcelona, Spain; Fu Jen Catholic University in New Taipei City, Taiwan; and Loyola Marymount University in Los Angeles. It is a full-time program that takes place in person over 12 months, and all classes are in English.

Applications are currently being accepted for fall 2024. All applicants to LMU graduate business programs are automatically considered for scholarships.

Visit cba.lmu.edu/gradprograms to learn more about LMU graduate business programs and admission requirements.





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HIGHER EDUCATION & ONLINE LEARNING

Employers Turn to Business School Grads for Skills of Today and Tomorrow

GMAC survey identifies in-demand talents and hiring projections from corporate recruiters

Despite unfavorable macroeconomic conditions and looming uncertainties, employers remain confident in hiring graduates from business schools, according to a survey of corporate recruiters released last year by the Graduate Management Admission Council (GMAC). GMAC, a global association representing leading business schools, published findings from the survey that explores which skills employers think will characterize the future workplace – and how prepared they view candidates of MBA and business master's degrees to be.

Employers say communication, data analysis, and strategy are currently among the most important skills for business school graduates – and most say their importance will continue to grow. Notably, US employers interested in tech skills highly value their future importance but think business school graduates could be better prepared on specific technological capabilities. US recruiters – along with their colleagues in the finance and accounting sectors – are also more critical of candidates' preparedness to leverage some important communication skills compared to other regions and think business

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schools could better build their graduates' intercultural skills.

"The outlook among most employers indicates that business schools are on the right track preparing their graduates with the skills of current and growing importance to successfully navigate an information loaded and AI-affected world," said Joy Jones, CEO of GMAC. "It is our belief that business schools and their graduates will rise to the challenge in upgrading the critical skills of the future – be it cross-cultural competence, Web3 and Blockchain, or digital communication – to allow



them to thrive in global, hybrid organizations and make meaningful impact in an ever-changing environment."

OTHER KEY FINDINGS

Overall, employers tend to believe business school can offer an advantage over talent without a graduate management education. Employers from Asia and Fortune 500 companies have a more optimistic view of the abilities and advancement potential of business school graduates, but also are more likely to recruit more heavily from "leading" business

schools. And as in previous years, employers continue to value talent from in-person programs over those with online degrees or micro-credentials only.

"Graduates of online business degrees should talk about their credentials differently depending on the employer – employers in Asia are more likely to value the degree itself, while US and consulting employers would rather hear about specific skills candidates attained," said Andrew Walker, director of research analysis and communications at GMAC and the author of the report. "Micro-credentials in and of themselves are less likely to impress employers compared to graduate business degrees though the skills they bring are appreciated by some employers."

The survey also examines how macroeconomic conditions are influencing hiring and salary decisions across industries and around the globe. Encouragingly, even after accounting for inflation, MBA salaries in 2023 in the United States are expected to be higher than 2022 projections, while industry and business master's salaries may drop. Despite reported recession concerns, 2023 hiring plans remain optimistic, with some anticipated growth in hiring among business master's compared to actual 2022 results.

To learn more about GMAC, visit gmac.com.

Online Learning Provides College Access to Students Who've Been Left Behind

Adults who stopped out of higher education are finding their way back to finishing their degrees through online learning, according to Wiley's annual Voice of the Online Learner report, issued recently.

Forty-two percent of online learners in Wiley's survey previously enrolled in a college-level degree or certificate program they didn't complete. These learners tend to see online learning as a quick, flexible way to help them rejoin the workforce, complete an industry requirement or achieve personal growth.

Nearly half (44%) of these returning non-completers identify as first-generation college students. Because they are the first in their family to enroll in postsecondary education, they may need additional support to complete their degrees and achieve their desired outcomes.

"There are more than 40 million students today with some college credit but no degree," said Deanna Raineri, Wiley senior vice president, university strategy and market innovation. "Returning to the classroom after you've stopped out can benefit your professional and personal success. Whether adult learners left school willingly or reluctantly, online programs are helping them find their way back."

ONLINE LEARNERS LOOK BEYOND TRADITIONAL PROGRAMS

Online learners express strong interest in alternatives to full degree programs. Two thirds of respondents said they are open to pursuing quicker, more affordable non-traditional degree programs such as trade skills certificates, industry certifications and non-credit certificates in

place of college degrees, and most (83%) of these learners would remain interested even if financial aid wasn't available for them.

These findings are aligned with those of Wiley's recent Closing the Skills Gap 2023 report, which indicated 62% of human resources leaders are placing less value on whether applicants graduated from college, with most saying they would interview non-graduates who have relevant work experience, certificates from colleges or universities, and digital badges or micro-credentials.

DEGREES ARE STILL VALUED, BUT LESS SO BY GEN Z

While most online learners recognize their degree can help them reach their career goals and advance their job prospects, Gen Z is less likely than other generations to feel this way. More than three-quarters (76%) of all respondents believe a college degree can lead people to better jobs, but that percentage falls to just 55% among Gen Z learners.

SYNCHRONOUS LEARNING CONTINUES TO APPEAL

Online learners remain open to at least occasional live learning sessions. Similar to last year's findings, 79% of respondents expressed a willingness to engage in a synchronous virtual learning session such as an online or on-campus gathering at least one time per course, and half would welcome it as often as once per week, preferably on a weekday evening.

Students find value in asking questions in real time and receiving better explanations from

instructors during synchronous sessions.

OTHER FINDINGS

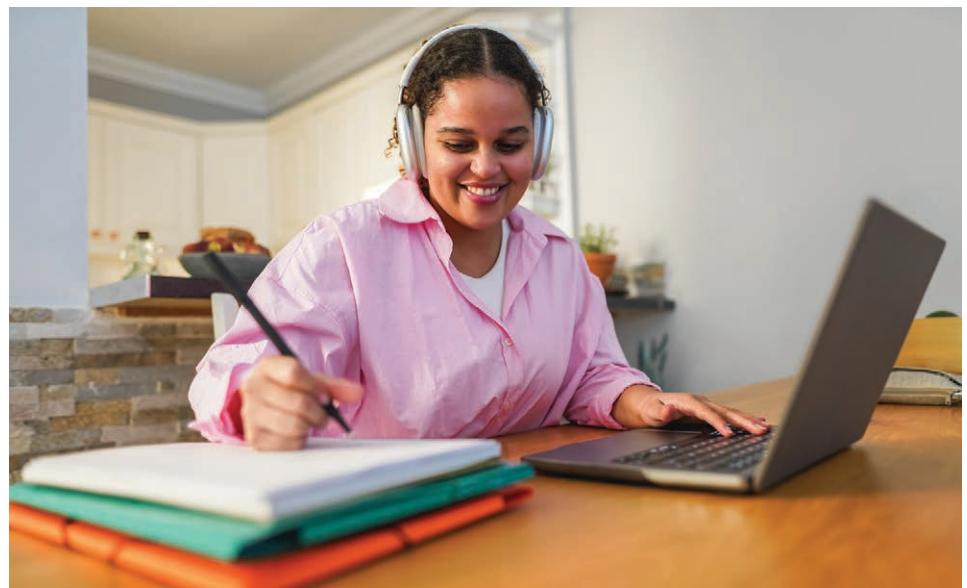
Some additional findings have remained consistent over the 12 years this survey has been administered.

- **Career goals motivate online learners** — Most online students are employed, and the large majority are focused on career goals.
- **Modality comes first** — Modality is the most important factor driving educational decisions for online learners, with few willing to switch to an on-campus class if an online pro-

gram isn't offered.

- **Students are price-sensitive, but they value quality** — Affordability has been online learners' top selection factor for 10 of the past 12 years, but not all learners base their decision on cost if a school can offer valued benefits to meet their needs.
- **They prefer to stay local** — Online learners don't want to stray far from home, with 70% this year choosing an institution within 100 miles of where they live.

Learn more at Wiley.com.





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