

# A WPI-HDU Collaboration: Bringing the Innovator's MBA Degree to Hangzhou, China

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## **ABSTRACT**

The Masters of Business Administration (MBA) has become an increasingly popular degree for Chinese professionals. To meet this demand for quality accredited MBA programs in China, Worcester Polytechnic Institute and Hangzhou Dianzi University are interested in establishing a collaborative MBA program in Hangzhou. Data from interviews and surveys showed that this program would be feasible, however, costs and English tests requirements are important factors to consider. Based on these concerns two programs are recommended in this report for administrative review.

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# **EXECUTIVE SUMMARY**

## **INTRODUCTION**

China has seen an unprecedented growth in business education throughout the last 35 years. From the late 1990s, the Masters of Business Administration (MBA) has become an increasingly popular degree for Chinese professionals. This growing popularity has led to an increasing demand for quality, accredited MBA programs in mainland China. To meet this need, Worcester Polytechnic Institute's Foisie School of Business is looking to expand the international presence of its prestigious, AACSB (Association to Advance Collegiate Schools of Business) accredited program. An opportunity arose from WPI's long and prosperous relationship with Hangzhou Dianzi University's School of Management. Both parties have expressed interest in establishing a collaborative MBA program in Hangzhou, China. This report provides a detailed feasibility study and recommendations on the implementation of such a program.

## **OBJECTIVES AND METHODS**

In order to ensure the success of such an ambitious collaborative program, it is important to ensure its feasibility before proceeding to the next phase of this venture. We developed a set of objectives to determine the overall feasibility of this potential program. First, it was important to determine the market for MBAs in Hangzhou, China; specifically an MBA from a Western institution and what potential students desire from such a program. This included researching local international MBA programs, and ensuring the program was competitive. Once such a market was identified, the team then focused on determining the potential qualified applicant pool in Hangzhou. Due to WPI's strict academic requirements, as well as the fact that this program would be taught entirely in English, potential students would have to prove their English proficiency through exams such as the TOEFL and IELTS. The next objective was to create the optimal program structure based off of the preferences of the current market in China, without jeopardizing WPI's AACSB accreditation. Finally, the team had to ensure that the delivery mode for the courses of the proposed program was desirable to potential students. WPI's professors are located in the United States; therefore this program would require both online and on-site course deliveries.

In order to achieve these objectives, the team used several methods such as interviews, focus group, and surveys to gather data. The majority of the team's data came from a large-scale

survey delivered to the undergraduate population in Hangzhou. By reaching out to such a large and diverse group, we were able to establish a number of important demographics, such as the percentage of students who planned on pursuing an MBA. This allowed us to obtain a general idea of students' perceptions of Western degrees as opposed to their Chinese counterparts. Additionally, this was an efficient way to gather the opinions of students who could potentially make up the first cohort of applicants to this program. In order to gauge some of the more subjective opinions, the team conducted a focus group of current MBA students at HDU's school of management. Their impressions of this potential program gave a unique perspective from current working professionals. Through a series of meetings and interviews with administrators from WPI and HDU, the team was able to get a firmer grasp on the official limitations of both institutions. These correspondences also served to clarify their primary concerns and interests to the team as well, helping to craft a final proposal that was desirable to both institutions as well as potential students.

## **FINDINGS**

By applying the research methods to our primary project objectives, the team gathered data and found the following:

1. ***Chinese students prefer a western MBA degree.*** Of the students contacted through the undergraduate survey and graduate focus group, the team received a unanimous response that Western degrees are superior and more desirable than their Chinese counterparts, especially in the field of Business Management. Differences in teaching cultures and philosophies were cited by both groups.
2. While WPI's Innovator's MBA is approximately seven times more expensive than its HDU counterpart, ***WPI's MBA program is competitively priced when compared to similar high-ranking Western part-time MBA programs.*** By comparing the tuition of similarly ranked MBA programs, WPI maintained their competitive pricing without compromising quality. This served well to tide over concerns of our HDU sponsors, who worried over the cost of the potential program.
3. Seeing that WPI's tuition is very expensive when compared to local Chinese institutions in Hangzhou, the team found that ***incorporating HDU courses may make the program more inexpensive and desirable.*** The WPI Innovator's MBA allows students to waive seven out of

a total 16 required courses with credit from another graduate institution. By replacing these seven courses with those offered at HDU, the team was able to cut tuition costs by 39% while retaining the program's AACSB certification.

4. Through every mode of data collection utilized, it was found that ***cost is a major factor when attracting potential students to this program***. Even though this prospective program was appealing to a majority of the undergraduate and graduate students surveyed, less were willing to pay a tuition fee at RMB 275,000. Even the graduate students who said they would attend such a program were extremely cautious about what they would receive for such a large price tag.
5. From the undergraduate survey, graduate focus group, and sponsor interviews, the team found that ***WPI's required English proficiency exam is an issue***. These exams can be extremely costly and time intensive to take, let alone pass. This is especially true when speaking of working professionals, who often cannot spare the time to study for such a test. Even out of the 185 undergraduate students planning on pursuing an MBA, only 36% are going to take an English proficiency exam. Additionally, both collected qualitative and quantitative data showed that a students' TOEFL or IELTS score was not an adequate measure of their spoken English proficiency.
6. As all of WPI's courses are to be taught by WPI professors in the United States, this program would have to either be offered entirely online, or as a hybrid of both online and in-class lectures. Through the undergraduate survey, it was found that ***Chinese students prefer in-class lectures over online courses***. This meant that, in order for this program to be marketable to a Chinese audience, it would have to adopt the hybrid delivery method.
7. When given the option, ***prospective Chinese students preferred to study abroad***, even if it meant an increase in the program's tuition cost. Students in the graduate focus group cited the experience of working in-class with American students and professors as one of the most valuable aspects involved in a western degree. Additionally, 85% of the 185 undergraduates who plan on pursuing an MBA felt similarly, making the study abroad component of a western program very desirable.
8. ***HDU can offer recruitment services, logistics, facilities, and other such resources***. This is especially important seeing that WPI and all of its available resources are located in the United

States. HDU’s internet was tested to ensure compatibility with WPI’s online course portions and a list of educational websites unavailable in China was compiled.

**CONCLUSIONS**

From the data collected, the team was able to conclude that WPI’s Innovator’s MBA as it exists in the United States is not feasible in Hangzhou, China. An effort had to be made to further integrate the program with HDU’s MBA, while still staying within the requirements to maintain WPI’s AACSB accreditation. Changes must be made to the current cost structure, as well as the current English proficiency exam requirements in order to ensure an adequate market of interested students. Additionally, efforts should be made to make this program even more desirable for its cost, such as opportunities to study and conduct workshops abroad on WPI’s campus in the United States. However, any further action taken on this potential program would have to be determined by administrators in both universities. In order to advance, both institutions must create new agreements on higher and more official levels. While the team does have a number of recommendations listed below, the future of this collaborative MBA program is beyond the scope of this feasibility study.

**RECOMMENDATIONS**

In order to ensure that this potential collaborative MBA program is a successful one, there are some suggestions both institutions could take going forward:

<p><b>Recommendations Worcester Polytechnic Institute</b></p>	<p><b>Recommendations Hangzhou Dianzi University</b></p>
<ul style="list-style-type: none"> <li>• Assign a formal program liaison.</li> <li>• Replace the current English proficiency exam requirement with an English interview.</li> <li>• Provide training and IT for the Blackboard virtual learning environment.</li> <li>• Provide the necessary WPI books and supplies.</li> <li>• Provide various cost cutting measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources for students including classrooms, computer labs, and various other university facilities.</li> <li>• Assist in the coordination of visiting WPI professors.</li> <li>• Provide the necessary HDU books and supplies.</li> <li>• Develop a campaign to market the finished program to the Hangzhou area.</li> </ul>

In an effort to illustrate the potential structure of such a collaboration to both students and our HDU sponsors, we proposed a newly designed program track. This track is a modification of WPI's existing Innovator's MBA program, while maintaining a competitive price point. For a total cost of RMB 285,199 (USD 44,984), students would take 7 courses at HDU's MBA center, 8 WPI courses on the HDU campus, and will complete their WPI-required Graduate Qualifying Project abroad on the WPI campus. Seeing that this falls within the flexibility range of WPI's existing Innovator's MBA, this proposed program would maintain AACSB accreditation. In order to apply, students must complete either the GRE or GMAT examination, as well as pass an English interview in the stead of WPI's current TOEFL/IELTS requirement. This interview system was adopted following the model of other local international MBAs in China, and the local Zhejiang province. At the end of this program, students would be awarded a master's degree by WPI, as well as a graduate certificate from both WPI and HDU. Since this would be a program offered by WPI, and hosted at HDU, students would be able to apply for any US scholarship not requiring citizenship, as well as a USD 4,000 scholarship offered by WPI.

The second track mentioned is substantially different from the current Innovator's MBA, and is modeled more closely after Zhejiang's international MBA. For a total of RMB 195,780 (USD 30,880), students would take 11 HDU courses, 4 WPI courses on HDU campus, and 1 WPI course on WPI campus while writing their dissertation. As this includes more non-WPI courses than are allowable by the Innovator's MBA, the program would not be AACSB accredited. We recommend that the HDU School of Management be in charge of this suggested track. This means that on top of the English interview requirements that would still be in place, students would have to take the Chinese graduate exams. The final degree would be awarded by HDU, with an accompanying WPI certificate.

Both tracks were submitted for review to our sponsors at HDU. They showed support for the first potential degree track. Despite the fact that it is the more expensive of the two, it had much more valuable content to offer, and resulted in an AACSB accredited Western degree, which is highly desirable. As the team did find this endeavor to be feasible and these recommendations were submitted, the future of this potential collaborative MBA program is now in the hands of WPI and HDU administrators.



## **AUTHORSHIP**

### **Gyneth Campbell**

Gyneth drafted the Methodology chapter and Appendices. She also drafted two sections of Findings. She edited and revised the Introduction, Executive Summary, Findings, and Conclusions & Recommendations chapters extensively. Gyneth was also the spokesperson for many of the team's sponsor meetings. She compiled the initial proposal file.

### **Michael Fager-Thompson**

Michael drafted the Background and Recommendations. He was very involved in revising and editing Methodology, Findings, Executive Summary, and the conclusions in the Conclusions & Recommendations chapter. He completed a large portion of the preliminary research needed for the Background chapter. Michael also wrote three sections of the Findings chapter and took charge in data collection from questionnaires.

### **Johnly Lin**

Johnly drafted the Introduction chapter and the Executive Summary. He also wrote two sections of Findings and two sections of the Conclusion chapter. Additionally he drafted two sections of the Background and contributed to the initial draft of Methodology. Johnly revised and edited the Background, Methodology, Conclusions & Recommendations chapters.

### **Li Li**

Li drafted the Bibliography, two sections of Findings, and three sections of the Conclusion. He also contributed to the initial draft of the Methodology. Li revised and edited the Introduction, Background, Methodology, Executive Summary, and Conclusions & Recommendations chapters.

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## CHAPTER 1: INTRODUCTION

Since the establishment of the first Master of Business Administration program by Harvard in 1908, the MBA degree has been a popular method for career advancement (Harvard Business School). Shortly after, part-time MBAs were developed to provide flexibility for the working professional. MBAs reached a transnational scale when partnerships developed between institutions in different parts of the world. Worcester Polytechnic Institute (WPI) and Hangzhou Dianzi University (HDU) were both interested in expanding their current MBA partnership. WPI has been ranked the number one part-time MBA program in the Northeast for seven years in a row and sixteenth nationwide by a 2013 BusinessWeek report. HDU not only had multiple educational partnerships with universities in Spain, Germany, and the United States, but also offers a part-time MBA degree. Because of the existing partnership between the two institutions, HDU and WPI were interested in establishing a collaborative MBA program in China. An international MBA partnership between foreign universities would allow students to interact with a variety of cultures and achieve a global perspective.

WPI has plans to further this relationship by delivering its part-time MBA program on HDU's campus. However, before the program can be established, the feasibility of delivering a WPI MBA degree in Hangzhou, China, had to be determined. In order to deem the collaborative MBA program as feasible, various aspects needed to be addressed such as market condition, course structure, logistics, available resources, and cost, in order to lay out a roadmap for an optimal proposal. The next steps of this collaborative venture could not continue without an in-depth feasibility study to ensure a successful implementation.

Although WPI had not established collaborative degrees with universities in China, other universities worldwide have. Zhejiang University, a local institution in Hangzhou, has a partnered collaboration with MIT's Sloan School of Business to offer their International MBA. Their successful program revealed a promising market in Hangzhou for a Western influenced MBA program. WPI's and HDU's desire to seek international partnerships have led to several Memorandums of Understanding brokered between these two institutions. Through the exchange of professors, students, and collaborative IQPs, the WPI-HDU partnership flourished and was ready to take their international relationship to the next level. In 2014, one of WPI's IQP teams researched the feasibility of further joint projects between WPI and HDU. They concluded that

both universities were eager to continue their partnership and collaboration. From the friendly and encouraging environment and past experiences in Hangzhou, a WPI-HDU Global MBA program developed as the next venture for these institutions, but a feasibility study was needed to ensure the sustainability and practicality of this joint curriculum. Such an academic partnership is a large undertaking that could benefit both universities by sharing their wide array of business connections and resources. While creating a part-time MBA program in a foreign country could raise multiple obstacles and risks, there are substantial benefits that can be achieved.

The goal of this project was to research, develop, and establish a plan for WPI and HDU to implement a collaborative part-time MBA program allowing students the opportunity to obtain a western MBA degree at HDU. To achieve this we had to determine the current market for MBAs in Hangzhou, ensure that all academic requirements for both institutions were met, develop a suitable program structure, establish the resources available at HDU, and determine potential delivery modes for the collaborative MBA. Survey methods such as questionnaires, focus groups, and interviews were used along with published documents to find the necessary data to assess feasibility. The financial goal was to determine a tuition that offered a top quality education at a competitive cost. In conclusion a WPI global MBA partnership in Hangzhou with the collaboration of HDU would create new opportunities and connections between both universities if proven feasible.

In the following chapters, background information is provided on the project, as well as a detailed chapter on the methods taken to accomplish our objectives. This is followed by the team's findings based on the data gathered. Lastly, based on the findings, conclusions and recommendations are made.



## **CHAPTER 2: BACKGROUND**

Worcester Polytechnic Institute (WPI) and Hangzhou Dianzi University (HDU) are seeking to establish a collaborative part-time MBA program; in order to accomplish this, the feasibility of such a program must be determined. In this chapter, we will explore the history of transnational learning in China and the birth of the MBA. Next, the current relationship between HDU and WPI will be examined. Lastly, the team will discuss the Association to Advance Collegiate School of Business (AACSB) and the qualifications needed to maintain degree accreditation. These points serve as historical and factual evidence for the advantages of establishing a part-time MBA collaboration between both universities.

### **2.1 International Influence on Chinese Education and Transnational Learning**

Although transnational education was not uncommon throughout much of China's history, it was not until the late 1900s, that the government fostered a major resurgence of international cooperation. During the administration of Chairman Mao from 1949 to 1976, China renounced the West and cut off any ties they had shared, including educational relationships. The Soviet Model monopolized the world of Chinese education, leading to a wealth of polytechnic schools focused on the sciences, which were perceived as the way to increase China's strength. However, after Mao's death, China entered a new era of political, economic, and international reform, which gradually resulted in China using Western economic principles as they saw fit in its technocracy. Especially after Deng Xiaoping's Open Door Policy of 1978, China looked to the West as a model for rapid economic growth, which to this day continues to increase.

During its reform period, China's primary educational goal was to import the knowledge that was missed during its years of isolation. The Chinese Ministry of Education (MoE) achieved this goal through a series of government programs that sent students and faculty abroad to study in foreign - primarily English-speaking - countries. Foreign professors were also brought in to teach in Chinese schools in order to achieve these new educational goals. Similar to the years prior to the Open Door Policy, the focus of this educational surge was science, engineering, agriculture, and medicine. According to Futao Huang (2003), a professor at Hiroshima University and leading researcher of Asian educational policy, China aimed to use this newfound educational framework to modernize many of its industries that had been lacking throughout the years of Mao's leadership.

Huang (2003) mentions that through the 1980s, Chinese international programs began to branch out to different sponsors, allowing different sections of government besides the MoE to send students abroad. The government even began to allow private interests to sponsor students; this benefitted rising companies and rich families.

In 1995, the former MoE released a document encouraging Chinese educational institutions to find and collaborate with foreign institutions. According to Huang, while collaborations had occurred in several schools before the document was released, this new direction centered China's educational efforts on transnational learning nationwide. While many institutions gave Chinese degrees, some were allowed to award foreign degrees with governmental approval. By 1999, Huang states, approximately seventy Chinese educational institutions were granted the ability to set up some form of transnational education, which was an extraordinary advancement compared to the two institutions with these programs in 1989. Still thriving from the economic boom of the early reform era, many of these newfound international programs were created with a strong focus on business management to sustain the rapidly growing businesses throughout China.

In more recent years, the trends of transnational learning have been assisted by the growing use of virtual learning environments. Raaij and Schepers (2008) claim that students are not required to physically attend an institution to learn, and are able to complete course requirements online. These students have the option to enroll directly in the institution of their choice, or take online classes through a Chinese institution partnered with a Western university. These international partnerships paved the way for similar programs, including international MBA partnerships.

## **2.2 The MBA in China**

The Masters of Business Administration (MBA) is a relatively new degree in China that has only emerged in the past twenty-five years. The earliest MBA programs of the 1990s were introduced as an experiment by the Academic Degree Committee (ADC), and were monitored quite heavily. According to Afam Ituma (2007) from Brumil University, these programs were modeled after Western MBAs, but were adjusted to emphasize the “hard” technical aspects of the degree such as production, research and development, finance, and engineering. Especially in these early programs, little attention was paid to the “softer” personal and interpersonal skills. This initial direction of the Chinese MBA continues to shape the perception of MBA education to this day, as

Chinese students feel they gain more from “hard”, functional skills. However, Professors Graeme Currie and Peter Lamb (2012), from the Universities of Warwick and Nottingham respectively, believe that it is this Chinese conception of quantitative management that leads to several poor global practices. Often times middle managers, used to the hierarchical culture of Chinese business, choose not to voice their opinions for fear of disrespecting their higher-ups. This risk-averse attitude, Ituma (2007) claims, is harmful to innovation and will only serve as a detriment in the international market. The “hard” technical theories and the hierarchical social ladder in Chinese MBAs made it different from its “softer” counterpart, the Western MBA, which promotes more communication throughout differing levels of management.

More modern Chinese MBA programs are working to create hybrid curriculums, balancing the “hard”, technical skills with the more Western approach to interpersonal interactions. However, according to professor Yang Rui (2014), an expert on the internationalization of education at Hong Kong University, despite the active effort to integrate Western MBA practices into their own, China has begun to fear for its educational sovereignty. In order to defend themselves from this perceived intrusion, Yang states that Western institutions are required to partner with Chinese universities and the resulting partnerships must have at least half of the administrators representing the Chinese institution. Additionally, it appears that the parties involved on the Chinese side have differing agendas. According to Yang, the government seeks to improve the capabilities of its top schools by collaborating with renowned Western institutions, while the schools themselves seem to be more concerned with the prestige that comes with the partnership. Regulations of international partnerships between Chinese and Western institutions vary based on different levels of government affiliation. While extensive efforts are made to create partnerships for flagship Chinese universities, little is done to bring these Western collaborations to smaller, local institutions. Even after receiving required government approval, universities are often left to maintain the international relationships themselves with little to no oversight.

From the nine MBA programs that were present in 1991, the number has since grown to over 230 in 2015 (China Education Center, 2015). This growth began at a relatively steady rate, increasing in the late 2000s to a plateau in 2011 (Yanwen et. al, 2014). The swiftness of this growth is mainly due to the burgeoning emergence of the Chinese private sector. As businesses grew, so did the demand for qualified executives. With few prospects, and an increasing need for management education, China’s first MBA programs took form. To compete in the globalizing

world, Ituma (2007) claims, these programs began to encompass more and more of the Western style of education. From a Western standpoint, this rebirth of Chinese transnational education opened a gateway to an untapped market. In order to further engage in this market, Virtual Learning Environments can be used as a tool to maximize global education.

### **2.3 Virtual Learning**

Virtual Learning Environments (VLE) offer the opportunity for students to access the same learning resources regardless of time or physical location. In a 2005 study, conducted by Professors Zhai and Liu of Indiana University, regarding students pursuing an online MBA through Kelly Direct, one participant wrote that he would not have joined the program if it were not for the flexible online structure. In that same study, 60% of the surveyed students stated that the program's flexibility was its greatest strength. However, it is often asked whether such systems are truly as helpful and efficient as they appear to be. Through several studies, it was found that a VLE's effectiveness depends heavily on its perceived advantages and ease of use. Professors Heshan Sun from Clemson and Pin Zhang from Syracuse University found in their 2006 study that if the VLE appears to be too complicated, or not worth the student's time, they will often ignore it along with the educational resources. While most research on this topic is based on subjects in a Western society, a culture that values individualism, a study entitled "The acceptance and use of a virtual learning environment in China" details a similar methodology applied to Chinese subjects. According to van Raaij and Schepers (2008), despite the research focusing on subjects in a Western society, there is negligible difference in the way Chinese and Western cultures actually interact with the VLE.

### **2.4 Hangzhou Dianzi University**

Hangzhou Dianzi University (HDU) is a Chinese academic institution located in Hangzhou, the capital of the Zhejiang province. While offering majors in engineering, science, economics, management, literature, law, and education, HDU puts a special focus on the fields of electronics, information science, and business management. The university's website states that it was originally founded in 1956 as Hangzhou Aviation Finance and Economics School. HDU saw many evolutions over the years as it changed hands from the No. 4 Ministry of Mechanical

Industry, to the Ministry of the Electronic Industry, to the Ministry of the Information Industry, and finally to the Provincial Government in 2000.

From its conception, Hangzhou Dianzi University has rapidly developed into five campuses totaling approximately ½ a square mile. According to their website (2015), the school enrolled 26,000 full time undergraduate and graduate students as well as 2,200 faculty members, giving the university close to a 12:1 student to faculty ratio. HDU closely associates its development and construction with international collaboration; as shown by their multiple international agreements with foreign universities in countries including Germany and the United States. During a personal interview with Professor Fan, the Executive Director of HDU's School of Management, he detailed the school's growth to its position as one of the top five universities in China's Zhejiang Province. A strong technical school, HDU desires to grow-and has already shown signs of said growth- in the realm of business education. WPI, an equally capable counterpart, seeks a strong hold in the business education world as well.

Hangzhou Dianzi University introduced its MBA program in 2009. In the six years since its creation, Fan stated, the program has increased its yearly admissions from 17 to 71 students in 2015. HDU boasts a part time MBA, allowing their students to maintain their professional careers while still pursuing a graduate degree in business. To receive this degree, a student must first complete a total of 16 courses and finish a dissertation on a topic of their choosing. Of the 21 courses offered at HDU in 2013, five are required to receive the degree, with nine making up the core curriculum, and seven optional electives. These classes cover topics ranging from basic marketing to the "Theory and Practice of Scientific Socialism." Much like HDU, WPI also provides a capable part-time MBA program that allows students to attain their educational goals while keeping their professional careers on track.

## **2.5 WPI's Part-Time MBA Program**

WPI's Foisie School of Business offers a part-time MBA program that is currently ranked sixteenth in the nation by BusinessWeek magazine. This acclaimed, AACSB certified, graduate education program allows for a balance of work and education with its use of both online and on-campus courses. As published in the Program Overview for the Prospective MBA Students page, on WPI's website, students attend up to two classes per semester for a total of 32 months, and as a result the students can expect to graduate with a quality education in business management.

According to WPI's graduate education website, the Innovator's MBA core curriculum includes ten required courses, as well as a Graduate Qualifying Project (GQP) and a pre-GQP course. WPI's School of Business states on their website that these projects allow students to utilize their learning and gain experience by giving them the opportunity to work with companies on real world scenarios. There are also four elective courses, allowing students to choose and pursue a specialty ranging from Entrepreneurship to Process Design, to Sustainability. Seven of the required sixteen courses can be waived with an equivalent credit, making this program very convenient for graduate students. This specially designed part-time MBA program allows students to continue working and maintaining their demanding lifestyle without compromising their educational ambitions.

## **2.6 WPI and HDU's Relationship**

Over the past several years, Worcester Polytechnic Institute and Hangzhou Dianzi University have built a strong relationship. In 2010, the two institutions signed a "Memorandum of Understanding" to foster cooperation between their respective schools of Business and Management (Ceiro et.al, 2014). This agreement led to an exchange of faculty, resources, and students over several years (deWinter, 2014). According to personal correspondence with Professor Fan (2015), HDU's MBA program not only offers courses taught by HDU professors, but also three of the seven elective courses are taught by visiting WPI professors.

In June of 2011, WPI hosted the US-China Link Initiative conference between WPI and HDU. This event included representatives from the business schools of both universities, as well as supporters from other major organizations to discuss the WPI-HDU relationship and the future of this collaboration. (US-China Link Init., 2011) In early 2014, two additional memorandums were signed, one similar to the previous, and the other, between HDU's School of Business and WPI's Interdisciplinary and Global Studies Division (IGSD). The latter document signified an agreement to host an Interdisciplinary Qualifying Project center at HDU for WPI students to complete their junior-year required projects (Ceiro et. al, 2014).

In the fall of 2014, the first group of IQP students from WPI arrived at HDU and completed their projects over the course of seven weeks. One such project, titled "Fostering International Collaboration between Hangzhou Dianzi University and Worcester Polytechnic Institute through Interactive Qualifying Projects," looked into the feasibility of setting up a mixed program of both HDU and WPI students to collaborate on IQP projects. Their findings suggested that this

collaboration was indeed feasible, and that there was a sizable amount of support for the notion (Ceiro et. Al, 2014). From the continuing desire to deepen relations and the positive findings of this proposal, both universities are eager to establish a stronger collaborative partnership. Part of said partnership involves determining the feasibility of a Western MBA program at HDU. WPI will have the opportunity to expand its business program on a global scale while providing HDU a quality AACSB certified degree.

## **2.7 AACSB Background**

In all fields of education, schools must undergo an accreditation process for their program to be recognized internationally; being accredited assures students that the institution meets a certain standard that guarantees quality education. Arguably, the most prestigious business accreditation organization throughout the world is the Association to Advance Collegiate Schools of Business, or AACSB. Founded in 1916 by seventeen American business schools, it was quick to gain national esteem (Reflecting on AACSB, 2015). Only three years after its creation, the AACSB drafted and implemented a minimum accreditation for membership, and had its first annual meeting for said members (AACSB 100, 2015). The organization began to spread its base in the late 1960s when they opened their membership to non-accredited schools, introducing a multi-step process. In a historic move, the AACSB widened its reach even more by accrediting its first institution located outside of the United States (Reflecting on AACSB, 2015). By the beginning of the 1990s, the AACSB realized that with such a diverse grouping of schools under its wing, having just one standard was counterintuitive and not applicable to such a wide range. As a result, a refocusing of the organization's methods from a curriculum-oriented to a more process-oriented form of accreditation took place. Throughout the following decades, steps were made to increase global presence, with special accommodations made for international schools and varying educational models (AACSB 100, 2015). Business School Professor, Xinrui Zhang (2012) from the University of Shanghai for Science and Technology, believes that currently the Association to Advance Collegiate Schools of Business has become “the authoritative standard of management education in the world.” Since the AACSB proves to be an influential aspect of business education, it is essential to understand their regulations and accreditation process.

## **2.8 AACSB Guidelines/Accreditation**

The process of AACSB accreditation can be time consuming and strenuous. There are two primary criteria when it comes to determining eligibility to AACSB accreditation, the first is a set of core values, which must be upheld by prospective and current accredited schools alike. Applicants must provide evidence of “ethical behavior... [a] collegiate environment... [and a] commitment to corporate and social responsibility,” all of which are painstakingly detailed in the AACSB’s official standards document (AACSB, 2015). After proving one’s adherence to the AACSB’s guiding principles, the applying institution then has to ensure that it fits within several criteria required for accreditation. First, the applicant must be a well-defined entity and a pre-existing member of AACSB international. It must also be authorized to award collegiate degrees by its home country. Second, the applicant’s institution must be organized in such a way as to ensure proper oversight, accountability, and responsibility during regular operations. Finally, all programs to be accredited must demonstrate an adherence to the AACSB standards listed in Appendix A. Extensive notes detailing the basis for judgment, and the recommended forms of documentation can be found in the AACSB’s official standards document as well (AACSB, 2015).

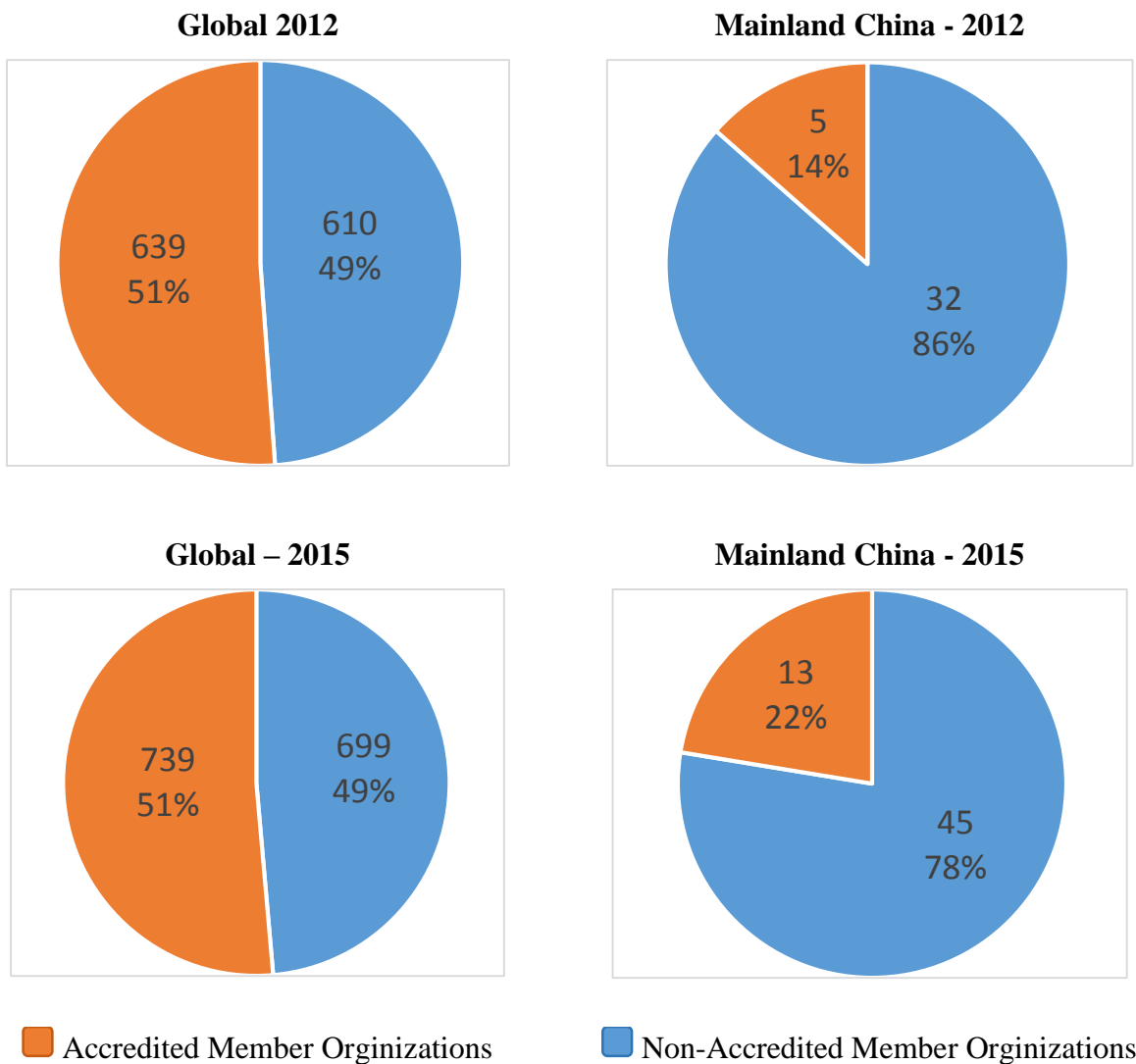
## **2.9 AACSB in China**

The AACSB holds many accredited institutions around the world, but only 20 of the total 739 are located in China. Of these twenty institutions, only thirteen are located on the mainland. Despite the fact that China has put a major focus on business education in the past decades, the numbers remain shockingly low. One might be quick to blame these numbers on a lack of interest from the Chinese market, which is not entirely the case. In a 2012 study by Xinrui Zhang, he found that there were much lower accreditation rates for Chinese AACSB members when compared to their global counterparts. As seen in Figure 1, of the 37 mainland Chinese members, only 13.5% are accredited (26.7% if including Hong Kong) compared to the global average of 51.2% (Zhang, 2012). These differing rates suggest a problem of some sort in the accreditation process that disproportionately affects Chinese institutions.

In his paper, Zhang (2012) suggests that it is due to two major factors. Firstly, there is a fundamental language gap between the AACSB and Chinese institutions. This is true, as the AACSB requires course documents and student/faculty handbooks for various portions of the accreditation process, which are often times only available in Chinese unless an express effort is



made to translate them. Secondly, there are often misunderstandings about the standards themselves. Here, Zhang cites the differences between the educational systems in the United States and China. While these factors may still be true, it seems as though AACSB accreditation is a rising priority in Chinese schools. According to their website, in this past year alone four separate mainland universities have joined the ranks of the accredited AACSB members (Newly Accredited Institutions, 2015). As seen in Figure 1, out of the current mainland China membership pool of 59 institutions, the accreditation rate has risen to 22% over the past three years (Global Listing, 2015).



*Figure 1: Growth of AACSB membership throughout China from 2012 to 2015.*

Professor Fan further stated during one of his interviews that in the past two years HDU has opened English taught courses in the school of management. HDU, Fan added, currently offers degrees taught fully in English such as their Undergraduate Business Administration. The shift in priorities is not only shown by the rise in accreditation rates, but can also be seen firsthand in HDU's new English speaking courses and their desire to create a collaborative, AACSB accredited program with WPI. These advances suggest a favorable outcome for the growing WPI-HDU partnership and their future endeavors.

As a result of these favorable growing statistics and HDU's desire for a joint-program, the team's project goal is to determine the feasibility of offering WPI's part-time MBA degree in Hangzhou with the assistance of HDU. Our objectives include determining the current market for this program, researching the academic requirements for each university, finding suitable delivery modes for the program, and determining the resources available at HDU. The following chapter describes the methods we used to gather data in order to determine the feasibility of such a joint collaboration.

## CHAPTER 3: METHODOLOGY

The overall goal of this project was to research, develop, and establish a plan for WPI and HDU to implement a collaborative part-time MBA, allowing students the opportunity to obtain a western MBA degree at HDU. To achieve this goal, we developed the following key objectives:

- A. Determine the current market for western MBA programs in China, particularly in the greater Hangzhou area.
- B. Ensure that all academic requirements for both institutions are met.
- C. Develop a program structure that parallels WPI's part-time MBA curriculum, while remaining attractive to potential students.
- D. Establish the resources available for WPI at HDU, and determine potential delivery modes for the collaborative MBA.

This chapter includes the methods used to gather and analyze information from both WPI and HDU sponsors, as well as the data collected from our various surveys. The purpose of the information and data collected in regards to the overall goal of the project are also included. This chapter also includes how we used the results from the information and data analysis to determine the feasibility of the collaborative MBA program, and create a viable guideline on how the program should operate.

### **3.1 Objective A: What is the market for MBA programs in the greater Hangzhou area? Is the WPI-HDU MBA program feasible?**

The primary objective was to research the feasibility of a collaborative part-time MBA program between WPI and HDU, therefore determining whether or not such a program was desirable in Hangzhou. We decided that, in order to ensure the program's feasibility, we needed to gather information by answering three major questions:

- 1. Do undergraduate and graduate students desire this program?
- 2. Do companies and working professionals find western MBAs more desirable than their Chinese counterparts?
- 3. Can the program be financially competitive with other MBA programs in Hangzhou and neighboring cities?

To answer these questions, we decided to gather information from questionnaires, focus groups, interviews and published documents. Professor Lesley Andres, from the Department of Educational Studies at the University of British Columbia, suggested in her publication, *Designing & Doing Survey Research*, that survey research should be conducted from both quantitative and qualitative perspectives (2012). Using both perspectives allows researchers to form a representative picture of the attitudes and characteristics of a population. Andres' statement was resourceful since she was the main investigator of the Paths of Life's Way Project. This Canadian longitudinal study combined extensive quantitative and qualitative survey data over a 22 year time frame to examine lives, actions, and experiences of individuals within a life course framework. She was also the DAAD (Deutscher Akademischer Austausch Dienst/German Academic Exchange Service) Chair in 2010 for the International Comparative Studies in Social Sciences at the Bremen International School of Social Sciences in Germany. Her statement is corroborated by Professor Joseph Check and Russell K. Schutt from the University of Boston, authors of *Research Methods in Education*. In their book, they discussed the 2000 National Survey of Science and Mathematics, where a mixture of methods were used, including interviews and questionnaires. The data collected allowed Horizon Research, the firm that carried out the survey, to investigate topics such as the impact of professional development on math and science teaching. The results of this research have actually been implemented with respect to leadership issues, and the change process at the school level (2012). Based on this information we chose to use two different types of data collection procedures.

### **3.1.1 Questionnaires**

Quantitative (questionnaires) and qualitative (focus group) survey methods were used to accomplish objective A. There were a total of three questionnaires created; each one designed to focus on a specific demographic. Questionnaires were used as the main method to accomplish this objective because they allowed us to sample a large population over a short period of time with relative ease. This method also provided those who answered them a sense of anonymity, which increased the chances of unbiased responses. The Undergraduate Survey (APPENDIX B) targeted bachelor degree students at Hangzhou Dianzi University. The objective of this survey was to determine the following about Hangzhou's undergraduate population:

1. Desirability of western MBAs over Chinese MBAs

2. English proficiency and interest in taking an English proficiency exam
3. Whether students could afford and were willing to pay more for a western MBA
4. Preferred learning platform in China (online, in-class, or a hybrid of the two)

### 3.1.2 Undergraduate Survey

Since the undergraduate survey was expected to have the largest response group, we first created a small control survey to be delivered both online and on paper. Twelve Chinese students were asked to take a control survey online, while a small group of approximately twenty-two students took it in class. In the control surveys, students were asked to provide feedback on the clarity of the questions as well as its overall quality. This proved to be extremely helpful, as this feedback led to several changes in the final draft of the survey. Due to the responses from several students, we removed many of the initial survey's redundant questions, as well as the open ended sections. Through several suggestions by professors from both HDU and WPI, questions were added regarding the subject's aspirations for graduate school (Appendix B, 2a), as well as a reaction to the approximate cost of this proposed program (Appendix B, 4) as determined in Findings section 1. From this feedback, three open ended questions were removed, and the suggestions the professors made were added.

In order to gauge the English proficiency of the market, the questionnaire asked participants some questions regarding language proficiency exams and their self-rated English proficiency. The questions are shown in Table 1 below.

**Table 1: English proficiency questions from undergraduate survey:**

<ul style="list-style-type: none"> <li>• Do you plan on taking the TOEFL or the IELTS? A. TOEFL                      B. IELTS                      C. None</li> <li>• If my university offered a course fully in English I would feel very comfortable taking that course A. Strongly Agree    B. Agree    C. Neutral    D. Disagree    E. Strongly Disagree</li> </ul> <p><i>A Likert scale was used for the self-rated English proficiency question, so that participants were able to answer "neutral" if they felt neither comfortable nor uncomfortable with their ability to understand English in a classroom setting. To see the remainder of the questions for the undergraduate see Appendix B.</i></p>
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### 3.1.3 Graduate Survey

The graduate survey (Appendix C) targeted students in Hangzhou Dianzi University's part-time MBA program. The primary focus of this survey was the same as that of the undergraduate survey. Despite both questionnaires having the same objective, some questions differed, as the target population of the graduate survey consisted of students in the workforce. The third questionnaire, the Working Professionals Survey (Appendix D), aimed to investigate whether working professionals desired an MBA and to determine their perceptions of a Western vs. Chinese degree. We also wanted to find out what working professionals wanted to achieve from a MBA degree (see question 3, Appendix D).

In order to make sure that the students fully understood the questions they were asked, all three surveys were presented in Chinese as well as English. After drafting the initial questions, we then translated the English text through Google or Baidu translate. These rough translations were sent to HDU volunteers to fix any mistakes from the rough Chinese translation that might have been present.

The undergraduate surveys were delivered via paper copies and online. Professor Fan, Professor Xu, Professor Shen, and the HDU group volunteers requested classes and fellow classmates to take the survey at the end of their lectures. The online survey was created using sojump.com, a survey and data analysis website recommended by the team's HDU volunteers. In order to maximize the number of survey responses, an optional raffle for participants was created. One individual was chosen using a randomizing software to receive a 200 Yuan prize, as an incentive to encourage students to participate. Using a network of HDU friends and acquaintances, the online survey's link and QR code were spread through WeChat. Unlike the undergraduate survey, the graduate survey was distributed by HDU's MBA center via e-mail to MBA students.

Microsoft Excel was used to organize and analyze the data. Here, the results were filtered to focus on specific demographics within the total pool of surveyed individuals. By doing so, we hoped to find a number of students that fulfilled all of the requirements to apply to WPI's current part-time MBA. One of the purposes of the graduate survey was to determine how students' views could have changed as they transitioned from undergraduate students to working professionals. For this reason, some of the questions in the graduate survey remained very similar to the

undergraduate version. We looked to see if there was a major change in the responses regarding Western MBA desirability, affordability of the program, and English proficiency. Additionally, individuals were asked about their opinions on the differences between a Western and Chinese MBA.

### **3.1.4 Focus Groups**

The second survey method used to access objective A was focus groups. The questions (Appendix F) were designed to get in depth information on the same four criteria points that the graduate survey covered, but in a conversational group setting. This method also served as a means to obtain any additional feedback, thoughts, and opinions from current HDU MBA students. Professor Judith A. Villard from the Ohio State University included in her paper, “Use of Focus Groups: An Effective Tool for Involving People in Measuring Quality and Impact”, that focus groups are most productive when used to determine information on new proposals or programs, the strengths and weaknesses of a program, assessing whether a program is working, and in the evaluation or success of a program (2000). Focus groups encourage an exchange of ideas.

As with all the data collection methods, the surveys and focus group presented limitations and flaws. The online survey could have been taken by anyone that had access to the link or QR code, allowing the general public to take the survey even with no interest in obtaining an MBA; therefore making the remaining answers on their questionnaire irrelevant to the group’s project. Despite this, the team chose to deliver the surveys online in order to receive a higher volume of responses and therefore a higher potential volume of future MBA students. Another limitation with data collection from the surveys is false or inaccurate answers; or simply that an individual did not take the survey seriously. In regards to the focus group, while it may be quite beneficial in providing additional insight from current MBA students, it also may bring the possibility of skewed or perhaps biased thoughts from the single small group.

## **3.2 Objective B: What academic requirements need to be met for both universities?**

To answer this question, we used two research methods: interviews and online data collection from the institutions’ official websites.

### 3.2.1 Interviews

As Professor Joseph Check and Russell K. Schutt (2011) included in their book, *Research Methods in Education*, interviews add flexibility, provide the opportunity to branch out into other discussion topics, and clarify interpretations of questions. Interviews were also used as a research method in order to obtain information that was not readily accessible in databases or through the institutions' websites. Staff from both universities were interviewed in order to obtain information about the MBA curriculum. From WPI, we met with Dr. Joseph Sarkis, Dean of the Foisie School of Business, and Professor Norman Wilkinson, Director of Programs at the school of business. During our interview with Professor Wilkinson, he was briefed on main points from Dr. Sarkis' interview (see Appendix G) and he was asked whether he agreed with those points as well. We also asked him questions such as:

- What is WPI's current part-time MBA course structure?
- Are there any potential scholarships the Chinese students were eligible for?
- How do you envision the program being implemented in HDU?

Similar questions were also asked to our HDU sponsors, Professor Xu and Director Fan. Most of the feedback and information from our sponsors was obtained during our weekly meetings, during which we asked questions such as:

- What is the current agreement between the WPI's and HDU's schools of business?
- How does HDU recruit students?
- What is the course structure for HDU's part-time MBA?
- Do Chinese companies pay for students MBA?
- What resources are available from HDU? (i.e: classrooms, computers, point of contact etc)
- What is HDU tuition cost breakdown?
- Are there scholarships available for HDU students?

Questions varied in topic during each weekly meeting, see Appendix K for information the team gathered during each weekly meeting. These interviews provided us with indispensable information which aided us with many deliverables, such as the list of suggested compatible courses shown in Appendix I. During these interviews, we also discussed the legal obstacles involved with establishing a transnational program. Through an interview with a staff member at



HDU, we hoped to understand the process required to create a new agreement. During the interview we asked questions such as:

- What role does HDU's Department of International Affairs play in establishing a Western MBA program in Hangzhou?
- Would a Memorandum of Understanding need to be signed between the Presidents of each school or the directors of each Schools of Business?
- Are there any legal restrictions or obstacles when creating a Western MBA program in Hangzhou, China?
- Has there been an attempt or successful implementation of a similar collaborative program at Hangzhou Dianzi University?

### **3.2.2 Information from Institutions' websites**

We retrieved published information about the academic requirements for achieving both WPI and HDU MBA degrees. Using a university's official website allowed for an up to date and accurate source. We used the official WPI Foisie School of Business websites to find the requirements a prospective international student needed to meet to be eligible for WPI's current MBA program. Through online data collection from WPI, HDU, and Zhejiang University official sites, and interviews with various administrative parties from HDU and WPI, the team gained a better understanding of the process involved in the implementation of a global MBA program in China. Seeing that HDU's degree of involvement in this proposed program would be heavily reliant on high-level agreements between universities, the various Memoranda of Understanding (MoU) between WPI and HDU were also researched. These provided us with information regarding past levels of agreement and the differing administrative levels at which the MoUs were established.

### **3.3 Objective C: What is the most effective and feasible program structure for this proposed MBA program?**

To answer this question we used information from official university websites, interviews, and published documents.

### **3.3.1 Information from Institutions' websites**

Before the team arrived in Hangzhou, extensive research was done into the cost of the WPI Innovator's MBA. Using WPI's School of Business Financial Aid website, we were able to obtain accurate and up to date tuition costs. This method was chosen because it was a quick and simple way to obtain the data needed. Since it was the official institution's website, we felt confident that the data was reliable. After determining the tuition through WPI's official website, this price was compared to those of universities surrounding HDU. This online research using each university's official website was an efficient method to check WPI's standing against other institutions when it came to quality of education and cost.

### **3.3.2 Interviews**

Through an interview with Professor Wilkinson, Foisie School of Business' Director of Graduate Programs, we obtained more information about the flexibility of the Innovator's MBA. We interviewed Wilkinson because as the Director of Programs he is very involved with new ventures in the School of Business, and therefore very knowledgeable in the matter. We asked questions such as:

- Is there any flexibility in WPI's current MBA program?
- Would HDU professors be allowed to teach HDU courses?
- Are WPI professors willing to travel to China and teach courses?
- How does the current class structure work for the part-time MBA?

See Appendix G for a summary of Professor Wilkinson's answers. From this interview we wanted to determine, how flexible the current MBA is, while maintaining AACSB accreditation. We also wanted to see what his vision of the proposed program was regarding courses, and what WPI could offer if students came to the U.S to complete part of the degree.

### **3.3.3 Published documents**

To determine whether there were any compatible courses between those offered at WPI's School of Business and courses offered in HDU's MBA curriculum, course catalogs were used. We obtained this information to determine the similarities and differences between the course structures of the program, as this data would be helpful for future recommendations. Gathering information from official course catalogs allowed us to obtain the necessary data from a valid and

reliable source. Professor Xiaobing Xu promptly provided HDU's course catalog in both Chinese and English, while WPI's MBA catalog was found online under the Foisie School of Business official page. By comparing course descriptions from both catalogs, we were able to find compatible courses between WPI and HDU's MBA programs. The courses were deemed compatible by the team, but the information was sent to WPI for approval.

### **3.4 Objective D: What is the ideal delivery mode for this program?**

The team needed to investigate and suggest a feasible delivery mode to ensure effective teaching and learning in the program; whether that would be online, in-class, or a combination of both. To answer this research question we investigated factors that influenced the delivery mode of the potential collaborative MBA program. Since courses would be provided at HDU, a great deal of the final delivery mode is reliant on the resources available at HDU and the extent that they would be willing to provide for this program. Additionally, the team also paid extensive attention to potential students' perceptions of the delivery methods, in order to provide a product that would appeal to the target population. The research methods we used to answer this question were informal discussions and weekly meeting discussions with HDU sponsors.

#### **3.4.1 Informal discussions**

To learn more about the available online tools at HDU we asked our HDU volunteers, who were undergraduate students, and were able to gain a basic understanding of the online educational tools they were familiar with. Through informal discussions, we were able to gather data quickly and easily from an early point in the project. We chose this method since volunteers were not only a valuable resource, but were also easily accessible. Oftentimes discussions with them guided us and helped further define questions for our weekly meetings with HDU staff. While the information they provided regarding online tools did not define the full extent of the educational resources HDU had to offer, personal conversations with students was a quick and simple way to gauge the programs and tools that HDU students have at their disposal. Using this information to help us understand more about educational software tools used in Hangzhou, we were able to refine our research and work until we received responses from official sources.

### **3.4.2 Weekly meeting discussions**

During our weekly meetings on site, we asked our sponsors, Professor Xu and Professor Fan, about the resources that HDU would be willing to offer for the proposed program. These meetings were an extremely helpful source of valid and credible information, as both sponsors were extremely knowledgeable. Weekly meetings allowed us to ask questions on varying topics as the focus of our project shifted over time. In regards to potential delivery modes, we asked questions such as:

- What educational resources does HDU have?
- Do HDU professors use online educational tools?
- Is there educational software that HDU uses?
- Are any classes taught online at HDU?
- What educational resources is HDU willing to provide for the joint-collaboration with WPI?

By asking questions of this nature, we aimed to obtain a list of resources that HDU would be willing to provide for this potential program, beyond online educational tools. Ideally these would include classrooms, accommodations for visiting professors, facilities, and necessary resources for the MBA to be delivered smoothly. This would greatly affect the proposed cost structure, as well as influence how the program itself would ultimately take shape (whether it tended towards a primarily online or on-campus degree). Ultimately, we chose to inquire about these matters through a series of interviews and discussions with our primary sponsor, Director of HDU's School of Business, Zuobing Fan. We found out that the services provided by HDU are heavily reliant on agreements between administrative figures at WPI and HDU. As the current level of agreement does not cover many of the points crucial to determining this objective, a new agreement would have to be formed between the administration of WPI and HDU. Realizing this limitation, determining a detailed delivery mode was found to be out of our scope of this initial feasibility study.

### **3.4.3 Questionnaires**

While it was important to determine the resources available at HDU, understanding what the target market preferred as a delivery mode was also a key aspect to research. By taking note of these students' ideal modes of delivery, we were able to provide a more appealing program, while

further learning about the current market environment in Hangzhou. As a part of the undergraduate survey (Appendix B) mentioned prior in Objective A, students' preferred mode of class content delivery was inquired. This survey method was chosen to answer this research question because it was the simplest way to get a large amount of responses in a short period of time. One limitation in the use of this method was that we were not able to distribute survey questions to the target audience, current working professionals, due to various factors. Despite the aid of HDU volunteers, the language barrier also presented issues. It was difficult to find companies and working professionals outside the MBA center willing to take the survey. While we did receive some responses back for the working professionals survey (Appendix D) and the English training school survey (Appendix E), the data was far too small to deduce any information from it.

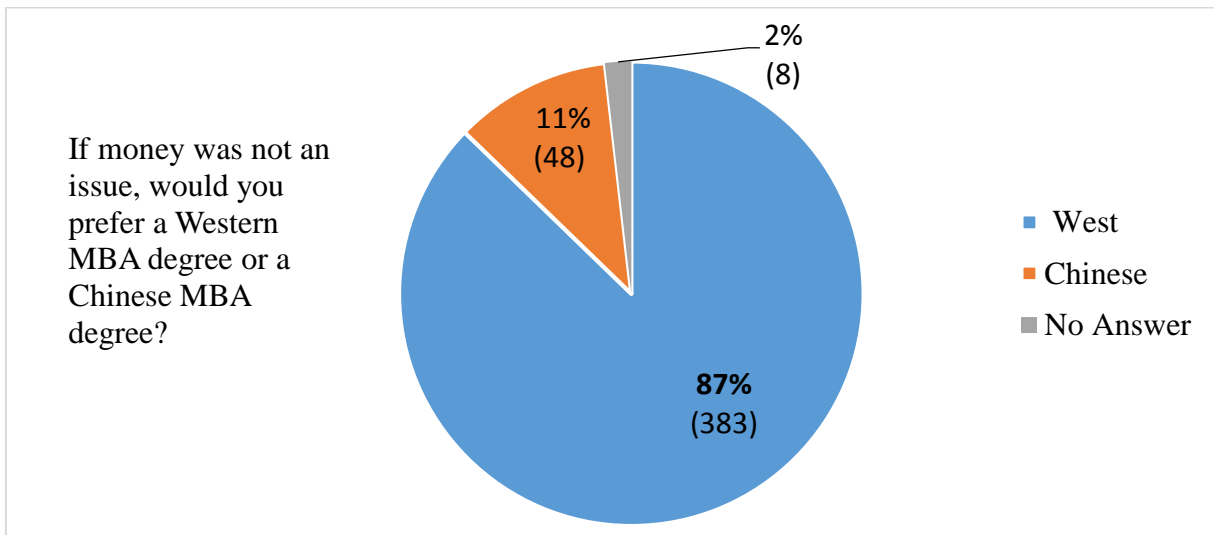
In this chapter we discussed our use of questionnaires, focus groups, interviews, and published information to gather data and obtain answers for the objectives established in this chapter. In the following chapter we discuss our findings.

## CHAPTER 4: FINDINGS

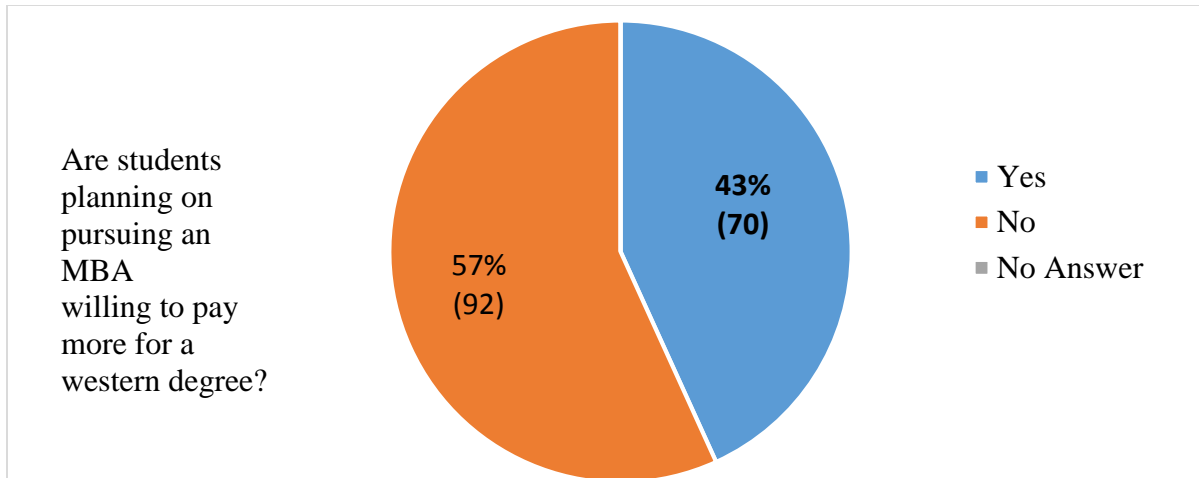
In this chapter, we provide an overview of our findings from the data we gathered. We first discuss Chinese students' preference of the Western MBA, followed by a cost analysis of WPI's part-MBA versus other top ranking part-time MBAs in the United States. Then we go on to address how incorporating HDU courses into WPI's MBA course structure makes the proposed program more inexpensive and desirable. From there, we transition to cost as a major factor when it comes to attracting potential students. In this section we also discuss our findings regarding the English proficiency exam being an obstacle for attracting potential students, prospective students' lecture taking preferences, and that student prefer to study abroad. We end the chapter with a discussion on HDU's ability to provide resources for the program pending on the level of agreement between the institutions.

### 4.1 Chinese students prefer a Western MBA degree

According to results from the surveys distributed to HDU undergraduates, most Chinese students preferred a Western degree over a Chinese degree, and were willing to pay more to obtain one. As seen in Figure 2, of the 439 undergraduate students surveyed, 87% stated they valued a Western MBA degree over a degree conferred by a Chinese university, and 43% claimed they would be capable and willing to pay more money to obtain one (Figure 3).



*Figure 2: Undergraduates perceive Western Degrees to be more valuable than their Chinese counterparts*



**Figure 3: 43% of Students planning on pursuing an MBA are willing to pay more for a western degree.**

During the pilot phase of this survey, when asked for the reason for their preference, many students wrote that a Western degree was more prestigious. As seen throughout Table 2, a great deal of the beta survey written responses had repetitive and general answers. While many students state that a cultural difference between the West and China is responsible for the differences in their MBAs offered, none of them expanded on what these differences are.

As a result of the focus group meeting with twelve current HDU MBA students (Appendix F), we were able to confirm that Western MBAs were preferable to Chinese MBAs. Many of the graduate students interviewed spoke vocally of their approval for Western degrees. This preference stemmed from multiple roots, primarily due to the Chinese perception that Western degrees were more prestigious. The students mentioned during the interview that when Chinese companies were looking to hire, they often did not care for the actual skills learned by students, but instead for the *prestige* of their graduate institution. Therefore, with the perception of Western degrees as prestigious, they were naturally more desirable than their Chinese counterparts. While the interviewed students did say this about the companies’ views of Western degrees, they themselves valued the Western learning style and experience. As mentioned in the Background chapter, Chinese universities tend to focus more on the “hard” technical skills involved in the business world, and less on interpersonal group work. These students felt as though the more “soft” focus of Western degrees was much more applicable to the business world than a constant focus on case studies. Additionally, the experience gained from working alongside Western students and networking with Western companies was seen as extremely valuable. Because of these advantages,

several students among this group even voiced the opinion that getting a Western degree in China was worth the potential price point (Appendix F), as well as taking extra time off their busy schedules to study for, and take the TOEFL/IELTS tests of English proficiency. However, when asked about earning a degree from WPI these students were less inclined to potentially enroll in a graduate program at this institution, as they had no idea how prestigious WPI was in comparison to other well-known universities like Massachusetts Institute of Technology.

**Table 2: Open-answer responses from written undergraduate Beta surveys**

Survey #	Would you be willing to pay more to obtain a Western MBA degree? Explain.	What makes a Western MBA different from a Chinese MBA?
1	Yes. Open the eyes and experience different cultures.	Because of different culture and education and history.
2	Not sure. There are lots of different factors.	The education environment.
3	Not sure.	
4	Not sure.	The education system
5		
6	Not sure. The Chinese MBA may joint national conditions and the Western MBA may have better education	
7	Not sure.	
8	Not sure.	Culture.
9	Not sure. I don't decide if I will take part in post-graduate entrance exams.	Profile.
10	Not sure. It depends on whether they need or not.	Social environment.
11	Yes.	The gap between Chinese education and Western's.
12	Yes. So far the level of Western MBA is higher.	Different culture.
13	No. Poor English.	
14	Yes. Try different kind of education way.	Different background of different society.
15	Not sure	Different culture.
16	Yes. Western MBA get higher acceptance.	The quality of education. Different study environment leads to different attitude.
17	No.	Different educational system.
18	No. Little money.	Different cultural environment. The school comprehensive strength is different.
19	Yes. Same as question 7.	Disadvantage of Chinese education. Chinese MBA doesn't get pretty acceptance internationally.
20	No.	Regime. Teaching level.



During the focus group session, the team mainly received the opinions of three students out of the twelve that were interviewed. If given more time, the team would have obtained more opinions from further focus group sessions which could have helped us obtain a more general view of what Chinese students perceived of the Western MBA. Interviewing each member individually would have been a preferred method to ensure we got recorded opinions from all participants, but due to time constraints this was not possible. Also, surveys targeting working professionals and students at English training schools would have offered more insight on the Chinese view of Western MBAs, though given the time constraints of the project this was not feasible.

#### **4.2 WPI's MBA program is competitively priced when compared to similar high-ranking Western Part-time MBA programs**

After meeting with HDU sponsors in the early stages of this project, we realized the importance of creating a cost comparison between WPI's part-time MBA and other part-time MBA programs in the United States. Seeing that the USD 69,852 (RMB 442,862) tuition cost for WPI's Innovator's MBA was almost seven times more expensive than HDU's USD 10,252 (RMB 65,000) MBA tuition, it was important to assure our sponsors that the cost of the part time degree was comparable with other Western programs. Comparing WPI's ranking and tuition would show not only our HDU sponsors, but also potential students that despite the perceived large tuition cost, WPI was competitive with other top ranked part-time programs in the United States.

The team used the 2013 Bloomberg Business Part-Time rankings to compile information for Table 3. The table lists the ranking and cost per degree of WPI, and other top ranking part-time MBA programs throughout the United States. For a higher ranking MBA program, students are expected to pay a much higher price for tuition with the highest costing program at USD 135,000; more than twice the cost of WPI's MBA tuition. Even though WPI is ranked 16<sup>th</sup> in the table, their tuition price is lower than the MBA programs in its immediate ranking with the exception of the University of Nebraska's program, which is offered entirely online. Although WPI's tuition is much more expensive than HDU's MBA and other local Chinese programs, it is highly competitive for its ranking among other western MBA programs.

**Table 3: WPI's Foisie School of Business Cost Comparison With Top U.S. MBA programs***(At the conversion rate of RMB 6.34 = USD 1)*

<b>School</b>	<b>2013 Bloomberg Part-Time Rank</b>	<b>Cost/ Degree (USD)</b>	<b>Cost/Degree (RMB)</b>
Carnegie Mellon University - Tepper School of Business	1	\$ 135,000.00	¥ 855,900.0
UC Berkeley - Haas School of Business	2	\$ 127,974.00	¥ 811,355.2
Southern Methodist University - Cox School of Business	3	\$ 93,072.00	¥ 590,076.5
UC Los Angeles - Anderson School of Management	4	\$ 119,925.00	¥ 760,324.5
Elon University - Love School of Business	5	\$ 40,000.00	¥ 253,600.0
University of Chicago - Booth School of Business	8	\$ 126,760.00	¥ 803,658.4
University of North Carolina at Grenboro - Bryan School of Business	13	\$ 59,465.00	¥ 377,008.1
Emory University - Goizueta School of Business	14	\$ 73,600.00	¥ 466,624.0
University of Washington - Foster School of Business	15	\$ 73,190.00	¥ 464,024.6
<b>Worcester Polytechnic Institute - Foisie School of Business</b>	<b>16</b>	<b>\$ 65,568.00</b>	<b>¥ 415,701.1</b>
University of San Diego School of Business	17	\$ 77,140.00	¥ 489,067.6
University of Nebraska-Lincoln	18	\$ 25,488.00	¥ 161,593.9
Villanova University School of Business	19	\$ 50,880.00	¥ 322,579.2

### **4.3 Incorporating HDU courses may make the program more inexpensive and desirable**

We examined WPI's published base tuition fee for the part-time MBA, and compared it to that of HDU and other universities in China. At its base tuition price of USD 69,852 (RMB 442,861.68), WPI's Innovator's MBA is several times more expensive than even the most prestigious degrees currently available throughout China, as shown in Table 3. This price eclipsed the USD 10,252 (RMB 65,000) cost of a part-time MBA degree at HDU's School of Business. Tables 3 and 4 show detailed breakdowns of WPI and HDU's tuition costs. The cost of the

proposed MBA could be lowered by replacing WPI's seven waivable MBA courses with equivalent HDU graduate courses.

From our interview with Professor Wilkinson, Director of Programs at WPI's School of Business (Appendix G) prior to arriving on site, we learned that up to seven of the Innovator's MBA's courses can be waived with an equivalent course from another graduate institution. If adequate fits can be found between the two institutions' course catalogues, seven of the 16 total courses required for graduation could be taken at the HDU rate of 1,500 RMB (236.60 USD) per credit hour, instead of WPI's rate of 8,660 RMB (1,365.93 USD) per credit hour. The use of HDU courses would result in a total savings of 150,368 RMB (23,717 USD). All financial data from WPI and HDU were obtained from the corresponding sponsors and analyzed in order to develop the most convenient and financially competitive tuition plan. For the purposes of the proposed program, only the cost of WPI's MBA tuition and fees were used when compiling the proposed combined tuition, which excluded room and board since many part-time MBA students are working professionals who do not need housing on campus.

From WPI's Foisie School of Business website we found that of the seven waivable courses in WPI's Innovator's MBA, four are classified as foundational whereas the other three are classified as electives. The three elective courses can be waived with any three credits in the relevant fields of business management or accounting taken from a credible graduate institution. The four foundational courses, however, must cover similar content to their WPI counterparts: FIN 500 – Financial Information and Management, FIN 501 – Economics for Managers, MKT 500 – Marketing Management, and OIE 500 – Analyzing and Designing Operations to Create Value. By comparing the course catalogues, descriptions, and syllabi of both WPI and HDU, the team was able to find potential equivalent replacements for these four WPI courses, as listed in Appendix I.

Through interviews with the director of HDU's School of Management, Professor Zuobing Fan, we learned that limited financial aid is offered to Chinese students, and graduate students often do not receive any financial assistance. This is especially true of graduate students who are seeking an MBA degree. Additionally, businesses and employers cannot pay for their employee's MBA, which is a common practice in the United States. While this used to be possible in China, according to Professor Fan, it has recently been overturned by the Chinese government. In an interview with Professor Wilkinson, he stated that Chinese students attending a Western program,

such as the Innovator’s MBA or our potential collaborative program, were free to apply to any US scholarship that did not require citizenship. Therefore, qualified students will be eligible for financial aid based on their merit. However, scholarships offered to WPI’s MBA students by the institution itself are scarce, and often only amount to RMB 25,360 (USD 4,000), enough to cover one course. Assuming a student does not achieve a scholarship of any kind, and takes all seven waivable courses at WPI, the final adjusted tuition of this proposed program could be cut by 39% to RMB 275,034 (USD 43,380).

**Table 4: Tuition comparison of WPI’s Innovator’s MBA to Local Mainland Chinese part-time MBA**

<b>Name of University</b>	<b>Tuition</b>	<b>Partnered Universities</b>
<b>Worcester Polytechnic Institute</b>	RMB 442,862 USD 69,852 Part-time 2-5 years	AACSB Certified High ranking United States part-time MBA Program
<b>Hangzhou Dianzi University</b>	RMB 65,000 USD 10,252.37 Part-time 2-5 years	N/A
<b>Zhejiang University</b>	RMB 200,000 USD 31,545.75 International MBA	MIT Sloan and McGill University Top tiered business school Half course taught by McGill Prof.
<b>Shanghai Jiantong University</b>	RMB 308,000 USD 48,382.03 23 Months	Marseille KEDGE Business School AACSB and AMBA Certified Full English courses 7 Day International study abroad
<b>Tongji University</b>	RMB 250,000 USD 39,271.74 Part-time 2 years	ENPC MBA in Paris
<b>Xi’an Jiaotong-Liverpool University</b>	RMB 260,000 USD 40,842.61 Part-time 2 years	University of Liverpool Management School
<b>Sun Yat-sen University Lingnan College</b>	RMB 180,000 USD 28,275.66 Part-time 3 years	First English MBA AACSB Certified MIT Sloan
<b>Zhejiang Industrial and Commerce University</b>	RMB 388,326 USD 61,000 (Price excludes cost of living)	Missouri State University AACSB MSU Certificate 12 months abroad in MSU

**Table 5: Total cost breakdown of WPI's Part-Time Innovator's MBA**

Graduate Cost For Proposal	USD	RMB
Tuition	\$ 32,784.00	¥ 207,850.56
Graduate Fee	\$ 60.00	¥ 380.40
Books & Supplies	\$ 1,000.00	¥ 6,340.00
Medical Insurance	\$ 1,082.00	¥ 6,859.88
Total per Year	\$ 34,926.00	¥ 221,430.84
Approximate Total For Master's Degree	<b>\$ 69,852.00</b>	<b>¥ 442,861.68</b>

**Table 6: Total cost breakdown of HDU's Part-Time MBA**

Graduate Cost For Proposal	USD	RMB
Tuition	\$ 9,463.72	¥ 60,000.00
Graduate Fee	\$ 533.12	¥ 3,380.00
Books & Supplies	\$ 236.59	¥ 1,500.00
Medical Insurance	\$ 18.93	¥ 120.00
Approximate Total For Master's Degree	<b>\$ 10,252.37</b>	<b>¥ 65,000</b>

#### **4.4 Cost is a major factor when attracting potential students to this program**

Despite WPI's competitive price for its ranking and prestige in the U.S as noted in Table 3, its USD 69,852 (RMB 442,861.68) tuition remains incredibly expensive in China. Based on the prior finding, students were asked whether they could afford an approximate MBA cost of 43,381 USD (275,034 RMB). In the undergraduate survey, only 70 of the total pool of 439 participants (15.9%) could afford the program at its proposed price point, and were willing to pay more for a western degree. This low interest rate among undergraduates was not a problem with the

perceptions of a Western degree, as reported by the 383 participants (87.2%) surveyed who felt that a Western degree was more prestigious, and the 172 (39.2%) students who would be willing to pay more for a western than a Chinese degree as shown in Table 7.

**Table 7: Comparison of Students' Educational Demographics to their Perceptions of Western Degrees and the Proposed Collaborative MBA**

Student Demographics	Students Felt that a Western Degree was More Valuable than a Chinese Degree		Students Would Pay More For a Western Degree		Students Could Afford the Proposed Program Cost of 275,034 RMB		Students in Each Demographic
	Percent	Number	Percent	Number	Percent	Number	
Pursuing an MBA	89.7%	166	48.6%	90	22.2%	41	185
Pursuing an MBA, and Planning on taking the TOEFL or IELTS	92.2%	59	59.4%	38	37.5%	24	64
General (All Students)	87.2%	383	39.2%	172	15.9%	70	439

However, the results looked more promising as the team honed in on its target audience. Of the 185 undergraduate students who were planning on pursuing an MBA, 41 (22.2%) felt that they could afford this program’s tuition, and were willing to pay more for a Western Degree. For students planning on pursuing an MBA and taking an English proficiency test, 37.5% (24 of the 64 students) claimed that they could afford the program.

During a focus group held with twelve Hangzhou Dianzi University MBA students (Appendix F), we found that the cost of tuition fees was a cause of concern. Much like the undergraduates, these graduate students felt that the Western degree was much more prestigious. Several students said that they would seriously consider paying more to attend such a program, and would even consider taking the time to prepare for the TOEFL/IELTS during their busy lives

as working professionals. However, also like the undergraduates, they were skeptical of whether or not the program was worth the investment of their time and money. Prestige was also brought up during the focus group. One of the participants mentioned she would be willing to pay the price to receive a degree from a famous Western university. One participant said, “Companies don’t care about what you learned, they care about the diploma”. The issue of cost was also frequently raised in meetings with the team’s HDU sponsors (see Appendix K for notes from sponsor meetings). During one such meeting, Professor Zuobing Fan stated that he felt a tuition cost of approximately RMB 110,000 would be ideal for this program based on his expertise and experiences with students.

As previously mentioned, the cost of the program is an important factor to consider in order to fully market this collaborative MBA to the prospective students in Hangzhou, and throughout China. Undergraduate survey results showed that a majority of participants were unable to pay the expensive tuition price, whereas responses from the graduate focus group showed that they were more likely able to pay more for a western degree. Since the program is aiming to target graduate students, the optimistic response from the focus group was reassuring; however, the responses from the undergraduates were still taken into account. As seen in Table 7, the students that desired an MBA and are planning on taking an English exam were more willing to pay for the more expensive western MBA. On the other hand, the ideal tuition proposed by our HDU sponsors does not seem feasible for the program WPI desires.

While we received a high response rate from undergraduates on their survey, we were not able to reach as many graduate students. Although these undergraduate responses were valuable to set a baseline of English proficiency, and gauge the interest of potential applicants, they were not as important as the opinions of real working professionals. These graduate students gave a unique perspective of a working potential applicant, and the factors that would motivate them or dissuade them from doing so. Ideally, a larger number of graduate focus groups would have provided a wider variety of opinions on how to improve the program. However, the limited class size of HDU’s MBA students, as well as the difficulty the team had in reaching other graduate schools and students made the collection of data from working professionals much harder.

#### 4.5 WPI's required English proficiency exam is an issue

Based on the data gathered we found that WPI's current TOEFL/IELTS requirement for international students could greatly hinder the market population for the proposed program. According to WPI's Foisie School of Business Admissions website, International applicants that attended non-English speaking undergraduate universities are required to take the TOEFL or IELTS exam within two years of applying to the program. The minimum TOEFL score requirement is 84 and the minimum IELTS score requirement is 7. The TOEFL minimum for writing is 20, listening is 22, reading is 20, and speaking is 22. During multiple interviews with Professor Fan, he expressed concern about the English proficiency exam requirement. Because of the perceived difficulty of the TOEFL and IELTS, Professor Fan felt that requiring one would keep this potential program from being competitive with other International MBAs in the province. Many of these other programs, including that of the well-known Zhejiang University, waive proficiency exam requirements in favor of an in-depth English interview. The questionnaire data also supported Fan's concerns. As seen in Figure 4, out of the 438 questionnaire participants of the undergraduate survey (Appendix B) who answered the first question, 42% (185 students) planned on obtaining an MBA. Out of these 185 students, 90% preferred to obtain a Western MBA, as shown in Figure 4.

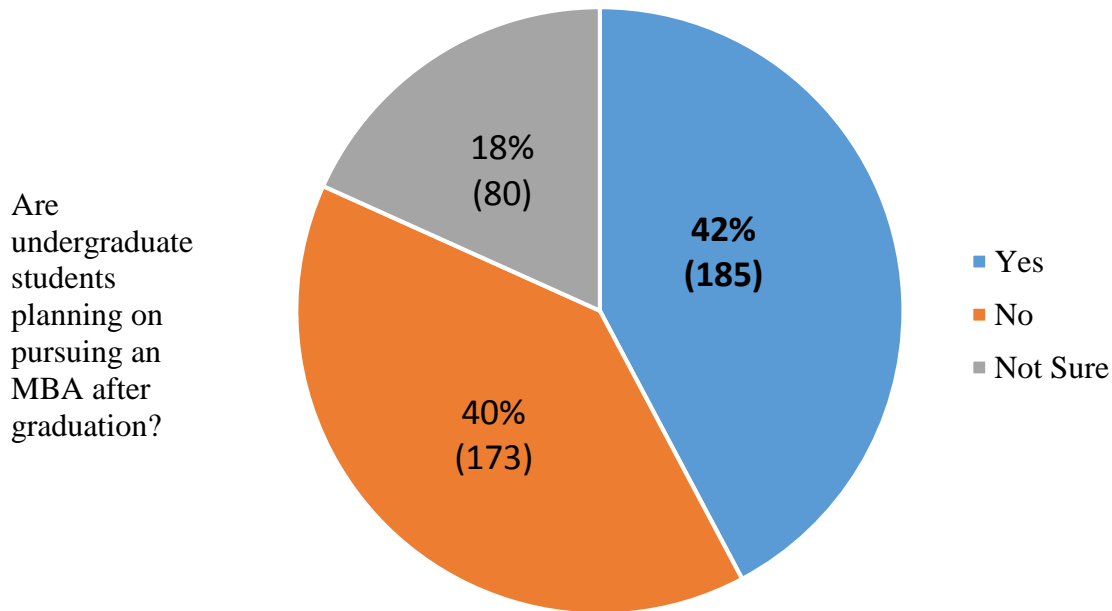
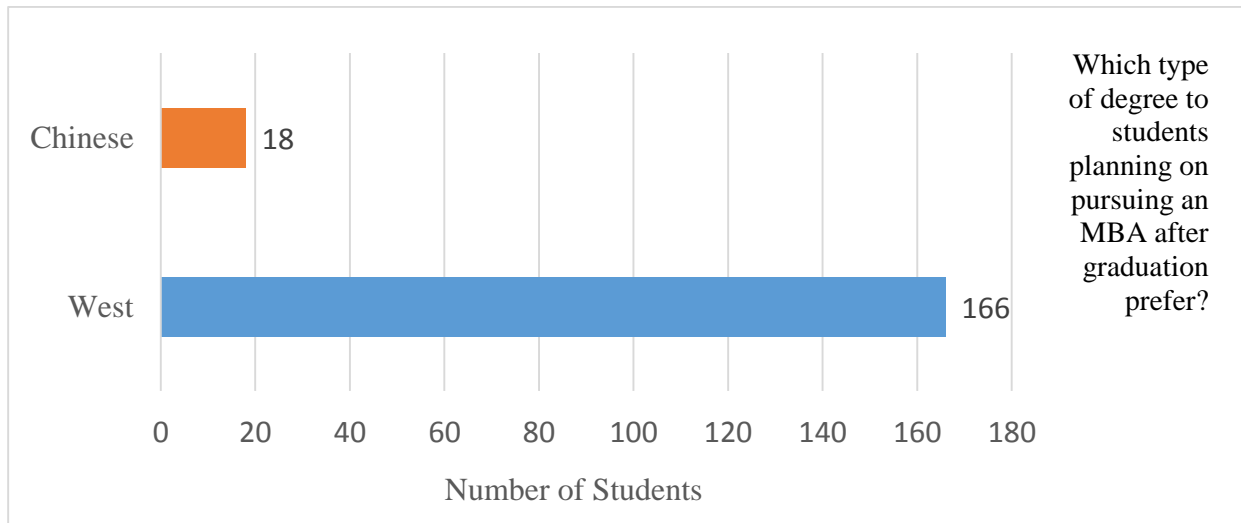


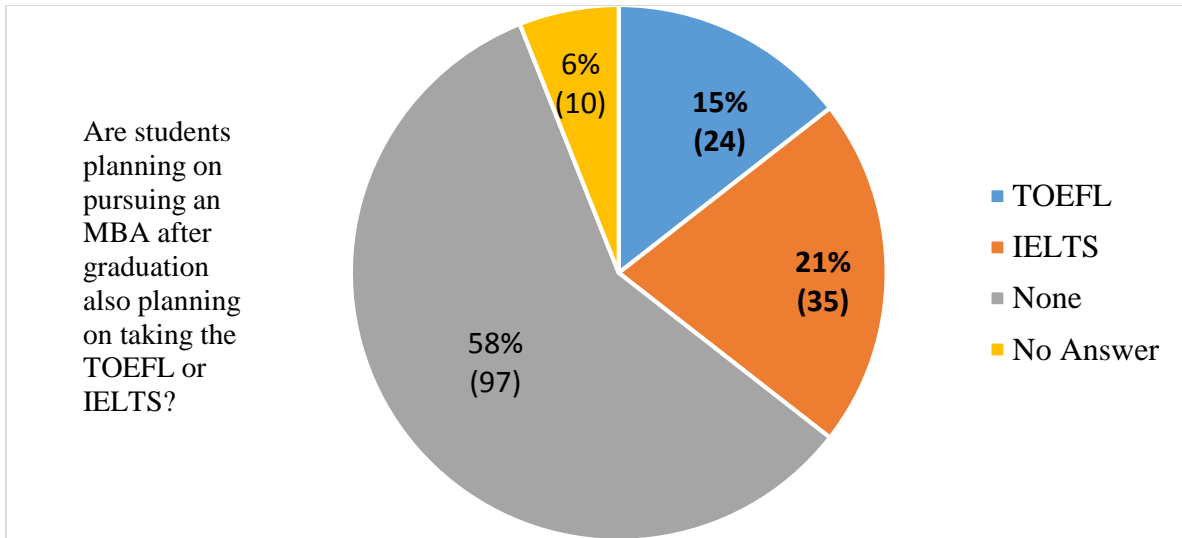
Figure 4: Undergraduate students who plan to obtain an MBA



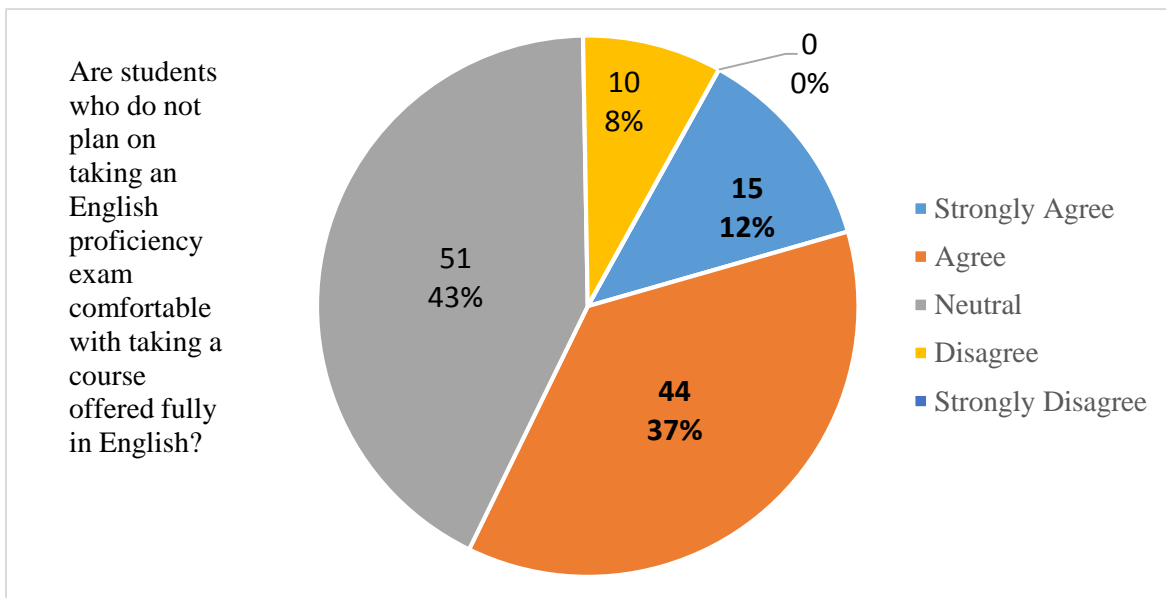
Despite a large number of respondents answering that they preferred a Western MBA, the number of students from this pool who planned on taking an English proficiency exam was relatively small. Figure 5 shows that out of the 166 prospective MBA students, 36% planned on taking the TOEFL or IELTS, and 58% did not plan on taking any language proficiency exam. This data from Figure 6 showed that the market of potential students decreased with the English exam requirement. At first glance, this could mean that if the participants were not planning on taking the IELTS or TOEFL, they were not qualified to take a course in English. But when prospective MBA students were asked to rate their own English proficiency, 48% of those who *did not* plan on taking the language exams agreed or strongly agreed when asked whether they would feel comfortable taking a course taught fully in English, as seen in Figure 7. These results are limited since the questionnaire participants are self-judging their English ability. Yet the data shows that out of the 97 students not planning on taking an English proficiency examination, 48% consider themselves qualified to take courses in English (deduced from Figure 7). Maintaining the exam requirement would close a potential market of students capable of taking WPI's MBA courses.



**Figure 5: Prospective MBA students overwhelmingly feel that western degrees are superior to their Chinese counterparts**



**Figure 6: Only 36% of the 185 students planning on pursuing an MBA are also planning on taking an English proficiency exam**



**Figure 7: Of the students planning to pursue an MBA after graduation and who do not plan to take an English proficiency exam, 49% feel comfortable taking a course fully in English**

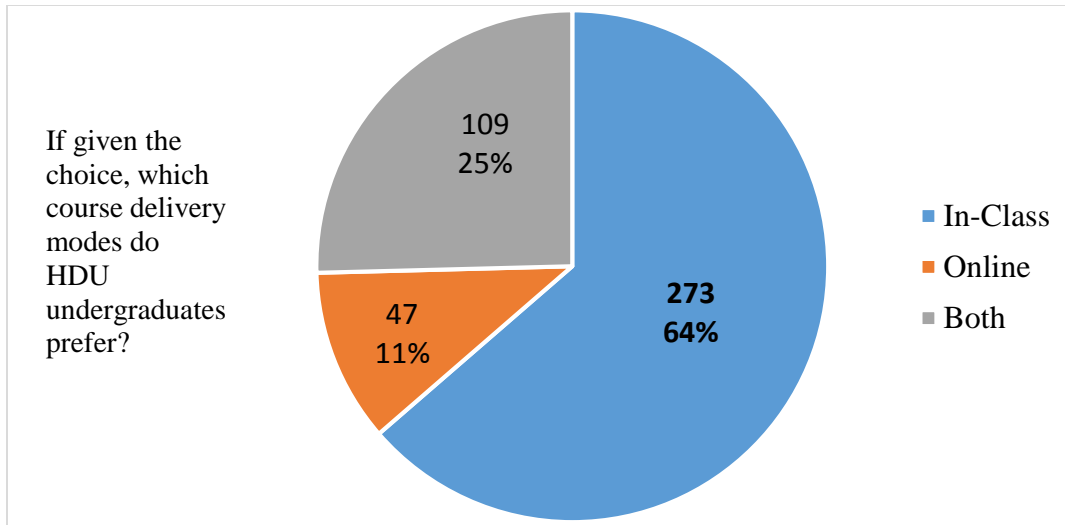
The results shown in Figure 7 represent answers from Prospective MBA students who do NOT plan on taking any of the language exams. These students answered “None” in the pie chart shown in Figure 6.

Feedback from the focus group of current MBA students from HDU showed that the TOEFL/IELTS requirement from WPI could be a difficult requirement to meet for Chinese students. When the focus group students were presented with the required minimum English test scores, one of them exclaimed “This could maybe be easy for an undergrad, all they do is study all time, but for us it would be difficult, we work too.” As seen in Appendix F, many of the focus group students stated that it was difficult to learn, and in some cases relearn, another language at their age. Not only would relearning a language be difficult but also expensive. During the focus group we learned that it costs RMB 2,000 (approximately USD 315) to take the TOEFL each time; this does not include the cost for preparation classes. Also, one individual mentioned that if they were to pass the TOEFL they would rather apply to a more prestigious university. One of the students in the focus group studied in the United States for part of his undergraduate education, and clarified that even if someone passed the TOEFL it did not mean that they were sufficiently fluent in English to fully participate in class discussions. He passed the TOEFL, but personally struggled in his studies. He shared, “the knowledge from the exam is not the same like what you need for working with American students. I feel like a baby who cannot speak.”

Given more time, we would have conducted a field test that involved surveying students who took the TOEFL and interview them about the process that they underwent and whether or not the test was worth the effort. The information gained from these interviews would have helped us gain a perspective on how much the TOEFL truly represents a test taker’s English proficiency.

#### **4.6 Chinese students prefer in-class lectures over online courses**

One of the questions in the undergraduate survey (Appendix B) asked participants whether they preferred classes to be delivered through lectures, online, or a hybrid of both. According to the undergraduate survey results, we found that 64% of participants preferred attending classes in person over the online option, as shown in Figure 8. With online classes only preferred at 11%, it was established that Chinese students do not generally desire this option. The in-class option was the most popular delivery mode among the potential students; however, WPI’s current part-time MBA model is a hybrid curriculum which involves attending both online and in-person classes. It is necessary for WPI MBA students to complete both in-class courses and online courses as part of WPI’s hybrid curriculum. Since the AACSB regulations are rigid, if any major change was to occur to the currently proposed joint program the AACSB accreditation would be lost.



**Figure 8: The majority of HDU undergraduates prefer to take courses entirely in class**

When the question of preferred class delivery mode was raised during the focus group (see Appendix F), the part-time MBA students agreed that they preferred in class lectures as well. They added that they would not mind a mixture of online and in-class lectures. Even though online lectures are not as desired by students, the proposed MBA program would still include a hybrid curriculum. Due to this, it was necessary to also test if WPI’s educational sites were accessible in China. WPI uses a Virtual Learning Environment called “Blackboard” (my.wpi.edu) as a teaching platform. Each team member that had any active classes on the site was able to successfully access all lecture notes, PDFs, videos, links and content available on Blackboard. Only links to sites that are currently blocked in China were not accessible, please see Appendix L for a comprehensive, but not all inclusive, list. This meant that the online lectures could be delivered to students in China and will only be limited by the internet speed of the Blackboard user.

Some of WPI’s courses are taught online, and will require a steady internet connection. In order to evaluate the internet capabilities, a speed test was conducted on HDU’s campus Wi-Fi. Networkworld.com reported that the US had an average download speed of 11.9 Mb/s in the first 2015 quarter. As shown in Table 8, an average of all data collected from speedtest.net concluded that the speed of HDU’s Wi-Fi, “i-HDU”, was slower than the average US internet speed, but still capable of supporting WPI’s online lectures. Part-time MBA students generally complete the online lectures in their own homes for convenience, but without willing volunteers, only the HDU

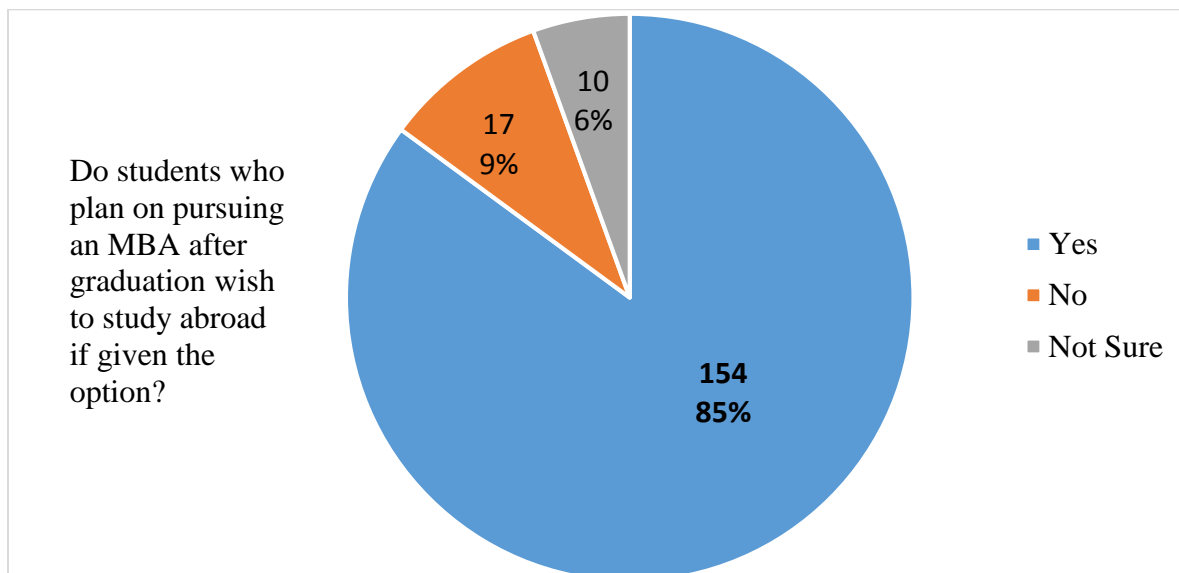
campus Wi-Fi was evaluated. It was assumed that home internet will be much faster and reliable than HDU’s shared internet, and may be able to support the online aspect of the program.

**Table 8: Average HDU Wi-Fi ("i-HDU") Internet Speed using “Speedtest.net”**

Download Speed	3.62 Mb/s
Upload Speed	0.237 Mb/s
Ping	29.7 ms

#### 4.7 Prospective Chinese students prefer to study abroad

As shown in Figure 4, only 42% of the respondents answered that they wanted or planned to obtain an MBA. This was expected, as the questionnaire was distributed to undergraduate students regardless of their major, and as a result, not all would be pursuing an MBA. In the same questionnaire, Undergraduate Survey (Appendix B), participants were asked “would you like to complete part of your MBA in the United States?” From the 42% of the survey population that planned on obtaining an MBA in the future, 85% answered that they would like to study abroad, as seen in Figure 9. This data shows a strong interest and potentially a market in studying abroad for students interested in achieving a MBA degree.



**Figure 9: The majority of students planning on pursuing an MBA after graduation wish to study abroad if given the opportunity**

The data collected from the focus group further supported the finding that students prefer to study abroad. During the focus group interview, current part-time MBA students were asked, “would you be interested in traveling to the US to complete part of a Western MBA degree despite increased cost for room/board expenses, travel, and lost working hours?” They all agreed that they desire to travel to the United States to complete part of their degree. As the discussion continued, students were asked whether they would rather pay an approximate cost of RMB 275,000 (USD 43,375) for a Western degree that they could complete in China, or pay RMB 290,000 (USD 45,741) to get the same degree but have the opportunity to go to the United States for two months. The focus group argued the point that if MBA students were going to pay the high tuition price, which was estimated at the time, for the proposed program, students might as well study in America as part of the degree requirement (see Appendix F for focus group notes). These participants felt that it was important to experience the full Western learning experience and preferred a program that included studying in the United States. One of the students went on to say, “You do it for the experience you get, if don’t go, it’s not the same.” The data gathered from both the questionnaires and the focus group reflected on the strong desire from both undergraduate and current MBA students to study abroad as part of an educational degree.

#### **4.8 HDU can offer recruitment services, logistics, facilities, and other such resources**

Before arriving in Hangzhou the team interviewed the sponsors at WPI’s Foisie School of Business. The team asked Dr. Sarkis, about the WPI program course structure, financial plan, and implementation steps (Appendix G). From these interviews, we found that since the program would be established at HDU, the university may need to take a large part in establishing resources on site. Professor Norman Wilkinson stated during his interview that resources such as classrooms and faculty facilities needed to be known ahead of time in order for WPI to accommodate any resource that HDU could not commit to the program. Both Dr. Sarkis and Paul Mack, Director of Business Operations at WPI’s School of Business, agreed with Wilkinson’s statement when asked their thoughts on the matter.

In our interview with the Executive Director of Hangzhou Dianzi University’s MBA program, Professor Zuobing Fan, he stated that HDU would be willing to provide resources for the program. However, he stressed that even though such services and resources were available, their actual implementation in the collaborative program depended on future negotiations on a

much higher level than the current Memorandum of Understanding between the two Schools of Business. Similar to WPI's response, these resources and services are not definite and agreed upon, and will need additional discussions on a higher level between the two institutions. As a result from an interview with a staff from HDU (Appendix H) we found the following:

- When HDU and a foreign institution start a cooperative program, the foreign institution needs to follow official procedure. HDU sends an invitation to the foreign Institution. The delegation head sends the delegation student list, team list, itinerary, and the purpose and goal of the students from their International Affairs office. This communication is crucial in maintaining smooth communications between both universities.
- When creating an official agreement between institutions, both university presidents negotiate and develop a concrete program agreeable to both sides. Both international affairs departments will create all necessary articles and documents to be verified by lawyers. The agreements will then be signed by the Presidents of each university either in person or through the proper channels.

In order to establish the part-time MBA, agreements will have to be made at the University level.

In this chapter we provided an overview of our findings from the data we gathered, and discussed some limitations of these findings. We discussed Chinese students' preference of the western MBA, and provided cost analysis of WPI's part-MBA versus other top ranking part-time MBAs in the United States. The incorporation of HDU courses to the proposed course structure, which made the proposed program less costly was also addressed. We then transitioned to cost being a major factor when it comes to attracting potential students. In this section we also discussed our findings regarding the English proficiency exam being an obstacle for attracting potential students, prospective students' lecture taking preferences, and how students preferred to study abroad. Lastly, we addressed HDU's ability to provide resources for the program. In the next chapter we will discuss the conclusions and recommendations based on our findings.

## **CHAPTER 5: CONCLUSIONS & RECOMMENDATIONS**

After analyzing the data presented in the Findings chapter, the team made a number of conclusions about the feasibility of this program. This chapter will discuss the key findings and their implication. Additionally, recommendations for this proposed program are included. We found that there is a market for a western degree in China, and that the program is feasible after some adjustments are made to WPI's current MBA. While the fine details of this program's future are beyond the scope of this feasibility study, the team will recommend the "next steps" both universities must take to create a successful collaborative MBA. We also will discuss the two major directions we recommend, and provide a comprehensive outline for each.

### **5.1 WPI's current part-time MBA cost is not feasible in the Hangzhou market**

The current USD 69,852 (RMB 442,861.68) cost of WPI's Innovator's MBA is not feasible in Hangzhou's current market. As seen in Table 4 WPI's tuition was much more expensive than that of many well-known universities in China, and was seven times more expensive than HDU's current USD 10,252.37 (RMB 65,000) part-time MBA. The large difference in tuition prices between WPI and Chinese universities can be attributed to various factors such as the differing educational cultures, and the currency exchange rate; although this is out of the scope of our project. One of our priorities throughout the project was to lower the cost of WPI's part-time MBA to make it more attractive to prospective students. Seeing that HDU charges much less per credit hour, certain courses could be used in place of their WPI counterparts, thereby lowering this program's tuition. Based on this conclusion, we recommend for both WPI and HDU personnel to address ways to cut cost as a team. We also made recommendations later in the chapter with suggestions on how to cut cost.

### **5.2 HDU courses are needed to lower costs**

As previously stated in the Findings chapter, each HDU credit hour costs USD 236.60 (RMB 1,500), while WPI's rate was USD 4,098 (RMB 8,660) per credit hour. Four courses are "waivable foundation courses", meaning that these four courses could be transferred from another institution as long as the material covered was similar. These four waivable WPI foundation courses were FIN500, FIN501, MKT 500, and OIE500. Potential equivalent replacements were found for these four courses when we compared WPI's and HDU's course catalogues; course



descriptions for both the four WPI foundation courses and the suggested HDU replacement courses can be found in Appendix B. The comparisons of these course descriptions were sent to WPI for review. In addition, the Innovator's degree allows three elective courses to be transferred from another institution. These makes a total of seven courses that could be taken from HDU's current MBA curriculum. By replacing these seven courses with equivalents from HDU, the tuition cost could be cut by 39%, to USD 43,380 (RMB 275,034), as discussed in the Findings chapter. We recommend that HDU courses be evaluated for compatibility by WPI staff and, if approved, be used for the Innovator's degree to lower the cost of the program.

### **5.3 The TOEFL or IETLS requirement deter prospective students**

WPI's required English proficiency exam could limit the market of potentially qualified students that would apply to the program. As presented in the WPI's required English proficiency exam is an issue Findings chapter, when survey participants who preferred Western MBAs were asked whether they planned on taking the TOEFL or IETLS, only 36% were planning on taking either examination. 58% of these students did not plan on taking any English proficiency exam at all. Furthermore, according to the self-rated English proficiency question in the undergraduate survey (see question 6, Appendix B), 48% of those who did not plan on taking an English exam felt comfortable taking courses fully taught in English. We were limited by the participants' self-judgment of their English ability which could have led to a bias. Despite this, the results showed that there was a potential untapped market of students that would want to obtain the Western MBA and be capable of understanding the classes taught in English. As mentioned in the Findings chapter, Professor Fan also expressed concern with the English proficiency examinations, and believed that this would limit the potential applicant pool for this program. Not only do these exams cost a lot of money per attempt, but are also time consuming to prepare for. Additionally, many other local International MBAs waive this requirement in favor of an in-person English interview that does not require the same intensive courses that a proficiency exam would. This makes it difficult for this prospective WPI MBA collaboration to compete with other similar programs. The current English examinations do not reflect the students' true English proficiency and thus is not a reasonable requirement for non-native speakers. Based on these findings, we recommend that the TOEFL/IETLS examination requirement be waived, minimum score be lowered, and/or provide a series of interviews to test English proficiency of prospective students.

#### **5.4 Prospective Chinese students prefer to study abroad**

Results from the undergraduate survey showed that 85% of participants that were interested in obtaining an MBA also preferred to complete part of their MBA abroad. This data was further supported by the strong desire of the MBA focus group to study abroad if completing a western MBA degree. The focus group argued the point that if students were going to pay the high tuition price, they want to be able to complete courses in the United States as part of the full Western experience. From these two data results, it was evident that when students are considering a foreign affiliated MBA program, there is a strong interest in studying abroad. Initially, the vision of the proposed program was a WPI MBA program run entirely in China, but with such a compelling finding, the team evaluated the possibility of adding the option of studying abroad on WPI's campus as part of the MBA requirement. Professor Wilkinson, Director of Programs at WPI's School of Business, discussed the possibility of Chinese students completing their Graduate Qualifying Project (GQP) on the WPI campus (see Appendix G). The GQP a suitable course to complete in the United States, as the students would gain real Western team project experience. Additionally, seeing the difficulties the team had in contacting businesses without direct connections, it would be a problem to find sponsor companies for the GQP projects. We recommend the proposed program to include an option to complete the GQP requirement, or other project-based courses, in the United States.

#### **5.5 To establish the part-time MBA program, agreements will have to be made at the university level**

From initial meetings with WPI sponsors, we were informed that international collaborations between universities could be made on two levels: Agreements between schools (such as the current Memorandum of Understanding between WPI's School of Business and HDU's School of Business), and agreements between universities (such as a legal agreement between university Presidents). As a result from an interview with a HDU staff member, we were able to obtain a summary of the procedure and official regulations required when implementing a program between HDU and a foreign institution at a university level agreement. It is recommended that WPI follows this official procedure when proposing the program in order to avoid any obstacles. Implementing an entire academic program would involve the interaction on the university level. It was concluded that an agreement needs to be signed by both presidents of the

universities. Only after negotiations are agreed upon by both institutions can the proposed program proceed to the next stage.

In addition to the conclusions and recommendations we have made thus far based on our findings, we also have recommendations for both WPI and HDU administration in the School of Business.

## **5.6 Recommendations to WPI Foisie School of Business**

First, WPI should assign a formal liaison to this program, allowing for easy and organized communication between the two institutions throughout this program's formative years, and beyond. As mentioned before, both the cost and English requirements for this program have been a source of major concern for our HDU sponsors. It is recommended that both the English requirements and tuition be reconsidered during the first years of this project to ensure the program can tap the largest market of prospective students possible. After this program becomes well-known and gains prestige in Hangzhou, and nearby cities, cost and English requirements can be altered again to compensate for a growth in the application pool.

In order to maintain the program competitive it would be ideal to provide a housing grant, or meal plan discount, while the students reside on site at WPI. It would be best, to include the price of books in the tuition cost and provide any necessary books for the students, as it is customary to do at HDU; this will also make it easier for students. Additionally, both HDU staff and students are unfamiliar with Blackboard, the primary Virtual Learning Environment that will be used to deliver content while professors are in the United States. Seeing this, WPI must put in a concerted effort and the necessary resources to teach HDU staff how Blackboard operates, so that they can pass on this knowledge to the students. IT resources also need to be provided in case any problems occur. Lastly, schools in China offer certificates of completion as well as Diplomas. Oftentimes hiring companies look at the certificate with more importance than the diploma itself. These certificates list accomplishments and course load of the student; WPI should award a certificate in addition to the diploma, to see an example of what these look like see Appendix M. While WPI would have many responsibilities in this venture, HDU staff would also need to provide the adequate resources for the program to be sustainable.

## **5.7 Recommendations to HDU MBA Center**

Since the majority of the program will be taking place in Hangzhou, HDU should provide the necessary facilities for students to complete their work. These include but are not limited to classrooms, computer labs, and access to necessary university buildings such as the library. While in this program students should also have the same benefits current HDU part-time MBA students have. Since the proposed program would be more expensive than the current part-time MBA, it would be ideal if students obtained the same benefits, such as ID card and access to the same things. An HDU liaison would also be needed, in particular to assist with the coordination of WPI professors while at WPI. If the TOEFL/IELTS requirement is waived, HDU may need to provide an on-site interviewer to test prospective students' English proficiency. The interview service may also be provided by WPI via online interview. The MBA center will also need to provide books and supplies for the courses taught by HDU staff. Some of the teaching staff, with the aid of WPI, will need to familiarize themselves with Blackboard in order to teach students how to use all functions of the software. Lastly, but most importantly, with the help from WPI staff, HDU will need to develop a strong marketing plan to promote program growth. This will be one of the more crucial parts in the beginning stages of the program.

As a result of our findings, we determined that the current cost of the WPI part-time MBA degree is not feasible in the Hangzhou market. Directly porting the Innovator's MBA program to HDU would not be competitive against other similar programs. Also, the high test scores of English requirement for the working professional applicants would decrease the potential market as well. However, this is also true of our HDU sponsors, as we could not offer a program that offered a sizeable number of WPI MBA and at the same time stay within their ideal price range of RMB 110,000 (USD 17,350.16). Official decisions cannot be made until meetings are held between official representatives of both schools' business departments, and an agreement is made where both parties are satisfied. However, to act as a guide, or initial step for this process, the team outlined two potential programs, as summarized in Table 9.

**Table 9: Comparison of proposed degree Track 1 and Track 2**

<b>Criteria</b>	<b>Track 1 Proposed WPI Innovator’s MBA Degree</b>	<b>Track 2 Proposed HDU International MBA, with WPI Partnership</b>
<b>Cost</b>	RMB 285,198.65 USD 44,984.01	RMB 195,780.97 USD 30,880.28
<b>English Proficiency</b>	English interview (No TOEFL or IELTS)	English interview (No TOEFL or IELTS)
<b>Degree</b>	WPI degree. Certificates from both HDU and WPI.	HDU degree. Certificate from WPI.
<b>Total Course Load</b>	7 HDU courses 8 WPI courses at HDU 1 Graduate Qualifying Project at WPI campus	11 HDU courses 4 WPI courses at HDU 1 Graduate Qualifying Project at WPI campus. OR 1 WPI course at WPI campus and a thesis/dissertation
<b>Program Length</b>	2.5 to 5 years	2.5 to 5 years
<b>AACSB Accreditation</b>	Yes. The accreditation carries over from WPI’s Innovator’s MBA	No. If the program succeeds, both universities can pursue further accreditation
<b>Study Abroad (In the United States)</b>	Students will complete one Graduate Qualifying Project on the WPI Campus	Students will complete one Graduate Qualifying Project on the WPI Campus OR 1 WPI course, if dissertation is required by for Chinese degree
<b>Scholarships Available</b>	United States scholarships available by merit (In addition to considering a housing grant)**	No (consider awarding a housing grant while studying abroad)**
<b>Campus Benefits*</b>	Yes	Yes

## 5.8 Track 1: WPI Innovator's Degree

As detailed by the comparative analysis in Table 10, Track 1 would remain closest to the WPI Innovator's MBA, while changing several key factors to remain sustainable in the Chinese market. As a result of the undergraduate surveys, focus group, and HDU sponsors citing cost as a major issue, the focus of this track was cutting costs while still maintaining WPI's AACSB accreditation. In order for this program to retain the Innovator's MBA's accreditation, its course structure must be functionally identical to that of the existing WPI MBA program. However, thanks to the built in flexibility of this degree program, up to seven of the sixteen required courses could be replaced with equivalents from other graduate business schools. This allowed the team to create a 7 – 8 – 1 course load split, with seven HDU courses taught at a lower tuition rate and eight WPI courses taught on HDU campus by WPI professors. The final course would be the student's Graduate Qualifying Project, to be achieved over a two month period spent at WPI's campus. This feature was added to give the program additional value for its comparatively high price point of RMB 285,198.65 (USD 44,984.01).

While students are allowed the option to apply for U.S scholarships, no such financial aid is guaranteed to all applicants. A more detailed cost breakdown of this proposed program can be seen in Table 10. Additionally, as shown in our findings section "WPI's required proficiency exam is an issue", we believe that using the TOEFL and IELTS exams as a gauge of English proficiency is not recommended, as even many high-scoring students do not have a strong grasp of oral English. As a result of this, we recommend that WPI waives English test requirements, and instead holds English interviews with prospective students. This is a technique used by many local English programs, and will greatly increase the program's market, as these tests can be extremely intimidating. The track 1 program would result in the awarding of a degree from WPI, along with a certificate from HDU's school of business.

**Table 10: Track 1-Proposed WPI Innovator’s MBA Degree Cost Breakdown**

<b>Proposed Tuition (Chinese Translation)</b>	<b>USD</b>	<b>RMB</b>
Tuition <sup>1</sup> (学费)	\$ 41,850.45	¥ 265,331.88
WPI Graduate Fee (WPI 毕业费用)	\$ 60.00	¥ 380.40
HDU Fees <sup>2</sup> (HDU 费用)	\$ 533.12	¥ 3,380.00
Books & Supplies (书籍&生活用品)	\$ 918.30	¥ 5,822.00
Medical Insurance <sup>3</sup> (医疗保险)	\$ 122.14	¥ 774.37
Housing at WPI-2 Months (WPI 住宿两个月)	\$ 1,000.00	¥ 6,340.00
Meal Budget at WPI-2 Months (WPI 伙食费两个月)	\$ 500.00	¥ 3,170.00
<b>Approximate Total For Master's Degree (硕士学位学费总计)</b>	<b>\$ 44,984.01</b>	<b>¥ 285,198.65</b>
Notes:		
<p>1- The proposed WPI MBA degree would be composed of 7 courses from HDU and 9 courses from WPI. The nine courses from WPI include the Graduate Qualifying Project (GQP), which is the equivalent of a thesis or dissertation.</p> <p>2- HDU fees include the cost of using classrooms, computers, access to HDU facilities etc.</p> <p>3- Two months of medical insurance needed for when the student travels to the United States. Using insubuy.com, a company that sell insurance packages for foreigners; the Student Secure plan was chosen. Students with a J-1 or J-2 visa are eligible. Students that can prove full time status while studying abroad are eligible as well. Students attending this program meet both of these criteria. The approximate cost based on a quote provided by them is USD 122.14 (RMB 774.37).  <a href="https://www.insubuy.com/student-secure/international-student-insurance/">https://www.insubuy.com/student-secure/international-student-insurance/</a></p>		

**Table 11: Track 1 and Chinese universities comparison**

<b>Criteria</b>	<b>Track 1 Proposed WPI Innovator’s MBA Degree</b>	<b>Shanghai Jiaotong University</b>	<b>Zhejiang University</b>	<b>Zhejiang Industry and Commerce University</b>
<b>Cost</b>	RMB 285,198.65 USD 44,984.01 (Includes travel abroad costs)	RMB 308,000 USD 48,580.44 (Includes travel abroad)	RMB 200,000 USD 31,545.74 (Includes travel abroad)	RMB 386,740 USD 61,000 TUITION ONLY WHILE ABROAD
<b>English Proficiency</b>	English interview (No TOEFL or IELTS)	English test and interview	TOEFL or IELTS	TOEFL (offered for free)
<b>Degree</b>	WPI degree; Certificates from both HDU and WPI	Marseille KEDGE Business School Degree; Shanghai Jiaotong University Certificate	Zhejiang University diploma & MBA certificate. Master's degree in from McGill University	AACSB MSU Certificate
<b>Program Length</b>	2.5 to 5 years	23 months	2.5-5 years	1 year abroad
<b>AACSB Accreditation</b>	Yes. The accreditation carries over from WPI’s Innovator’s MBA	AACSB Certified	No	Yes
<b>Study Abroad</b>	Students will complete one Graduate Qualifying Project on the WPI Campus	Study in 1 country. Options: USA, France, Britain, Japan, and South Africa; 1 week abroad	No	Yes. At Missouri State University
<b>Scholarships Available</b>	Yes. Merit based (In addition to considering a housing grant)**	No	Yes	Yes

### **5.9 Track 2: HDU International MBA with WPI certificate**

Track 2, while not offering a degree from WPI, aims to offer part of the western experience for an affordable price. Seeing as cost was the primary concern in this track, the team was able to create a healthy balance of WPI and HDU courses that would result in a total tuition cost of RMB 195,780.97 (USD 30,880.28). This was achieved by creating a 11 – 4 – 1 course load split, with



11 HDU courses taught at their lower tuition rate, 4 WPI courses taught at HDU, and the same 1 Graduate Qualifying Project to be achieved over a two month period on WPI's campus. However, seeing that this track contains far fewer WPI courses, it does not hold up to the standards of WPI's AACSB accreditation. This means that the program suggested in track 2 will not be AACSB accredited straight from its initial launch. While this accreditation can be pursued once the program has proved to be successful, it would require great amounts of time, energy, and resources to apply for it. Like in track 1, all WPI courses would be taught in English necessitating an English interview requirement for admissions. However, seeing as the majority of the courses taught to students will be from HDU, the end result of this program will be an MBA degree from HDU's school of business accompanied by a certificate from WPI. As the awarding institution in this case will be Chinese, students would not get the chance to apply for merit scholarships from both WPI and other sources in the United States. A more detailed cost breakdown for this track can be seen in Table 12.

**Table 12: Track 2-Proposed HDU International MBA Cost Breakdown, with WPI Partnership**

<b>Proposed Tuition (Chinese Translation)</b>	<b>USD</b>	<b>RMB</b>
Tuition <sup>1</sup> (学费)	\$ 28,297.57	¥ 179,406.60
HDU Fees <sup>2</sup> (HDU 费用)	\$ 533.12	¥ 3,380.00
Books & Supplies <sup>3</sup> (书籍&生活用品)	\$ 427.44	¥ 2,710.00
Housing-2 Months (2 个月住宿费)	\$ 1,000.00	¥ 6,340.00
Meal Budget-2 Months (2 个月伙食费)	\$ 500.00	¥ 3,170.00
Medical Insurance <sup>4</sup> (医疗保险)	\$ 122.14	¥ 774.37
Approximate Total For Master's Degree (硕士学位学费总计)	<b>\$ 30,880.28</b>	<b>¥ 195,780.97</b>

Notes:

- 1- The proposed WPI MBA degree would be composed of 11 courses from HDU and 5 courses from WPI. Since this would be an HDU MBA, it would be up to the HDU sponsors to decide whether the degrees capstone would be the Graduate Qualifying Project (GQP) or a thesis/dissertation.
- 2- HDU fees include the cost of using classrooms, computers, access to HDU facilities etc.
- 3- Cost for books and supplies at HDU USD 236.59 (RMB 1500). Since taking 11 courses.  $\frac{3}{4}$  of book cost will come from HDU
- 4- Two months of medical insurance needed for when the student travels to the United States. Using insubuy.com, a company that sell insurance packages for foreigners; the Student Secure plan was chosen. Students with a J-1 or J-2 visa are eligible. Students that can prove full time status while studying abroad are eligible as well. Students attending this program meet both of these criteria. The approximate cost based on a quote provided by them is USD 122.14 (RMB 774.37). <https://www.insubuy.com/student-secure/international-student-insurance/>

While both of these new proposed prices from Tracks 1 and 2 are noticeably cheaper than WPI's Innovator's MBA, they are still more expensive than the local MBA degrees in the greater Hangzhou area. However, as shown by our results, the students will earn a unique experience not available at other institutions. No other local MBA program awards a degree from a western institution, and most of them send students abroad to do project work in the United States. As mentioned by students in the graduate focus group, this experience is worth the extra tuition fee for admission. Additionally, as long as this program gets an initial class, it can grow its reputation to reach the larger market the team has been aiming for. We suggest for further study on the graduate and working professional population in order to get a more accurate and in depth understanding of the current market for this proposed program. Appendices D and E, the Working Professionals Survey and the English Training School survey, would prove useful surveys in this continued study. Furthermore, we suggest that a comprehensive program structure be developed as well and marketing plan for the proposed MBA.

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## **APPENDICES**

### **APPENDIX A – AACSB Standards**

1. The school must provide a distinct mission, its expected outcomes, and strategies on how to achieve said mission. The school must also provide evidence of past improvement/innovation, and plans on how to continue this.
2. The school must provide intellectual contributions consistent with the previously stated mission.
3. The school has a financial plan to sustain the pursuit of said mission.
4. The school must have pre-existing policies/procedures for the admission of students, and resources to provide career development in line with their stated mission.
5. All students have access to the required education to achieve their degree.
6. The school has an established, well-documented process to manage faculty.
7. The school maintains a faculty capable of providing education across the range of provided degree programs.
8. The school utilizes a system for revising degree program goals, and curricula to achieve those goals.
9. The school's curriculum is appropriate to achieve the general expectations for its degree program.
10. The school's curriculum facilitates student-faculty and student-student relations.
11. The school's degree program structure is appropriate to general expectations, such as time-to-degree.
12. The school has the means to enhance the teaching effectiveness of faculty.
13. The school's curriculum facilitates its student's academic and professional engagement.
14. The school has the proper executive education, if applicable.
15. The school properly manages faculty who are academically and professionally engaged in order to support the school's mission.

## APPENDIX B – Undergraduate Survey

Delivery Method: Online & paper copies

Questionnaire Link: <http://www.sojump.com/jq/6181498.aspx>



Undergraduate Survey QR code

### 西方工商管理硕士学位的调查 (MBA Survey)

Hello!

We are four students from Worcester Polytechnic Institute (WPI) in the United States working on bringing WPI's Western MBA program to Hangzhou China.

Please help us out by filling out this survey. Your help is greatly needed for our project to succeed. We understand that your time is very valuable, if you provide your contact information in the last question, after answering the survey you will have the chance to win 200 yuan! The winner will be selected at random.

The survey closes on Thursday November 12 at midnight.

Sincerely,

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

您好!

我们是从美国伍斯特理工学院（WPI）来的四个学生，我们正在努力把 WPI 的西方 MBA 项目带到中国杭州。在我们的语言合作伙伴杭州电子科技大学（HDU）的帮助下，我们正在非常努力搜集您对这个项目的建议。

非常感谢您在百忙之中抽出时间填写本次问卷。您的填写是对我们最大的帮助，再次感谢您的配合，如果您在最后一题留下联系方式，我们将随机抽取填写者获价值 200 元的红包！

本次问卷调查将于 11 月 12 日结束。

此致,

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

1. 如果不考虑钱的问题, 您会偏向于西方 MBA 学位还是中国 MBA 学位? (If money was not an issue, would you prefer a Western MBA degree or a Chinese MBA degree?)

回答 (Answers)

A. 西方 MBA 学位(Western MBA)                      B. 中国 MBA 学位 (Chinese MBA)

2. 您会把工商管理硕士学位当成你考研的一种选择吗? (Are you interested in obtaining a Master's in Business Administration as part of a graduate education?)

回答 (Answers)

A. 是 (Yes)                      B. 否 (No)                      C. 不知道 (Not sure)

2a. 如果攻读 MBA 学位, 您会选择哪些中国或美国的大学? (What university in China or the United States would you be interested in attending for your MBA?)

3. 您愿意花费更多的钱去获得西方 MBA 学位吗? (Would you be willing to pay more money to obtain a Western MBA degree?)

回答 (Answers)

A. 是 (Yes)                      B. 否 (No)                      C. 不知道 (Not sure)

4. 您能接受花费 262,700 元去获得西方文凭? (Could you afford the tuition price of 262,700 RMB for a Western degree?)

回答 (Answers)

A. 是 (Yes)                      B. 否 (No)                      C. 不知道 (Not sure)

5. 您愿意去美国完成部分 MBA 学习吗?  
(Would you like to complete part of your MBA in the United States?)

回答 (Answers)

A. 是 (Yes)                      B. 否 (No)                      C. 不知道 (Not sure)

6. 如果您所在学校使用英语授课, 您对这些课程的接受度如何? 请选出您的选项。  
(If my university offered a course fully in English I would feel very comfortable taking that course)

A. 非常能接受    B. 能接受    C. 一般    D. 不能接受    E. 坚决不接受

A. Strongly Agree    B. Agree    C. Neutral    D. Disagree    E. Strongly Disagree



7. 您更喜欢网上授课方式还是课堂讲授的方式? (Do you prefer to take classes that are offered completely online or in-class lectures?)

答案选项: (Answer options)

- A. 网上授课 (Online)
- B. 课堂讲授 (In-class)
- C. 都可以 (Either/Both)

如果您的回答是“都可以”，那么请回答以下问题 (If you answered “Either/Both” please answer the following question)

7a. 您更希望哪些内容可以通过在线平台完成? (多选):

What aspects of a class do you prefer on an online platform (select all that apply)

- A. 讲座 (Lectures)
- B. 家庭作业 (Homework)
- C. 考试 (Exams)

8. 您有学习雅思或者托福的计划吗?  
(Do you plan on taking the TOEFL or the IELTS?)

- A. 托福 (TOEFL)
- B. 雅思 (IELTS)
- C. 没有 (None)

9. 您有留在浙江工作的计划吗?  
(Do you plan to work in the Zhejiang province?)

回答 (Answers)

- A. 是 (Yes)                      B. 否 (No)                      C. 不知道 (Not sure)

10. 您的专业是?  
(What is your major?)

11. 本问卷将随机发放 200 元的红包奖励，请留下您的联系方式，以便我们可以联系到您。例如手机号码，QQ，微信号，电子邮件等。(If you would like to participate in the raffle to win the 200 yuan please write your e-mail, cell phone number or weChat ID)

## APPENDIX C – Graduate Survey

Delivery method: E-mail with .docx attachment. Sent out by the HDU MBA center.

### MBA 的调查 (Graduate MBA Survey)

Hello!

We are four students from Worcester Polytechnic Institute (WPI) in the United States working on bringing WPI's Western MBA program to Hangzhou China. We are working very hard with the help of our great Hangzhou Dianzi University (HDU) language partners to make a strong proposal for this project.

Please help us out by filling out this survey. Your help is greatly needed for our project to succeed. We really appreciate taking time out of your busy schedule to help us.

Sincerely,

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

您好!

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非常感谢您在百忙之中抽出时间填写本次问卷。您的填写是对我们最大的帮助，再次感谢您的配合！

此致，

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

1. 如果不考虑钱的问题，您会偏向于西方 MBA 学位还是中国 MBA 学位？(If money was not an issue, would you prefer a Western MBA degree or a Chinese MBA degree?)

回答 (Answers)

- A. 西方 MBA 学位(Western MBA)      B. 中国 MBA 学位 (Chinese MBA)

2. 您愿意花费更多的钱去获得西方 MBA 学位吗？(Would you be willing to pay more money to obtain a Western MBA degree?)

回答 (Answers)

- A. 是 (Yes)  
B. 否 (No)  
C. 不知道 (Not sure)

请解释您选择的原因: (Please explain your answer)

2a. 如果您上一题的选择为“是”，那么请问你喜欢西方 MBA 的哪些方面？

(If you answered yes to the last question, what are some aspects of Western MBA programs that you like?)

3. 您愿意去美国完成部分 MBA 学习吗？

(Would you like to complete part of your MBA in the United States?)

回答 (Answers)

A. 是 (Yes)

B. 否 (No)

C. 不知道 (Not sure)

4. 如果您所在学校使用英语授课，您对这些课程的接受度如何？请选出您的选项。

(If my university offered a course fully in English I would feel very comfortable taking that course)

A. 非常能接受    B. 能接受    C. 一般    D. 不能接受    E. 坚决不接受

B. Strongly Agree    B. Agree    C. Neutral    D. Disagree    E. Strongly Disagree

5. 您更喜欢网上授课方式还是课堂讲授的方式？(Do you prefer to take classes that are offered completely online or in-class lectures?)

答案选项: (Answer options)

A. 网上授课 (Online)

B. 课堂讲授 (In-class)

C. 都可以 (Either/Both)

如果您的回答是“都可以”，那么请回答以下问题 (If you answered “Either/Both” please answer the following question)

5a. 您更希望哪些内容可以通过在线平台完成？（多选）：

What aspects of a class do you prefer on an online platform (select all that apply)

A. 讲座 (Lectures)

B. 家庭作业 (Homework)

C. 考试 (Exams)

6. 在您的心中，是什么导致西方 MBA 学位与中国 MBA 学位的不同？

(In your mind, what makes a Western MBA different from a Chinese MBA?)

## APPENDIX D – Working Professional Survey

Delivery method: Online

Questionnaire link: <http://www.sojump.com/jq/6458751.aspx>



Business Survey QR code

Hello!

We are four students from Worcester Polytechnic Institute (WPI) in the United States working on bringing WPI's Western MBA program to Hangzhou, China.

Please help us out by filling out this survey. Your help is greatly needed for our project to succeed.

Sincerely,

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

您好！

我们是从美国伍斯特理工学院（WPI）来的四个学生，我们正在努力把 WPI 的西方 MBA 项目带到中国杭州。在我们的语言合作伙伴杭州电子科技大学（HDU）的帮助下，我们正在非常努力搜集有助于这个项目实施的相关信息。

非常感谢您在百忙之中抽出时间填写本次问卷。您的填写是对我们最大的帮助，再次感谢您的配合！

此致，

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

1. 您是否计划在获得一个硕士学位在企业管理？ (Are you planning on getting a Master's degree in Business Management?)
  - A. 是 (Yes)
  - B. 否 (No)
  - C. 不知道 (Not sure)
  - D. 我已经有 (I already have one)

2. 你喜欢西方的 MBA 或中国 MBA? (Do you prefer a Western MBA or a Chinese MBA?)
- A. 西方 MBA 学位(Western MBA)      B. 中国 MBA 学位 (Chinese MBA)
3. 哪个你最看重的 MBA 课程? (Which do you value most in an MBA program?)
- A. 业务连接和网络 (Business connections and networking)  
B. 素质教育(Quality education)  
C. 机构的威信 (Prestige of institution)
4. 您有学习雅思或者托福的计划吗? (Do you plan on taking the TOEFL or the IELTS?)
- A. 托福 (TOEFL)      B. 雅思 (IELTS)  
C. 没有 (None)      D. 我已经参加过考试了 (I've already taken an English proficiency exam)
5. 哪个选项, 你会选哪个? (Which option would you prefer?)
- A. 18 万人民币中国高级工商管理硕士课程(A high-ranking Chinese MBA program for 180,000 RMB)  
B. 一位西方的 MBA 课程, 在美国留学的 285,000 元的选择吗? (A Western MBA program with the option to study in the United States for 285,000 RMB?)  
C. 不确定 (Not sure)

## APPENDIX E – English Training School Survey

Delivery Method: Online

Questionnaire Link: <http://www.sojump.com/jq/6571704.aspx>



English Training School

QR code

Hello!

We are four students from Worcester Polytechnic Institute (WPI) in the United States working on bringing WPI's Western MBA program to Hangzhou, China.

Please help us out by filling out this survey. Your help is greatly needed for our project to succeed.

Sincerely,

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

您好！

我们是从美国伍斯特理工学院（WPI）来的四个学生，我们正在努力把 WPI 的西方 MBA 项目带到中国杭州。在我们的语言合作伙伴杭州电子科技大学（HDU）的帮助下，我们正在非常努力搜集有助于这个项目实施的相关信息。

非常感谢您在百忙之中抽出时间填写本次问卷。您的填写是对我们最大的帮助，再次感谢您的配合！

此致，

Gyneth Campbell, Michael Fager-Thompson, Johnly Lin, Li Li

1. 我目前是...(I am currently a...)

- A. 大学生 (Undergrad)      B. 研究生 (Graduate)      C. 专职人员 (Working professional)

2. 您会把工商管理硕士学位当成你考研的一种选择吗？ (Are you interested in obtaining a Master's in Business Administration as part of a graduate education?)



A. 是 (Yes)                      B. 否 (No)                      C. 不知道 (Not sure)

3. 如果你有兴趣的 MBA 学位, 你会喜欢西方的学历或学位中国? (If you are interested in an MBA, would you prefer a Western degree or Chinese degree?)

A. 西方 MBA 学位(Western MBA)                      B. 中国 MBA 学位 (Chinese MBA)

4. 您有学习雅思或者托福的计划吗?

(Do you plan on taking the TOEFL or the IELTS?)

A. 托福 (TOEFL)                      B. 雅思 (IELTS)                      C. 没有 (None)

5. 你之前学过托福或者雅思吗? (Have you taken the TOEFL or the IELTS before?)

A. 没有(No)    B. (是的, 一次)Yes, once.                      C. 是的, 两次及以上  
(Yes, twice or more than twice)

6. 在学习托福和雅思时, 你希望拿到什么成绩? (What score do you expect to get on the TOEFL/IELTS?)

7. 如果您所在学校使用英语授课, 您对这些课程的接受度如何? 请选出您的选项。

(If my university offered a course fully in English, I would feel very comfortable taking that course)

A. 非常能接受    B. 能接受    C. 一般    D. 不能接受    E. 坚决不接受  
A. Strongly Agree    B. Agree    C. Neutral    D. Disagree    E. Strongly Disagree

## APPENDIX F – HDU MBA Graduate Focus Group Questions & Answers

- How does a HDU MBA program work? (Schedules, course requirements, thesis/dissertation, overall length for part-time)
- Why did you decide to get an MBA? (Career promotion, greater education, experience, etc.)
- What is your opinion on Western MBA degrees compared to Chinese MBA degrees? (prestige, quality of education, career/promotion, experience)
- What makes the Chinese MBA and Western MBA different?
- As a working professional, do you think companies prefer a Western MBA over a Chinese MBA? Why or why not?
- The price difference between Western and Chinese MBA tuitions is very large. Do you think the Western MBA will survive at HDU?
- Could an HDU MBA student afford the WPI tuition price of 285,110 RMB?
- Would you be interested in traveling to the US to complete part of a Western MBA degree? (There will be increased cost for room/board expenses, travel, and lost working hours)
- Do you know of the TOEFL/IELTS/GMAT? If you do know of these exams, how well do you think you would do if you were to take the tests? (Have any of you taken either exam?)

---

**\*\*NOTE:** These notes are a summary of answers provided during the focus group. They are a good representation of their views. These are not transcribed answers\*\*

- How does a HDU MBA program work? (Schedules, course requirements, thesis/dissertation, overall length for part-time)
  - Student needs at least three years of work experience
  - There are workshops every Sunday after class 3 PM to 4 PM
  - Homework usually takes 2-4 hours to do per week
  - Morning, afternoon and evening classes. 9 AM to 12:30 PM, 3-4 PM and for evening classes 6-9 PM
  - HDU does have a minimum English requirement. The exam tests written English ability not conversational English

- Why did you decide to get an MBA? (Career promotion, greater education, experience, etc.)
  - University professor: for advancement
  - Banker: Expand network.
  - “Same reason for American students to get MBA”
  - Some companies pay but not all. Not really allowed? Based on past meeting?
  - Basically have to take if they want to advance in life
  - Piece of paper more important than experience
  - Broaden skills. Improve managing abilities. Employment
  
- What is your opinion on Western MBA degrees compared to Chinese MBA degrees? (prestige, quality of education, career/promotion, experience)
  - Western.
  - Because Western is “better.”
  - 20 years of MBA. More years of experiences.
  - Group work. Workshops
  - Chinese companies prefer work
  - Just the degree matters
  
- What makes the Chinese MBA and Western MBA different?
  - China focuses on theory over practice.
  
- Would you be interested in traveling to the US to complete part of a Western MBA degree? (There will be increased cost for room/board expenses, travel, and lost working hours)
  - Yes
  - (Follow up question) Would you rather pay an approximate cost of 275,000 RMB for a Western degree that you could complete in China, or pay 290,000 RMB to get the same degree but have the opportunity to go to the United States for two months?
    - If we are going to pay such a high tuition price students might as well study in America as part of the requirement.
    - One student: You do it for the experience you get, if you don't get to go, it's not the same.”
    - 2 months is not bad; can't be too long because they have work.
  
- Do you know of the TOEFL/IELTS/GMAT? If you do know of these exams, how well do you think you would do if you were to take the tests? (Have any of you taken either exam?)
  - “If they need it's worth it”
  - 2,000 Yuan every time to take the examination

- “This could maybe be easy for an undergrad, all they do is study all time, but for us it would be difficult, we work too.”
- Difficult to learn, or relearn, another language at their age
- Difficult even for experienced students
- From student that went to US for part of his undergrad: Even after taking the exam, he does not feel comfortable speaking in class. The knowledge from the exam is not the same like what you need for working with American students. “Feels like baby.”

#### Additional notes

- On class taking preferences: A mixture of online and in-class lectures is much better than just online.
- “companies don’t care about what you learned, they care about the diploma”
- Thoughts on what Chinese professors vs. Western professors should teach. Overall thought Theory taught by Chinese professor. Theory and practice by American professor
- American methods don’t work in China? Professors need to consider Chinese background and culture. “Otherwise it’s useless”.

**APPENDIX G – Interview with Professor Wilkinson, Director of Programs at WPI’s  
School of Business**

**Brief the professor on the main points from meeting with Dr. Sarkis**

**Main points:**

- **The curriculum is going to be the same as WPI’s part time MBA.**
- **The professors are going to be from WPI.**
- **The tuition is proposed to be the same as the WPI MBA program.**
- **Must have high quality professors and students**

**Do you agree with Dr. Sarkis’s project outlook?**

Based on our meeting, Professor Wilkinson mainly agrees with Dr. Sarkis’s project outlook.

**Do you know if WPI or HDU would be willing to provide any potential scholarships for students to complete this program?**

WPI would be willing to provide a scholarship for one course; however, if we could convince the board of the profitability of this program there could potentially be a larger program set up for the students. We have not heard from the HDU side as of now.

**Structure of WPI’s part-time MBA program.**

Sixteen credits are needed to fulfill the program requirements. A total of seven courses can be transferred into the WPI program to reduce the potential cost of the tuition. Four of these courses would be “Waivable foundation courses.” The other three can come from the maximum number of courses allotted to be transferred from another college to count toward the MBA degree.

The program is currently taught via online and in class lectures. There are 42 contact hours per course, meaning the students have 42 hours of face-to-face interaction with the professor.

**Implementation at HDU.**

Professor Wilkinson discussed the possibility of having HDU students come to WPI’s campus as part of the program, ideally for the GQP (capstone project). The summer would be ideal since the students could be housed in the dorms, and provided with a meal plan.

In regards to the students receiving the 42 contact hours, WPI professors could go teach at HDU, ideally during the term breaks.

**Possible leeway that could be made.**

An accelerated learning program could be implemented that would allow HDU students to pay HDU tuition for the WPI part-time MBA program. The accelerated learning program would be an intensive and fast paced version of the originally planned part-time program in which the students would be taught all of the relevant material in the span of a couple of weeks as opposed to over the course of two years. Also, if the online portion of the curriculum is not feasible, the program could be shaped to accommodate the issues. \*Some possible accommodations could be added in detail once we confirm in detail the exact accommodations that could be allowed.\*

## APPENDIX H – Interview with HDU’s International Office

### Interview Participant: Staff-HDU’s International Office

Time: December 3<sup>rd</sup>, 2015 (9:30am – 10:00am)

- What role does HDU’s Department of International Affairs play in establishing a Western MBA program in Hangzhou?
  - HDU currently holds 79 agreements with 63 universities and institutions. These agreements resulted in PhD programs, Masters Programs and many sino-foreign exchange programs. These have led to the exchange of nearly 100 students and teachers between HDU and institutions abroad. 225 representatives from HDU have attended 25 international conferences across the globe in order to maintain international relations and Sino-foreign cooperation. HDU hosts more than 220 foreign students from 39 different countries with some foreign exchange students pursuing master’s degrees, graduate degrees, or simply learning mandarin.
  
- Would a Memorandum of Understanding need to be signed between the Presidents of each school or the directors of each Schools of Business?
  - All agreements between HDU and other universities or institutions are signed on the University level. These agreements are highly regulated and are signed in order to ensure all constraints are upheld such as scholarships, tuition fees, dorm cost, etc. The agreements allow foreign students to use campus facilities and resources, but a mutual respect and cooperation is expected from both parties.
  
- Does HDU’s Department of International Affairs know about the process and procedure in implementing a Western MBA program in China?
  - When HDU and a foreign institution start a cooperative program, the foreign institution would have to follow an official procedure. HDU would send an invitation to the foreign Institution. The delegation head would have to send the delegation student list, team list, itinerary, and the purpose and goal of the students from their International Affairs office. This communication is crucial in maintaining transparency and order between both universities.
  - When creating an official Agreement between universities or institutions, both university presidents will meet to negotiate and develop a concrete program agreeable to both sides. Both international Affairs departments will create all necessary articles and documents to be verified by lawyers. The agreements will then be signed by the Presidents of each university either face to face or through the proper channels.

- Has there been an attempt or successful implementation of a similar collaborative program at Hangzhou Dianzi University?
  - HDU's School of Management has a collaborative program with Germany's University of Stuttgart. HDU has sent several students to the University of Stuttgart as part of its foreign exchange program. Currently, the program is facing some linguistic issues and language barriers.



## APPENDIX I – Waivable WPI Foundation Courses and Potential Replacements

**NOTE:** English descriptions for HDU courses are provided from the HDU course catalog.

### **FIN 500 – Financial Information and Management 财务信息和管理**

This course develops expertise in financial decision-making by focusing on frequently used financial accounting information and the conceptual framework for managing financial problems. Students are introduced to the accounting and financial concepts, principles and methods for preparing, analyzing and evaluating financial information, for the purpose of managing financial resources of a business enterprise and investment decisions. The course adopts a decision-maker perspective by emphasizing the relations among financial data, their underlying economic events, corporate finance issues, and the responses by market participants.

本课程侧重于经常使用的财务会计信息和财务管理问题的概念框架的发展在财务决策的专业知识。学生介绍了会计和财务概念，原理和制备，分析和评估财务信息，管理的企业及投资决策的财政资源的目的方法。本课程强调在金融数据，其潜在的经济活动，企业融资问题，以及市场参与者的响应关系采用了决策者的观点。

### **FIN 501 – Economics for Managers 经济学经理**

This course covers fundamental microeconomic and macroeconomic theories to help managers formulate effective business decisions. Current events are used in addition to economic theories to explain the concepts of the market system, gains from trade, supply and demand, consumer behavior, firm behavior, market structure, long-run economic growth, economic cycle, financial system, monetary policy, and fiscal policy. Students will complete a Market Watch project to learn to explain and predict changes in macroeconomic indicators, including gross domestic product, interest rates, global stock indices, commodity prices and foreign exchange rates.

本课程内容包括基本的微观和宏观经济理论来帮助管理者制定有效的业务决策。当前事件被用于除经济理论来解释市场体系的概念，从贸易，供应和需求，消费行为，企业行为，市场结构，长期经济增长，经济周期，金融体系，货币政策的收益，和财政政策。学生将完成一个市场观察项目，以学习来解释和预测变化的宏观经济指标，包括国内生产总值，利率，全球股票指数，商品价格和外汇汇率。

### **MKT 500 - Marketing Management 市场营销管理**

This course addresses consumer and industrial decision-making, with emphasis on the development of products and services that meet customer needs. Topics covered include management and the development of distinctive competence, segmentation and target marketing, market research, competitor analysis and marketing information systems, product management, promotion, price strategy, and channel management. Students will learn how the elements of marketing strategy are combined in a marketing plan, and the challenges associated with managing products and services over the life cycle, including strategy modification and market exit.

本课程针对消费者和工业的决策，重点在产品和服务，满足客户的需求服务的发展。涵盖的主题包括管理与核心竞争力的发展，细分和目标市场营销，市场调查，竞争对手分析和营销信息系

统，产品管理，促销，价格策略，渠道管理等。学生将学到的营销策略的元素是如何组合在一个营销计划，并与管理产品和服务在生命周期，包括战略修改和市场退出所带来的挑战。

### **OIE 500 – Analyzing and Designing Operations to Create Value 分析与设计业务创造价值**

The operations of an organization focus on the transformation processes used to produce goods or provide services. In this course, a variety of statistical and analytical techniques are used to develop deep understanding of process behavior, and to use this analysis to inform process and operational designs. Topics such as measures of dispersion and confidence descriptions, correlation and regression analysis, and time series mathematics will be explored. Operations design is driven by strategic values, and can be critical to developing and sustaining competitive value. Philosophies such as lean thinking, as well as technology-based techniques such as optimization and simulation, are explored as a means of developing robust and effective operations.

一个组织重点改造的运作流程用于生产商品或提供服务。在这个过程中，各种统计和分析技术被用于开发过程中的行为深刻的理解，并利用这种分析，通知过程和操作设计。主题如分散和信心的描述，相关分析和回归分析，和时间序列数学措施进行探讨。操作设计是由战略价值驱动的，并且可以以发展和维持竞争力的价值至关重要。理念如瘦思考，以及技术为基础的技术，如优化和模拟，进行了探索作为展开健壮和有效的操作的手段。

## Potential Equivalent Substitute for FIN 500

以下 HDU 课程 可取代 FIN 500

### Financial Management Course Syllabus 财务管理课程大纲

Hangzhou Dianzi University, School of Management, MBA Center

杭州电子科技大学，管理学，MBA 中心学校

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Instructors 教师	Hansong Pu
Credits 积分	2 ECTS
Theory hours 理论小时	32
Nature 性质	Compulsory course 必修课程

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#### ● The Goal 教学目的

This course helps students build a foundation of the management career. It trains students in the fundamental theories and techniques of corporate finance so they can use them to solve management problems.

本课程的教学着眼于学生长远发展的前景，着力于基本理论和基本方法的教育与训练，其目的是培养学生对公司财务管理理论的系统性认识，以及应用这套理论解释和解决企业管理中投资决策和融资决策问题的能力

#### ● Prerequisite 先修课程

Calculus, statistics, economics (macro and micro), financial accounting, etc.

高等数学，概率统计，经济学（微观，宏观），财务会计，等等。

#### ● Objectives 教学要求

1. Systematic training in the theories and techniques of finance
2. Development of skills of using financial theories and techniques in the analysis, communication and decisions of management problems

3. To be prepared for career opportunities that require financial skills

本课程有如下教学要求。

1. 系统的理论训练
2. 在理论指导下的分析，沟通和决策能力的训练

通过这两方面的训练，为学生的在企业胜任中高层管理工作，不仅是财务管理,而且是营销管理,生产管理,人力资源管理，战略管理等,做好充分的准备。

## Potential Equivalent Substitute for FIN 501

以下 HDU 课程 可取代 FIN 501

### Teaching Outline of Managerial Economics Course Syllabus

教学的管理经济学课程大纲大纲

MBA Center, Management School, Hangzhou Dianzi University

杭州电子科技大学，管理学，MBA 中心学校

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Instructors 教师	Sheng Qian
Credits 积分	2ECTS
Theory hours 理论小时	32
Nature 性质	Compulsory course 必修课程

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- **Course Category 课程性质**

Degree Course 学位课程

- **Teaching Objective 教学目的**

It is one of the core courses of MBA education. Through this course, students can gain the knowledge of main principles of economics and the economics analysis method, which is related to business administration. Besides, they can understand and recognize phenomena and problems in managerial practice with the economic way of thinking. It can also enhance the students' ability of rational and critical thinking in managerial decisions.

本课程是 MBA 教育的核心课程之一。通过本课程学习，将使 学生掌握与工商管理相关的主要经济学原理和经济学分析方法，学会用经济学的思维理解和认知管理实践中的一些现象和问题，提升管理决策的理性思辨能力。

- **Previous Courses 先修课程**

Management 无特殊要求

- **Teaching Requirements 教学要求**

Through this course, there are some teaching goals should be achieved as follow:

1. Students can understand and master the fundamental concepts and principles of economics, and master the economics principles on which they based to make managerial decisions. Besides, it should lay the foundations for the major courses.

2. Students can gain a basic understanding of economics theory systemically and the main content of managerial economics. Focus on applied economics that is related to economic activities of enterprises, avoiding the same teaching content with Management.

3. According to the feature of MBA teaching, the teaching should be easy understanding and enlightening, include case analysis and integrate with practice.

4. The teaching should pay attention to cultivate students with Economics quality, to improve students' ability of observing, analyze and solving problems from Economics perspective, and combine the academics with extracurricular reading, discussion and practices.

《管理经济学》课程应当努力通过教学达到以下几点要求：

1. 使学生理解和掌握经济学的基本概念和基本原理，使学生掌握企业经营决策过程中所依据的经济学原理，并为专业课程学习打好经济学基础。

2. 使学生对经济学理论体系和管理经济学主要内容有一个基本了解，重点学习与企业经济活动相关的应用经济学内容，避免与管理学在内容上的雷同。

3. 根据 MBA 教学特点讲授课程，在内容讲授上更注重深入浅出、案例分析、联系实际、启迪思考。

4. 教学中要关注学生经济学素养的培养，提高学生从经济学角度观察问题、分析问题、解决问题的能力；注意将课堂学习与课外的阅读、讨论、实践有效地结合起来。

● **Teaching method 主要教学方法**

Theory teaching combined with case study.

理论教学法与案例教学法相结合

## Potential Equivalent Substitute for MKT 500

以下 HDU 课程 可取代 MKT 500

### Marketing Course Syllabus 市场营销课程大纲

MBA Center, Management School, Hangzhou Dianzi University

杭州电子科技大学, 管理学, MBA 中心学校

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Credits 积分	2 ECTS
Theory hours 理论小时	32
Nature 性质	Compulsory course 必修课程

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#### ● Course Brief 教学目的

This course aims at introducing the concept and connotation of the latest theories for the marketing, the means of the transformation between the theory and the practices of marketing and the marketing tools and their use in the practical operation. In the meanwhile, it tries to make students get familiar with the tracks to promote the function of marketing through the customer profitable relationship management so that a better, quick-reaction and more competitive organization by modern marketing management practices should be established. What's more, it shows the theories and the operational style of the marketing strategy and the global marketing and their relations to the students in order that they will become qualified marketers.

Previous courses needed: Economics, Management, etc.

领悟营销学的基本概念、基本理论和基本方法, 提高综合的营销管理能力。课程内容力图反映中国营销管理者在信息时代和经济全球化背景下, 如何以全新的视野和方法研究顾客的价值观念及其购买行为的变化, 分析产业发展与竞争的演化规律, 从而以科学与创新的营销战略和策略来满足目标顾客的需求, 实现组织的营销目标。

## Potential Equivalent Substitute for OIE 500

以下 HDU 课程 可取代 OIE 500

### Operations Management Course Syllabus 运营管理课程大纲

MBA Center, Management School, Hangzhou Dianzi University

杭州电子科技大学，管理学，MBA 中心学校

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Instructors 教师	Jian Yu
Credits 积分	2 ECTS
Theory hours 理论小时	32
Nature 性质	Compulsory course 必修课程

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- **Course goal, duty and request 教学目的**

The course requests the student to grasp under the market economy condition plan, the organization, the control each kind of enterprise operation system, grasps the classics and the modern advanced project and the control supervisor technology, as well as using elementary knowledge solution actual problem basic skill and method. Through to analysis the cases, enhances the student to analyze the question and to solve the question ability.

通过《运营管理》课程学习，使学员掌握运营管理的基本职能及其内在联系，为后续专业课程的学习奠定专业基础；注重提高学员分析问题和解决问题的能力；通过有效的课堂训练使学员了解运营管理原理与方法对提高企业经济效益和工作效率的重要作用。

- **Course foundations 当然基础**

Management 管理



## APPENDIX J – Open Answer Results from Written Beta Survey Test

Survey #	Would you be willing to pay more to obtain a Western MBA degree? Explain.	What makes a Western MBA different from a Chinese MBA?
1	Yes. Open the eyes and experience different cultures.	Because of different culture and education and history.
2	Not sure. There are lots of different factors.	The education environment.
3	Not sure.	
4	Not sure.	The education system
5		
6	Not sure. The Chinese MBA may joint national conditions and the Western MBA may have better education	
7	Not sure.	
8	Not sure.	Culture.
9	Not sure. I don't decide if I will take part in post-graduate entrance exams.	Profile.
10	Not sure. It depends on whether they need or not.	Social environment.
11	Yes.	The gap between Chinese education and Western's.
12	Yes. So far the level of Western MBA is higher.	Different culture.
13	No. Poor English.	
14	Yes. Try different kind of education way.	Different background of different society.
15	Not sure	Different culture.
16	Yes. Western MBA get higher acceptance.	The quality of education. Different study environment leads to different attitude.
17	No.	Different educaitional system.
18	No. Little money.	Different cultural environment. The school comprehensive strength is different.
19	Yes.Same as question 7.	Disadvantage of Chinese education. Chinese MBA doesn't get pretty acceptance internationally.
20	No.	Regime. Teaching level.

## APPENDIX K – Notes from Weekly Sponsor Meetings

*27 October 2015 (First meeting)*

### *Personnel*

Miss Zhan-the recruitment head.

Professor Yin-MBA professor.

Dean Wang-Director of the MBA center

### *HDU History/Background*

Founded in 1956. Passed around multiple times to different sections of government and in 2004 was passed to the provincial government and named Hangzhou Dianzi University of Science and Technology. HDU has five campuses and more than 28,000 students. They have a lot of international programs.

### *MBA Center History/Background*

School of Business founded in 2,000 and had 2,200 undergraduates and more than 3,300 graduates.

They have 20 professors.

More than 70% of the teaching staff have PhDs.

Recruitment increased from 17 students to 80 students per year for the program.

Part-time MBA

-Weekend classes

-2 ½ years to 5 years

-1 year for thesis

¼ course has to be case studies.

5 courses are taught by WPI professors.

-Amy Zeng

-Professor Sarkis

Sending students to HDU from WPI and vice versa for the MBA program.

TOEFL is an issue to many students because they have jobs which would limit time they would have to study for the exam.

GMAT = 500 out of 800

### **3 November 2015**

#### 1) Contact with Zhejiang University MBA department

-Approval process different from Zhejiang b/c they are owned by the Ministry of Education.

-Department of International Affairs in HDU needs to be contacted.

-What level of agreement is this and need to figure out whether we need to talk about it.

\*Contact WPI's end to figure out what type of agreement this is.

-Has it been done with other universities before or not? (Internationally as well?)

-What does it take to have HDU professors teach at WPI

-Write out questions for university. HDU will contact. Add timeframe of meeting.

-Companies pay for students MBA?

\*Used to do it but not anymore. China came up with new policy. Not allowed.

-Scholarships?

\*Not from China. Only foreign students can apply for scholarships

#### 2) What resources are available from HDU? (i.e: classrooms, computers, point of contact etc)

-Dependent on level of agreement.

#### 3) Prices on courses + Tuition cost for MBA program at HDU.

-Tuition cost for current part time MBA program. 65,000 RMB

-Total of 16 courses

-Ask WPI sponsors: Would WPI-part time MBA students get HDU IDs?

-Logistics: make sure that everything is covered. Talk about everything.

-Student campus life:

-Business competitions=>HDU Students activities fee how much is it? And need to notify WPI sponsors.

-Need more info on the curriculum of each course

-HDU sponsors: To complete masters they need dissertation/thesis. What does WPI need? Is there something similar?

-Limitations: It would be difficult to find companies that would want to sponsor projects.

-Which companies sponsor WPI projects?

***11 November 2015***

-Cost tables were distributed to sponsors

-Fees used for tuition cost were calculated assuming WPI does not waive anything. There is a good possibility they can waive some of the fees. We will find out once we contact the Bursar's office

-Students will be considered as both HDU students with full benefits and WPI students with full benefits

***18 November 2015***

-Update the financial analysis-With medical insurance & other notes Professor Fan made.

-Professor Fan met with MBA center and they made the following suggestions in regards to the cost tables distributed in 11 November's meeting:

-Distribute survey to working professionals

-No Chinese entrance exam for the program

-Are there scholarships available?

-Other international MBA programs in the province waive requirements like the GRE, GMAT, or language proficiency exam

-Consider lowering English entrance exam standard.

-Teachers from the MBA center said that from their first-hand experience other programs are cheaper than this.

-Amount of professors sent

-Trying to reduce additional fees

-Ask for similar program to that Zhejiang. Zhejiang's program costs 168,000 RMB. Hangzhou Science and technology costs 48,000 RMB. Other schools cost approximately 68,000 RMB.

-Chinese students pay price of high ranking school for networking purposes.

-Two certificates. It is important to know the QUALITY of the master's degree.

-Feedback from staff:

-English not a requirement

-Lower cost

-Establish perks to justify cost

- Things to consider (from HDU sponsor):
  - Tuition covered all by WPI (cost that WPI charges be all inclusive).
  - When students get to go to US: Take lectures in the morning and then business seminars in the afternoon. Should already be included in housing.
  - Final proposal should consider HDU feedback.
- when WPI professors HDU covers cost (does not raise charges for students)
- WPI faculty comes during the first half of the year.
- Courses taught by WPI professors at HDU: April-May, once a year.
  - 10 days. 2 weekends. = to one course. Already covered by HDU tuition
- Check into other agencies that train for MBA exams

## **APPENDIX L – List of Educational Websites not Accessible in China**

This is a comprehensive, but not all inclusive, list of sites that professors in the United States may use for educational purposes that are not accessible in China.

Youtube ([youtube.com](http://youtube.com))

Google Calendar ([calendar.google.com](http://calendar.google.com))

Google Docs ([docs.google.com](http://docs.google.com))

Google+ ([plus.google.com](http://plus.google.com))

Google Sites ([sites.google.com](http://sites.google.com))

Picasa ([picasaweb.google.com](http://picasaweb.google.com))

Dropbox ([dropbox.com](http://dropbox.com))

Vimeo ([vimeo.com](http://vimeo.com))

Archive.org ([archive.org](http://archive.org))

The New York Times ([nytimes.com](http://nytimes.com))

Slideshare ([slideshare.net](http://slideshare.net))

Epoch Times ([theepochtimes.com](http://theepochtimes.com))

APPENDIX M – Diploma & Certificate of Graduation from HDU's MBA



HDU Diploma



HDU Certificate

## APPENDIX N – Information on International MBAs from Three Local Chinese Universities

### 上海交大国际 MBA 项目

**NOTE:** These are computer translations, from Chinese to English. The team chose not to translate this information with the help of the HDU volunteers since the information needed was very basic and could be extracted with the aid of a translator.

#### (一) 合作院校：法国马赛 KEDGE 商学院

法国马赛 KEDGE 商学院成立于 1872 年，是法国历史上的第一所商学院，也是法国十大精英商学院之一。法国马赛 KEDGE 商学院获得 EQUIS, AACSB 和 AMBA 三大国际认证。2014 年度管理学硕士项目金融时报全球排名第 42 位, 2015 年度在职工商管理硕士 Global MBA 项目获得金融时报全球排名第 23 位，荣登全球 25 强！法国马赛 KEDGE 商学院获得中国教育部的认可。

#### (二) 学习国家

依托于 KEDGE 商学院强大的网络，学生将会在 4 个不同的国家进行授课（法国，英国，日本和南非）

#### (三) 语言：全程英授课

#### 7 天国际游学（法国，美国，南非，澳大利亚或印度）五选一

First, the Shanghai Jiaotong University International MBA Program

##### (A) Partner universities: Marseille KEDGE School

Marseille KEDGE Business School was established in 1872, is the first business school in the history of France, it is one of France's top ten elite business schools. Marseille KEDGE Business School EQUIS, AACSB and AMBA has three international certifications. It was globally ranked 42 on the Master of Project Management 2014 Financial Times annual global ranking, was the world's No. 23 in the 2015 annual Master of Business Administration job Financial Times Global MBA project, and topped the Top 25! Marseille KEDGE Business School has the China Ministry of Education's approval.

##### (B) International Educational Partnerships

Relying on the strong network of KEDGE, students will be taught (France, Britain, Japan and South Africa) in four different countries

7 days international study tour (France, United States, South Africa, Australia or India). Choose one of these five countries.



## 国际管理项目 (学位论文)

### (五) 学位学制:

学制 20+3 个月，在职就读，共完成 20 门课程及一个为期 3 个月的论文项目。课程教学实行模块式授课，学员在职就读，每个月集中三天（周五至周日或周六至周一）学习一门课，为外省市及海外学生带来便利。学员修完所有课程及论文且考试合格，将获得由马赛 KEDGE 商学院(KEDGE Business School)颁发的工商管理硕士 MBA 学位，（教育部许可中外合作办学机构和项目：MOE31FR1A20030602O）以及上海交通大学的结业证书。

## International Management Program (Thesis)

### (E) Degree Duration:

Duration is 20 + 3 months. Working student completes a total of 20 courses and a three-month thesis project. Course implementation of modular teaching, students working school, three days a month to focus (Friday to Sunday or Saturday to Monday) to learn a lesson, bring convenience to other provinces and overseas students. Students completing all courses and papers and passing the examination, will be obtained from Marseille KEDGE Business School (KEDGE Business School) issued MBA MBA degree (licensed by the Ministry of Education foreign cooperative education institutions and projects: MOE31FR1A20030602O) and graduate of Shanghai Jiaotong University certificate.

### (六) 申请条件:

录取标准主要基于申请人的工作经验，学术资格。申请人应具备：

1. 本科或以上学历。
2. 五年以上的全职工作经验，大专毕业至少六年以上工作经验。
3. 通过由两校组织的网络综合测试和英语面试。（不需要参加MBA全国联考）
4. 强烈学习动机及努力完成学业的承诺。所在单位同意学员每月占用 1 天工作时间。

### (七) 学习费用:

申请费 800 元人民币，308,000 元人民币 \*已含海外游学学费，但国际机票及签证除外。

## (F) Application conditions:

Admission criteria is based on the applicant's work experience, academic qualifications. Applicants should have:

1. Bachelor degree or above.
2. more than five years of full-time work experience, college graduated for at least six years of work experience.

3. The school organized by the two integrated network test and interview in English.(No need to participate in the national MBA entrance exam)

4. Strongly learning motivation and commitment to efforts to complete their studies. Participants agreed to occupy the unit one day a month working hours.

(Vii) Training cost:

Application fee 800 yuan, 308,000 yuan \* included overseas study tour fees, but excluding international airfare and visa.

## 二、浙江大学国际 MBA 项目

项目介绍：

全球制造与供应链管理硕士项目（Master in Global Manufacturing and Supply Chain Management）是由加拿大麦吉尔大学与浙江大学两所著名高校联合创办的双学位硕士项目，基于原有的加拿大麦吉尔大学的制造管理硕士项目（MMM）和浙江大学工商管理硕士（MBA）项目设立而成，完成该项目学习的学生将获得两所大学所颁发的硕士学位。GMSCM 项目培养的目标人群为制造业、生产性服务业以及物流企业的核心经理人员。

（一）合作院校：

加拿大麦吉尔大学（McGill University），坐落于蒙特利尔市，是一所公立研究型大学，设有工程院、法学院、管理学院等 23 个学院。麦吉尔大学管理学院（Desautels Faculty of Management）成立于 1906 年，学院被商业周刊、加拿大商业、福布斯、经济学家和金融时报评为全球顶级国际商学院之一。

项目优势：

名校双硕士学位 可集中在职读书

Double-degree program ; part-time study

该项目授课方式为集中在职。课程修满，成绩合格的学生，可获浙江大学 MBA 硕士学位及研究生学历证书、加拿大麦吉尔大学（McGill）的 Master of Management 学位证书。

该项目 2014 级同学奖学金覆盖率高达 70%

在去年 9 月入学的全球制造与供应链管理项目（GMSCM）2014 级的 27 位同学中，有 19 位同学共获得了总额为 41 万元人民币的赞助企业奖学金。该奖学金的最高金额为 6 万元人民币。

国际化的师资队伍 麦吉尔大学教授到杭授课

全英文授课，加拿大麦吉尔大学和浙江大学两所名校打造一流教学管理团队。50%的课程由加拿大麦吉尔大学教授亲临杭州授课。

学制：2.5 年；

授课语言：英语；

学习方式：集中在职学习；

获得证书：浙江大学研究生学历证书和工商管理硕士证书；加拿大麦吉尔大学制造管理硕士学位。

授课地点：杭州，浙江大学管理学院

报考条件：

1. 本科毕业工作满 3 年或研究生毕业 工作满 2 年。
2. 提交 TOEFL 或 IELTS 成绩。（2016 年 5 月 30 日前递交）

学费与费用：

学费：20 万人民币（根据当年的汇率波动而定）

学费包括本项目的各项课程教学与实践环节等费用，但不含赴加拿大的住宿费、生活费、往返交通费等。

## **Second, the international project of Zhejiang University MBA Project Introduction:**

Global Manufacturing and Supply Chain Management Master's program (Master in Global Manufacturing and Supply Chain Management) is a McGill University and Zhejiang University, co-founder of two famous universities dual-degree master program, based on the original manufacturing management from McGill University in Canada Students Master's program (MMM) and Master of Business Administration, Zhejiang University (MBA) program set up together, learning to complete the project will receive a master's degree awarded by the two universities. GMSCM project cultured target population for the manufacturing industry, producer services and logistics company's core managers.

(A) Partner universities:

McGill University (McGill University), Canada, is located in Montreal, it is a public research

university with 23 Academy Academy of Engineering, School of Law, School of Management, and the like. McGill University School of Management (Desautels Faculty of Management) was founded in 1906, the college was named Business Week, Canada Business, Forbes, economists and Financial Times, one of the world's top international business schools.

#### Project Benefits:

Elite double master's degree can be focused job reading

Double-degree program; part-time study

The project is focused on teaching methods for the job. Xiuman course, scores of qualified students will receive a Master's degree and graduate of Zhejiang University MBA diploma, McGill University (McGill) Canadian Master of Management degree certificate.

The project 2014 students scholarships cover up to 70%

Scholarship provided by Zhejiang University, McGill University, Strategic Partners

In September last year, enrollment of global manufacturing and supply chain management project (GMSCM) 2014 grade 27 students, there are 19 students won a total of 410,000 yuan of corporate sponsors scholarships. The maximum amount of the scholarship is 60,000 yuan.

Professor of international team of teachers teaching at McGill University to Hang

English-taught program; Half course delivered by McGill professors

Taught in English, McGill University and Zhejiang University to build two schools teaching class management team. 50% of the course by the McGill University professor in Canada visit Hangzhou teaching.

Duration: 2.5 years;

Language of instruction: English;

Learning: focus on workplace learning;

Obtain a certificate: postgraduate diploma and MBA certificate Zhejiang University; master's degree in manufacturing management from McGill University in Canada.

Place: Hangzhou, Zhejiang University School of Management

#### Conditions apply:

1. Graduate work at least three years or graduate work at least two years.
2. Submission of TOEFL or IELTS score. (May 30, 2016 submitted)

Tuition and fees:

Tuition: 200,000 yuan (according to year depending on exchange rate fluctuations)

Course fees include all other costs and practical aspects of the project, but no to Canada's accommodation, living expenses, round-trip transportation expenses.

### 三、浙江工商大学国际项目

浙江工商大学继续与美国密苏里州立大学合作，为浙江工商大学优秀在校研究生（MBA和其他专业硕士学生以及各专业普研）提供极有特点的赴美国学习机会，学生赴美学习一年，成绩合格者将获得国际权威承认（AACSB 美国国际管理学院联合会认证）商学院

以及中国教育部学位学历认证的密苏里州立大学工商管理硕士（MBA）学位，并按国家规定享受海外留学归国人员待遇。符合有关规定的学生回国后可以继续浙江工商大学研究生学业，获得浙江工商大学硕士学位

项目 2001 年由原国家经贸委与美国知名大学合作设计，专门为培养中央企业中高层管理人员和省市政府官员设置，参与单位包括原国家经贸委、国务院国资委，山东省、江苏省、四川省、深圳市和厦门市政府，中石油、中国航空工业集团、招商集团、五矿集团、武钢集团、三一重工、山重集团、中铝集团等特大型企业，目前已经有 1000 多人毕业。从 2008 年开始，项目扩展到与中国知名大学合作，中国大学推荐的在校 MBA 学生在密苏里州立大学学习一年获得美国大学 MBA 学位，参与这一项目合作的包括华南理工大学、华中科技大学、北京交通大学、华东理工大学、兰州大学等。浙江工商大学与密苏里州立大学从 2008 年开始合作这一项目，推荐优秀在校 MBA 学生赴美学习；从 2013 年起，在前期合作的基础上，中美大学扩大合作，浙江工商大学符合入学条件的所有专业研究生都可申请这一项目。

### 一、项目特点

- 1) 院校知名度较高。密苏里州立大学是一所研究型的综合性公立大学，其商学院授予的商科和会计等所有学位均获得世界最权威的商学院认证机构 AACSB（美国国际管理学院联合会）认证，美国 1700 所商学院中仅有 10% 获得商科和会计学位 AACSB 全认证。中国大陆目前获得 AACSB 商科单认证的有清华、中欧和复旦等几所大学，而获得商科和会计认证的仅有清华大学。
- 2) 国家教育部承认国外学位学历和海外归国留学人员身分。学生毕业后申请获得中国驻美使馆教育处签发的留学人员证明，学成回国后在教育部留学服务中心办理国外学位学历认证，并按国家相关规定享受海外归国留学人员待遇。
- 3) 免 TOEFL 和 GMAT 考试。本项目经特别获美国大学批准，对签约合作大学推荐派出的学生不要求 TOEFL 或 GMAT 考试成绩。录取主要根据合作大学推荐、学生平时英语成绩、实际英语水平、工作和实习经历以及事业发展潜力等决定。本项目不接受任何个人申请，必须由国内合作大学推荐。

4) 节约时间和费用。学制短，强化学习一年（通常美国大学 MBA 课程因为较长的暑假和寒假学制为两年），密集型课程，没有寒暑假。学生不仅节约一年的时间，还可节约一年的生活费用。

### **Third, Zhejiang Industry and Commerce University International Projects**

Hangzhou University of Commerce continue to cooperate with the United States Missouri State University, Zhejiang University of Commerce & Industry to provide very excellent characteristics to the United States learning opportunities in graduate school (MBA and other master's students and the professional research & P), students study in the US a year, the results successful applicants will receive international recognition authority Missouri State University MBA (AACSB American Association of School of International Management certification) and Chinese Ministry of Education, School of Business degree of qualifications (MBA) degree, according to state regulations to enjoy the benefits of overseas returned students. Students comply with the relevant provisions can continue graduate studies after returning to Zhejiang Business University, a master's degree in Zhejiang University of Commerce and Industry

Project 2001 design by former State Economic and Trade Cooperation with the United States well-known universities, specifically for the training of senior management personnel and provincial and municipal officials set the central enterprises, participants will include the former State Economic and Trade Commission, the SASAC, Shandong, Jiangsu, Sichuan province, Shenzhen and Xiamen Municipal Government, PetroChina, China Aviation Industry Group, China Merchants Group, China Minmetals Group, Wuhan Iron and Steel Group, Sany Heavy Industry, Hill re-group, Chinalco Group and other large enterprises, currently has more than 1,000 graduates. Starting in 2008, the project expanded to cooperate with Chinese famous University, China University Recommended year MBA students in school to get an MBA from the American University in Missouri State University, participating in the project of cooperation include the South China University of Technology, Huazhong University of Science and Technology, Beijing Jiaotong University, East China University of Technology, Lanzhou University and so on. Zhejiang Industrial and Commercial University and Missouri State University from 2008 began to cooperate in this project, recommended outstanding MBA students at the school study in the US; from 2013 onwards, on the basis of previous cooperation, expand cooperation between China and USA, Hangzhou University of commerce meet the entry conditions All graduate students can apply for this project.

First, the characteristics of the project

1) higher visibility institutions. Missouri State University is a comprehensive public university research-based, all its degrees in business and accounting schools were granted access to the world's most authoritative business school accreditation agency AACSB (American School of International Management Association) certification, the United States 1700 and Suppliers Only 10% to obtain a degree in business and accounting schools AACSB full certification. Chinese mainland currently available commercial single AACSB accredited Tsinghua, Fudan University and other Central and several universities, and access to commercial and accounting certification

only Tsinghua University.

2) Ministry of Education degree in recognition of foreign returned overseas students and overseas factors. After graduation, students apply for education at the Chinese Embassy issued proof of students, after returning from school in the Ministry of Education degree in Foreign Service center for certification, according to state regulations to enjoy the treatment of students returning from overseas.

3) Free TOEFL and GMAT exams. The project approved by the special American University, the University signed cooperation recommended for students who are not required to send TOEFL or GMAT test scores. Admission is recommended based on partner universities, students usually English results, the actual English proficiency, work experience and internships, and career development potential decision. This project does not accept any individual application must be recommended by domestic universities.

4) The time and cost savings. Duration is short, intensive study year (usually American University MBA program because the longer summer and winter school system for two years), intensive course, no summer vacation. Students can not only save a year's time, but also save a year of living expenses.

## 二、申请条件

1) 浙江工商大学在校各专业研究生（包括 MBA 和其他专业硕士学生以及普研），在本科或研究生学习期间完成了至少四门经济、财会、金融、管理或相关专业课程；

2) 浙江工商大学推荐；

3) 大学四年期间成绩良好，平均积点分 GPA 2.75 或以上；

4) 较好英语能力（相当 TOEFL 机考 79 分），出国前参加英语强化培训课程后达到美方大学相应的英语要求。

## 三、学制及课程设置

学制 12 个月，共 11 个模块。秋季班开设国际管理方向 MBA 及金融和财务管理方向 MBA 两个专业班。

Second, the eligibility criteria

1) Zhejiang Industrial and Commercial University graduate school each (including MBA and other master's students, and research & P), at the undergraduate or graduate study period completed at least four-door economy, accounting, finance, management or related professional courses;

2) Zhejiang Business University recommended;

3) University of the good results during the four years, with an average grade points GPA 2.75 or more;

4) good English skills (TOEFL CBT quite 79 points), before leaving to attend intensive English training course after reaching the appropriate US university English language requirements.

Third, the educational system and curriculum

Duration 12 months, a total of 11 modules. Fall classes open an international management direction MBA and MBA finance and financial management direction two professional classes.

## 六、收费标准和付款

2015年秋季班学费 30500 美元，入学申请费人民币 800 元（130 美元），2015-16 学年医疗保险费将在前一学年 1434 美元基础上调整，具体调整额由保险公司在 2015 年 5 月确定。

2) 学员自己掌握的费用包括：生活费（全年约 5500-6500 美元）和书费（约 200-800 美元，取决购买新书或旧书等）。

Sixth, charges and payments

2015 Fall semester tuition \$ 30,500, admission fee 800 yuan (130 US dollars), 2015-16 school year, health insurance premiums will be adjusted on the basis of \$ 1,434 a year previous, specific adjustments determined by the insurance company in May 2015.

2) Students to control their own expenses include: cost of living (all year around US \$ 5500-6500) and book fee (about \$ 200-800, depending on purchase new books or used books, etc.).