

Blueprint for Academic Excellence

Darla Moore School of Business

2014-2015

Executive Summary

UG metrics: Our distinctive and visible programs offer significant appeal and assist in efforts to attract quality students to USC. Investments in quality programs allow for significant returns in enrollment, SAT scores, and employability indicators. DMSB also strives to affect retention and timely graduation via efforts to prevent course bottlenecks, appropriately distribute critical course offerings, and engage students potentially at-risk. DMSB also made investments designed to affect student engagement and motivation, factors critical to meeting dashboard targets. **Graduate metrics:** Metrics for our professional master's programs (critical for business school revenue and reputation) suggest progress in key areas and also need for continued efforts to address significant challenges. **Faculty and research metrics:** DMSB strove to affect the student-faculty ratio, with the hiring of 13 tenure-track faculty and 14 non-tenure track faculty, growing the faculty by 15%. Efforts to add faculty resources continue. While external research funding is encouraged, we also focus on other indicators of research productivity. We report indicators relating to journal publications, with impressive research performance observed for DMSB faculty. With regard to doctoral education, DMSB is committed to attracting top students and facilitating successful placement, one-time funds were used to increase doctoral admissions (on a competitive basis) and efforts in doctoral education resulted in impressive placements at peer institutions. **Non-traditional revenue metrics:** We have enhanced levels of philanthropic giving while experiencing challenges with regard to executive education. **Contribution to performance parameters:** With our robust enrollment, efforts to encourage student engagement, curriculum innovation, and course rigor will significantly affect teaching excellence at USC. Investments in ensuring faculty resources for research have enabled DMBS faculty to impact scholarly developments in meaningful and important ways. With regard to service contributions, faculty and staff are engaged in: a) economic development, policy analysis, and outreach to business organizations; b) leadership roles in professional organizations; and c) governance in the school and university. Enterprise sustainability is addressed by realistic five-year budget models and prioritizing initiatives with the potential to affect revenue growth from academic and non-academic programs. **Strategic initiatives:** DMSB will investigate and, if appropriate, move forward with initiatives focused on a) curriculum innovation in the area of data analytics, with attention both to a common data analytics curriculum for DMSB students and specialized Data Analytics courses in functional/industry domains; b) enhancing our PhD programs through partnerships and programmatic innovation; c) re-positioning and realigning our portfolio of graduate programs; d) UG program enhancements emphasizing curriculum rigor and experiential education; and e) executive education and corporate solutions.

Dashboard Indicators

<i>Undergraduate Enrollment</i>		
Strategies	Progress	Strategies for 2014-2015
<ul style="list-style-type: none"> • Support recruitment with distinctive, visible, and quality programs • Faculty/staff support of recruiting outreach 	<ul style="list-style-type: none"> • 2001: 742 freshmen; 2011: 1094 freshmen; 2012: 1148 freshmen; 2013: 1278 freshmen • 2001: 2608 UGs; 2011: 4036 UGs; 2012: 4202 UGs; 2013: 4544 UGs 	<ul style="list-style-type: none"> • Refine existing strategies, with attention to distinctive and visible programming
<i>Average SAT</i>		
Strategies	Progress	Strategies for 2014-2015
<ul style="list-style-type: none"> • Enhance appeal to top students via investments in study abroad and cohort programs, case/business plan competitions, student consulting projects, curriculum for high-demand fields, world class facilities, and faculty/staff outreach to prospective students. 	<ul style="list-style-type: none"> • SAT growth: 2001 SAT: 1097; 2011 SAT: 1210; 2012 SAT: 1222; 2013 SAT: 1222 • Exceeds USC target for 2013 	<ul style="list-style-type: none"> • Refine execution of existing strategies, with particular attention to initiatives that allows attention to be drawn to: a) world class business facility; b) opportunities to enhance employability; c) distinctive and transformative experiences (e.g., study abroad experiences).
<i>Freshman/Sophomore Retention</i>		
Strategies	Progress	Strategies for 2014-2015
<ul style="list-style-type: none"> • Impact by attracting strong students and engaging in and out of class • Early at-risk identification and SI and Student Success Center referral and promotion • Increase early engagement via social media 	<ul style="list-style-type: none"> • Retention rate is 88.5% for 2013, compared to 89.2% in 2012, 89.8% in 2011, and 84.8% in 2010 • Consistent with target for USC; modest decline from 2012 	<ul style="list-style-type: none"> • Refine execution of existing strategies • Utilize peer leaders to meet demands created by new orientation model • Pilot DMSB only U-101 sections • Pilot student success software • Increase DMSB freshman in communities of learning

Dashboard Indicators

<i>Six-Year Graduate Rate</i>		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Ensuring availability of key courses, addressing demand and schedule requirements • Promote engagement, via USC Connect, DMSB organizations, and residential communities • Tracking and meeting with at-risk students regarding graduation plans • Engage at-risk students via social media • Enhance advisement process via AdvisorTrac 	<ul style="list-style-type: none"> • Six-year graduation rate was 76.8% in 2013, compared to 80% in 2012 and 73% in 2011 • Exceeds USC target 	<ul style="list-style-type: none"> • Develop staffing and budget models to ensure capacity to address increase course demands • Addressing failure rates in gateway courses • Enhance advisement process via SARS • Refine existing strategies
<i>Student Faculty Ratio</i>		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Replacement and FRI hires • Clinical additions • Retention 	<ul style="list-style-type: none"> • FT faculty: 114 in 2011, 122 in 2012, 145 in 2013 • 2011 ratio: 43.08; 2012 ratio: 41.62; 2013 ratio: 39.6 	<ul style="list-style-type: none"> • Develop cost-effective staffing model to guide hiring initiatives • Retention initiatives
<i>Research Expenditures</i>		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Grant course buy outs at 15% of base • Incorporate grant activity within summer support policy 	<ul style="list-style-type: none"> • FY 2013 external funding: \$2,139,291 (includes SBDC funding) • Funding lower in 2013 due to SBDC funding cycle 	<ul style="list-style-type: none"> • Maintain buyout and summer support polices designed to encourage grant activity
<i>Research Awards</i>		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Incorporate Fulbright awards within summer support policy 	<ul style="list-style-type: none"> • Two faculty Fulbright Scholars in 2013-14 	<ul style="list-style-type: none"> • Continue usage of summer support policy to encourage Fulbrights
<i>Doctoral Degrees</i>		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Initiatives designed to encourage timely completion • New slots awarded on competitive basis 	<ul style="list-style-type: none"> • 2010: 9 graduates • 2011: 10 graduates • 2012: 7 graduates • 2013: 16 graduates 	<ul style="list-style-type: none"> • Explore alternative funding models, including funding of candidates by international partner schools • Seek funding for competitive slot allocation

Dashboard Indicators

Master's Enrollment and Student Quality		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • International/national MBA fairs • Feeder institutions • Traditional and digital advertisement • Management of recruiting funnel • Fee reductions/fellowships • Improved messaging 	<ul style="list-style-type: none"> • Program, # Matriculated, GMAT, Experience <ul style="list-style-type: none"> ○ IMBA: 27, 664, 50 ○ AMBA: 10, 645, 48 ○ PMBA: 199, 591, 104 ○ MHR: 39, 529, 17 ○ MACC: 58, 594, 19 ○ MAECON: 4, 640, 14 ○ MIB: 16, 653, 5, 13 (plus partner school students) 	<ul style="list-style-type: none"> • Enhance recruiting efforts: <ul style="list-style-type: none"> ○ Digital content ○ CRM, social media, & digital marketing use ○ Recruiting funnel • Evaluate/adjust programs to ensure sustained growth • MACC Scholars & MHR sponsorship initiatives • Use placement investment to alter perceived ROI
Master's Placement		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • New resourcing and structure for corporate outreach • Emphasis on labor market prospects in recruitment 	<ul style="list-style-type: none"> • IMBA: 80K (87% placed) • MHR: 76K (85% placed) • MACC: 50K (95% placed) • MIB: 43K (41% placed) 	<ul style="list-style-type: none"> • Facilitating placement via program adjustments • Solidify relationships initiated in 2013-14 with new OCM resourcing • Leverage relationships: centers, alumni & advancement outreach, • Refine metrics, data collection, and processes
High Impact Publications		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Summer support • Internal research funds • Doctoral Program • Critical mass--select areas • Faculty retention policies • Clinical hires to allow for competitive TT loads 	<ul style="list-style-type: none"> • 38th in North America: UTD ranking • 22 articles published and 16 accepted in journals on <i>Financial Times</i> list • 33 publications with 5 year impact>1.5 	<ul style="list-style-type: none"> • Refine existing strategies, with attention to recognizing research productivity via BPF and related awards
Non-Traditional Revenue		
Strategies	Progress	Strategies 2014-2015
<ul style="list-style-type: none"> • Relationship development • Brand enhancement • Innovation in programs and initiatives 	<ul style="list-style-type: none"> • Corporate solutions restructured • Giving: \$6,783,141 	<ul style="list-style-type: none"> • Center development • Develop & assess strategy (resourcing & incentives) for use of faculty-leads in executive education • Relationship development & leveraging of new facility and leadership

Goals

<i>Enhance Status as a World-Class Research Institution</i>		
5-Year Goals & Key Parameters	1-Year Progress	1-Year Goals
<ul style="list-style-type: none"> Scholarly activity affecting academic disciplines, business practices, economic development, and policy Development of reputation for thought-leadership that affects engagement of external constituents with USC and its students 	<ul style="list-style-type: none"> Recruited excellent faculty Clinical faculty hiring allowed teaching load progress for TT faculty Publications: 38th UTD; 22 articles published (16 accepted) in journals on <i>FT</i> list; 33 articles in outlets with impact > 1.5 Continued development of productive faculty clusters 	<ul style="list-style-type: none"> Continue progress on move to competitive teaching loads Provide new BPF Fellows for research excellence and seek additional private support for research support and recognition Maintain recruiting and retention efforts
<i>Enhance Status: Core Programs</i>		
5-Year Goals & Key Parameters	1-Year Progress	1-Year Goals
<ul style="list-style-type: none"> Facilitating instructional innovation, curriculum development, and enhanced pedagogical techniques in order to affect learning outcomes, the student experience and the capacity of our graduates to impact organizations and society 	<ul style="list-style-type: none"> Successful transition to revised delivery model for PMBA, blending asynchronous delivery, interactive video, and on-campus experiences AMBA launched with limited enrollment Modest increase in student engagement initiatives Business minor revisions Data analytics certificate Refinement of blended learning model for UG Classroom rigor recommendations disseminated with initial implementation Co-curricular enhancements 	<ul style="list-style-type: none"> Solidify elective focus areas for MBA offerings PMBA: Address core class size, refine on-campus & international experiences Expand grad enrollment via attention to recruiting, product, career outcomes UG: strategy for a) quality enhancement; b) enhancing analytics curriculum; c) enrollment challenges, Expand employability initiatives: a) consulting projects; b) co-curricular initiatives; c) major-specific career forums; d) expanded outreach Continue expansion of student engagement initiatives Refine & expand blended learning, UG & Grad

Goals

<i>Enhance Status: International Programs</i>		
5-Year Goals & Key Parameters	1-Year Progress	1-Year Goals
<ul style="list-style-type: none"> Expand opportunities for international education and research via partnerships, cohort programs, exchange agreements, and short-term study abroad. Expanded opportunities both for internationally focused academic programs and other undergraduate and graduate programs Enhance DMSB status with regard to internationally focused undergraduate and graduate business programs 	<ul style="list-style-type: none"> Expansion of short-term study abroad programs Expansion of dual degree options for MIB Expansion of exchange relationships for UG IB majors; launch of IB semester abroad Launch of 2nd UG cohort program GMBA launch Launch of IMBA revision, with modest enrollment Enhanced IMBA recruiting and marketing IMBA program modification 	<ul style="list-style-type: none"> Enhance IMBA student experience with a focus on student services, internship processes, and career outcomes Enhance recruiting for internationally focused graduate programs via investments in marketing, recruiting processes, attention to product and career outcomes Re-negotiation and restructuring of existing UG cohort programs New short-term study abroad programs, UG and Graduate programs
<i>Strengthening of Corporate Relationships</i>		
5-Year Goals & Key Parameters	1-Year Progress	1-Year Goals
<ul style="list-style-type: none"> Developing strong relationships with corporations, governmental agencies, and non-profit organizations, expanding network size and quality Utilization of corporate and organizational partnerships to enhance career opportunities and revenue from services and philanthropy. Enhance reputation and visibility of school among stakeholders, opinion-leaders, and potential students and clients 	<ul style="list-style-type: none"> Restructured corporate solutions Increased # of firms naming DMSB as “core” school for placement Expanded corporate outreach for placement UG: avg. salary: \$47,500; 3 mo placement rate: 65% New resourcing for OCM outreach and new organizational processes and outreach initiatives Maintained critical programs during restructuring process and added new clients for executive ed and consulting initiatives Support from firms for fellowships 	<ul style="list-style-type: none"> Develop programs and models to ensure financial viability of executive education Expand number and status of firms recruiting at DMSB Refine metrics, data collection, and processes for placement activities Expand client base for custom and consultative services Marketing strategy and content for supporting outreach initiatives

Goals

<i>Enabling Environment: Resources, Infrastructure, and Organizational Capabilities</i>		
5-Year Goals & Key Parameters	1-Year Progress	1-Year Goals
<ul style="list-style-type: none"> • Expand discretionary resource base via relationship development and philanthropic initiatives • Development of facilities and technology capable of supporting business education best practices • Development of processes and capabilities to support execution and innovation • Development of incentive and budgetary mechanisms to support critical priorities and revenue growth • Enhanced IT resourcing to support new instructional models and business processes 	<ul style="list-style-type: none"> • Review and qualification of prospects rated >\$100K • Annual Fund solicitations by segmentation. • Face to face asks for multi-year Dean’s Circle and major gifts. • Nearly \$7,000,000 in gifts (major, annual, corporate, & planned) • Messaging & collateral updated, transformational giving opportunities included. • Facility move scheduled for summer, on budget and LEED compliant • Continued refinement of technology use for blended learning • Move planning sessions held with administrative and academic units • Banner related challenges for billing and scheduling managed with limited student impact • Faculty delivery on grants awarded for blended learning • Planning for use of thin-cloud client usage in new facility • Modest increase in resource high engagement learning opportunities • Staff encouraged to utilize skillsoft to address training needs 	<ul style="list-style-type: none"> • Center Advisory Boards created/supported • Progress toward \$100,000,000 target, with focus on prospects rated >\$100K • Review of early campaign donors to assess potential for additional giving. • Gala for new facility with ribbon cutting for each named area/room. • Meet the Dean events and activities targeting small groups of high rated prospects in key cities. • Successful move and transition to new facility, with training on systems, development of work norms and processes, implementation of technology, systems, and space utilization mechanisms. • Improved mechanisms for internal communication • Strategy for funding and executing staff and faculty development and rewards. • Refinement of systems and technology to support development of asynchronous instructional material

**Appendix A
Resource Requirements**

Resources	Goals Targeted	Strategy
FRI allocations for faculty hiring. Because of business school labor market, we recommend that TT allocations be balanced with clinical faculty FRIs.	Student-faculty ratio, status as world-class research institution	In light of the business school labor market, a hiring strategy that includes clinical faculty allows us to provide quality instruction in a more cost-effective fashion and to focus our TT hiring in a way that maximizes research productivity.
Resourcing to support analytics curriculum efforts, including 2 faculty slots via FRI process	Enhanced rigor of UG curriculum and enhanced employability for both UG and GRAD students	Develop strategy for ensuring baseline competencies and opportunities to specialize at GRAD and UG level; recruit faculty for 2015-16
Resourcing to expand size of IB major by 50 students, including 2 faculty slots via FRI process	Ability to attract additional students with high SAT scores	The IB major currently rejects at least 50 highly qualified students due to constraints on program size. Faculty resourcing would enhance capacity to attract high SAT students
Growth in UG program is limiting capacity of advisement and placement staff to impact dashboard outcomes and employment outcomes. Funding is needed for student service positions.	Employability of UG population and retention and six-year graduation. Student service quality may also affect capacity to attract top students.	Maintaining appropriate staff to student ratio for critical student services areas will allow for strategies designed to affect retention, six-year graduation, and employment outcomes to be effective.
Provost funding of doctoral slots for competitive allocation. Budget limits do not allow us to continue with use of internal resources for allocation of additional slots across units on competitive basis (a strategy used in 2012-2013).	Doctoral production and status as world-class research institution	Slots allocated across units on competitive basis (prior placements and student quality)
Resources for marketing activities specific to business school environment. Internal allocation and cost-sharing with university for support staff.	Status of international reputation; master's enrollment, student quality, and placement.	Address deficiencies in brand, visibility and reputation by resourcing CRM, social media, and digital content activities.

Resources	Goals Targeted	Strategy
<p>Faculty/staff and IT resources for design/delivery of blended delivery models. Internal, university, and partner institution resources are all critical.</p>	<p>Affects six year graduation rates by enhancing ability to manage enrollment increases (addressing space and scheduling constraints and instructional efficiency). Affects graduate enrollment by enhancing instructional quality and program flexibility.</p>	<p>Enhance competencies relating to instructional innovation and staff resources to support initiatives.</p>
<p>Staff resources are needed to support center development initiatives. These initiatives are critical to efforts to promote corporate engagement and provide experiential educational opportunities for students.</p>	<p>Affects employability metrics and, by offering students value-add experiences, should translate into metrics relating to student enrollment and quality at GRAD and UG level.</p>	<p>Provide center leaders with resources critical to ensuring quality experiences for students and participating organizations.</p>
<p>Staff resources to expand participation in study abroad experiences</p>	<p>Increased participation in study abroad programs and enhanced reputation of international programs</p>	<p>Increase availability of short-term study abroad programs, with a focus on increasing options with regard to timing and location</p>

Appendix B

Peer and Top 10 Institutions

Department	Top 10	Five Peer Schools
Accounting	University of Illinois	Florida State University
	University of Texas	University of Alabama
	Indiana University	University of Missouri
	Arizona State University	University of Tennessee
	University of Washington	Virginia Tech University
	University of Florida	
	University of Wisconsin	
	Michigan State University	
	Ohio State University	
	Texas A&M University	
Department	Top 10	Five Peer Schools
Economics	UC Berkeley	University of Kentucky
	University of Michigan	University of Georgia
	UC San Diego	Florida State University
	UCLA	North Carolina State University
	University of Wisconsin	Clemson
	University of Maryland	
	UC Davis	
	UC Santa Barbara	
	University of Virginia	
	Michigan State University	

Department	Top 10	Five Peer Schools
Finance	University of Texas	University of Georgia
	University of Michigan	University of Pittsburgh
	UCLA	Texas A&M University
	University of North Carolina	Penn State University
	UC Berkeley	University of Oklahoma
	Ohio State University	
	University of Washington	
	Indiana University	
	University of Illinois	
	University of Virginia	
Department	Top 10	Five Peer Schools
International Business	University of Illinois	University of Illinois
	Indiana University	Indiana University
	Michigan State University	Michigan State University
	University of Minnesota	University of Minnesota
	Duke University	George Washington University
	New York University	
	George Washington University	
	London Business School	
	University of Michigan	
	University of Pennsylvania	

Department	Top 10	Five Peer Schools
Management	University of Maryland	Rutgers University
	UNC	University of Colorado
	Indiana University	University of Tennessee
	University of Michigan	Georgia Tech
	Michigan State University	University of Georgia
	Penn State University	
	University of Texas	
	UC Berkeley	
	UCLA	
	University of Illinois	
Department	Top 10	Five Peer Schools
Management Science	Penn State University	University of Minnesota
	University of Michigan	Michigan State University
	Purdue University	Indiana University
	Arizona State University	Ohio State University
	University of Arizona	Georgia Tech
	UC Berkeley	
	University of Texas	
	University of Maryland	
	University of North Carolina	
	University of Tennessee	

Department	Top 10	Five Peer Schools
Marketing	UC Berkeley	University of Connecticut
	University of Florida	Virginia Tech University
	UCLA	University of Georgia
	University of Texas	University of Missouri
	University of Wisconsin	University of Arizona
	Penn State University	
	University of Minnesota	
	University of Michigan	
	University of Maryland	
	Arizona State University	

Appendix C

Strengths and Accomplishments

- Research productivity within the DMSB remains strong. A ranking of business school research conducted by UT-Dallas (based on publication in 24 prominent journals) shows that DMSB is ranked 38th among North American Schools. The schools ranked just below us include Purdue, Rice, UC-Irvine, Connecticut, and Notre Dame. The schools just above us include: Pittsburg, Boston College, Cornell, Yale, and Texas A&M. Over the last year, DMSB faculty have published 21 articles in outlets on the prestigious *Financial Times* journal list (with 16 more accepted for publication). Over the past 4 years, DMSB faculty have published 200 articles in journals classified as impactful (journals with an impact factor greater than 1.5). Research productivity is very much linked to doctoral education and the ability to successfully place doctoral students. In the last year, four graduates were placed at peer institutions, offering another indication of research productivity.
- Efforts to further develop international programs and activities continued in the most recent year. Our second UG cohort program was launched (in partnership with Universidad de Chile). We also have expanded the number of dual-degree programs and exchange partners. These initiatives are critical to maintaining our reputation in International Business and provide distinctive opportunities for our students.
- With regard to graduate programs, significant progress has been made on a number of fronts that have been viewed as areas of concern. With regard to the PMBA program, we have successfully transitioned to new facilities for key viewing locations and refined utilization of delivery methods. Faculty have introduced new pedagogical approaches and, in a number of instances, successfully implemented the flipped classroom model. On-campus experiences have also been introduced to effectively blend face-to-face instruction, asynchronous instruction, and instruction utilizing interactive video. The program is now ranked in the top 20 by *US News* and is experiencing significant growth in enrollment. Across a number of our graduate programs, significant new initiatives were introduced to enhance career skills and outcomes. This includes new outreach initiatives, case training sessions, assessment center experiences, and networking events. These efforts are producing results. Firms such as Coke, EMC, Chevron, and GE Financial Services have recently included DMSB as a target institution for talent acquisition. Placement rates in key programs are trending up. And we are observing increased levels of student engagement as efforts are made to link developmental opportunities offered by the program with career outcomes.
- Progress continues with regard to construction and utilization of the new home for DMSB. While challenges exist with regard to space constraints, the facility offers the potential to enhance efforts with regard to student recruitment and the attraction and retention of faculty. Design features and sustainable design components will enhance outreach efforts and our

reputation among key constituents. Design features will also provide for a more effective learning environment and facilitate collaboration.

- Significant efforts have been devoted to ensure that the availability of required coursework facilitates timely graduation. We have prioritized contingency funding to ensure the capacity to add classes when we experience unexpected demand. We have made available critical required courses in regular and summer terms. DMSB faculty have demonstrated flexibility in helping to meet demand by teaching overloads or adjusting class limits in order to facilitate timely graduation.
- We have made significant progress within the last year with regard to advancement. Progress includes an increase of overall dollars raised, an increase in discretionary dollars raised, an increase in high rated prospects cultivated and solicited for a gift and a new young alumni giving council established. Momentum was created by aligning development efforts with alumni and corporate engagement focused on placement/internships. This will continue to be an important focus as we attempt to engage alumni, donors and companies at every level to meet the overall goals of the school.
- The ability to attract top undergraduate students (with high SATs and other impressive credentials) depends on our ability to provide distinctive opportunities, highly ranked programs, successful placement outcomes, and opportunities for student engagement. The *US News* ranking for IB and Insurance offer value in this regard as does the supply chain ranking and employment outcomes. Opportunities for engagement in corporate consulting projects, case competitions, the Yield Book initiative, the IMA student chapter, the Proving Ground Competition, short-term study abroad experiences, and service learning combine to offer meaningful opportunities for skill development and engagement. We continue to increase our investment in these and similar activities even within the context of budget constraints.

Appendix D

Weaknesses, Challenges, and Opportunities

- Faculty staffing levels are a key concern. Significant efforts to expand the size of the faculty have been made, with significant support from the FRI initiative. However, continued enrollment growth makes it difficult to make meaningful progress with regard to faculty-student ratios. Our ability to address this issue in a cost-effective manner may call for us to address how we balance our faculty portfolio with tenure track and non-tenure-track faculty. FRI resources could be used to fully fund clinical faculty hires and/or we could be permitted to replace departing tenure-track faculty with clinical faculty. Done properly, such an approach may allow us to enhance the quality of the UG experience. Expanded hiring of clinical faculty via the FRI program may also allow us to be more focused with regard to retention efforts and research support for tenure-track faculty.
- Given competition for top doctoral students, we can attract quality students only if we are competitive with regard to stipends and teaching load. Each additional student costs the DMSB over \$30,000 per year, making expansion a costly proposition. Partnerships with international institutions may offer opportunities for expansion as might other programmatic strategies for expanding funding availability. While strategies for alternative mechanisms for funding doctoral education deserve attention with regard to potential new initiatives, financial constraints are likely to remain significant in the near-term.
- The marketplace for graduate business programs remains turbulent, with competition among schools intensifying. Across all of our full-time programs, we see well-funded competitors make aggressive offers in order to attract students that we are recruiting. As the PMBA program's presence has grown in size, competitors are specifically referencing the size of our core classes as part of their pitch in trying to attract applicants. We see growing global competition among full-time MBA programs, with significant investments having been made by institutions in Asia and Europe. Competition among MBA programs is particularly intense and we face unique challenges here. Employment outcomes and satisfaction (among alumni surveyed 3 years after graduation) are reported when rankings are published. Results from this cohort of alumni are not favorable. While investments have been made to offer a distinctive program and improve employment outcomes and student satisfaction, published indicators from earlier cohorts create recruiting challenges. Additional challenges for our full-time MBA program have also been posed by difficulties with regard to execution. As we move forward, consideration will need to be given to focusing support on programs where we have resources necessary to compete, where we have the capacity to deliver quality programming, and where it is possible to accrue reputational advantages and/or corporate connections.

- Most of our graduate programs employ a program fee (rather than tuition) with the fee structured such that non-resident students receiving a fellowship continue to be billed at a non-resident rather than resident rate. There are challenges created by this approach. Specifically, DMSB frequently needs to provide non-resident students with a fee reduction (in addition to a fellowship) in order to attract them to USC. However, for every non-resident student receiving a fellowship and fee reduction, DMSB has been transferring the full non-resident program fee (with private scholarship funds covering the cost of the fellowship and internal state funds covering the cost of the fee reduction). While fee reductions help to attract strong students to our programs and generate revenue for the university, these fee reductions are very costly to DMSB. We have begun to experiment with changing how non-residents are billed when receiving a fellowship. While this has revenue implications for the university, our goal will be to expand overall enrollment to mitigate the loss of revenue.
- We offer distinctive, visible, and highly engaging programs, programs with the potential to attract highly talented students to USC. Too few students, however, have access to this programming. Further, concerns exist regarding whether we are able to offer programs for our entire UG population that, on a consistent basis, demands analytical thinking and communication skills. Concerns also exist regarding whether we are able to offer programs for our entire UG population that provides skills (whether they be specialized technical skills or general business skills) that lead to labor market success. This situation exists for a complex set of reasons, including program size, variation in student aptitude and motivation, faculty resourcing, and competing institutional priorities. While many options exist for making progress in this area, we must focus on identifying cost-effective alternatives that would increase rigor, develop a range of valued skills, and enhance employability. Strategy development and building a consensus regarding a feasible approach are important first steps.
- The college has experienced significant change, including programmatic, structural and staffing changes. These changes have strained human capital resources and created coordination issues. The college will need to address, within the context of significant resource constraints, staffing priorities, structural issues, and communication deficiencies.
- The design of the new facility for DMSB offers many benefits. However, the nature of the work environment coupled with constraints on private office space will require many DMSB faculty and staff to adopt new work routines and work patterns. While uncertainty exists regarding adjustments that may be needed, efforts to facilitate a smooth adjustment will be required.
- Given the size of the new facility, challenges will be created if we continue to expand the size of the faculty. While growth in the faculty is critical given enrollment growth, physical

constraints will require that we either constrain growth, identify additional space, or that we employ non-traditional approaches to the allocation and use of faculty office space.

- Space constraints, growth in the student population, and our new building's flexible workspace design require that faculty, staff, and students have the capacity to easily access and schedule space within the facility. In order to meet DMSB needs, the business school will need to retain appropriate control over meeting rooms and areas as well as select classrooms.

Appendix E. Unit Statistical Profile

A. Instructional

1. Number of entering freshmen for classes Fall 2010, Fall 2011, Fall 2012 and Fall 2013, and their average SAT and ACT scores.

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
# Fresh/ACT Avg.	1057/27	1094/27	1148/27	1278/27
# Fresh/SAT Avg.	1057/1194	1094/1210	1148/1222	1278/1222

2. Freshman retention rate for classes entering Fall 2010, Fall 2011 and Fall 2012.

	FALL 2010	FALL 2011	FALL 2012
Same school	74.6%	75.2%	79.8%
Other school	15.2%	14.0%	8.7%
Total	89.8%	89.2%	88.5%

3. Sophomore retention rate for classes entering Fall 2009, Fall 2010 and Fall 2011.

	FALL 2009	FALL 2010	FALL 2011
Same school	83.6%	82.4%	84.6%
Other school	10.0%	10.3%	9.2%
Total	93.6%	92.7%	93.8%

4. Number of majors enrolled in Fall 2010, Fall 2011, Fall 2012 and Fall 2013 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral).

	FALL 2010	FALL 2011	FALL 2012	FALL 2013
Level	Headcount	Headcount	Headcount	Headcount
Undergraduate	3,977	4,036	4,202	4,544
Masters	775	803	802	791
Certificate	0	0	0	0
First Professional	0	0	0	0
Doctoral	71	64	74	68
Total	4,823	4,903	5,078	5,403

5. Number of entering first professional and graduate students, Fall 2010, Fall 2011, Fall 2012 and Fall 2013, and their average entrance exam scores.

2010										
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL	
Number Enrolled	21	81	90	11	33	16	155	30	437	
Average GMAT	555	630	593	740	601	595	587	700		
Average GRE (q+v)	NA	1057	NA	1197	1030	1010	1099	1349		
Average PAEP	608	NA	NA	NA	NA	NA	NA	NA		
2011										
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL	
Number Enrolled	18	92	60	12	38	13	163	9	405	
Average GMAT	NA	633	590	665	562	625	597	696		
Average GRE (q+v)	NA	1182	NONE	1264	1044	1040	1128	NA		
Average PAEP	575	NA	NA	NA	NA	NA	NA	NA		
2012										
Program	EIMBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL	
Number Enrolled	16	71	32	8	38	15	100	17	297	
Average GMAT	NA	624	592	617	599	643	606	698		
Average GRE (q+v)	NA	315	NA	316	304	NA	304	1360		
Average PAEP	627	NA	NA	NA	NA	NA	NA	NA		
2013										
Program	AMBA	EIMBA*	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL
Number Enrolled	9	45	28	35	4	39	16	120	11	298
Average GMAT	645	NA	664	595	NA	530	633	582	678	
Average GRE (q+v)	307	NA	312	NA	313	301	NA	307	322	
Average PAEP	NA	616	NA	NA	NA	NA	NA	NA	NA	

NOTE: Score averages are not calculated across programs as admission criteria are different for each degree program.

***EIMBA 2013 numbers include GMBA program.**

6. Numbers of graduates in Fall 2012, Spring 2013 and Summer 2013 by level (undergraduate, certificate, first professional, masters, doctoral).

LEVEL	FALL 2012	SPRING 2013	SUMMER 2013
Undergraduate	204	590	70
Masters	136	173	71
Certificate	0	0	0
First Professional	0	0	0
Doctoral	3	7	4
Total	343	770	145

7. Four-, Five-, and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only).

2007 COHORT			
	4-Year	5-Year	6-Year
Same school	48.1%	59.9%	60.5%
Other school	9.7%	14.8%	16.3%
Total	57.8%	74.7%	76.8%

8. Total credit hours generated by our unit (regardless of major) for Fall 2012, Spring 2013 and Summer 2013.

TERM	COUNT
Fall 2012	49,078
Spring 2013	48,954
Summer 2013	5,822

9. Percent of credit hours by UG major taught by faculty with a highest terminal degree.

SPRING 2013	
Major	% Credit Hours
Accounting	23.53%
Business Economics	26.28%
Economics/B.A. or B.S.	51.06%
Finance	31.86%
International Business	23.91%
International Business/ Chinese Track	23.3%
Management Science/ Business Information Management	23.31%
Management Science/ Business Information Systems	23.20%
Management Science/ Global Supply Chain	23.93%
Management/ Entrepreneurship	25.67%
Management/ Human Resources	23.79%
Marketing	26.89%
Real Estate	22.01%
Risk Management and Insurance	22.17%

10. Percent of credit hours by undergraduate major taught by full-time faculty.

SPRING 2013	
Major	% of UG Credit Hours taught by Full- Time Faculty
Accounting	63.58%
Business Economics	62.06%
Economics/B.A. or B.S.	66.67%
Finance	93.17%
International Business	60.31%
International Business/ Chinese Track	60.53%
Management Science/ Business Information Management	60.56%
Management Science/ Business Information Systems	60.29%
Management Science/ Global Supply Chain	61.80%
Management/ Entrepreneurship	58.94%
Management/ Human Resources	58.92%
Marketing	61.51%
Real Estate	63.40%
Risk Management and Insurance	61.45%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank) for Fall 2011, Fall 2012 and Fall 2013 (by department where applicable).

RANK	FALL 2011	FALL 2012	FALL 2013
Tenure Track			
Professor	34	35	33
Associate Professor	25	25	30
Assistant Professor	22	25	30
Research Faculty	0	0	0
Total Tenure Track	81	85	93
Visiting Faculty	0	1	0
Clinical Faculty			
Professor	1	1	2
Associate Professor	0	0	0
Assistant Professor	5	6	10
Total Clinical Faculty	6	7	12
Instructors	1	2	1
Lecturers	25	27	31
Adjunct Faculty	51	59	67
Total	165	181	204

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2012.

	FALL 2012	FALL 2013	PERCENT CHANGE
PROFESSOR			
Hispanic	0	0	-
American Indian/Alaska Native	0	0	-
Asian	4	5	25% increase
Black or African American	0	0	-
White	30	28	6.67% decrease
Two or More Races	0	0	-
N/R Alien	1	0	100% decrease
Unknown	0	0	-
ASSOCIATE PROFESSOR			
Hispanic	0	0	-
American Indian/Alaska Native	0	0	-
Asian	0	6	N/A
Black or African American	1	1	-
White	15	20	33.3% increase
Two or More Races	1	1	-
N/R Alien	8	2	75% decrease
Unknown	0	0	-
ASSISTANT PROFESSOR			
Hispanic	0	0	-
American Indian/Alaska Native	0	Data Not Available	-
Asian	1	5	400% increase
Black or African American	0	0	-
White	10	14	40% increase
Two or More Races	1	0	100% decrease
N/R Alien	13	5	61.5% decrease
Unknown	0	2	N/A

B. Scholarship, Research and Creative Accomplishments

1. The total number and amount of external sponsored research proposal submissions by funding source for FY 2013.

DEPARTMENT	APPLICATIONS BY FUNDING SOURCE							DOLLARS REQUESTED
	Com	Fed	Local	Non-Profit	State	Agency (Z Acct)	Total	
Dean's Office		4					4	77,383
Division of Research	1	4		4	3		12	406,234
Small Business Development Center		2	1			1	4	1,850,896
TOTAL	1	10	1	4	3	1	20	2,334,513

2. Summary of external sponsored research awards by funding source for FY 2013. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2013, and Federal extramural funding processed through SAM in FY 2013. Amount of sponsored research funding per faculty member in FY 2013 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).

DEPARTMENT	PRIMARY INDIVIDUAL	RANK/TITLE	COMMERCIAL	FEDERAL	NONPROFIT	STATE	TOTAL
Dean's Office	Brown, Dirk	Clinical Professor		10,176			10,176
	Finger, Stephen	Assistant Professor		19,444			19,444
	Folks, William	Professor		177,613			177,613
	Murray, Jason	Assistant Professor			15,000		-15,000
Division of Research	McInnes, Melayne	Associate Professor		20,000			20,000
	Nartey, Lite	Assistant Professor			23,442		23,442
	Pekgun, Pelin	Assistant Professor	2,000				2,000
	Ployhart, Robert	Professor	98,791				98,791
	Von Nessen, Joseph	Research Economist, DoR		142,429		79,500	221,929
Small Business Development Center	Abraham, Michele	State Director, SBDC		884,828		18,000	902,828
	Lenti, John	Adjunct		678,068			678,068
TOTAL			100,791	1,932,558	8,442	97,500	2,139,291

3. Total sponsored research awards per tenured/tenure-track faculty for FY 2013, by rank and by department, if applicable.

DEPARTMENT	PRIMARY INDIVIDUAL	RANK/TITLE	TOTAL AWARDS
Dean's Office	Brown, Dirk	Clinical Assistant Professor	10,176
	Finger, Stephen	Assistant Professor	19,444
	Folks, William	Professor	177,613
	Murray, Jason	Assistant Professor	-15,000
Division of Research	McInnes, Melayne	Associate Professor	20,000
	Nartey, Lite	Assistant Professor	23,442
	Pekgun, Pelin	Assistant Professor	2,000
	Ployhart, Robert	Professor	98,791
	Von Nessen, Joseph	Research Economist, DoR	221,929
Small Business Development Center	Abraham, Michele	State Director, SBDC	902,828
	Lenti, John	Adjunct	678,068
TOTAL			2,139,291

4. Number of patents, disclosures, and licensing agreements in fiscal years 2011, 2012, and 2013.

Licensing agreement with the University of Arkansas (Wal-Mart Cases).