

**Blueprint for Academic Excellence**  
**Darla Moore School of Business**  
**2016-2017**

## Executive Summary

**UG metrics:** Investments in educational programming, instructional resources, and student services are designed to affect enrollment, student aptitude, and employability. These same investments have the potential to affect student motivation and, thus, retention and academic progress. Efforts to prevent course bottlenecks and ensure appropriate course availability are designed to affect graduation rates and retention. Advisor efforts to monitor and connect with at risk students are also designed to affect retention and academic progress. While there are many transformational experiences available to students, resources limit breadth of access. Efforts are being made to broaden access by increasing investments in experiential learning and career management. **Graduate metrics:** Investments in career resources, technology, program design, and recruiting processes have yielded gains, with some variation observed across programs in the gains observed. In some instances, capacity constraints have limited gains and in other instances gains have been affected by dynamics associated with graduate business education. Continued review of the portfolio of graduate programs is warranted. **Faculty and research metrics:** While the size of our FT faculty increased for 2015-2016, faculty size was affected by critical losses within our TT faculty. Searches to replace departing faculty are underway as are searches to fill TT slots authorized to address enrollment increases. We anticipate a 20 to 25% growth in our TT faculty in fall 2016. Critical NTT hires were made for 2015-2016 as a result of central administration support and on-going searches will likely result in continued growth in our NTT faculty. While TT and NTT hiring will reduce the student-faculty ratio, our efforts will be partially offset by enrollment growth. Faculty research productivity remains strong, as evidenced by Academic Analytics indicators. For business programs we are at the 90<sup>th</sup> percentile for total articles and total citations and we are at the 70<sup>th</sup> percentile using the aggregate indicator for citations and articles. While Academic Analytic indicators are strong for most departments in the school, some variation is observed. We worked to prioritize support for doctoral programs, with funding increases provided to allow flexibility in making trade-offs between stipend level, program size, and years of funding. **Contribution to performance parameters:** *Teaching:* Expanding the availability of experiential learning was prioritized via the nature of faculty allocations. Pedagogical innovation was also prioritized, with weight given to it in new faculty policies and with funding to encourage and support faculty efforts. *Research:* Research resources have enabled DMSB faculty to engage in impactful scholarship, with modest increases provided for data purchase and small grants. *Service:* Faculty and staff are engaged in: a) economic development, policy analysis, and business outreach; b) leadership roles in professional organizations; and c) governance in the school and university. *Enterprise sustainability:* DMSB has developed realistic five-year budget models and is working to prioritize initiatives with the potential to affect revenue from academic and non-academic programs. We have enhanced levels of philanthropic giving and maintained recent improvements observed within executive education. **Strategic priorities:** a) Addressing enrollment growth by ensuring efficient and impactful use of existing and newly allocated resources; b) Executing curriculum development initiatives for the undergraduate program, with a focus on rigor, employability, and experiential learning; c) Continuing progress with regard to graduate programs, with attention to program delivery, efficiency, revenue, and reputation. Progress will require process improvement, portfolio review, and innovation; and d) Enhancing DMSB's capacity to attract, retain, and develop human capital in an increasingly competitive labor market.

## Dashboard Indicators

<i>Undergraduate Enrollment</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies for 2016-2017</b>
<ul style="list-style-type: none"> <li>• Support recruitment with distinctive, visible, and quality programs</li> <li>• Faculty/staff support of recruiting, including presentations at SCHC and Scholars events</li> </ul>	<ul style="list-style-type: none"> <li>• # of Freshmen                             <ul style="list-style-type: none"> <li>○ <b>2001:</b> 742;</li> <li>○ <b>2011:</b> 1094;</li> <li>○ <b>2012:</b> 1148;</li> <li>○ <b>2013:</b> 1278;</li> <li>○ <b>2014:</b> 1472;</li> <li>○ <b>2015:</b> 1532;</li> </ul> </li> <li>• Total # of UGs                             <ul style="list-style-type: none"> <li>○ <b>2001:</b> 2608;</li> <li>○ <b>2011:</b> 4036;</li> <li>○ <b>2012:</b> 4202;</li> <li>○ <b>2013:</b> 4544;</li> <li>○ <b>2014:</b> 5107;</li> <li>○ <b>2015:</b> 5526</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refine existing strategies, with attention to expanding access to our most visible programs, launching options with distinctive and value-added features, and pursuing initiatives focused on enhancing employability</li> </ul>
<i>Average SAT</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies for 2016-2017</b>
<ul style="list-style-type: none"> <li>• Enhance appeal to top students via study abroad &amp; cohort programs, case &amp; business plan initiatives, consulting projects, curriculum for high-demand fields, world class facilities, and outreach to prospective students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SAT growth:</b> <ul style="list-style-type: none"> <li>○ <b>2001:</b> 1097</li> <li>○ <b>2011:</b> 1210</li> <li>○ <b>2012:</b> 1222</li> <li>○ <b>2013:</b> 1222</li> <li>○ <b>2014:</b> 1224</li> <li>○ <b>2015:</b> 1218</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refine execution of existing strategies, with attention to initiatives that focus on a) employability, b) distinctive &amp; impactful experiences; and c) efforts to increase academic rigor</li> </ul>
<i>Retention</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies for 2016-2017</b>
<ul style="list-style-type: none"> <li>• Impact by attracting strong students and engaging in and out of class</li> <li>• Early at-risk identification and referral</li> <li>• Increase early engagement via social media</li> <li>• Utilize student success software</li> </ul>	<ul style="list-style-type: none"> <li>• Freshman/sophomore retention rate is 88% for 2015, compared to 89% in the prior year</li> <li>• Sophomore/junior retention was 94.2% for 2015, compared with 92.5% in the prior year</li> <li>• Freshman/sophomore relatively flat over time; sophomore/junior trending slightly higher</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum re-structured: freshman experience will include DMSB courses</li> <li>• Expanded at-risk identification within core</li> <li>• Supplemental resources to support at-risk students in core</li> <li>• Expand DMSB U-101 sections</li> <li>• Business Major Forums to encourage engagement and career focus</li> </ul>

## Dashboard Indicators

<i>Six-Year Graduate Rate</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Ensuring availability of key courses, addressing demand and schedule requirements</li> <li>• Promote engagement, via USC Connect, DMSB organizations, and residential communities</li> <li>• Tracking and meeting with at-risk students regarding graduation plans</li> <li>• Engage at-risk students via social media</li> <li>• Enhance advisement process via use of new software</li> </ul>	<ul style="list-style-type: none"> <li>• Six-year graduation rate was 74.9% in 2015, a modest decline compared to 76.9% in 2014 and 76.8% in 2013</li> <li>• Rates observed consistent with previously outlined targets for USC and modestly higher than rates currently observed for at university-level</li> </ul>	<ul style="list-style-type: none"> <li>• Refine execution of existing strategies</li> <li>• Develop staffing and budget models to ensure capacity to address increased enrollment</li> <li>• Address failure rates in gateway courses</li> <li>• Ensure appropriate staffing in key student services areas</li> <li>• Develop resources to address deficiencies in academic preparation</li> </ul>
<i>Student Faculty Ratio</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Replacement and Provost allocated slots</li> <li>• Clinical additions</li> <li>• Faculty retention, including efforts to offer ExEd type opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• FT faculty has grown from 124 in 2011-12 to 149 in the current year (146 last year), with growth in NTT faculty</li> <li>• Student-faculty ratio (with PT faculty) grew from 35.3 to over 39 during this same period, with the lowest ratio observed in 2013-14 (34.15)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop cost-effective faculty staffing models</li> <li>• Prioritize retention funding, including funding via new ExEd type options</li> <li>• Enhance capacity to attract qualified adjuncts</li> <li>• Work with admissions to implement limits on freshman admissions</li> </ul>
<i>Research Expenditures</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Teaching load/summer pay policies used to encourage grant activity</li> </ul>	<ul style="list-style-type: none"> <li>• FY 2015 external funding: \$3,048,893 (includes SBDC funding)(FY 2014: \$2,528,310)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce costs associated with course buyout for grant activity</li> </ul>
<i>Research Awards</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Offer research resources to enable thought leadership</li> <li>• Encourage pursuit of recognized awards</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline-specific awards</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain existing strategies</li> </ul>

## Dashboard Indicators

<i>Doctoral Degrees</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Initiatives designed to encourage timely completion</li> <li>• Invest in research climate</li> </ul>	<ul style="list-style-type: none"> <li>• # of doctorates awarded               <ul style="list-style-type: none"> <li>○ <b>2010:</b> 9</li> <li>○ <b>2011:</b> 10</li> <li>○ <b>2012:</b> 7</li> <li>○ <b>2013:</b> 16</li> <li>○ <b>2014:</b> 12</li> <li>○ <b>2015:</b> 12</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implement model (with increased funding) that allows units to vary stipend level, years funded, and number of slots</li> <li>• Invest in research climate</li> </ul>
<i>Master's Enrollment and Student Quality</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Develop MBA focus areas</li> <li>• Modify fee model, expanding applicant pool</li> <li>• International/national MBA fairs</li> <li>• Develop feeder institutions</li> <li>• Print/digital marketing</li> <li>• Improve processes for recruiting funnel</li> <li>• Enhance student experience via services and program structure</li> <li>• Leverage enhanced corporate relationships and career support</li> <li>• Sponsorship initiatives</li> <li>• MACC scholars initiative</li> <li>• Add MIB double degree partners</li> </ul>	<ul style="list-style-type: none"> <li>• Program, # Matriculated, GMAT/GRE, Experience               <ul style="list-style-type: none"> <li>○ IMBA: 31, 632, 53</li> <li>○ MBA: 21, 643, 50</li> <li>○ PMBA: 223, 608, 98</li> <li>○ MHR: 43, 571, 15</li> <li>○ MACC: 66, 562, 9</li> <li>○ MAECON: 10, 313, 18</li> <li>○ MIB: 35, 609, 21</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Launch MBA offering for Shorelight students</li> <li>• Launch Charlotte location to support PMBA growth</li> <li>• Continue efforts to improve PMBA course delivery and reduce size in PMBA core courses</li> <li>• Extend upon efforts to link UG programs with specialized MS degrees</li> <li>• Expand focus on MIB double degree partners</li> <li>• Launch financial economics track (MAECON)</li> <li>• Continuous improvement in current strategies</li> </ul>
<i>Master's Placement</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Refine process and structure for IMBA internship procurement</li> <li>• Solidify relationships initiated with new OCM resourcing</li> <li>• Leverage centers, alumni, &amp; advancement outreach</li> <li>• Enhance student career preparation</li> <li>• Leverage 40<sup>th</sup> MIBS/IMBA reunion</li> </ul>	<ul style="list-style-type: none"> <li>• IMBA: 86K (76% placed)</li> <li>• MBA: 82K (60% placed)</li> <li>• MHR: \$75K (89% placed)</li> <li>• MACC: \$50K (94% placed)</li> <li>• MIB: \$50K (70% placed)</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of existing strategies</li> <li>• Develop Folks Centers to enhance placement/target firms with global leadership needs</li> <li>• Increase consulting firm focus</li> <li>• Emphasize employability in admission decisions</li> <li>• Develop and refine metrics and measurement</li> </ul>

## Dashboard Indicators

<i>High Impact Publications</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Summer support</li> <li>• Internal research funding</li> <li>• Doctoral program funding</li> <li>• Critical mass hiring strategies</li> <li>• Private funding to support research and recognize accomplishment</li> <li>• Select pursuit of associate/full hires</li> </ul>	<ul style="list-style-type: none"> <li>• 42nd in North American UTD research ranking</li> <li>• 17 unique publications in <i>Financial Times</i> journal list and 9 unique publications on UTD journal list</li> <li>• 25 unique publications in outlets with 5 year impact &gt; 1.5</li> <li>• 17 unique publications in outlets with ABS ranking of 4 or higher (top 6% of business journals), with 11 ranked 4* (top 2.5%)</li> <li>• 18 unique publications in outlets with a Cabell's rating of significant or higher</li> <li>• 90<sup>th</sup> percentile for business program research in total citations and total publications, per Academic Analytics</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of existing strategies</li> <li>• On-boarding of significant new faculty cohort</li> <li>• Implementation of teaching load and summer research policies</li> <li>• Modest increases to internal funding programs and doctoral education</li> </ul>
<i>Non-Traditional Revenue</i>		
<b>Strategies</b>	<b>Progress</b>	<b>Strategies 2016-2017</b>
<ul style="list-style-type: none"> <li>• Relationship development</li> <li>• Brand enhancement</li> <li>• Innovation in programs and initiatives</li> <li>• Enhance faculty engagement in executive education</li> </ul>	<ul style="list-style-type: none"> <li>• Giving: \$8,294,000</li> <li>• 14% increase in number of contributors to annual fund</li> <li>• Developed key client relationships, leading to multiple ExEd cohorts</li> <li>• Made investments in ExEd programming while maintaining financial stability</li> <li>• 3-fold increase in faculty participation in ExEd</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of existing strategies</li> <li>• Address national market via niche programming</li> <li>• Address regional market by using ties to highlight general executive programming</li> <li>• Center development</li> <li>• Pursue programs requiring collaboration across school and university</li> </ul>

**Goals**

<i>Enhance Status as a World-Class Research Institution</i>		
<b>5-Year Goals &amp; Key Parameters</b>	<b>1-Year Progress</b>	<b>1-Year Goals</b>
<ul style="list-style-type: none"> <li>• Scholarly activity affecting academic disciplines, business practices, economic development, and policy</li> <li>• Development of reputation for thought-leadership that affects engagement of external constituents with USC and its students</li> </ul>	<ul style="list-style-type: none"> <li>• Continued development of productive faculty clusters</li> <li>• 42nd in North American UTD research ranking</li> <li>• 17 unique publications in Financial Times journal list and 9 unique publications on UTD journal list</li> <li>• 25 unique publications in outlets with 5 year impact &gt; 1.5</li> <li>• 17 unique publications in outlets with ABS ranking of 4 or higher (top 6% of business journals), with 11 ranked 4* (top 2.5% )</li> <li>• 18 unique publications in outlets with a Cabell's rating of significant or higher</li> <li>• 90<sup>th</sup> percentile for business program research in total citations and total publications, per Academic Analytics</li> <li>• Limited progress with faculty portfolio, with quality hires offset by significant departures</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage private sources for research support and recognition</li> <li>• Pursue aggressive recruiting and retention goals</li> <li>• Facilitate on-boarding of large cohort of new hires</li> <li>• Select pursuit of associate/full hires</li> <li>• Corporate engagement with linkages to data access</li> <li>• Explore new channels to highlight research to academic community</li> </ul>

## Goals

<i>Enhance Status: Core Programs</i>		
<b>5-Year Goals &amp; Key Parameters</b>	<b>1-Year Progress</b>	<b>1-Year Goals</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop processes to satisfy the needs of students with some academic deficiencies as well as those who would benefit from opportunities to pursue a more advanced curriculum</li> <li>• Enhance employability and student motivation by enhancing career education and expanding experiential education</li> </ul>	<ul style="list-style-type: none"> <li>• Over 10% growth in GRAD enrollment while maintaining appropriate admission standards</li> <li>• MBA: Continued efforts to strengthen areas of focus via experiential learning and structuring course offerings</li> <li>• PMBA: Progress with reductions in core class size, instructional development awards launched, curriculum stream-lined with concentrations added</li> <li>• Enhanced co-curricular experiences for specialized Masters</li> <li>• New online UG classes</li> <li>• Curriculum changed to increase quantitative rigor and incorporate analytics in majors</li> <li>• UG changes to provide early exposure to core courses, encourage early focus on career needs, and ensure key courses prior to internship</li> <li>• Raised progression requirements</li> <li>• Enrollment management efforts</li> <li>• Plans developed for early identification and referral of at-risk students</li> <li>• Expanded UG engagement in OCM</li> </ul>	<ul style="list-style-type: none"> <li>• Launch MBA option for Shorelight students</li> <li>• PMBA: Continue efforts to improve asynchronous and synchronous delivery via formalizing feedback processes, instructional design support, and instructional development awards</li> <li>• IMBA/MBA: Launch global leadership initiative, adjust processes for internships and in-country experiences</li> <li>• Expand grad enrollment via attention to recruiting, product, careers, &amp; fees</li> <li>• UG: implement changes in curriculum and program</li> <li>• Implement strategies to increase rigor within DMSB UG core</li> <li>• Expand efforts to offer distinctive experiences in scholars type program</li> <li>• Expand support and resources for students with academic deficiencies</li> <li>• Expand employability initiatives: a) consulting projects; b) 1<sup>st</sup> annual internship fair; c) co-curricular initiatives; d) career forums for majors; d) expanded outreach</li> <li>• Continuous improvement in student services area</li> <li>• Refine &amp; expand blended learning, UG &amp; Grad</li> <li>• New channels used to communicate programs to academic community</li> </ul>



## Goals

### *Enhance Status: International Programs*

<b>5-Year Goals &amp; Key Parameters</b>	<b>1-Year Progress</b>	<b>1-Year Goals</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• Enhance DMSB status with regard to internationally focused undergraduate and graduate business programs</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded participation in study abroad and short-term study abroad programs</li> <li>• Launched new UG cohort programs (CIFA, IBEA)</li> <li>• Signed articulation agreement for MIB (Higher School of Economics)</li> <li>• Expansion of dual-degree option for MIB (SJTU)</li> <li>• Refined IMBA student recruiting processes, with modest enrollment increases</li> <li>• Launched new EIMBA program (Chonnam)</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of new UG cohort program</li> <li>• Sign new MIB double degree (Aalto)</li> <li>• Enhance IMBA student experience with a focus on student services, internship processes, and career outcomes</li> <li>• Enhance marketing for IMBA, emphasizing Global Fellowship Initiative and innovative career paths</li> <li>• Develop functionally-focused SA and STSA programs</li> <li>• Launch new EIMBA (NTNU, ESAN)</li> </ul>

**Goals**

<i>Strengthening of Corporate Relationships</i>		
<b>5-Year Goals &amp; Key Parameters</b>	<b>1-Year Progress</b>	<b>1-Year Goals</b>
<ul style="list-style-type: none"> <li>• Developing strong relationships with corporations, governmental agencies, and non-profit organizations, expanding network size and quality</li> <li>• Utilization of corporate and organizational partnerships to enhance career opportunities and revenue from services and philanthropy</li> <li>• Enhance reputation and visibility of school among stakeholders, opinion-leaders, and potential students and clients</li> </ul>	<ul style="list-style-type: none"> <li>• Increased job postings by 10% (50% increase from 2012), students interviewed by 13% (80% increase from 2012), expo participation by 22% (50% since 2012)</li> <li>• Improved employer participation in expo events, with 48% of firms from the Fortune 500 and a 22% increase in the total number of firms</li> <li>• UG: avg. salary: \$52,382; (\$47,900 in AY 2014); placement rate among respondents seeking FT employment was 91% (82% in AY 2014)</li> <li>• Continued OCM investment; hired 4 UG career coaches and 1 internship coordinator</li> <li>• Established new ExEd partnerships and expanded current ones</li> <li>• Support from firms for student fellowships</li> </ul>	<ul style="list-style-type: none"> <li>• In executive education, develop programs and models to ensure financial viability; expand number of teaching days; expand number of programs offered</li> <li>• Expand number and status of firms recruiting at DMSB</li> <li>• Refine metrics, data collection, and processes for placement activities</li> <li>• Expand client base for custom and consultative services</li> <li>• Marketing strategy and content for supporting outreach initiatives</li> </ul>

**Goals**

<i>Enabling Environment: Resources, Infrastructure, and Organizational Capabilities</i>		
<b>5-Year Goals &amp; Key Parameters</b>	<b>1-Year Progress</b>	<b>1-Year Goals</b>
<ul style="list-style-type: none"> <li>• Expand discretionary resource base via relationship development and philanthropic initiatives</li> <li>• Development of facilities and technology capable of supporting business education best practices</li> <li>• Development of processes and capabilities to support execution and innovation</li> <li>• Development of incentive and budgetary mechanisms to support critical priorities and revenue growth</li> <li>• Enhanced IT resourcing to support new instructional models and business processes</li> </ul>	<ul style="list-style-type: none"> <li>• Solicitations of 33 individuals for gifts of \$50,000 - \$3M</li> <li>• Young Alumni Giving Council doubled the number of young alumni donors</li> <li>• 14% increase in number of donors making annual contributions</li> <li>• Over \$8,294,000 in gifts (major, annual, corporate, &amp; planned)</li> <li>• \$1M endowment for risk &amp; insurance</li> <li>• Progress in development of centers/advisory boards</li> <li>• Managed challenges associated with classroom space and technology</li> <li>• Expanded virtual clients from 70 to 150</li> <li>• Piloted location independent storage and data mirroring with cloud</li> <li>• Addressed space requirements for growth in student services staff</li> <li>• Faculty/staff retention prioritized within planning process</li> <li>• Communication via senior staff and budget sessions</li> <li>• Expanded salesforce utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized stewardship plan for key campaign donors</li> <li>• Engagement with high level advisors in key cities</li> <li>• Address continuing challenges with classroom technology and room utilization</li> <li>• Address physical space needs associated with faculty growth</li> <li>• Data linkage and utilization for improved analytics</li> <li>• Continued expansion of virtual clients</li> <li>• Enhanced support for centers, with attention to staff resources and shared services</li> <li>• Improve mechanisms for internal communication</li> <li>• Strategy for faculty/staff development and retention</li> <li>• Refine systems for asynchronous instruction and learning technology</li> <li>• Continue progress toward LEED certification</li> <li>• Expand social media presence and infrastructure</li> <li>• Support Charlotte launch with facilities and marketing</li> </ul>

## Appendix A

### Resource Requirements

Resources	Goals Targeted	Strategy
<p>Provost allocations for faculty hiring to address DMSB enrollment growth. Prior estimates for enrollment growth called for the addition of 30 TT and NTT faculty, with hiring executed over time. Support has been provided and we are moving forward. Resources are needed given actual enrollment exceeds 1400 cap referenced in original plan.</p>	<p>Student-faculty ratio, graduation and retention rates, status as world-class research institution.</p>	<p>Recognizing cost pressures and the need for an appropriate balance between, TT and NTT faculty, we propose that allocations be split between TT and NTT.</p>
<p>The design of the DMSB facility did not anticipate our current enrollment, creating challenges for classroom and office space. Relevant resources include access to nearby office locations and support for adding offices within DMSB. The cost of additional space within DMSB is estimated to be \$400,000 to \$500,000. With regard to classrooms, greater local control may enhance room utilization.</p>	<p>Office arrangements affect faculty recruiting and patterns of collaboration and information exchange. In turn, research productivity as well as instructional innovation and quality. Classroom space issues can affect access to needed classes and schedules to meet faculty and student needs.</p>	<p>Additional office availability would be used to maintain standard offerings for new faculty. Local control over classroom space would allow use of program specific information to guide efforts to maximize space utilization.</p>
<p>Need for DMSB to receive incremental revenue from PMBA program growth due to investments made in new facilities and marketing.</p>	<p>Increased visibility in important markets.</p>	<p>Execute launch of new locations with effective programming, student services, and marketing.</p>

<b>Resources</b>	<b>Goals Targeted</b>	<b>Strategy</b>
Resources to support Centers focused on corporate engagement, with attention to the linkage between academic programs and corporate needs.	Employability and career outcomes, which will translate into enrollment and student quality outcomes at GRAD and UG level.	Expand capability to build corporate relationships via faculty led projects, experiential education, and center programming.
Faculty and instructional support resources for blended delivery models. Internal, university, and partner institution resources are all critical.	Six year graduation rates are affected by enhancing course availability and instructional design. Graduate enrollment is affected by enhancing instructional quality and program flexibility.	Enhance competencies relating to instructional innovation and streamline processes for development of blended learning models.
Marketing resources to build DMSB brand.	Increases recognition of DMSB programs and accomplishments in academic community and among prospective students.	Marketing campaign targeting business school leaders and academic community.
Tuition waivers for doctoral students would provide capacity for DMSB to address issues relating to doctoral stipends and program size.	Quality and size of doctoral program.	DMSB funds currently spent on doctoral student tuition would be used to address doctoral stipends and program size.

## Appendix B

### Peer and Top 10 Institutions

<b>Department</b>	<b>Top 10</b>	<b>Five Peer Schools</b>
<b>Accounting</b>	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	
<b>Department</b>	<b>Top 10</b>	<b>Five Peer Schools</b>
<b>Economics</b>	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	

<b>Department</b>	<b>Top 10</b>	<b>Five Peer Schools</b>
<b>Finance</b>	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	
<b>Department</b>	<b>Top 10</b>	<b>Five Peer Schools</b>
<b>International Business</b>	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	

<b>Department</b>	<b>Top 10</b>	<b>Five Peer Schools</b>
<b>Management</b>	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	
<b>Department</b>	<b>Top 10</b>	<b>Five Peer Schools</b>
<b>Management Science</b>	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
<b>Marketing</b>	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. Using Academic Analytics, business is at the 90<sup>th</sup> percentile for total citations and also number of journal publications. When limiting the comparison set to public institutions classified as very high research, the two schools immediately above us on total citations are University of Michigan and University of Minnesota and the two schools immediately below us are University of Maryland and University of Illinois. For total citations, the two schools immediately above us are University of Minnesota and University of Maryland and the two schools immediately below us are University of Utah and University of California at Irvine. Economics is treated as a separate program within Academic Analytics. For economics, we are at the 30<sup>th</sup> percentile for journals published and the 22<sup>nd</sup> percentile for total citations. When limiting the comparison set to public institutions classified as very high research, the two schools above us on total journal publications are Oklahoma and Houston and the two schools immediately below us are Utah and Wayne State. For total citations, the two schools above us are New Mexico and Delaware and the two schools below us are Arkansas and Florida. Research productivity is very much linked to doctoral education and the ability to successfully place doctoral students. In the last year, 50% of our graduates were placed at either peer type institutions within the US or very prominent international institutions. This provides another indication of research productivity within DMSB.
- The ability to attract top undergraduate students 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. High-engagement learning experiences, particularly when linked to career outcomes, also serve as a magnet for top students. As a consequence, we have continued to increase our investment in opportunities to participate in faculty-led consulting projects in marketing, supply chain, HR, risk and insurance, and accounting. Some of this increased investment resulted from re-allocation of faculty resources and some of this came from private support and sponsorships. We have also increased our investment in high-engagement learning opportunities through the Finance Scholars program, a distinctive program leading to internships and placement at elite financial institutions, which in turn will affect our ability to attract top students. We are also continuing with important initiatives such as the Yield Book, the Proving Ground Competition, case competitions, student projects focused on business plans for new ventures, student projects focused on exports and international expansion, IMA initiatives, and an array of short-term study abroad experiences. DMSB offers meaningful opportunities for skill development and engagement with a fairly large array of experiential learning initiatives. We plan to continue to increase our investment in these and similar activities even within the context of budget constraints. We have recently

added an internship coordinator which should significantly extend our ability to provide experiential learning opportunities that will yield gains as it relates to employability. This, in turn, should affect the attractiveness of DMSB and USC to talented and motivated students.

- As was the case last year, DMSB overcame significant challenges to ensure the availability of required coursework to encourage timely graduation and student retention. We prioritized contingency funding to ensure the capacity to add classes when we experienced unexpected demand. Significant efforts to address these challenges were required by department chairs, faculty, and staff. Chairs located qualified adjuncts, faculty were asked to teach overload sections, and staff were required to overcome scheduling constraints associated with facility utilization issues. We also made available critical required courses in summer terms to further facilitate student progress.
- As part of an on-going strategy to increase rigor within the UG program, curriculum changes were made to increase quantitative skills. Partnering with Statistics, we will now require STAT 206 which will then be followed by a more advanced statistics course taught within the business school. A new analytics concentration was developed and approved. As part of an effort to enhance employability, students will begin taking required business courses during their freshman year, helping to ensure students are well-positioned for internships after the junior year. Content is also being developed to facilitate choices about the different majors. Content is also being developed to highlight career opportunities within different fields, required competencies, and milestones for ensuring appropriate preparation for career entry. In part, these actions are designed to enhance employment prospects for our graduates and, in part, they are designed to motivate higher levels of performance while in the program. As part of an effort to motivate high levels of performance, we also voted to increase progression standards. In association with this, plans are also being developed to facilitate early intervention in core courses, with efforts made to use attendance and performance on early quizzes and assignments to encourage those needing assistance to seek out help from the student success center.
- While the competitive landscape for a number of our graduate programs remains challenging, progress has been made on a number of fronts. In our PMBA program, we are moving to a more visible and larger location in Charlotte, affecting both revenue and reputation. Investments are on-going in both technology and faculty skill development to improve the experience with the blended learning model. Growth in key markets such as Charlotte will affect our performance in rankings in US News, where the program is currently ranked 16<sup>th</sup> nationally. Efforts continue to ensure the distinctive nature of the IMBA program, which is linked to #1 *US News* ranking with regard to international business. Recent clinical hiring (funded by private sources) is designed to facilitate the development of corporate partnerships, with a focus on firms striving to build global

expertise and leadership capabilities. Recent changes in the leadership model are designed to offer a platform for capability development as it pertains to leadership within a global context and enhance the distinctive nature of the program. Specialized MS programs (such as MACC and MHR) continue to experience strong support from employers, with impressive gains in starting salaries and placement rates. While capacity constraints limit growth in some programs, innovation in recruiting and program design is yielding growth overall within our set of specialized MS degrees. Growth also has been observed in Graduate Certificate programs, with programs designed primarily for the Army experiencing the most significant enrollment growth.

- Efforts to further develop international programs and activities continued in the most recent year. In 2015, over 100 IB majors were placed for the spring semester with Global Exchange Partners with a similar number of exchange students studying at DMSB. Cohort programs remain a distinctive option for students majoring in IB. Cohort options include the IBA track in Chile with Universidad de Chile, the IBCE track with the Chinese University of Hong Kong, the IBEA Track with ESSEC in Singapore, FGV/EBAPE in Brazil, and Mannheim in Germany, and the CIFA track with Dauphine University. Another significant UG initiative in the IB space is the IB-Oxford Scholars Program, affording unique opportunities for top students. Our Double-Degree MIB programs continue to attract interest, with partnerships established with Mannheim, Bocconi, Koc, and ESCP. We have maintained strong engagement with short-term study abroad experiences, with well over 200 undergraduate and graduate participants. Research and programmatic initiatives are also being made possible by the renewal of the CIBER grant and also funding provided by the Wang China Initiative and the Freeman Institute. Efforts in these areas were recognized by the #1 ranking in *US New and World Report* for undergraduate and graduate programs in international business.
- We are continuing to observe traction from increased investment in the OCM area. When comparing fall, 2012 to fall, 2015, there was a 50% increase in jobs posted, a 80% increase in students interviewed, and a 50% increase in student participation in expo events. We are beginning to movement in final outcomes such as average salary. UG salary increased by 7% and we are also seeing more participation by major employers, including firms from higher-paying industry segments.
- Advancement goals continue to focus on alumni engagement and development with the addition of a more active role in college-wide corporate partnerships. During the final year of the Carolinas Promise campaign, 33 specific solicitations were a priority in addition to fundraising efforts focused on the school's major areas of emphasis and the dean's overall vision. Overall giving was \$8,294,000 and included a \$1,000,000 gift for risk and insurance. Incorporating connectivity tools and opportunities for the 45,000+ alumni was

also a focus, including career services, a web-based alumni finder, and better networking opportunities with alumni and students.

- Following a period of significant losses in executive education, we have stabilized nicely over the last few years. At present, while executive education is not generating excess cash flow for the college, it assists with faculty retention efforts and provides spillover benefits in terms corporate engagement and placement activity. Further, with investments currently being made, the potential exists for college to benefit from a profitable executive education operation.

## Appendix D

### Weaknesses, Challenges, and Opportunities

- We are working to address the implications associated with the rapid growth in DMSB enrollment. With the support of the Provost office, we have been aggressively hiring both tenure-track and non-track faculty. Significant progress has been made due to the diligent efforts of faculty hiring committees. This hiring presents both significant opportunities to build the quality of our faculty and the reputation of the school and significant challenges as it relates to the need to effectively engage and support a large contingent of new faculty.
- Enrollment increases also present other challenges which we are working to address. The first challenge relates to office space. If all faculty searchers were to be successful (with no new departures), we would expect a deficit of 33 offices if all faculty were assigned to private offices. We are exploring a variety of options, which vary in terms of their cost and their impact on students, faculty, and staff. Some options include converting conference space to offices, relocating activities from DMSB to other facilities to create space for constructing new faculty offices in the DMSB facility, relocating faculty to other locations, and requiring or encouraging office sharing. The cost implications are significant as are the implications for our stakeholders and the culture within the institution. While significant efforts will be made to manage the implications in a way that demonstrates respect for all involved, we do face significant risks as it relates to culture and morale. While none of the options available are ideal, we will need to move forward with solutions that will address our short-term needs while at the same time planning for more permanent long-term solutions.
- A second enrollment-related challenge relates to classroom availability. There is limited classroom space within the DMSB facility and competition for certain types of space during many time slots is intense. Our challenges are exacerbated by restrictions on the use of the auditorium during evening hours and by scheduling constraints used by the registrar to maximize overall university space utilization. While in some cases it is possible to move classes to other nearby facilities, this has proved challenging with larger classrooms. As noted in the resources section, we do believe we could more readily fit our classrooms into the available space if we were able to schedule classes in ways not currently sanctioned by the registrar. With greater local knowledge, we believe we could more fully utilize space and address student and faculty preferences if additional options were permitted by the registrar.
- A third challenge stemming from the enrollment growth that we are working to manage relates to limited availability of space for students to work in groups or individually within

the DMSB facility. While we have established processes for managing access to space that is available, we do anticipate growing pressure for student work areas.

- Faculty retention is a significant challenge, with a number of faculty having been targeted by competing institutions. We have prioritized responding to outside offers from peer and aspirant peer institutions and have benefited from support by the Provost Office in responding to outside offers. A number of faculty have been targeted by competing institutions and we are at risk of losing significant human capital investments. While personal reasons are often a key factor in determining retention, the business school labor market is such that more productive faculty are well-positioned to obtain higher levels of compensation at other institutions. While we have allocated some resources to address faculty retention in a pro-action fashion, budget constraints have limited our ability to address retention concerns with state budget resources. As such, consideration may have to be given to finding other ways to retain faculty (philanthropic support to fund additional chairs and faculty fellows or eliminating slots in order to fund retention efforts).
- Given the competitive environment for doctoral students in business, our ability to attract top students depends on whether we are competitive with regard to stipends, the number of years funded, and teaching load. Each additional student costs the DMSB over \$30,000 per year, making maintaining and/or growing the program a costly proposition. While we did recently take modest steps to address funding levels and flexibility in the allocation of funding, financial constraints are likely to remain significant in the near-term.
- Business schools face difficult challenges with regard to many of their graduate business programs. At DMSB, we face intense competition for students, with many more prestigious and better funded institutions aggressively competing for top students. Our competitors are able to both offer attractive packages to the best students and also offer an impressive array of services and experiences. We are also seeing growth in the number of well-funded competitors in Asia and Europe, a development with the potential to significantly alter the landscape for business school education. While we have devoted significant resources to many of our graduate programs, many competitors are able to more fully resource student services, instructional support, and faculty staffing levels. It should further be noted that the resourcing provided by other institutions affects expectations of our students, which requires us to respond if we are to ensure student and alumni satisfaction, which is critical for business school rankings, enrollment growth, and relationship development. There are critical areas across a number of our programs where improvements will be needed if we are to thrive. Over the last year, efforts have begun to target each of the following: a) reducing the size of core classes in the PMBA program; b) improving the quality of asynchronous PMBA program delivery; c) standardizing the quality of our synchronous delivery of PMBA programing; d) improving the quality and availability of global

internships and career experiences for the IMBA program; e) expanding opportunities for experiential learning for the MBA and IMBA program; f) ensuring the availability of qualified faculty to teach critical electives and core classes for the IMBA, MBA, and PMBA programs. We have made progress in each of these areas over the last year. Additional progress is, without question, needed if we are to remain competitive in key

markets. Within this environment, continued attention to the evaluation of our portfolio of graduate programs will be needed. As part of this, consideration will need to be given to focusing support on programs where we have the 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.

- Significant changes are being introduced to the undergraduate curriculum, with an eye toward ensuring that students are rigorously trained and effectively prepared for a career in a changing business environment. Changes being planned have the potential to affect expectations for students and how courses are taught. Changing norms and expectations can be difficult, with significant communication and coordination challenges. Changing norms and expectations can also have resource implications, as significant efforts to manage the change process will likely be necessary.
- We offer distinctive, visible, and highly engaging programs, programs with the potential to attract highly talented students to USC. However, many of the most engaging programs benefit far too few students. There are a number of reasons for this. Some of these programs are best suited for highly motivated students with skill sets that are not necessarily observed throughout our UG population. Some programs have a cost structure that do not lend themselves to serving a broader set of students. While some efforts have been made to allow for expansion in some of our more engaging programs, these programs still reach but a modest percentage of our UG population. Our challenge then is to determine how to ensure broader participation in high-engagement programs. Options include restructuring existing models such that broader participation might be feasible or developing alternative paths that might enable new opportunities for engagement.



## **Appendix E. Efforts to Address Critical Goals and Challenges**

### **Enhancing diversity**

Efforts to address diversity issues with regard to faculty can be seen both in our approach to hiring and our efforts to maintain an inclusive climate. This year, when we made decisions about the allocation of slots to academic units, we considered credit hour production and the strategic position of the unit. However, we also reserved a small number of TT and NTT slots which were to be allocated later in instances where the unit has identified a candidate who helps the college meet broader strategic priorities for the institution, including the need to encourage diversity and inclusion. Our embrace of a faculty portfolio that includes both NTT and TT faculty offers us additional opportunities to address diversity issues. The pool of applicants available from industry for NTT positions provides us with additional opportunities to make progress with regard to diversity objectives. Continued vigilance with regarding to hiring processes and search committees is also important, with efforts focused on ensuring that individuals from underrepresented groups are not excluded from consideration for reasons that may have little predictive value. A supportive climate is, of course, critical to efforts to attract and retain individuals from underrepresented groups. Opportunities for anonymous feedback regarding department leadership is offered, with feedback reviewed to identify any areas of concern. While we do not have formal mentoring programs, norms are well-established regarding the importance of developing junior faculty via informal processes. Affinity groups are active and supported by the college, with opportunities for networking and mentoring within that context.

With regard to students, recruiting efforts reflect concern for diversity and inclusion. These efforts include the Business at Moore program, which offers a one-week summer experience to high-achieving high school students from underrepresented groups. This program offers exposure to opportunities in business and offers financial support for BAM students who enroll in DMSB. These efforts also include engagement with the PhD Project, an initiative designed to encourage underrepresented groups to enroll in doctoral programs in business. These efforts also include participation at recruiting fairs and career fairs focused on underrepresented groups. With regard to efforts to encourage an inclusive environment, informal mentoring by faculty has increasingly been observed with regard to communication styles and business norms. Faculty have worked to promote an inclusive environment by promoting diversity when inviting guest speakers from industry, and the college has urged faculty to be sensitive to issues with diversity implications when communicating with students. More formal initiatives are also being pursued. These initiatives include the establishment of a Student Diversity Advisory Council and efforts to incorporate diversity training (modeled after corporate diversity training programs) within the graduate orientation, with the initial effort focused on our MHR program. Issues of cultural diversity are also emphasized within both our IMBA program and our undergraduate international business program.

With regard to staff, efforts our made to promote an inclusive environment, in part by encouraging multiple channels for staff members to voice concerns or raise questions. The staff advisory council is designed to solicit and convey feedback from all staff members to college administration and our HR Director is also available to hear employee concerns. The staff advisory council also works to facilitates engagement and inclusion by events that encourage the participation of all members of the staff, such as staff breakfasts and staff award lunches.

### **Innovation in teaching and research**

Efforts to promote innovation can be seen in the PMBA course development awards that have been used to encourage faculty to make effective use of blended learning models, with attention to effective use of asynchronous as well as video conferencing delivery modes. Support is also provided through funding a instructional design professional focused on facilitating innovation in instruction. Efforts have also been made within departments to encourage innovation in the teaching of larger classes, particularly as it relates to the use of technology to encourage student engagement. Efforts have also been made to encourage the development of high quality on-line classes, with course teaching load and summer support policies designed to encourage innovation in this arena. Significant efforts are also being made to encourage innovation in a way that will facilitate rigor while also providing students with the tools and resources to meet increased demands. These efforts include early identification of student engagement within classes with efforts to link students with supporting resources. Efforts to encourage innovation are also reflected in changes made to teaching load policies as well as annual review processes, both of which were designed to recognize the importance of innovation. Teaching load and summer research support policies are both driven by a desire to ensure that productive researchers have the resources needed to make impactful contributions, often through innovative research initiatives. It should be noted that while our policies emphasize publications in leading journals, because of the nature of publication standards for different journals, we strive to encourage innovation via encouraging a portfolio perspective with regard to publication outlets (as opposed to a more narrow focus on journal lists). The availability of seed funding via our small research grant program and via research funding for research centers also is designed to facilitate innovative research programs.

### **Access and affordability**

Efforts to enhance access and affordability can be seen in the over \$1,200,000 in private funds devoted to student scholarships and fellowship. Further, student scholars and fellowships remain a critical priority within on-going advancement efforts. Philanthropic efforts also provide resources to support program enhancements which allows students to benefit from investments funded by alumni and other supporters of the university.

Access and affordability should also be viewed through the lens of potential returns from investments in education. By focusing on initiatives designed to affect employability, we are working to ensure that educational investments made by students and their families will be justified by the resulting career opportunities.

### **Promoting collaboration**

Collaboration across campus is observed both at a programmatic level and with faculty research endeavors. In collaboration with faculty in public health, epidemiology, psychology, and engineering, DMSB faculty have pursued external funding on topics ranging from water quality, to preventative care, to encouraging healthy behaviors. On-going programmatic initiatives also involve collaborative efforts with engineering, political science, pharmacy, law, and music. As we move forward with the launch of the Center for Innovation and Commercialization and the start of our SmartState Innovation Chair, collaboration between the business school and research faculty in STEM disciplines should be facilitated. This collaboration should be focused on using research on innovation and commercialization to inform decisions made at early stages of the research process within STEM disciplines.

### **Enhancing global engagement**

Efforts to further develop international programs continued in the most recent year. Over 100 IB majors studied overseas with Global Exchange Partners and a similar number of exchange students from partner schools studied at DMSB. Global engagement is further facilitated by our undergraduate cohort programs which provide for even more extensive culture immersion experiences. An array of international partnerships also support our Double-Degree MIB program that allows students to earn the USC MIB degree combined with a business degree from one of our well-regarded international partners (e.g., University of Mannheim). Short-term study abroad experiences continue to be emphasized, with over 200 participants in the past year. We have also launched our EIMBA program with a partner in Korea and anticipate a similar launch with a partner in Latin America. Opportunities for cultural immersion remain a critical feature of our IMBA program, with language acquisition, ethnographic skills, and in-country experiences and projects combined in a way that facilitates the development of global competencies. Research and programmatic initiatives are also made possible by the renewal of the CIBER grant and also by funding provided by the Wang China Initiative and the Freeman Institute. Plans are currently being developed to develop study abroad experiences for different majors throughout the business school. The goal is to develop partnership arrangements for different majors that would allow students to complete key requirements for a major while abroad.

## Appendix F. Unit Statistical Profile

### A. Instructional

1. Number of entering freshmen for Fall 2012, Fall 2013, Fall 2014, and Fall 2015, and their average SAT and ACT scores.

	FALL 2012	FALL 2013	FALL 2014	FALL 2015
# Fresh/ACT Avg.	1148/27	1278/27	1476/27	1532/28
# Fresh/SAT Avg.	1148/1222	1278/1222	1476/1223	1532/1218

2. Freshman retention rate for classes entering Fall 2012, Fall 2013, and Fall 2014.

	FALL 2012	FALL 2013	FALL 2014
Same school	79.8%	79.8%	78.3%
Other school	8.7%	9.2%	9.7%
<b>Total</b>	<b>88.5%</b>	<b>89.0%</b>	<b>88.0%</b>

3. Sophomore retention rate for classes entering Fall 2011, Fall 2012, and Fall 2013.

	FALL 2011	FALL 2012	FALL 2013
Same school	84.6%	85.2%	84.4%
Other school	9.2%	7.2%	9.8%
<b>Total</b>	<b>93.8%</b>	<b>92.5%</b>	<b>94.2%</b>

4. Number of majors enrolled in Fall 2012, Fall 2013, Fall 2014, and Fall 2015 by level: undergraduate, certificate, first professional, masters, or doctoral (headcount).

	FALL 2012	FALL 2013	FALL 2014	FALL 2015
Level	Headcount	Headcount	Headcount	Headcount
Undergraduate	4,202	4,544	5,064	5,526
Masters	802	791	756	804
Certificate	0	0	0	0
First Professional	0	0	0	0
Doctoral	74	68	79	77
<b>Total</b>	<b>5,078</b>	<b>5,403</b>	<b>5,899</b>	<b>6,407</b>

5. Number of entering first professional and graduate students, Fall 2012, Fall 2013, Fall 2014, and Fall 2015, and their average entrance exam scores.

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	
2014										
Program	1-Year MBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL	
Number Enrolled	17	34	24	6	42	30	112	22	287	
Average GMAT	653	666	590	NA	527	643	619	695		
Average GRE (q+v)	307	311	NA	317	301	312	307	313		
Average PAEP	NA	NA	NA	NA	NA	NA	NA	NA		
2015										
Program	1-Year MBA	IMBA	MACC	MAEC	MHR	MIB	PMBA	PhD	TOTAL	
Number Enrolled	21	31	62	10	43	30	138	11	346	
Average GMAT	640	669	560	NA	571	611	608	677		
Average GRE (q+v)	295	309	326	313	297	282	307	328		
Average PAEP	NA	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 2014, Spring 2015 and Summer 2015 by level (undergraduate, certificate, first professional, masters, doctoral).

LEVEL	FALL 2014	SPRING 2015	SUMMER 2015
Undergraduate	222	757	96
Masters	134	194	67
Certificate	1	31	24
First Professional	0	0	0
Doctoral	2	8	1
<b>Total</b>	<b>359</b>	<b>990</b>	<b>188</b>

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

2009 COHORT			
	4-Year	5-Year	6-Year
Same school	47.3%	56.1%	56.5%
Other school	10.5%	17.4%	18.4%
<b>Total</b>	<b>57.8%</b>	<b>73.5%</b>	<b>74.9%</b>

8. Total credit hours generated by our unit (regardless of major) for Fall 2014, Spring 2015 and Summer 2015.

TERM	COUNT
Fall 2014	57,965
Spring 2015	56,486
Summer 2015	8,322

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree (DMSB majors taught by DMSB faculty).

FALL 2015	
Major	% of UG Credit Hours - Highest Terminal Degree
Accounting	67.78%
Business Economics	66.46%
Conditional	61.57%
Finance	60.64%
International Business	66.37%
Management	63.98%
Management Science	66.24%
Marketing	64.33%
No Major	55.36%
Real Estate	48.69%
Risk Management and Insurance	53.81%

10. Percent of credit hours by undergraduate major taught by full-time faculty (DMSB majors taught by DMSB faculty).

FALL 2015	
Major	% of UG Credit Hours - Full-Time Faculty
Accounting	89.23%
Business Economics	73.82%
Conditional	66.98%
Finance	77.72%
International Business	88.99%
Management	69.99%
Management Science	80.9%
Marketing	74.44%
No Major	59.67%
Real Estate	72.28%
Risk Management and Insurance	65.39%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank) for Fall 2013, Fall 2014, and Fall 2015 (by department where applicable).

<b>RANK</b>	<b>FALL 2013</b>	<b>FALL 2014</b>	<b>FALL 2015</b>
<b>Tenure Track</b>			
Professor	35	35	33
Associate Professor	30	31	28
Assistant Professor	31	31	33
Research Faculty	1	0	0
<b>Total Tenure Track</b>	<b>97</b>	<b>97</b>	<b>94</b>
<b>Visiting Faculty</b>	<b>4</b>	<b>3</b>	<b>1</b>
<b>Clinical Faculty</b>			
Professor	1	0	2
Associate Professor	0	2	4
Assistant Professor	11	12	12
<b>Total Clinical Faculty</b>	<b>12</b>	<b>14</b>	<b>18</b>
<b>Instructors</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Lecturers</b>	<b>32</b>	<b>32</b>	<b>37</b>
<b>Adjunct Faculty</b>	<b>67</b>	<b>48</b>	<b>37</b>
<b>Total</b>	<b>212</b>	<b>194</b>	<b>187</b>



12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2014.

	FALL 2014	FALL 2015	PERCENT CHANGE
<b>PROFESSOR</b>			
Hispanic	0	0	-
American Indian/Alaska Native	0	0	-
Asian	4	4	-
Black or African American	0	0	-
White	31	29	6.5% decrease
Two or More Races	0	0	-
N/R Alien	0	0	-
Unknown	0	0	-
<b>ASSOCIATE PROFESSOR</b>			
Hispanic	0	0	-
American Indian/Alaska Native	0	0	-
Asian	7	6	14.3% decrease
Black or African American	1	1	-
White	22	20	9.1% decrease
Two or More Races	1	1	-
N/R Alien	0	0	-
Unknown	0	0	-
<b>ASSISTANT PROFESSOR</b>			
Hispanic	2	2	-
American Indian/Alaska Native	0	0	-
Asian	9	10	11.1% increase
Black or African American	1	1	-
White	19	20	5.3% increase
Two or More Races	0	0	-
N/R Alien	0	0	-
Unknown	0	0	-

## B. Scholarship, Research and Creative Accomplishments

1. The total number and amount of external sponsored research proposal submissions by funding source for FY 2015.

DEPARTMENT	APPLICATIONS BY FUNDING SOURCE					DOLLARS REQUESTED
	Federal	State	Commercial	Private	Total	
Dean's Office	2	1			3	435,694
Division of Research	1	7	2	2	12	591,632
Small Business Development Center	1	1			2	1,952,309
<b>TOTAL</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>17</b>	<b>2,979,635</b>

2. Summary of external sponsored research awards by funding source for FY 2015. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2015, and Federal extramural funding processed through SAM in FY 2015. Amount of sponsored research funding per faculty member in FY 2015 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).

DEPARTMENT	PRIMARY INDIVIDUAL	RANK/TITLE	FED	STATE	PRIV	COMM	TOTAL
Dean's Office	Kress, Dean	Assoc. Dir., Faber Center	1,041				<b>1,041</b>
	Niehaus, Greg	Professor		20,000			<b>20,000</b>
	Roth, Kendall	Senior Assoc. Dean	279,200				<b>279,200</b>
Division of Research	Makaew, Tanakorn	Assistant Professor	230,631				<b>230,631</b>
	Von Nessen, Joseph	Research Economist, DoR		220,000	73,500	24,000	<b>317,500</b>
Small Business Development Center	Abraham, Michele	State Director, SBDC	2,200,521				<b>2,200,521</b>
<b>TOTAL</b>			<b>2,711,393</b>	<b>240,000</b>	<b>73,500</b>	<b>24,000</b>	<b>3,048,893</b>

3. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2015, by rank and by department, if applicable.

DEPARTMENT	PRIMARY INDIVIDUAL	RANK/TITLE	TOTAL EXPENDITURES
Dean's Office	Kress, Dean	Assoc. Dir., Faber Center	10,138
	Niehaus, Greg	Professor	19,743
	Roth, Kendall	Senior Associate Dean	216,974
	Thatcher, Sherry	Professor	44,753
Division of Research	Ferguson, Mark	Professor	43,583
	Makaew, Tanakorn	Assistant Professor	115,332
	Nartey, Lite	Assistant Professor	10,853
	Ployhart, Robert	Professor	27,475
	Von Nessen, Joseph	Research Economist, DoR	253,974
	Woodward, Douglas	Professor	41,721
Small Business Development Center	Abraham, Michele	State Director, SBDC	3,804
<b>TOTAL</b>			<b>788,350</b>

4. Number of patents, disclosures, and licensing agreements in fiscal years 2013, 2014, and 2015.

None