

**University of South Florida Sarasota-Manatee
College of Business
Strategic Plan
October, 2011**

Executive Summary

This strategic plan has been developed for the College of Business (COB) at the University of South Florida Sarasota-Manatee (USFSM) reflecting environmental conditions in the first half of 2011. Section 1 is an analysis of the environmental factors that will affect any plan that is enacted and includes information on the competition faced, the economy in which we operate, the technology that has become ubiquitous in education, the political process that is so important to a public university, the social issues facing our students and faculty, the resources available for the operation of this college on this campus, and the demographics of our students and region.

Section 2 of this plan identifies eight different constituencies in whom the college and the campus should have varying degrees of interest. Those focal populations are future students, current students, campus alumni, business community, faculty, local community (non business), donors, and the global community. We feel that the priority must be placed on recruiting future students, serving current students, creating a talented and stable faculty, and working with the business community to ensure that the education we provide reflects the needs of all involved.

In Section 3, the environmental information reported in the first section of this plan was combined with research conducted with the COB Advisory Board, the faculty, and students to develop a SWOT analysis and an Attribute analysis to identify elements that can be exploited or modified in any attempt to further the interests of the college and campus. We feel that the USF brand, the location of the campus, the tuition being charged, and the flexibility our campus can offer are currently the biggest strengths. Due to the small size of the faculty and the limited resources available, we are not able to offer all of the courses that students would like as often or in time slots they might prefer and this is our biggest weakness. New programs, cutting edge curriculum, and market rate online offerings can provide the most accessible opportunities to move this campus forward. These can be accomplished with a small, but dedicated faculty, minimal resources, and some creativity. Significant threats do exist to USFSM in the continuing reduction of funding by the state, the disintegrating relationship with State College of Florida, the economic problems the world is facing, and the uncertainty faculty feel about the stability of their positions.

The final section of this plan contains suggestions for possible actions to be taken by USFSM's College of Business in dealing with all eight of the focal populations mentioned above. These proposed actions will have to be prioritized according to the impact they might generate as well as the resources needed to carry them out.

SECTION 1

Situational Overview

Seven environmental factors are considered relevant to the possible success of this strategic plan and those factors have been identified as competition, economy, technology, political, social, resources, and student demographics.

Competition

There are ten Colleges/Universities in the USF Sarasota-Manatee (USFSM) service area outside the USF system that compete with USF SM College of Business. These institutions have been identified as Argosy University, Eckerd College, Everglades University, Florida Gulf Coast University, Hodges University, Keiser University, St. Petersburg College, University of Tampa, and Webster University. Within the USF system, USFSM College of Business competes with USF Tampa and USF St. Petersburg. Given the large number of institutions that offer similar business administration programs, the analysis of the competition has been done at two levels. The first level considers the competitive advantages of the above mentioned ten institutions over USFSM College of Business. The second level compares USFSM College of Business with its closest competitors by looking at identified key success factors. These closest competitors form a “strategic group”. Within a strategic group, institutions offer business administration programs following the same model based on such factors as ownership of the institution (private/public), the existence of a College/School of Business as an entity within the College/University and the accreditation by AACSB International constitute a strategic group.

Business Programs in Sarasota-Manatee area service

The majority of institutions in the USFSM service area with the exception of USF Tampa and USF St. Petersburg present advantages over USFSM College of Business in the following areas:

1. Experiential learning credit: students can earn course credit through the submission of a portfolio or external evaluation of coursework, license, or certificate (Eckerd College). Keiser University considers credit taken at a non-accredited school on a course-by-course basis.
2. On-line degrees: most of these institutions offer on-line bachelors and master’s degrees in business administration.
3. Non-entrance test requirements.
4. Degrees in the areas that we do not offer: this is the case of Bachelor of Science in Accounting, Master of Science in Management (Hodges University), Bachelor of Science in International Business (Eckerd College).
5. Course packaging: programs are coordinated according to specific needs of students. For example, program for Experienced Learners (Eckerd College), one class per month (Keiser University and Everglades University), Evening College (University of Tampa).

USFSM College of Business has advantages in the following areas:

1. The accreditation by AACSB International. The University of Tampa is the only other non-USF institution in this area also accredited by the AACSB International.
2. Tuition cost per credit hour for both undergraduate and graduate programs (see table 1).
3. Faculty quality in terms of the number of faculty with terminal degrees.
4. Resources of a larger system: USF.

TABLE 1.
Cost of Education

Institution	Tuition cost per credit hour in \$	
	Undergraduate	Graduate
USF-SM	105	272
Argosy U	480	595
Eckerd C	276	*
Everglades U	406	406
Florida Gulf Coast U	82	201
Hodges U	405	405
Keiser U	441	553
St. Pete C	85	*
Phoenix U	368	443
U of Tampa	440	472
Webster U	490	490

(*) Not currently offering a master degree program.

USF SM College of Business’s “Strategic Group”

In the Sarasota-Manatee service area, USFSM, USF Tampa, USF St. Petersburg, and Florida Gulf Coast University can be considered a strategic group. The University of Tampa was not considered because it is a private institution. To determine the strategic position of each one of them, eleven critical success factors used were: student retention, graduation rate, student/faculty ratio, tuition, enrollment, scholarship, business degree offered, name/what students say about the School or College, courses offered, community engagement, and community perception. A *Competitive Profile Matrix* (CPM) was built to identify the USFSM’s major competitors’ strengths and weaknesses (table 2). Quantitative data were provided by the USFSM’s office of Institutional Research & Effectiveness. Qualitative data were obtained through informal conversations with colleagues and staff at the USFSM College of Business.

The two most important factors to being competitive are “student/faculty ratio” and “tuition” as indicated by weights of 0.15. USFSM is strongest on “graduation rate”, “student/faculty ratio”, and “tuition”, as indicated by a rating of 4. USF Tampa is strongest on “business degree offered”, whereas Florida Gulf Coast University is strongest on “scholarship”. Scholarship was calculated as a percentage of the College of Business scholarship taking into account the total scholarship of the institution. Both USFSM and USF St. Petersburg are strong on “enrollment”. Enrollment was calculated as a percentage of business students compared to the total enrollment at the campus level.

USF Tampa is strongest on “business degree offered”. Florida Gulf Coast University, USF St. Petersburg, and USF Tampa are strong on “residential life/housing”.

USFSM College of Business has a major weakness: “scholarship”. In fact, for the academic year 2009-2010, USF SM received a total of \$327,220 in scholarship. Of this amount, \$0 was allocated to the College of Business. USFSM College of Business has three minor weaknesses: “business degree offered”, “presence in the community”, and “perception of the community”. USFSM College of Business offers fewer business degrees than its competitors in the same strategic group. In fact, USF St. Petersburg offers undergraduate degrees in Accounting, Economics, Finance, International Business, Information System Management, Management, and Marketing. Similarly, Florida Gulf Coast University offers graduate degrees in Accounting and Taxation, Computer Information Systems, and an Executive MBA. USFSM College of Business does not seem to have a strong presence within the business community. In addition, the Sarasota-Manatee community does not know much about USF SM. Many people in the community do not realize that USFSM exists and it is very often confused with the New College of Florida. Overall, USFSM is the strongest, as indicated by the total score of 2.95.

The fact that the USFSM College of Business receives a score of 2.95 does not mean that it is 12 percent better than USF St. Petersburg. These numbers just reveal the relative strengths and weaknesses of each College of Business in the same strategic group.

TABLE 2.
Competitive Profile Matrix

Critical Success Factors	USFSM		USF St. Petersburg		USF Tampa		Florida Gulf Coast U		
	Weight	Rating	Score	Rating	Score	Rating	Score	Rating	Score
Student retention	0.05	3	0.15	3	0.15	2	0.10	2	0.10
Graduation rate	0.05	4	0.15	3	0.15	3	0.15	2	0.10
Student/faculty ratio	0.15	4	0.60	3	0.45	3	0.45	3	0.45
Tuition	0.15	4	0.60	3	0.45	2	0.30	2	0.30
Enrollment	0.10	4	0.40	4	0.40	2	0.20	3	0.30
Scholarship	0.05	1	0.05	1	0.05	4	0.20	4	0.20
Business degree offered	0.05	2	0.10	2	0.10	4	0.20	3	0.15
Name/what students say	0.10	3	0.30	3	0.30	3	0.30	3	0.30
Courses offered (flexibility)	0.10	3	0.30	3	0.30	3	0.30	3	0.30
Presence in the business community	0.05	2	0.10	3	0.15	4	0.20	3	0.15
Perception from the community	0.05	2	0.10	3	0.10	3	0.15	3	0.15
Total	1.00		2.95		2.60		2.55		2.50

Notes:

1. Critical success factors include both internal and external issues.
2. The rating refers to strengths and weaknesses, where 4 = major strength, 3 = minor strength, 2 = minor weakness, 1 = major weakness.

Economy

During the recent recession, the enrollment at state schools increased due to two reasons. First, some students who were accepted at private schools could not afford to attend those schools and eventually chose public schools like USFSM. Second, when the recession hit, more people lost jobs and these unemployed people came back to school to increase their marketability. Table 3 and 4 clearly show that the effect of the recent recession for the enrollment of undergraduate students at USFSM and in COB. COB saw a dramatic increase in enrollment of female UG students in 2010-11 academic year. If this trend continues, COB should study the demand and preference of female students and reflect the trend for future curriculum planning.

TABLE 3.
Overall USFSM Undergraduate Student Enrollment by gender

GENDER - USFSM – UG	2006-07	2007-08	2008-09	2009-10	2010-11
MALE	565	596	668	653	733
FEMALE	1196	1323	1402	1287	1261
TOTAL	1761	1919	2070	1940	1994
Overall Growth		8.97%	7.87%	-6.28%	2.78%
Male Growth		5.49%	12.08%	-2.25%	12.25%
Female growth		10.62%	5.97%	-8.20%	-2.02%

TABLE 4.
COB Undergraduate Student Enrollment by gender

GENDER - COB – UG	2006-07	2007-08	2008-09	2009-10	2010-11
MALE	223	238	262	217	244
FEMALE	284	309	330	241	286
TOTAL	507	547	592	458	530
Overall Growth		7.89%	8.23%	-22.64%	15.72%
Male Growth		6.73%	10.08%	-17.18%	12.44%
Female growth		8.80%	6.80%	-26.97%	18.67%

Table 5 shows that since the start of the recession in 2007, the enrollment of white non-Hispanics and non-resident aliens drops dramatically. On the other hand, Hispanic and black student enrollment keeps increasing. COB should consider this enrollment trend and study these minority students' interests. When COB selects advisory board members, COB should consider

this student population trend. In order to have a globalized curriculum, COB should find ways to increase the enrollment of non-resident alien UG students.

**TABLE 5.
COB Undergraduate Student Enrollment by ethnic group**

Race/Ethnicity – COB UG	2006-07	2007-08	2008-09	2009-10	2010-11
White Non-Hispanic	400	432	456	342	395
Hispanic	25	34	54	46	62
Asian/Pacific Islander	23	23	32	25	25
Black Non-Hispanic	25	28	23	25	31
Non-Resident Alien	23	20	16	6	4
Unknown	10	9	7	10	9
American Indian/Alaskan Native	1	1	4	4	4
Total	507	547	592	458	530

* Table 1, 2, and 3 were constructed internally at USFSM.

The current recession is the biggest since the Great Depression and unemployment is not dropping quickly even though the positive signs of economy emerge. Due to a prolonged bad state economy, the state budget will be cut again this year and that will influence the higher education budget. As a result, USFSM will have more incoming students and at the same time, the University will have a smaller state budget. According to the Congressional Budget Office, US economy will grow 3.1%, 2.8%, 3.4%, 3.4%, and 3.4% from Year 2011 to 2015. Given that the Florida economy follows national trends, we can expect the economy of Florida will be much better in 2013. But Table 6 shows that FY2011-12 and FY 2012-13 budgets will have close to a \$3.5 billion deficit in Florida. We can expect that the public higher education system will have budget cuts for at least two more years.

**TABLE 6.
Florida’s Budget Deficit Projection**

	FY 2011-12	FY 2012-13	FY 2013-14
Total Funds Available	24,391.0	25,889.4	27,584.4
Total Estimated Expenditures	27,726.7	29,269.2	29,967.3
Ending Balance	-3,335.7	-3,379.8	-2,382.9

Source: Legislative Budget Commission, September 2010; Florida Consensus Estimating Conference, December, 2010. All numbers in millions.

To deal with this tough budget situation, we have to secure more funding from students and donors. In terms of enrollment, the future numbers are not bright. Table 7 shows a downward trend of future high school graduates. In order to have more student enrollments from this decreasing limited pool, COB may consider the following two strategies. First, the courses at USFSM should be relevant and rigorous compared with area community colleges and universities. Within COB, we are already doing advisory board meetings to make our curriculum more relevant. In addition, COB has to discuss ways to improve the rigor of the courses we are teaching. Second, given increasing enrollments from the Hispanic and African American population, more personal help is critical for the success of these students and COB. COB can hire more tutors to help students who need extra help.

TABLE 7.
Area School Districts—Projected number of graduates

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Manatee	2211	2024	2052	2071	2039	1977
Sarasota	2563	2442	2490	2567	2590	2632
Total	4774	4466	4542	4638	4629	4609
% change Manatee		-8.46%	1.38%	0.93%	-1.55%	-3.04%
% change Sarasota		-4.72%	1.97%	3.09%	0.90%	1.62%
% change total		-6.45%	1.70%	2.11%	-0.19%	-0.43%

Source: <http://www.fldoe.org/evaluation/pdf/HSGradProjFeb2010.pdf>

Technology

The trend for industry leaders is that technology is a major driver for Strategic Plans. For example, Cloud Computing will prevail where Internet infrastructure allows. General productivity gains can be realized with unified communications, workgroups, remote access management, and eGovernment. Cultural, security and privacy issues must be addressed concurrent with this growth. Leadership in technology deployment and use provides an edge over educational competitors.

As a meter of technology trends, the Technology Industry is seeing the demand for PCs and Flat Panels slowing. The demand for iPads and Smartphones is increasing, as are products that increase productivity and convenience. Productivity and convenience are significant factors in this strategic outlook.

Internationally, the most prioritized areas across OECD countries are: Information and Communication Technology (ICT) skills and employment, broadband diffusion, Green ICTs, R&D, Innovation networks, and technology diffusion. We have seen an Asian Boom focus as well as good IT investment rates in India. Forecasts indicate continual ICT sector growth, especially in non-OECD economies. Also expected are a decrease in outsourcing and increases in broadband diffusion, innovation collaboration, and the demand for mobile services. Each of these areas has application to the educational environment and should be addressed in a strategic plan.

The COB Strategic initiative for 2010-2015 lists 8 goals, where #1 is to position ourselves to be the first choice of students and employers in our area and Goal #2 is to Leverage technology/multimedia to develop and deliver classes on a best practices basis. These top goals are inter-related. To this end, USFSM currently enjoys broadband and wireless communication and Blackboard technologies for course delivery, with centralized support from the Tampa campus. Faculty may choose desktops or laptops and may store a moderate amount of information on the servers. Students have access to laptop classrooms with Internet access and individual stations around campus.

Many students bring their own mobile technology to the classroom and use it at a variety of other locations. Consistent with employer outlook, the MBA students predict the top three areas of strategic technological growth in the next five years will be new portable devices for Internet access, mobile wireless networks, and virtual collaboration – global, internet-based sharing and storage for home-based networked teams and social communities.

To continue to develop and deliver classes on a best practices basis, there are several areas that could facilitate strategic USF growth: increasing the capacity for storage and cloud computing on Internet-based servers; increasing the quality of wireless communications - upgrading to mobile broadband; increasing and integrating mobile devices while addressing security and privacy issues. Green ICT considerations not only reduce paperwork, but include other environmental impacts. Aided by technology, the curriculum can continue to be developed to prepare students for employment using ICTs, to increasingly involve community and global resources, and for courses to be delivered with strategic technology and media advances. Technology may also be used to increase geographic reach, increase diversity, increase accountability, provide alternate opportunities for incubation and innovation, reduce anxiety, reduce commuting time and costs, and a number of other features of courses that are online or partly-online (a.k.a. hybrid or blended courses).

Global considerations include sensitivity to differences in attitudinal and behavioral cultural differences about technology among groups of individuals – students, faculty, university, region, nation, continent; physical differences of geographical location, time zone, language, currency, and legal and political environment; structural differences among the function and level of centralized and decentralized functional units, and among different job categories; and

technology differences in the hardware, software, data and network infrastructure, deployment methods and processes, and technological expertise of all stakeholders. Awareness and respect for these differences should be a cornerstone in building the strategic plan.

Florida and the Gulf States are particularly susceptible to weather disasters. Sarasota and Manatee are Gulf Coast cities that have enjoyed a long history of being disaster-free, which can't be expected to continue. In anticipation of weather disasters or other types of disasters, each course syllabus contains the following statement: "In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information."

In the event of a local disaster, regional campuses in the USF system will provide backup capabilities. In the event of a regional disaster, Skype and Blackboard have the capability to operate from their bases outside of the region. Skype provides Internet telephony, video, etc. with bases in Europe, the US, and Asia. Blackboard, which serves most continents with learning, collaboration, and mobile software, has alternate locations from which to operate. A virtual campus can be created, as Blackboard enabled for Tulane University in the aftermath of Hurricane Katrina. Currently Blackboard automatically creates an electronic course structure for each course offered by USF for registration and it is used to varying degrees by most professors. Skype is not as widely implemented or used at this time. A more detailed plan for use of Blackboard (including Elluminate), Skype, and email during emergencies needs to be developed and rehearsed.

Technology training for all stakeholders will be instrumental to augmenting the advantages and easing the anxieties of strategic technological growth.

Political

Being part of the Florida State University System, USFSM is always subject to the vagaries of the state legislature. Florida is enduring difficult economic times with an anticipated state budget shortfall approaching \$3.5 billion and state law requiring a balanced budget and this can mean some critical budget cuts for the campus. A new governor is just settling into office and the plans he is developing could have a significant impact on the school's operation.

With regard to higher education, the new governor promised to make the state university system more intertwined with job-creating efforts and is pushing universities to begin to create detailed accountability measures to prove the value of higher education and show where improvement is needed. The assumption is that the state universities are failing to produce

enough graduates prepared for high-wage, high-skilled professions making the state less attractive to employers who might consider locating in Florida.

The new governor's education transition team recently published their recommendations for steps to address issues related to education in the state of Florida and some of the issues they addressed will directly affect USFSM if they are incorporated into future legislation. One issue addressed in these recommendations is student scholarship funding and saving accounts which are used to pay for education and any changes in this area may impact some student's ability to attend college. A second issue raised was a new emphasis on digital learning by incorporating technology as a conduit for student learning and the use e-textbooks to allow greater access and lower costs to students. A third important area is performance-based funding for schools that will link state funding to the school's contributions to the state's economic development process. To accomplish this, the Board of Governors will develop a metrics-based accountability system.

An important issue will also be the politics of our competition with State College of Florida (SCF) as we compete with them for programs and funding. We have recently entered a phase where SCF is developing academic programs that are in direct competition to some already in existence at USFSM. These new competitive programs may reduce the number of students who choose to come to USFSM to complete their bachelor's degrees. The state system must approve new programs and these approvals and funding are often a function of the state political process.

The state is now approving graduate level programs to be offered at market rate, as opposed to the state tuition rate, which happens to be one of the lowest in the nation. The state would particularly like to see online programs at the graduate level to be offered at market rates. The state has already approved some specific programs at FSU, FIU and UF. It will allow up to five new programs per academic year per university. So far USF has not requested any programs for approval.

Social

There is a social pressure on students to pursue a college degree. Recent statistics show that the median income for full-time workers with a bachelor's degree is more than double the median income of full-time workers who have only finished high school. Typically, unemployment rates for workers with a college degree are about half of what they are for workers without a college degree. A recent study by Georgetown University's Center on Education and the Workforce estimates that 22 million new college degrees will be needed to fill the jobs that will develop between now and 2018. They also estimate that there will be a shortfall of 3 million new degrees putting the American economy in a risky position. According to this study, the trend toward a more educated workforce has been developing for decades as the share of jobs in the U.S. economy which required postsecondary education increased from 28 percent

in 1973 to 59 percent in 2008. The study expects this trend to continue over the next decade with that number growing to 63 percent.

The methods used to explore college alternatives have changed dramatically over the past few years. Typing "find the right college for me" into a Google search yields over 47 million links to search engines and other websites that are supposed to help a prospective student find the perfect college. Another Google search using "college and university rankings" yields another 7 million links. Still a third Google search on "college and Facebook" resulted in 617 million links. The proliferation of this information from various sources available to students creates challenges in reaching them and ensuring that the information they receive accurately reflects the college and school.

Parents are seemingly more involved in the college choices that students make. A Google search for "parents and college" yielded 142 million links to information for parents of current and future college students. These links included national associations of parents and listings of resources available to them to help their children and themselves transition to a new stage of life.

Once the student enters a college they will face pressure to fit in and succeed. Sometimes this leads to behaviors that are beneficial to the student such as developing good study habits but sometimes this leads to detrimental behaviors such as drinking or cheating. While statistics on cheating vary, there is no denying that cheating is a problem to be considered by every school. Cheating has been enabled by advances in technology that is used both directly and indirectly by students to cheat. Direct uses of technology include using phones to take pictures of exams to share with other students, to contact other students during exams to ask for help, and to access information stored on the phone or available on the Internet. Students sometimes gain access to exams or answer keys to test banks that are published with textbooks and circulate copies in advance of exams. Old fashioned methods of cheating are also still being used. Students can learn how to remove the label from a soft drink bottle and replace it with a replica on which their notes are printed from a video on Youtube.com (How to Cheat on Any Test). They also still write notes on various body parts or hats. Now that some exams are given online, a new issue that has arisen is knowing who is actually taking the exam. Some students will find a different student with a better understanding of the exam content to take the exam in their place. Dishonesty can extend beyond just exams as websites exist for obtaining fake doctor's notes (<http://bestfakedoctornotes.com>) or corrupted files (www.corrupted-files.com/Home.html) to submit to instructors when assignments are due but the work has not been completed.

Plagiarism is an issue in academic honesty that is of concern to many schools. A recent study on student attitudes toward academic honesty violations (Baker, Berry & Thornton 2008) revealed that a majority of students in the study felt that plagiarism was not serious cheating and that, in general, students do not believe that copy-and- paste plagiarism, when using computer technologies, is as serious an issue as copying from literature without citing, when computer technologies are not used.

Resources

University funding received from the State of Florida is highly correlated with the political environment. For the 2010-11 academic year, Florida did not accept any legislative budget requests (new funding proposals). Instead USFSM received last year's funding amount less 10% as a result of state budget cuts. There is some speculation that another 10% cut may occur for the 2011-12 academic year as well, but as previously mentioned, with a new governor in office, there is a great deal of uncertainty regarding the upcoming budget allocation.

Outside of state funding, there are grants available. These are easiest to find for non-recurring or short-term projects. Recurring funding, such as for hiring new faculty, is more difficult to secure with grants due to the term period associated with grants. USF Tampa employs a grant researcher to assist USF system employees in locating grants specific to their project needs. Faculty and staff should provide the research department with a project abstract to get the search process started. Once a grant has been selected, administrative personnel on the Sarasota-Manatee campus can assist with applying for the grant monies available.

Lastly, there are numerous resources that are of little or no cost to the university. Some examples of these are partnerships, corporate sponsorships, auxiliary operations (e.g. charging business leaders for half-day seminars on current marketing trends), and faculty/staff/student involvement in community events and/or professional meetings.

Student Demographics

To analyze the current demographics of the student population for the College of Business at the University of South Florida Sarasota-Manatee, the strategic planning committee utilized internal University data of Fall 2010 undergraduate students. We compared these percentages with information collected by the US Census Bureau for 2008¹, the most recent census information available. More specifically, we selected data of both male and female college students who are in their second year or higher of college at a four-year institution. Data from this report is herein referred to as "the national average" or "the census report."

Currently, the student population for the COB at USFSM is primarily (72%) white non-Hispanic. The Hispanic, black non-Hispanic, and Asian/pacific islander ethnicities make-up the next largest percentages at 12%, 6%, and 5% respectively. This is comparable to the national average. The census report indicates that part time students are still predominately white; however a much greater percentage of the students are black (18%) or Hispanic (15%). A study

¹ "School Enrollment: October 2008 - Detailed Tables." *Census Bureau Home Page*. Web. 07 Jan. 2011. <<http://www.census.gov/population/www/socdemo/school/cps2008.html>>.

by Andrew Cherlin² of the demographic trends in the United States for the years 2000 – 2009 highlights the growth of the Hispanic ethnicity which for the first time, exceeded the black population during the decade of the 2000's. USFSM may be negatively impacted if it does not remain relevant to these students. Issues such as language barriers may cause students to choose other Universities if programs or support systems are not provided on the USFSM campus.

Of USFSM's COB students, 37% are working full-time (at least 33 hours per week). This is significantly higher than the national average of 22%. Part-time working students in USFSM's COB is consistent with the national average of 34%. Course offerings, such as a move toward more day classes, may cause full-time working students to enroll elsewhere. On the other hand, offering day classes may attract more traditional students who work either part-time or not at all.

With regard to age, USFSM's COB students are older than the 2008 national average. 41% of these students are 25 – 39 years old. The national average for this age range is approximately 16%. Cherlin's study of the demographic trends in the United States for the years 2000 – 2009² indicates that the 21st century student is older than what was seen in the 1990's. Prior to 2000, most graduates were under the age of 24, whereas now approximately 12 – 17% of all 24 year olds are full-time or part-time college students. According to the 2006-2008 American Community Survey³, the median age of residents in Sarasota County is 50; however the median age for all US residents is 36.7. The older age of the community in which USFSM resides could positively or negatively impact campus enrollments depending on the type of programs offered.

² Cherlin, Andrew J. "Demographic Trends in the United States: A Review of Research in the 2000s." *Journal of Marriage and Family* June 72.3 (2010): 403-19. *Wiley Online Library*. Web. 7 Jan. 2011. <<http://onlinelibrary.wiley.com/doi/10.1111/j.1741-3737.2010.00710.x/full>>.

³ *State and County QuickFacts*. Web. 03 Dec. 2010. <<http://quickfacts.census.gov/qfd/index.html>>.

SECTION 2 Focal Populations

The College of Business at the University of South Florida Sarasota-Manatee serves a number of constituencies either directly or indirectly. Eight possible populations of interest have been identified for which planning might be needed and those populations are as follows:

Future Students

This group is students who will consider USFSM for either their entire college career or enter USFSM as a transfer after completing some portion of their studies at another college or university. USFSM has only admitted upper division and graduate students over the past thirty years but that is expected to change in the near future. Recruiting will need to be done in high schools in addition to the traditional means employed by USFSM in the past. It may be harder to reach prospective students at local colleges that have extended their programs to four years and now directly compete with USFSM rather than serve as a feeder program. To strategically locate future students, we include COB student profile according to area high schools in Table 8.

Table 8.
COB – UG Students–Area High Schools

High School	2006-07	2007-08	2008-09	2009-10	2010-11
*Bayshore High School	22	24	28	30	35
*Booker HS/Visual Perf Arts Ctr	11	13	12	10	17
Braden River High School	0	0	0	1	1
Bradenton Academy	3	2	6	4	3
Bradenton Christian School	3	3	2	1	2
Cardinal Mooney High School	6	8	8	11	12
Central HS	1	1	1	0	0
*Lakewood Ranch High School	14	25	33	29	25
Lemon Bay High School	8	5	5	10	12
*Manatee High School	39	43	48	47	32
Manatee School for the Arts	0	0	0	0	1
Manatee Technical Institute	1	5	4	3	2
North Port HS	0	0	3	6	9
Out Of Door Academy High School	2	0	0	0	0
*Palmetto High School	15	22	18	16	20
Pine View School	2	5	6	8	3
*Riverview High School	38	34	33	39	44
Sarasota Christian School	3	2	2	2	4
*Sarasota High School	35	36	42	40	38
*Southeast High School	21	24	31	25	20
*Venice High School	21	27	34	35	32

Table 8 was constructed internally at USFSM. * means more than 15 students are from those area high schools.

In addition to the potential local student population, there are opportunities for USFSM to expand its student population by other means. There is a growing market for online programs and the addition of appropriate courses and content offered via the Internet will allow USFSM to tap this potentially vast market. USFSM has also enjoyed success with foreign exchange programs where students from other countries have come to our campus and learned while enjoying life in the Sarasota-Manatee area. Recruiting students from other countries can expand the student population and add to the diversity that can make the educational experience richer. While most of the foreign students who have come to USFSM have been from schools in Europe, there is every reason to believe that students from other parts of the world (e.g. China) would find a vibrant community like the Sarasota-Manatee area to be an attractive place to continue their education.

Current Students

This group is the students who are currently taking courses at USFSM. There is a mixture of full-time students, part-time students, traditional students, and non-traditional students on this campus. Many USFSM students take courses at other USF campuses when course offering on the Sarasota-Manatee campus do not fit their desired time table. Retaining and allowing these students to take the courses they need on the home campus is important.

Alumni

The alumni group is a subset of the overall population of USF alumni. Many students have graduated from USFSM but feel little connection to the campus. A stronger connection between USFSM and alumni who graduated from this campus can provide a number of benefits to USFSM current and future students.

Business Community

Connections must be made with the business community so that we can prepare students for the careers that await them once they graduate. The connections with the business community can start before the hiring process begins by involving local business with the education experiences we provide our students. Students can gain valuable experience from working with firms on projects that are part of their class work and through internships. Firms can also benefit from students efforts on these endeavors and early exposure to the student talents available to them.

Donors

Resources for the USFSM COB will remain precious for the foreseeable future. New ways to increase resources available for student and faculty support will be important to recruiting and maintaining a high level faculty and educational experience.

Faculty

The faculty are at the center of the educational experience provided at USFSM. It is critical that we not only be able to recruit appropriate faculty members to deliver the courses needed, but to retain them as well. Faculty turnover has been significant in the past and stability in the faculty is important to the ongoing success of COB at USFSM.

Local Non-Business Community

There is an awareness issue within the local community with regard to USFSM. Many people in the local community are simply not aware of the school's existence or any value that it may provide. A higher profile within the local community may help improve recruiting and support for COB and the entire USFSM campus.

Global Community

The economy is global in nature and as such an important factor in the success of COB and USFSM. We must prepare students for life and careers that may or may not be local in the long term but will definitely be influenced by global forces.

SECTION 3

Preliminary Research

Qualitative data has been collected from three groups of interest, local business community as represented by USFSM COB Advisory Board Members, faculty, and current students via survey and focus group. The issues of importance for each of those three groups were identified as follows:

Advisory Board

- Internships
- Awareness
- Ethics
- Communication Skills
- Technical Skills
- Professionalism
- Capacity to Learn
- Partnerships
- Quality
- Opportunities
- Flexibility
- Real World Needs
- Differentiation

Faculty

- Increase Full-Time Faculty
- Reward System
- Support System
- More Course Sections
- More Majors
- Location
- Build Local Connections
- Marketing
- Community Awareness
- Responsive to Community Needs
- Take the Lead
- Flexibility

Current Students

- USF Reputation
- Small Classes
- Day Classes
- Personal
- Financial Aid
- Advising
- Teachers Know Their Name
- Wireless Technology
- Virtual Collaboration
- Students are Serious
- Location
- Quality Instruction
- Don't Offer All Classes
- Know Other Students
- Price
- More Sections of Courses
- Course Schedules

Key Attribute and SWOT Analysis

In order to more fully understand the issues facing USFSM COB, a key attribute analysis and SWOT analysis are proposed. A key attribute analysis takes the attributes or benefits that are valued by the various target markets or focal groups and evaluates them according to the importance of each attribute within each market. It is expected that each focal group will have markedly different attributes that are important to them and this analysis can help identify the important attributes for each group and facilitate a greater efficiency in attempts to reach them. An example of a key attribute analysis can be seen in Table 9. Typically, Importance data would be collected on a 0 to 5 scale with 0 being not at all important and 5 being extremely important. The scores for each attribute will be totaled in the right hand column of the table with highest totals representing those attributes that have the widest appeal for the college. These should obviously be featured in any generic promotion of the college. The totals for each column will show which target markets, or focal groups, are going to be most easily satisfied by the college's collection of attributes or benefits as evidenced by the higher scores. These should be the focal groups approached first because they represent the closest match with what the college currently offers.

Tables 10 through 13 represent the typical SWOT analysis that includes strengths, weaknesses, opportunities, and threats. For each of these tables more input is needed to accurately reflect the situation in which the college exists but examples are now included to facilitate discussion leading to the needed information.

TABLE 9
Key Attribute Analysis

Attributes	Focal Group							Total	
	Future Students	Current Students	Campus Alumni	Business Community	Faculty	Local Community	Donors		Global Community
USF Quality	5	5	5	4	5	3	4	4	35
Majors Offered	5	5		4	5				19
Classes Offered	5	5			3				13
AACSB Accredited	4	4	4		5				17
Day Classes	5	4			3				12
Evening Classes	4	4			3				11
MBA Program	4	4		4	4				16
Saturday Classes	3	3			3				9
Research Support					5				5
Stable Faculty	3	3			5				11
Expert Faculty	4	4		4	5				17
Student Skills	5	5		5	4			4	23
Small Classes	4	4			3				11
Tuition Cost	5	5							10
Personal Touch	4	4			3				11
Location	4	4			4	3			15
Size of Faculty					4				4
Student Advising	3	4							7
Financial Aid	4	4							8
Wireless Technology	4	4			4				12
Total	75	75	9	21	68	6	4	8	

Note: all numbers on a six-point importance scale with the following meaning - (blank=0): not at all important; 1 - not important; 2 - somewhat unimportant; 3 - somewhat important; 4 - important; 5 - extremely important.

TABLE 10
SWOT Analysis (Strengths)

Statement of Internal Strength	Importance					Performance					Strength Index
	Low		High			Low		High			
	1	2	3	4	5	1	2	3	4	5	
USF Brand					x					x	25
Location				x						x	20
Tuition					x				x		20
Program Flexibility				x						x	20
Quality Faculty				x					x		16
Accreditation			x							x	15
Popular Programs				x				x			12
Small Classes			x						x		12
New Campus		x								x	10

TABLE 11
SWOT Analysis (Weaknesses)

Statement of Internal Weakness	Importance					Performance					Weakness Index
	Low		High			Low		High			
	1	2	3	4	5	1	2	3	4	5	
Course Schedules					x		x				10
Few Electives			x					x			9
Small Faculty		x						x			6
Limited Funding for Research		x				x					2
Limited Travel Budgets	x					x					1

TABLE 12
SWOT Analysis (Opportunities)

Statement of External Opportunities	Attractiveness					Success Probability					Opportunity Index
	Low		High			Low		High			
	1	2	3	4	5	1	2	3	4	5	
Funding for Research			x				x				6
Global Recruiting					x		x				10
Attracting Students with New Programs					x			x			15
Attracting Students with New Curriculum					x			x			15
Market Rate Programs					x				x		20

TABLE 13
SWOT Analysis (Threats)

Statement of External Threats	Seriousness					Likelihood of Occurrence					Threat Index
	Low		High			Low		High			
	1	2	3	4	5	1	2	3	4	5	
Reduced State Funding					x					x	25
SCF New Programs				x						x	20
Opportunities for Faculty					x			x			15
Economic Changes					x				x		20
Demographic Changes				x				x			12
Population Changes				x					x		16

SECTION 4

Goals, Objectives, Recommendations

The following is a partial listing of actions that can be taken to address the focal populations discussed above. This is meant to foster a discussion at which point some of these will change, be further developed, or eliminated altogether. We will need to establish goals, strategies, tactics, and metrics for all of the targets of interest and actions that are chosen to be pursued further.

Future Students

Raise the profile of COB and the campus in areas where new students are to be found.

- Visit the major area high schools (from which more than 15 students enroll in COB) and talk about our business program.
- Increase advertising on TV and new media.
- Offer some courses (i.e. economics, accounting, personal finance, etc.) to excellent high school junior and senior students and these students can earn credit from their own high schools and the course can be waived in future at USFSM.
- Offer Freshman and Sophomore classes.
- Offer special scholarships for students who register at USFSM with SAT score 1250 or above.
- Continue community branding projects to make USF SM more visible.
- Consider dual enrollment AA program.
- Participate in High School Recruitment or Junior Achievement activities.
- Increase global recruiting. Establish partnerships in other countries.
- Track community awareness through a classroom/community leader survey to measure change in awareness of USFSM.
- Take advantage of the new legislation regarding market rate graduate level online programs.

Identify and emphasize appropriate key USFSM attributes that will appeal to these students

- Study student gender and ethnic group trends. Using the trends, we can discuss why students from certain groups are decreasing and the ways to reverse the downward trend.
- Currently, Hispanic and African American students population are increasing. Hiring extra tutors will help these students and COB.

Reach out to all involved in decision process (parents, etc.)

- We can have “Major Day” for future students and parents after students are admitted to college. After the participating faculty’s introduction, we may have question and answer sessions.

Develop a market-rate online graduate program.

Current Students

Create a culture of honesty and excellence

- Emphasize ethics in all courses and throughout topics, not just in silos.
- Utilize internships to provide students with real-life ethical pressures and dilemmas.
- Incorporate ethical cases in some courses and assess how students respond to different ethical situations.

Provide excellent instruction

- Establish a logical progression of knowledge development that must be delivered at known and established stages of student development.
- Assessment of rigor of the course and learning experience of the students should be added to teaching faculty’s evaluation. How to measure rigor of the course and learning experience of the students should be discussed within COB.
- Similar to current research presentations, we can plan a best practices teaching seminar once per semester.
- Integrate mobile, wireless, and online delivery systems as appropriate.
- Develop and rehearse a plan for continued instruction in the event of an emergency.

Develop necessary skills for student success after graduation

- Understanding of global issues.
- Ethical standards.
- Analytical skills.
- Communication skills.
- Teamwork skills – personal, global, virtual.
- Leadership, life-long learning, creativity, professionalism.
- Real world experience.
 - Develop Internship program
- Seek continuing feedback from COB Advisory Council regarding “necessary skills.” Evaluate skills currently taught and consider additions, replacements, or other modifications.

Alumni

Involve the campus alumni through recognition and student interaction.

- Work with the Accounting Circle Alumni board to recruit additional alumni and expand activities and interactions with the campus.
- Begin a Hall of Honor where alumni can be permanently recognized for their achievements and contributions. Inductions can be done on an annual basis and be a reason for all honorees to return to campus.
- Track alumni statistics to be used for (among other things) inviting alumni to events such as receptions and other networking opportunities.
- We can develop a web site to keep track of alumni statistics and alumni themselves can supply information through the web site once our graduates recognize it.

Business Community

Create outreach with educational programs

- Approach local businesses to offer presentations by faculty or students on topics that would be of interest to their firm.
- Promote the opportunity for firms to have USFSM students work on projects for them within the confines of classes that they are taking.
- Promote internship opportunities.
- Develop continuing education courses or workshops on business hot topics.
- After survey, COB can offer one or two day short courses to business community. The instructors can be affiliated with COB or outside.

Showcase our business community to our students

- Develop a listing of community resources for classroom use.
- Bring community leaders into classrooms as guest lecturers.
- Coordinate class projects with business needs/interests.
- Coordinate the internship program to strengthen the relationship with the business community.
 - Explore the possibilities of starting local chapters of Small Business Institute (SBI) and Students In Free Enterprises (SIFE)
 - Formalize the relationship with Sarasota and Manatee Chambers of Commerce
 - Formalize student projects to earn credits

Donors

Raise more money than last year.

- Identify 5 key donors among Southwestern Florida-born and expanded businesses, such as Publix and Tropicana, and put a plan in place to increase their participation in COB.
- Begin a donation campaign reaching out to local businesses and alumni.
- Develop a periodic newsletter that jointly showcases activities/accomplishments and solicits funds.

Faculty

Recognize faculty excellence in research, teaching, and service

- Organize a meeting to celebrate “the business leader of the year” and use this opportunity to give awards to faculty for their excellent research, teaching, and service. This can be a good opportunity to contact with area business leaders.

Develop faculty stability and retention

- Develop a faculty editorial review panel to offer a review of research manuscripts before they are submitted for journal review potentially enhancing acceptance possibility.
- Develop a mentoring program for pre-tenure faculty to assist them in their efforts to be granted tenure.

Increase research support

- Facilitate research collaboration so that faculty will have opportunities to work with other researchers as coauthors.
- Establish a methods warehouse so that researchers may call upon an appropriate expertise when faced with analysis challenges in their research.
- Find a way to allow faculty to regularly attend conferences to keep up with research trends in their discipline.
- COB can use the funding from the short one or two day course offerings to business community for faculty research support.
- Naming COB may help budget situation of our college and increase research support for faculty.

Strengthen interdisciplinary research and teaching

- Develop team teaching in selected courses.
- Develop new courses crossing established disciplines.

Local Non-Business Community

Raise awareness of USFSM COB through faculty, staff, and student participation in community events

- Continue to support local community events such as the American Heart Association Annual Heart Walk.

Global Community

Reach out beyond the local area to promote our students and the quality of the education they receive as being meaningful around the globe.

- Promote cultural awareness.
- Encourage our students to learn a second language.
- Promote global recruitment on website.
- COB can develop exchange programs with universities in overseas. This may have to be done from the university level.
- COB can offer internship opportunities to both domestic and non-resident foreign students.