

**College of Business Administration**

**University of South Florida**

*Report by the*

**COBA**

***STRATEGIC PLANNING COMMITTEE***

*January 30, 2003*

## INTRODUCTION

The last Strategic Plan for the College was undertaken in 1996, and at that time the effort was the culmination of more than two years of work by the Strategic Planning Committee and the faculty. The resulting report provided a blueprint for the future efforts of the College and, like all blueprints, it gave a direction that was subject to modifications along the way. It took into account what we were in 1996 and projected what we hoped to achieve during the next five years, recognizing the changing environment in which we function. Questions arose about setting priorities for the use of resources and these concerns are still relevant in 2002. Resource allocation and utilization continue to be guided by the strategic initiatives developed within the plan. In 1996, the initiatives that were emphasized were: continuous faculty development; enhancement of our programs' quality; technology; and internationalization. It is important to note that significant progress has been made with many of these initiatives that were detailed in 1996.

As part of the College Strategic analysis, the COBA planning committee did a traditional Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The committee examined environmental opportunities and threats (OT) as well as COBA strengths and weaknesses. It subsequently ranked the resulting items via a TOWS Analysis.

Mission Statement: The USF College of Business Administration will provide high quality programs preparing students to contribute to and take leading positions in business and society. Our teaching, scholarship, and service will link theory and practice to benefit the University and the community.

### STAEGIC FOCUS IN THE AREAS OF SCHOLARSHIP, TEACHING, AND SERVICE

#### **Scholarship in the College of Business**

In the College of Business Administration, faculty members seek to become prominent scholars known by our peers for research programs that consistently yield funded research projects and publications in major academic journals, in path-breaking books, and in other respected academic outlets. The College of Business Administration emphasizes the need to create and maintain a vibrant, high quality, and diverse intellectual community.

Increasing and disseminating the knowledge in our fields of inquiry to our students and peers is paramount to our intellectual effort. Scholarship is the creation of knowledge through critical inquiry and research. The fruits of critical inquiry and research are distributed first to our peers through publication in journal articles, books, monographs, and other intellectual products. In turn, scholarship is manifested in teaching others what we have gained through our efforts to create knowledge and to understand the wisdom that originates in others. As well, the fruits of scholarship manifest in the use of our knowledge in the service to others. As such, scholarship is fundamental to our contributions as members of the faculty of the College of Business Administration, the University of South Florida, and the Academy of Scholars.

Achieving the College of Business Administration's goal of increasing the quality and outputs of our intellectual effort will take a sustained effort. The College will need to establish a support structure that will better enable faculty members to achieve their potential and add to the collective intellectual community. The doctoral program, while small, is a major driving force for the intellectual community of the College. Working with doctoral students focuses the faculty member on current research which aids both faculty and students in producing high-quality research. Increasing the number of funded doctoral students is a goal of the College. Additionally, faculty members will need to be recruited with an eye to their quality of intellectual endeavors and their ability to add breadth and diversity to our community and the mentoring of our doctoral program.

### **The Role of Teaching in the College of Business**

One of the fundamental purposes of the College of Business Administration (COBA) is to provide quality educational services to our community. Teaching, then, plays a key role in the central mission of the College. To achieve our educational mission, COBA employs skilled teachers who design and deliver courses using innovative pedagogical techniques supported by appropriate technology. The faculty continually reviews the curricula to ensure that it meets the educational needs of both undergraduate and graduate students. The College further strives to promote learning and intellectual inquisitiveness throughout one's life by offering several executive graduate programs for experienced managers. By emphasizing quality teaching, the College of Business Administration prepares students to contribute to and take leading positions in business and society. Our current faculty effort is maximized and new labors would be difficult without further resources. To maintain the high-quality reputation of our COBA's teaching effort, additional tenure-earning faculty members are essential. Being an urban-centered College of Business, our faculty should mirror our constituency. To increase the intellectual excitement of COBA's teaching activities, more FTIC honor students and doctoral students should be recruited. Curriculum should be reviewed to enhance and maintain quality and, where needed and desirable, new programs should be developed. Allowing our constituency to take advantage of our efforts without regard to their location, on-line courses should be offered. Initially, our undergraduate business core curriculum should be made available to our students without regard to their proximity to the College of Business Administration.

### **The Role of Service in the College of Business Administration**

COBA's mission centers around research, teaching and service. Each department and program within the College of Business Administration provides service in a variety of forms - to the university, to the local community, and to the broader professional community. The College is committed to fostering engagement with our community and our region. Educational engagements with the business community aid the College by enhancing the faculty's current business experiences and possibly diversifying the variety of funding sources.

In the College of Business Administration, the faculty seeks to contribute to the enhancement of the College and the University by:

- Developing and nurturing external relationships with the local, regional, and national business community.
- Providing service to their professional communities through affiliation with, service within, and contribution to scholarly and professional associations at the local, regional, national and international level.
- Providing service to the executive community by developing on-line non-credit professional education courses.
- Providing effective faculty governance through service on committees and participation in events and activities at the department, college and university level.

**STRATEGIC GOALS FOR THE COLLEGE OF BUSINESS ADMINISTRATION 2002-2007**

**GOAL 1 - Increase the diversity of the faculty.** The College is committed to developing its faculty and staff so as to mirror the student population that we serve and, to this end, the College has committed to the following recruiting goals.

	African American	Asian	Hispanic	Other Minority	Non-Minority	TOTAL FACULTY	Female
Year 2002	6	4	1	2	64	86	15
Year 2007	8	7	6	0	84	105	23

**GOAL 2- Increase the number of FTIC honors college students enrolling in the COBA.**

Year	Students
2002	128
2007	200

**GOAL 3 - Increase the number of funded doctoral students.**

Year	Funded Students
2002	40
2007	50

**GOAL 4 - Have the undergraduate core business curriculum available on-line.**

Year	On-Line Classes
2002	0
2007	8

**GOAL 5- Increase the diversity of funding sources, by developing both on-line and on-site non-credit professional education courses. Current examples of such efforts include on-line course development with the American Marketing Association, the marketing of the Business of Medicine on-line program in Brazil, and development of an on-line mini-MBA.**

Benchmark For 2002	\$150,000
Goal for 2007	\$550,00

Report submitted by the COBA Strategic Planning Committee

**January 23 2003**

---

Stanley J Birkin, Chair

Steven Baumgarten

Scott Besley

Murray E. Cohen

Brad Compton, President, Business College Council

Bill Francis

Robert Keith

Jackie Nelson

Miriam Stamps

James Stock

Chris Thomas

Kenneth Van Voorhis

Jason Watkins, President, GBA

## **APPENDIXES – TOWS & SWOT Analyses**

### **ENVIRONMENTAL SCANNING - TOWS ANALYSIS OVERVIEW**

Prior to developing specific strategic initiatives for COBA, it is prudent to investigate key elements in the organization's external and internal environments. A very useful tool for accomplishing this task is a T.O.W.S. (Threats, Opportunities, Weaknesses, Strengths) Analysis, which is an update of the traditional S.W.O.T. Analysis. The more modern approach develops an inventory of strategic elements in the surrounding societal and marketplace environments prior to assessing internal strengths and weaknesses without adequate context. The overview placed at this point in the COBA Strategic Plan provides a summary of the "top" strategic items prioritized from several more extensive lists developed from specific perspectives. These more specialized lists of overlapping items appear in Appendices x-y. Brief narrative summaries specifically focused on the leading five items from each of the four rank-ordered lists - commonly called the "top twenty" - Threats, Opportunities, Weaknesses, and Strengths are presented in this section.

### **EXTERNAL ENVIRONMENT**

#### ***THREATS***

USF COBA faces new and stronger competitors every day, as other institutions seek to carve niche markets out of our current served segments. In fact, out of fifteen major threats considered, the top two both reflect new on-line or physical undergraduate and graduate programs offered by non-local as well as established competitors. Uncertainty appears to be the other largest area of external threats - not only reflecting U.S. and world economic conditions, but also concerned with changing status of governance of higher education in Florida. Additionally, small applicant pools and budgetary constraints create threats related to replacing large numbers of faculty slated to retire in the next few years.

#### ***OPPORTUNITIES***

The external environment also promises to offer a number of opportunities, some of which USF COBA can certainly seize. While economic uncertainties pose threats, they also create increased interest in undergraduate and graduate business education relative to traditional liberal arts. It is often perceived that higher education in selected fields may pay off in getting/keeping jobs. Similarly, while competitors may gain advantage using new technologies and delivery methods, these same opportunities are also available to COBA. There certainly are expanding markets with growing demand for on-line business courses and programs. The State of Florida is particularly well poised to present opportunities for institutions of higher education because of changing demographics - more school-age population.

### **INTERNAL ENVIRONMENT**

#### ***WEAKNESSES***

The large number of majors and minors offered in the College of Business Administration has created a great demand for the courses taught. Unfortunately, there is a shortage of faculty and staff to adequately service those students who wish to take these business courses. This problem will be compounded in the future as older faculty retire, and are replaced by new faculty who command higher salaries and lower teaching loads. In addition, the facilities are not adequate, both from the standpoint of size and technology. Limited size restricts growth, and limited technology makes it difficult to introduce modern business techniques into the classroom. Further, it might be difficult to continue to attract quality students unless additional funds are made available for recruiting students and marketing the programs offered by the college. Other universities literally

“flood” the media airwaves with advertisements in the Tampa Bay area to espouse their programs, whereas USF does very little local advertising.

***STRENGTHS***

As a part of the University that is the second largest in the southeast, the College of Business Administration services a large body of students by offering numerous accredited programs that are staffed by diverse, highly qualified, and dedicated faculty. Many of the programs are offered in the evenings and on weekends to service those students who work full time. Low tuition helps attract both in-state students and students from other states and other countries. (Relative to universities in other states, Florida tuition rates are very attractive)

## **RANK-ORDERED T.O.W.S. LISTS - March 2002**

The following four lists present the top-ranked strategic factors prioritized by the COBA Strategic Planning Committee for each of the four T.O.W.S. categories. The point values shown in parentheses indicate relative importance voted by the committee. The scores (in parentheses) were determined by multiplying a rating of 1 by 5, a rating of 2 by 4, etc., for each of the votes cast and adding up all these sums. Again, more extensive lists developed from specific perspectives such as Undergraduate, Masters, Doctoral, Centers/Institutes, and particular Program/Departmental Majors appear in Appendices x-y later in this report.

### ***Threats***

1. New on-line or physical undergraduate and graduate programs offered by new and/or established competitors. (37)
2. Ability for non-local universities to deliver their undergraduate and graduate programs on-line. (17)
3. Difficult to replace retiring faculty due to budget constraints and small applicant pools. (13)
4. Uncertainty/changing status of governance of higher education in Florida. (12)
5. Uncertain U.S. and world economic conditions. (8)
6. Competition to attract faculty to other employment (business, entrepreneurial, other institutions). (7)
7. Demand exists for skilled or high-tech knowledge workers who are not college graduates. (6)
8. Perceived declining value of undergraduate or graduate education for many jobs. (5)
9. Florida aging and transient population. (5)
10. The percentage of mind share of enrolled students is less than before. (4)
11. State and federal reallocation of funding away from education (military, prisons, health care). (3)
12. The quality of students entering the university system is declining because more high school graduates are entering the system. (3)
13. Potential effect of regional campus autonomy. (1)
14. Terrorism threats/incidents nationally and internationally. (1)
15. Uncertainties regarding tuition reimbursement/waivers for all programs. (0)

### ***Opportunities***

1. Increasing interest in undergraduate and graduate business education relative to traditional liberal arts. (22)
2. New distance-learning technologies enhance opportunities for expanding markets to meet growing demand for on-line business courses and programs. (20)
3. During uncertain economic times, enrollments increase (enhanced perceptions that higher education may pay off in getting/keeping jobs). (19)
4. Area businesses/other organizations offer potential for internships, contribution/development to support our programs. (15)
5. Changing demographics of Florida school-age population. (13)
6. Florida climate/amenities attractive for out-of-state and international students. (12)
7. World and business problems are more complex - need for higher education. (11)
8. There is a strong and growing locally based alumni population. (10)
9. The I-4 Corridor provides an industry base for student employment opportunities. (8)
10. Growing demand for COBA undergraduate and graduate placements. (8)
11. Positive awareness of USF COBA in area contributes to local enrollment demand. (6)
12. Creation of local university boards brings oversight/support closer to home. (4)

13. Large number of retiring faculty to review focus on research. (3)
14. Potential cross-disciplinary teaching, research and service efforts with other colleges. (1)
15. New and growing financial aid programs to assist potential students. (1)
16. Federal administrative and legislative leaders espousing support for education (0)
17. Growing awareness of the dangers of an uneducated population. (0)

### **Strengths**

1. Florida resident students enjoy low in-state tuition. (25)
2. Professional, dedicated, diverse and highly-qualified faculty and staff. (19)
3. AACSB accreditation. (18)
4. Numerous evening and some weekend programs. (15)
5. USF is the second largest university in the southeast and among the top 20 in the nation. (14)
6. Relatively small class size in the undergraduate major level courses and graduate program courses. (11)
7. Wide array of undergraduate majors and graduate programs from which to choose. (10)
8. COBA has developed a strong partnership with the Tampa Bay area businesses and local organizations. (10)
9. Innovative undergraduate and graduate curricula and delivery mechanisms. (9)
10. All programs are taught almost exclusively live, on-site. (6)
11. National recognition in accounting undergraduate and several graduate programs. (5)
12. Strong institutes, centers and auxiliary services for students and area stakeholders. (4)
13. Numerous graduate and undergraduate scholarships and tuition waivers are available. (2)
14. Research I designation. (2)
15. Classrooms are updated with multimedia presentation equipment and are wired for Internet access. (0)
16. Excellent computer facilities and support for faculty and students. (0)
17. COBA programs are offered on three regional campus locations and two teaching sites. (0)

### **Weaknesses**

1. Shortage of faculty and staff. (33)
2. Some of the physical facilities are antiquated and more facilities are needed to service the growing number of students. (22)
3. Limited success in recruiting high-quality students for undergraduate and graduate programs. (18)
4. Limited funds available for marketing COBA programs, especially efforts targeted to attract high-caliber students. (17)
5. Looming bulge in soon-to-retire faculty and staff. (14)
6. Trade-off between research and teaching. (12)
7. Unclear image regarding the MBA and other graduate programs. (10)
8. No weekend classes or programs at the undergraduate level. (9)
9. Insufficient number of graduate research and teaching assistantships to support outstanding graduate students. (8)
10. Lack of strong alumni organization to maintain relationships in a formal structure with COBA graduates. (8)
11. Obsolescence in faculty skill sets due to lack of funding for faculty development programs. (4)

12. Small percentage of faculty actively involved in research that results in refereed journal publications. (4)
13. Recent establishment and/or lack of recognition for Ph.D. and some graduate programs. (1)
14. Need for permanent appointments in the centers and institutes. (0)
15. General lack of recognition and understanding of the benefits derived from the centers and institutes. (0)

## **SWOT ANALYSIS COBA UNDERGRADUATE PROGRAM**

### ***STRENGTHS***

- COBA is AACSB accredited in addition to SACS accreditation.
- Accounting program has a national reputation.
- Information Management Systems program is the largest in Florida and in the top 10 in the nation.
- USF is the 13<sup>th</sup> largest university in the nation.
- COBA is one of the largest colleges of business in the nation.
- Florida resident students pay low in-state tuition.
- COBA undergraduate programs are offered on three regional campus locations and one teaching site.
- Enrollment in the major courses is limited to 40-45 seats per course.
- The program is taught almost exclusively live, on-site.
- There are a variety of majors from which students may choose.
- COBA has developed a strong partnership with the Tampa Bay area.
- In addition to traditional programs, the College has established in-house auxiliary student services:
  - The International Business Center
  - The Career Placement Center
- COBA has a professional academic advising staff.
- The degree may be completed entirely by attending day or night classes exclusively.
- The College possesses state-of-the-art classroom equipment to aid in instruction.
- Student organizations are very active within the College. There are organizations that pertain to each major, student government, and business fraternities.
- The College of Business awards 65-70 scholarships each year.

### ***WEAKNESSES***

- The College is in need of more academic advisors to better serve the growing student population.
- The College has a limited ability to recruit high quality students.
- Overall, COBA undergraduate programs are not especially well thought of locally or state wide.
- The physical facilities are antiquated.
- Inadequate allocation of resources exists to grow the undergraduate program by permanent faculty at the undergraduate level. A conflict of interest exists between the graduate and undergraduate programs.
- Imminent loss exists of dedicated undergraduate teaching faculty resulting from retirement.

### ***OPPORTUNITIES***

- COBA is located in a large metropolitan area with high demands for college graduates.
- The I-4 Corridor provides an industry base for employment.
- There is a strong locally based alumni population.
- Anticipated increase of students locally and nationally.
- Opportunity to increase the international student population resulting from Florida's established reputation as a popular destination for international students.

## **THREATS**

- Competition from AACSB accredited institutions:
  - University of Tampa - local
  - University of Florida - regional
  - University of Central Florida - regional
  - Florida State University – state-wide
- Competition from non-AACSB accredited institutions:
  - The University of Phoenix - local
  - Florida Metropolitan University - local
  - St. Leo College – local
- Competition from non-traditional delivery systems – online programs
- Lack of state financial support for universities in general.
- Recent economic decline has resulted in fewer job opportunities for graduates.
- No weekend classes at undergraduate level

## **COBA STRATEGIC PLANNING COMMITTEE EXTERNAL ENVIRONMENT SUBCOMMITTEE**

External environmental factors pertinent to COBA strategic planning were considered at two levels: (a) **SOCIETAL** - broad general environment including economic, socio-cultural, political-legal, technological, and, (b) **TASK/MARKET** - including various stakeholders such as customers, competitors, suppliers, substitutes, other. After lists were brainstormed, items were sorted according to perceived characteristics such as, (a) **THREATS** - likely to cause harm or detract from success of COBA, or (b) **OPPORTUNITIES** - offering positive potential for COBA achieving its mission. Note that some items might reflect both threats and opportunities. The purpose of this draft was seen as generating items for committee discussion rather than presenting in-depth research.

### **THREATS - SOCIETAL**

#### **Economic:**

- Recession started sometime in mid-2001 in U.S.
- Events of 9/11/01 exacerbated prior weakness
- Economic conditions in other parts of world weak

#### **Socio-Cultural:**

- Competing priorities of U.S. population
- Changing demographics (aging, health concerns)
- Issues regarding security post-9/11/01

#### **Political-Legal:**

- Fiscal/funding posture of U.S. Executive and Legislative branches re education
- Reallocation of huge funding toward military post-9/11/01

#### **Technological:**

- New approaches developed supporting distance learning
- Demand for high-tech knowledge workers, not college grads

### **THREATS - TASK/MARKET**

#### **Customers:**

- Declining quality of incoming students
- Greater need to work vs. funding to take more courses
- Perceptions that other education choices offer employability at lower cost

#### **Competition:**

- New on-line programs offered by established competition
- New on-line programs from new competitors
- New programs physically offered here by existing and new competitors
- Non-university level competition for students getting stronger

#### **Substitutes:**

- Certificates and vocational-technical degrees gaining acceptance by employers
- In-house company training vs. paying to have employees educated outside
- Perceived declining value of full undergraduate or graduate education for many jobs

**Suppliers/State Governance:**

- Major cutbacks in funding for state education
- Reluctance to raise tuition to realistic levels
- Dissolution of BOR; creation of state education structure with broad kindergarten up through university oversight
- Lack of defined service areas for state universities

**Other:**

- Aging and transient Florida population has other priorities
- AACSB criteria and review processes changing

**OPPORTUNITIES - SOCIETAL****Economic:**

- Recession puts many people out of work - some likely to go back to school
- Enhanced perceptions that higher education may pay off in getting/keeping jobs

**Socio-Cultural:**

- World and business problems more complex - need for higher education
- Increasing interest in business education relative to traditional liberal arts

**Political-Legal:**

- Federal administrative and legislative leaders espousing support for education
- New and growing financial aid programs to assist potential students

**Technological:**

- New distance learning technologies enhance opportunities for expanding markets
- Demand for high-tech knowledgeable grads from universities

**OPPORTUNITIES - TASK/MARKET****Customers:**

- More students moving toward degree programs with higher employment potential
- Florida climate/amenities attractive for out-of-state students
- People in other parts of world perceive value of U.S. education; find Florida attractive
- Positive awareness of USF COBA in area contributes to local enrollment demand

**Suppliers/Governance:**

- Creation of local university boards brings oversight/support closer to home
- Lack of state-designated university service areas opens potential other markets to us
- Area businesses/other organizations offer potential for internships, etc.
- Area businesses/other organizations reflect contribution/development potential to support our programs

**Technology:**

- Local demand established and growing for technology/distance learning programs
- Replicable models available for customizing COBA offerings

## **MASTER OF SCIENCE IN INFORMATION SYSTEMS SWOT ANALYSIS**

### **STRENGTHS**

- \$ Diverse and well-trained faculty covering technical and behavioral areas of information systems
- \$ Sustained record of demand for program, in excess of five years
- \$ High-quality and nationally competitive students; median GMAT is 600
- \$ Three times the number of applicants as available seats in the MS/MIS program
- \$ High demand for program graduates locally, nationally, and internationally
- \$ Program graduates currently in high-level organizational positions
- \$ Strong basic core curriculum with leading edge technology tracks
- \$ Program provides opportunities for technically interested students to get background and advanced course work leading to MS
- \$ Program is dovetailed with the MBA advanced IS track
- \$ Program curriculum is agile, responding to needs of students and industry with new course electives as necessary
- \$ Focus on team environment in course assignments, providing real-world situations and analysis of current problems facing the industry
- \$ Full programs offered at both the Downtown Center and the Tampa Campus
- \$ Opportunities for local IT companies to send employees to our programs as part-time students
- \$ Ability to transition faculty research into the classroom
- \$ Funded research providing opportunities for graduate students to work as Research Assistants attracts better students
- \$ Students have access to the Bear/Sterns Research Laboratory
- \$ Students have access to the most advanced software
- \$ Opportunities to work with faculty on research projects
- \$ High employment rates of graduates at IT organizations
- \$ Program is highly regarded regionally
- \$ Top quality and largest IS program in the State of Florida

### **WEAKNESSES**

- \$ Insufficient number of graduate research assistantships to support outstanding graduate students
- \$ Lack of funding for the administration of the program, including advising, processing international students, counseling, and admission process
- \$ Limited funds for program marketing
- \$ Lack of an alumni organization to maintain relationships in a formal structure with program graduates
- \$ Lack of national recognition for program
- \$ Lack of program specific placement emphasis
- \$ Inadequate number of labs
- \$ Inadequate technical on-line support staff for labs
- \$ Lack of sophisticated IT based classrooms
- \$ Lack of dedicated staff for interaction with IT business community (external relations)

## **OPPORTUNITIES**

- \$ Continued excess demand for career path in IS
- \$ Develop IS projects within the local community - for profit, non-profit, and government organizations - providing problem solving in real environment for students
- \$ Raise quality of students even higher with marketing and assistantships
- \$ Direct students into the Ph.D. program
- \$ Improve relationships with business community for future development and financial support
- \$ Build external relationships with organizations who provide students, hire students, and can provide curriculum input
- \$ Address pent-up demand for program with faculty and staff additions
- \$ Improve collaboration with other programs on campus

## **THREATS**

- \$ Lack of state funding for faculty support and technology enhancements
- \$ Possible loss of tuition waiver support
- \$ Loss of international students
- \$ Competition for faculty with other academic institutions in IS areas, in particular, problems retaining current faculty and replacing faculty who leave, or hiring on new lines
- \$ Competition for faculty with businesses and entrepreneurial opportunities
- \$ Obsolescence in faculty skill sets due to lack of funding for faculty development programs
- \$ Reduction of academic support programs from industry (e.g., Oracle, etc.)
- \$ Increased research grants reduce faculty teaching

## **SWOT ANALYSIS COBA CENTERS AND INSTITUTES**

### **STRENGTHS**

- Community relations and visibility: Recognized as an active participant in regional and international business development efforts.
- Locations able to serve both academic and outreach constituents.
- Strong working relationship with local organizations on a variety of programs and projects
- Host seminars of interest to local and international businesses, governments, and so forth.
- Excellent working relationship with government agencies.
- Study programs that have received increased student interest.
- Good working relationship with other academic institutions
- Proven track record in obtaining grants
- Supported by COBA.
- Helps meet strategic plan (mission) of the University to become more visible nationally and internationally.
- Professional staffs.

### **WEAKNESSES**

- Budget; especially given recent budget cuts.
- Most centers and institutes are not financially self-sufficient, and there is little chance they will be in the near future.
- Faculty who head the centers and institutes might have reduced teaching loads at the same time budgets have been cut.
- Need for permanent appointments of more personnel.
- Physical space - more is needed and improvements in quality are needed.
- Faculty members do not perceive that all centers and institutes benefit the College or University (i.e., fulfill a recognized need).

### **OPPORTUNITIES**

- Strengthen community outreach through expansion of existing centers and institutes.
- Help to expand and strengthen the partnerships with local and international businesses and organizations.
- Increase the number and amounts of grants awarded.
- Improve recognition and reputation of the centers and institutes, especially at the national and international levels.
- Can provide experience for students through established relationships with local businesses.

### **THREATS**

- Competition from centers and institutes established at other Florida universities and colleges.
- Difficulties in fund raising.
- Uncertainties about the budget (support from the state and the University).

- Intended audience might avoid using the services of the centers and institutes.
- Retaining quality personnel might be difficult.

## **MAcc SWOT Analysis (12/5/01)**

### **Strengths**

- Nationally recognized success rate of graduates on CPA Exam
- Success in placement of MAcc graduates
- Innovative AIS track
- Flexibility of program
- Amount of financial aid available to MAcc students
- Sensitivity to local market needs in graduates - skill set
- Support of alumni and friends

### **Weaknesses**

- Decreasing number of faculty in needed specialties
- Diminishing pool of MAcc applicants
- Differentiation of MAcc from 5<sup>th</sup> year program
- Insufficient tax course offerings
- Ineffective promotion of MAcc program to undergraduate students

### **Opportunities**

- Large and growing market for accounting graduates in Tampa Bay market
- Ability to replace large number of retiring faculty
- Marketing a successful program within and outside of USF
- Marketing the availability of financial aid

### **Threats**

- Large number of retiring faculty
- Decreasing state funding
- Recessionary economy may make external fund-raising more difficult
- More attractive salaries in competitive professions
- Potential changes in CPA exam education requirements
- Potential effect of regional campus autonomy
- Diminishing pool of qualified faculty in the national academic market
- Increasing faculty salaries in the national academic market

## **MBA Program**

### **Strengths**

- Two-semester capstone course (IBA) which integrates program skills in an extensive group project working with an actual business situation
- Excellent instructors in most optional (track classes)
- COBA Office of Employer Relations provides career counseling, career fairs, networking events, employer contacts, etc.
- Internship opportunities
- Variety of program delivery vehicles (full-time, part-time, Executive, Saturday, Physicians).
- Low in-state tuition fees
- GBA lounge provides an area for MBA students to meet, network, study, utilize computers, etc.
- USF offers the full MBA program at 3 locations: Tampa Campus, Downtown Center, and St. Petersburg College - Clearwater Campus.
- Metropolitan location, where many business and management professionals live and work, and where students are able to obtain relevant internships.
- Opportunity to custom-design one's educational experience. 27 credits are electives, and students can choose from among more than 15 different tracks and more than 40 different elective courses.
- USF offers virtually all classes in the evening, so that MBA's that also work full-time are able to take courses.
- Most classrooms are now fully equipped with multimedia presentation equipment, and are wired for Internet access.

### **Weaknesses**

- A number of tool course instructors are marginal, at best.
- Limited funds available for marketing the program
- Difficult to communicate with students, except via the listserv
- Lack of student participation in campus recruiting events
- Poor marketing of the program to potential high-caliber students
- Lack of USF MBA alumni participation in student recruiting events and job placement
- Physical facility can best be described as depressing. Entire building is bleak and shopworn. GBA lounge lacks a professional appearance due to outdated PCs and old furniture
- MBA program is not known outside of Florida
- MBA Program is not especially well thought-of locally or state-wide. Our image is either mediocre or non-existent.
- USF Career Resource Center does not provide leads to very many MBA level careers.
- USF's MBA graduates have slightly lower salaries than UF's MBA graduates (Newsweek)

### **Opportunities**

- MBA is an increasingly desired degree in today's business marketplace
- Greater business community involvement and support can be obtained
- There is an opportunity to better utilize our very large and growing alumni base.

- USF is a growing institution. It is still possible for the MBA program to form a positive image and brand name for itself - many people do not yet have a clear image of USF's MBA program. Many area residents still think of USF as a commuter school.
- Bridging the gap between faculty and students (GBA suggestion - ?)
- If area job layoffs increase, opportunity to recruit laid-off employees.

## Threats

- Competition from other colleges of reasonably good quality:
  - University of Florida is expanding program offerings while devoting enormous resources to increasing its ratings/rankings.
  - University of Miami markets a Saturday program in Tampa - heavily advertised.
  - University of Tampa has redesigned and is heavily marketing its MBA program
- Competition from unaccredited schools: Phoenix, Keller, Florida Metropolitan, St. Leo's, Troy State.
- Competition from Internet-delivered, on-line programs. University of Florida has one, as does Regis University. More will likely follow.
- The State continues to reduce its support for universities in general, USF in particular. (USF is, and has been for some time, a state-assisted institution, not a state-supported institution.) At the same time, opportunities for raising operating funds are severely limited (e.g., we can't raise tuition fees). Recent State budget cuts have resulted in even further decreases in funding. The University, and by extension, the COBA, is in a fiscal crisis.
- Economic decline may cause businesses to reduce tuition reimbursement for MBA education. Tech Data this year eliminated all tuition support.
- Economic decline may also keep people from leaving their careers to pursue the MBA. (Although the reverse might be true – see Opportunities.)
- Opportunistic schools such as Nova (and, recently, in the case of Citigroup, the University of Tampa) provide on-site MBA programs for large area employers. In some cases (e.g., Nova), admission standards are minimal, if they exist at all.