

The College of Business Centennial Plan

September 15, 2003

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PRESS RELEASE

January 1, 2006: Centennial Press Release

UC's College of Business Kicks off New Century on Auspicious Note

Today, the College of Business at the University of Cincinnati kicks off a year of celebration and innovation, recognizing a century of service to the business community and the success of tens of thousands of alumni. One of the first accredited business schools in the world, the college now is known widely as a leader in experience-based education and high-impact research, providing real world education informed by world class expertise.

A foundation of the college's successful past and its promising future is the University of Cincinnati itself. The University is a premier research university with a twist – an insistence that the education it provides have practical application. Such an emphasis adds value for students and their employers, whether in a design firm in Los Angeles, a musical on Broadway, an international construction firm, a leading-edge hospital, or businesses in the region and around the globe.

In addition, the college's on-going development has been fueled by tremendous support from the business community and its successful alums... (examples)

At the beginning of CoB's new century, we see a business school unlike any you would have seen in 1906, or in the 40s or even the 90s.

- Business undergraduates selectively admitted as freshmen complement those at UC's other prestigious colleges, such as CCM, DAAP and engineering. Business freshman are able to graduate in five years with two degrees (a Bachelors and a specialized MS), as well as a year's worth of paid business experience through UC's famed co-operative education program, which is also enjoying its 100th anniversary in 2006. At the same time, the college supports UC's urban mission by providing high quality, accessible programs for transfers and adults. The General Business BBA is a two-year completion program offered in Clifton, Blue Ash (Raymond Walters) and Batavia (Clermont).
- Our professional graduate programs provide exceptional value to our students, their employers and the broader business community. The MBA is a generalist's degree, building managerial knowledge and skills across business functions, while the MS develops advanced specialization within a critical field. The "Triple Option" MBA program includes a one-year MBA, a 15-month MBA with internship, and a 21-month combination MBA/MS. Our accelerated, part-time MBA program facilitates professional advancement across the region – with options in Clifton, Blue Ash and Wright-Patterson Air Force Base. An Executive MBA program, offered jointly with Miami University, fuels the continuous learning and development of Greater Cincinnati's business leaders.
- Enterprise@UC, a group of CoB centers, reaches out to the business community, meeting needs for employees, education and expertise more completely than any other business school in the region. These centers provide applied research or customized training, address problems of starting a business or passing on a business across generations, and give businesses access to the best educated grads and the best faculty expertise for miles around.
- All CoB programs benefit from the world-class expertise of the business school's tenure-track faculty and the practical experience of its field service and adjunct faculty. CoB faculty are thought leaders in their fields, holding presidencies of associations ranging from X to Y,

and authoring best-in-class textbooks in fields from quantitative analysis to real estate. Collectively, the faculty rank 40th nationally among some 900 MBA-granting business schools for high impact research. They've also developed training for Cincinnati's world-class firms, on topics from marketing to preparation for Baldrige award applications.

- All CoB programs add value through the transformational experiences they provide, from interacting with executives in the classroom, to completing award-winning projects with companies large and small, to participating in our renowned co-op program. Add opportunities to study “doing business” abroad in Europe, Latin America and Asia and the UC College of Business offers unmatched experience-based education.

In this centennial year, the University is launching a major fundraising campaign. The College of Business will play a major role in these efforts, which include expanding the college faculty, staff and facilities to sustain the next century of quality, innovation and growth.

OVERVIEW: THE EMERGING CENTENNIAL PLAN

Several factors combine to drive the need for the CoB to develop and implement a re-focused program portfolio for the beginning of our new century.

1. The college's strategy
2. Rising demand for advanced specialization in business degree programs
3. Growing demand for accessible, high quality business degree programs
4. Enrollment and financial pressures
5. Tremendous new opportunities

The re-focused program portfolio provides a comprehensive plan aimed at dramatically enhancing the college's quality, support and reputation. The portfolio responds to significant trends, leveraging high-impact research and experience-based education to develop exceptional business professionals. Key components of the portfolio include the following:

- **Selective “General Management” programs** – Co-op BBA, full-time MBA and Executive MBA – encompass rigorous, high quality courses and experiences across business functions. These are *reputation-driving* programs. The EMBA also strengthens ties to regional business leadership and serves as a *revenue generator*, fueling faculty development and research.
- **Selective “Advanced Specialization” programs** – MS degrees in various fields – leverage faculty expertise, complement the generalist options (e.g., joint BBA/MS and MBA/MS), and enable a unique competitive advantage. These are *reputation-driving* programs.
- **“Access” programs** – Completion BBA and part-time MBA – offer high quality business education for non-traditional and working students in the region, as well as those unprepared (for academic, personal or professional reasons) to enter our selective programs. These *enrollment generators* are highly valued by UC, offering the leverage for greater selectivity.

Not only is the proposed portfolio comprehensive, it is desirable and feasible. Key players across the university have endorsed it in concept. A preliminary master schedule shows that faculty resource requirements will be similar to the requirements of our current program portfolio. Timelines have been developed that are aggressive, but doable – in part because of prior curriculum changes and in part because much of the curriculum development involves shifting electives from

MBA and BBA programs to specialized MS programs. Clearer purpose and focus of each program, and the college as a whole, will facilitate marketing efforts and resource generation (from fundraising and revenue sharing), which can be timed to fit the program development and implementation timelines.

In summary, the proposed plan is desirable and achievable. It will require tremendous effort and dedication, but it will enable us to develop a business school with the quality, support and reputation that we, our students, and our alumni and supporters will be proud of.

SITUATION ANALYSIS

This is a pivotal time for the college. The university has significant new leadership (President, Medical Campus Provost, UC Foundation Director), is nearing completion of major “landscape” changes (both buildings and Collegiate Structures), and is launching new and major marketing efforts. These changes, plus our own strengths and strategy, create the potential for us to become a leading college over the next decade. Coupled with our 100th anniversary in 2006 – and a rapidly escalating fiscal and enrollment crisis – the timing could not be more critical for successful change. Risks abound, however, so we must seize the opportunity enthusiastically and carefully.

This “Centennial Proposal” frames a comprehensive plan aimed at dramatically enhancing the college’s quality, support and reputation. The proposal begins by outlining five themes that define the current situation.

The College’s Strategy

The college’s strategy should drive our planning. Central to our vision/mission is leadership in experience-based education and high-impact research. This is a match for a Research I University with a focus on practical education, and makes both the college and the university distinctive.

Our leadership in experience-based education draws from the long history of the university and college with co-operative education. It is common to find that our best undergraduates are involved in the co-op program, and that the co-op program was the #1 reason they chose to attend UC. Originally focused on undergraduates, the co-op program is beginning to encompass graduate students as well – in engineering, DAAP, and here at CoB (e.g., MS-IS or MS-ACC).

Experience-based education is broader than co-op, however. It also includes the successful field study courses, study abroad, case competitions and capstone projects that engage our students. No other college in the region offers as complete an array of experience-based education as we do. And while some may be able to copy our project and international experience-based courses, it’s unlikely that any rival can copy our co-op program. *Our program portfolio should continue to build on our distinctive competence in experience-based education.*

Our leadership in high-impact research manifests itself in rankings of scholarly productivity in top journals – positioning the college in the top forty and some departments/areas even higher. Our momentum is fueled by the continued productivity of exceptional senior faculty and the success of our strong junior faculty. Beyond journal article authorships, our faculty are also having an impact thanks to their roles on editorial boards and varied associations, and to their successful textbooks. In

the region, Ohio State and Indiana have overall research reputations better than ours, but there are some areas where we compete very well with them. Furthermore, none of our local rivals come close. *Our program portfolio needs to capitalize better than it does now on faculty expertise.*

As we re-focused our strategy over two years ago, it became clear that the challenges and opportunities created by globalization, innovation/venture creation, and technology were key themes. In recent years, we have developed significant capabilities in all three of these areas. Dealing with these themes continues to be important to the success of the business customers whom we serve. *Our program portfolio should encompass the themes in visible and meaningful ways.*

Finally, we set three strategic goals: to earn higher stature nationally (“top 20” public b-schools), within the university (among top 5 colleges – DAAP, Eng, Med, CCM), and in the region (preferred provider). *Any changes in our program portfolio should move us closer to achieving those goals.*

Rising Demand for Advanced Specialization

Studies suggest rising demand for business education that develops advanced specialization – driven largely by a growing population of “traditional students” seeking Bachelors degrees. A recent AACSB study (<http://www.aacsb.edu/conferences/Annual03/icam03prog.asp>) finds that the U.S. birthrate boom during the 1980s will produce the largest high school and college enrollments in history by 2009. Undergraduate enrollments are projected to increase 13% between 2003 and 2012. Indeed, in 2003 a record number of high school seniors took the ACT (Hoover, 8/20/03, *Chronicle of Higher Education*) – this record likely will be broken for the next several years.

As the BBA population rises, those students will face greater difficulties differentiating themselves in the marketplace. The likely effect will be growing pressure on B-schools to admit students into graduate programs directly from their bachelor programs. One innovative response, proposed by the AACSB study, involves linking more generalist BBAs to specialist graduate degrees. European systems of higher education offer a potentially valuable model. In particular, the French *Grandes Ecoles* have successfully linked undergraduate and graduate business education with work experience to create added value for both students and employers.

Relatively few U.S. business schools have followed this model. While many MS degrees exist (see Blackboard for MS data), few link MS and BBA degrees – other than accounting joint programs, such as our own. Interestingly, however, other UC premier colleges are being very proactive. Both engineering and architecture have condensed their 5-year Bachelors/co-op programs to include a fifth year of graduate studies. Engineering, for example, has launched two ACCEND (ACCelerated ENgineering Degree) programs with others in development. These selective and unique programs enable a combined BS/MS in 5 years with co-op experience (for more information see the Currents news summary: <http://www.uc.edu/news/NR.asp?id=775>).

The rising undergraduate population will fuel demands for more advanced specialization at the graduate level. According to the AACSB study, the Bachelors boom will increase pressures to admit students into MBA programs with limited post-degree work experience. Yet, as the number of MBAs multiplies and firms become choosier, MBAs will struggle to distinguish themselves. Some argue for creating unique MBA options (see Tricia Bisoux, *BizEd*, July/August 2003), such as industry- or field- focused MBA programs or additional majors within the MBA. Other business schools have started or expanded specialized masters programs as *alternatives* to the MBA. In the last five years, Business MS enrollments have tripled. Interestingly, Nancy Zimpher, our new

President, led the University of Wisconsin-Milwaukee as its b-school expanded its MS offerings to 11, including a joint MBA-MSIS. Such MS options – typically involving 8-10 courses – offer substantially more sophisticated specialization than conventional MBA concentrations.

A few strong b-schools have attempted to jump ahead of the “advanced specialization” trend, suggesting varied programmatic models—some schools require a joint MBA to enroll in a specialty MS program (e.g., Maryland), some have internships in the specialty area (e.g., Pittsburgh) and some have specialty MS programs as add-ons to an MBA (e.g., Southern California). One school, Boston University, uses the dual MBA/MS degree as the main attraction of their graduate programs. A recent benchmark exercise of 29 of our comparison schools (local, urban, aspiration – see BB) revealed that 17 schools had no dual degree, though many offered specialty masters; 7 offered dual degrees with the MBA, but only 2 in areas other than accounting or IS; and 7 offered dual degrees with the BBA but only one in areas other than accounting and IS.

The MBA remains the ultimate “General Management” degree (see the 9/22/0303 *Business Week* cover story), providing a solid core of business fundamentals. Such generalist degrees could be complemented and distinguished with advanced specialization via integrated work experience and/or dual degrees. For students with non-business degrees, an MBA provides the business foundations, while a joint Masters degree provides specialization that aids placement. *Re-focusing our program portfolio to further develop students’ general management and advanced specialization capabilities may enable us to move ahead of these trends.*

Growing Demand for High Quality, Accessible Business Education

Regional pressures for high quality, accessible business education mount with a growing working population. Demand comes from recent high school grads seeking a no-frills business education to get their careers started, and from ever-increasing numbers of adults needing beginning or advanced business education to further or change their careers. These demands are triggering rising pressure from the national and state legislature, and from UC to make access a priority.

Our location holds tremendous potential. Greater Cincinnati houses a solid corporate base with over 370 of the *FORTUNE 500* firms operating and eight headquartered here, as well as an expanding entrepreneurial base (<http://www.cincinnatiusa.org/economy.asp>). According to the Ohio Job Outlook 2010 report (Bureau of Labor Market Information), higher education will play an increasingly critical role in economic development. Ohio will experience a growing population of adult and working students. By 2010 nearly 2/3 of the population will be of working age (25-54 years old), and professional jobs will be the fastest growing. As competition for professional jobs intensifies, demand will mount for more advanced degrees. Indeed, jobs requiring a Bachelors degree are forecasted to grow by 15%, while jobs requiring a Masters degree will grow by nearly 20%, both well over the general 11% job growth predicted.

At the BBA level, competition for working and non-traditional students is rising. Raymond Walters and Clermont, as well as other two-year colleges (Cincinnati State and Sinclair are the largest), bridge to a growing number of Bachelor’s programs via articulation agreements. Raymond Walters, for instance, links to BBA programs at six colleges and universities, most of which stress convenience much more than our program. Our struggles to attract these transfer students stem from two factors. First, our BBA program has considerably stiffer math requirements than any other articulation partner – a challenge stressed by students as the primary inhibitor to bridging to CoB and exacerbated by declining math ACT scores (Hoover, 8/20/03, *Chronicle of Higher Education*).

Second, our rivals better accommodate transfer students by providing General Business options (e.g., NKU and Xavier). An interesting, innovative response by some universities involves starting General Business programs on their satellite campuses. Indeed, Ohio State is creeping into our region by offering such programs with support of their Cleveland Foundation funds. Their program at four regional campuses targets (a) working students (avg. age 28, over 50% working full-time) and (b) students not interested in commuting to the main campus (for family reasons, concerns over OSU size, etc.). President Zimpher spearheaded a related initiative at UW-M.

In response, UC has prioritized initiatives aimed at extending regional access. Such priorities support the university's urban mission, and are critical enrollment generators. UC now offers several portals for non-traditional students. First, the new Adult and Continuing Education (ACE) division combines the Adult Learning Center and the Continuing Education unit. Second, UC's branch campuses continue to expand by offering two-year, pre-business degrees that stress convenience of location and Saturday, evening and distance learning options (see BB). Several UC colleges now offer junior/senior courses on the branch campuses. These portals offer a large pool of students seeking completion programs (i.e., completing their first two years/Gen Ed requirements elsewhere, then transferring to UC for their bachelors). UC pressure on us to provide greater access, for the BBA in particular, will intensify.

As the population of adult and working students grows, so does demand for more convenient MBA programs. Our part-time MBA stresses convenience of duration (accelerated option) and location (Clifton, Blue Ash, WPAFB). Cleveland Foundation efforts have enabled development of distance learning capabilities (e.g., video-conferencing and streaming) that further support working students.

Rising competition for "convenience" markets challenges the college's ability to capitalize on the growing adult/working student population. At the MBA level, Xavier remains one of the nation's larger part-time MBA programs, stressing adaptable options for working professionals (e.g., flexible waiver and transfer policies that shorten time to completion). On-line options also proliferate, with over 60 such programs available and several actively advertising in our region (e.g., Colorado State, University of Phoenix – now with local "brick" as well as "click" access). Likewise, Wright State – who initially turned down the WPAFB program – has launched a much shorter (48 credit hours with waivers) program as a rival to our Dayton-based program. *Our program portfolio should include graduate and undergraduate options that provide greater accessibility, while ensuring high quality career preparation for our students and their employers.*

Financial and Enrollment Trends

Financial and enrollment trends pose considerable threats and opportunities for the college, driving the need for an expanded and sustainable support structure. First, the bad news...we face a fiscal crisis. Budget cuts continue at an alarming rate. Since 2001, UC has absorbed over \$19M in cuts from state funding, with the legislature seeking to reduce an additional \$17M direct aid to our students. The trickle down to the college has been considerable, despite our entrepreneurial efforts (e.g., CoB pioneered "revenue-driven programs" and "premium pricing" on campus). In addition to passing along repeated budget cuts, the university has eliminated two, valued sources of college revenue: summer school incentive funds and part-time program incentive funds.

Our financial needs far exceed the dwindling funds. College success – in strategic terms of quality and reputation – depends crucially on our ability to attract and retain good students and faculty. Student-related expenses escalate as the leading business schools increasingly "buy" most of their

students via financial support, and offer extensive advising, placement, and alumni services. For faculty, market increases in salary, along with the need to combat salary compression, fuel greater resource needs. If new buildings and less visible data on student and faculty financial support are any indication, rival universities have accelerated investment in their business schools dramatically. Despite revenue driven programs, UC's investment in the College of Business has not kept pace.

A complicating financial factor is tuition. Rising tuition – paired with intense competition – increases the pressure to provide consistently high quality education and student services. We were the first and, until recently, the only UC college to set a “premium tuition” (above standard UC graduate tuition). When we initially set the premium, we took great care lest we overcharge and lose enrollments and revenue tuition (e.g., researching what our rivals were charging and what the market would pay). In recent years, however, the university has taken away our ability to set tuition rates. For many UC colleges, tuition is offset by UGSs; but most of our students pay. The impact of tuition increases that are insensitive to the marketplace is inevitably a reduction in enrollment and revenue. Although many universities have raised tuition, we are now second in the state to Miami for undergrad tuition. We are no longer less expensive than our local private competition at the graduate level.

In the face of rising tuition, program quality matters more and more. National legislation is being proposed, requiring colleges to demonstrate quality (e.g., see *Chronicle of Higher Education*, 7/15/03: National Tests of College Students' Learning May Be on the Way, Policy Analysts Say, by Jeffrey Selingo). At UC, feedback from recent alumni and current students suggests that two of the main reasons for declining MBA enrollment are poor word-of-mouth (dissatisfaction with program and student service quality) and diminished value (quality training and placement vs. tuition costs).

MBA enrollment declines are becoming very painful. We cancelled the Spring 2003 part-time Clifton MBA, combining it with the Blue Ash section (filling it to capacity), because of low enrollment. Last week, we cancelled the fall 2003 Saturday MBA program (less than 10 acceptable applications), and agreed to delay the WPAFB program start until January (to bolster enrollment, which was almost half what we had promised in the revenue sharing agreement). Without these sections, however, we lose vital flexibility for existing part-time MBA students (who become delayed in their completion for work, etc.) and for MS students needing MBA core courses.

Although full-time quality remains relatively good (GMAT scores are at an all time high), ensuring student quality required limiting enrollment to about fifty and accepting a larger percentage of inexperienced applicants. We expect to limit next year's class to a single section. Although placement results this spring mirrored those of many “big time” programs, we are losing ground with employers who use internships to generate their offers of permanent employment. For example, Procter & Gamble has discontinued formal interviewing with our MBAs, as they shift to hiring more than 90% of MBAs from their internship partners.

Undergraduate program enrollment numbers look good on the surface, but we have not been able to raise admissions standards as we hoped several years ago. Indeed, we face growing quality variations. Our students continue to win the lion's share of UC awards and honors. Honors-PLUS students stand out in this group, but we have many other good students as well – e.g., 2/3 of the students who received Latin honors at spring 2003 graduation were not Honors-PLUS students. Yet the disparity between our strong and weak students is widening – evidenced by the growing number of 2003-4 freshmen placing into lower level math, and declining co-op and UC honors participation.

These declines are particularly disheartening given our systematic efforts to raise CoB co-op and UC honors participation over the past two years, and record setting involvement for both across campus. Perhaps because of the wide ability range of students we try to educate, student professionalism also appears to be declining. Faculty often comment on inappropriate behavior (from cheating to classroom disruptions), inadequate communication and mathematical skills, and poor work ethic and attitudes. Employers echo these concerns, even among co-op students.

These trends suggest that we need much better program marketing, but also that we must add more value (i.e., program quality and distinction) and better manage student quality variations.

Two revenue-generating opportunities may improve our ability to expand and sustain our support structure. The first is an Executive MBA. Currently, Greater Cincinnati does not have a true Executive MBA program. Xavier's program, while well marketed and visible, is largely for mid-level managers, a fact clearly identified by Notre Dame and Ohio State, who now advertise heavily in our area. Interestingly, Miami sees the EMBA gap as well, and has begun to explore the design for a program. It appears very likely (and very promising) that they will be willing to consider entering the market with us as a partner in a degree jointly awarded by UC and Miami. Such a program would have a unique and powerful marketing "hook" to many firms in the region.

The second revenue-generating opportunity is a newly approved financial incentive program. UC will reward colleges that deliver "Bridge Programs" – credit courses designed for and delivered to cohorts of non-matriculated students. Incentives include funds to be spent on marketing, course development and general overhead. At CoB, such cohorts might be students seeking to transfer into our BBA program or students preparing for a masters program. *Our revised portfolio should capitalize on these opportunities where appropriate.*

Tremendous New Opportunities

Good news...the time is right to improve our financial situation and to reverse the enrollment quantity and quality trends. The arrival of a new president means a fresh eye on foundation fundraising practices and priorities. It also means an energetic spark for the next (billion dollar?) university campaign – likely to begin around 2006, coinciding with our college centennial and the centennial of Professional Practice (i.e., co-op). The timing of the centennial couldn't be better. Co-op's anniversary will highlight UC's role as the first co-op institution and among the largest and best (ranked by USNews as 4th best co-op university nationally). Furthermore, Lipman Hearne's market research found that co-op was the leading identifier for UC, and the majority of our college's most distinguished and supportive alumni are co-op graduates.

Assuming the new president approves, UC will launch a major image and enrollment marketing campaign beginning in the fall. We finally will be able to leverage our marketing with a university campaign. As part of image building, the university is also addressing new undergraduate ranking criteria for USNews that include unique approaches found to enhance learning. Many of these approaches already are being used/piloted by CoB and UC - first year experience initiatives, learning communities, co-ops, senior capstones, research projects, study abroad. The more we implement such approaches successfully, the more we enhance our image on campus and beyond.


Our opportunities are clear: the UC marketing campaign (focused on our strategic emphasis of world-class expertise and exceptional learning experiences, paired with the timing of our college and co-op centennials), tremendous faculty momentum (six consecutive years of hiring and a strong

senior faculty), and experiential strengths (e.g., showcased by Honors PLUS with its explicit focus, integrated experiential components and demonstrated success – recruiting, retention, placement).

Business-as-usual will not be enough to attract presidential attention, marketing attention and fund-raising attention. The status quo also will not help us respond to broader trends – both internal (declining student quantity and quality) and external (demands for advanced specialization and accessibility). *This is a critical time to enhance, demonstrate and celebrate valued added by the college – value to students, the community, our disciplines – through a comprehensive and refocused program portfolio.*

PROGRAM PORTFOLIO

The CoB Centennial Plan comprises a comprehensive portfolio of programs that will dramatically enhance our quality and reputation, while enabling an expanded and sustainable resource base. The figure below illustrates the varied roles played by each program. Subsequent text and accompanying appendices describe each program’s framework.

| Undergraduate | | MBA |
|---|--|--|
| <p>Business Professionals Program 5 year – Bachelors, 4 co-ops, MS <i>Selective/Reputation Building</i>, BBA/BS builds generalist skills, MS adds advanced specialization, supported via distinct experiences</p> |  <p>MS ADVANCED SPECIALIZATION <i>Selective/ Reputation Building</i> High quality programs in specialty areas that leverage world-class faculty expertise</p> | <p>FT MBA – Triple Option <i>Selective, General Management</i>; integrative experiences (case competition, field studies, study abroad, capstone)</p> <ul style="list-style-type: none"> • Accelerated (4 quarters) • w/ internship (5 quarters) • MBA/MS (7 quarters) |
| <p>General Business Program 2 year – completion BBA <i>Accessible/Quality</i>, with field capstone for non-traditional (adult/working/off-site) students</p> <ul style="list-style-type: none"> • Clifton - Bus Admin and Acct Mgt options, offered day and evening • Raymond Walters and Clermont – Gen Bus | | <p>PT MBA <i>Accessible/Quality</i>, distinctive experiential component(s)</p> <ul style="list-style-type: none"> • Clifton – fall/spring start • Blue Ash – spring • WPAFB – fall |
| | | <p>Executive MBA (EMBA) <i>Reputation/Revenue Generator</i> – extend local business ties and visibility, revenue to fuel faculty development and research, distinctive executive experiences</p> |

Program Overview

Undergraduate. The College of Business will offer two UG tracks: the “Business Professionals” Program and General Business Program. The Business Professionals Program is selective and unique, including a 5th year of MS specialization and four co-op quarters (two at the graduate level).

The more accessible General Business Program is a completion degree offering the last two years of the BBA at Clifton, Raymond Walters and Clermont.

These two tracks allow us to raise student quality/expectations and help attract the best students among the growing traditional BBA population, while providing the greater accessibility increasingly demanded by UC and a growing pool of transfer and non-traditional students. Creating the access track will help our freshman statistics (and presumably our reputation locally and nationally) because these students enter only after the sophomore year, and must meet our current transfer GPA criteria. Having tracks with different quality levels is not uncommon at UC (e.g., Engineering admits to a “Freshman Program” - a group of students who do not meet quality standards for specific majors; and DAAP has different standards for different programs in design) or in other business schools (Indiana admits a group of students as freshmen, a larger group as sophomores, and another large group as juniors; Ohio State admits some students to its main campus business school and others to a general business program on its branch campuses).

As a college, we have effectively had different tracks for years – those students who meet co-op criteria and those who do not – except that all students currently are served by the same courses and pedagogy. With co-op and a specialized MS degree as integral components of the Business Professionals program, we also avoid much of the quality confusion that has been an issue in the past (i.e., when the college/university was contemplating a separate evening program). Because we will control both tracks, AACSB accreditation issues are managed or eliminated.

Masters. At the Masters level, the College of Business will offer advanced general management (MBA) and advanced specialization (MS) options. MBA programs will provide distinctive general management education via an innovative, cross-functional core and integrative, experiential components. The full-time MBA will be a selective, reputation builder. Termed the “Triple Option” MBA, the program will have three tracks: a 12-month MBA, a 15-month MBA that includes an internship, and a 21-month MBA/MS. The part-time MBA provides quality and accessibility. Like the FT MBA, it is an accelerated program. It also offers technology-enhanced courses and industry projects that support learning for local professionals. Lastly, the Executive MBA (EMBA) will be a reputation and resource generator. Program design will stress world-class expertise, unique experiential components and exceptional networking opportunities. Geared toward the upper echelons of Greater Cincinnati business, the EMBA will forge strong ties to local business leaders, providing contacts and funding to fuel faculty development and research.

MS programs will be selective, reputation builders that develop specialists renowned for their cutting-edge knowledge and capabilities by blending sophisticated course content (leveraging high-impact research) and experience-based education.

Business Professionals Program

This is a *selective, reputation-building* undergraduate program. It will enable recognition nationally (the only 5 year UG business program with an MS and a year of co-op experience), regionally (extending ties with area employers) and at UC (leveraging the co-op brand and leadership among professional programs: CoB will have programs comparable to Eng and DAAP in selectivity).

The proposed framework builds on the 2000 UG strategic plan (calling for a selective, experience-based program), our two successful yet small programs (Honors PLUS, with integrated experiences, high student/program standards, clear focus facilitating marketing and fundraising; and BSIM, with

clear focus, cohesive cohort, co-op emphasis, and strong alumni), benchmark data, and UC's most visible strengths (co-op, professional schools). *USNews* undergraduate business rankings are based solely on peer review – meaning quality, distinction and visibility are keys.

***The Pitch.* The Business Professionals Program is the ultimate fast track, developing professionals capable of rapidly adding value to their firms. This selective program builds cross-functional business knowledge, advanced specialization, and professional maturity.**

Entry Standards. Freshman admissions standards will be raised to a minimum ACT of 22 (up from 18/19), allowing for an entering class, based on current admissions data, of 200-225. (See BB for related data.) Transfer students from other UC programs and from outside the university will be admitted prior to the junior year. In general, we expect they will have a higher GPA than current transfer standards (a 3.0 GPA instead of a 2.5). We will create a summer “bridge” program for transfer students who meet our criteria but are missing some required freshman/sophomore business courses. The bridge program should be eligible for financial incentive funding. Students in the Business Professionals program who decide they don't wish an MS or who have academic difficulty can transfer into the General Business program.

Curriculum Framework. A design team will develop the curriculum in consultation with the faculty and with external feedback (e.g., employers, co-op). As a starting point, we developed a resource-efficient Master Schedule (see appendix A) based on the program portfolio plan. It envisions:

- Condensed concentrations: e.g., 18 credit hours (could be 3 focus and 3 integral courses)
- Integrated co-op (for credit)
- Linking seamlessly to specialized MS degrees (as we do now with the MS accounting). The Master Schedule shows 48 credit hours in the MS portion of the BBA/MS.
- Meeting AACSB requirements (minimum 180 UG and 45 Grad credits). The Master Schedule shows 236 credit hours in the combined program.

The design team also will review (and revise as necessary) freshman/sophomore requirements (professional development, basis for experience-based learning) and the way we provide systematic experiences (e.g., freshmen project, co-op, field studies, study abroad, service learning, capstone).

General Business Program

This is a completion BBA program designed for *quality and accessibility*. Providing a cohesive and rigorous curriculum, we ensure the student and program quality the community and we expect. By simultaneously providing greater access (e.g., multiple locations, evening options, technology-enhanced courses, more consistent articulation agreements), we meet UC's enrollment needs and the flexibility needs of working/non-traditional and transfer students. The program will leverage existing portals to Bachelors degrees (two-year colleges, Adult and Continuing Education, off-campus transfers) and our distance learning capabilities (e.g., videoconferencing and streaming). The program is consistent with AACSB guidelines because it is *within our control* – meaning CoB manages the program/courses/degree. A core curriculum enables greater consistency and efficiency.

***The Pitch.* The General Business Program offers a valuable blend of quality and flexibility. This completion BBA program is ideal for working students, students transferring in their Junior or Senior year, and for students seeking a BBA program at UC's branch campuses.**

The cross-functional curriculum is enhanced further by a combination of small, on-site classes, video-conferencing/video-streamed material, and field study projects.

Entry Standards. Students will be admitted as juniors or seniors, using criteria similar to what we now use for transfers: a 2.5 GPA and completion of appropriate freshman/sophomore General Education and pre-business requirements (see BB related data). CoB may need revisions of articulation agreements and adjustment to statewide Transfer Module requirements to create a smooth transfer process. Initially, we expect 200+ students entering from other UC colleges in the fall quarter as juniors (120 in Clifton; 50 in Raymond Walters, 30 in Clermont) and 300 students graduating each year (including late transfers and step-outs from Business Professionals program).

Curriculum Framework. A design team will develop the curriculum in consultation with the faculty and external feedback (e.g., portals, employers). As a starting point, we have developed a resource-efficient Master Schedule (see appendix A) based on the program portfolio plan. It envisions:

- Review of math requirements with portal partners (not to reduce them, but to help students achieve them)
- Focus/integral concentrations replaced by 10 General Business courses (Bus Admin track) or 5 General Business and 5 Accounting courses (Accounting Management track)
- Systematic development of experience-based courses: e.g., field study, capstone
- Transfer options to the Business Professionals program (e.g., summer bridge program)
- A limited number of classes cross-listed with the Bus Prof. program (e.g., 3 Accounting)

Full-time MBA Program

This is a *selective, reputation-building program* designed to develop exceptional General Management knowledge and capabilities. National MBA reputation is driven by student quality (GMAT), placement, satisfaction (student/alumni), visibility (dean/faculty surveys – influenced by known distinction/quality), and size. From fall 2003 to 2006, we will keep the program small (one section) to ensure high quality students, student services and placements. Adding optional internships will leverage our existing strengths in experiential learning (international, field study, capstone, case competition) and open opportunities with MBA employers who base permanent employment on internships. Adding the MS option will distinguish our program and our grads (dual generalist/specialist degree) and drive growth (expanding the applicant and employer pool).

***The Pitch.* The full-time MBA provides exceptional general management education. The “Triple Option” offers three fast tracks supporting different career needs. The 12-month accelerated option is ideal for specialists (e.g., with advanced degrees, UC dual degree programs - JD, MD, AA - and/or 3+ years of business experience) seeking to propel their managerial careers. The 15-month with internship option facilitates career changes (e.g., transition into a new business or new firm). The MBA/MS, a 21-month program with internship, is a powerful and unique option, building general management capabilities and advanced specialization to launch successful business careers (e.g., for those with non-business backgrounds and limited professional experience).**

Entry Standards. Our current FT average GMAT is 610. We expect to continue to improve that. Consistent with national trends and the benefits of the triple option, we may see average work experience (currently ~ 4 years) declining moderately. (See BB for related data.) The enrollment

goal for Fall 2004 is 60, similar to our average enrollments over the last few years, with the program expected to grow to 120 following the Centennial.

Curriculum Framework. A design team will develop the curriculum in consultation with the faculty and external feedback (e.g., employers). As a starting point, we have developed a resource-efficient Master Schedule (see attached) based on the program portfolio plan. Based on revisions that have been ongoing since last spring, it envisions:

- An autumn start, making a summer “boot camp” possible to build the cohort
- 72 credit hours (4 quarters) for the stand-alone MBA, the same as the current program
- An expanded core – e.g., a foundational core (analytical and behavioral), a functional core (building essential general management knowledge/capabilities related to each function), a strategic core (including globalization, technology, and entrepreneurship/venture creation and other innovative/cross-functional courses) and a capstone
- Few electives (Most electives move to the MS option)
- Links to specialized MS programs
- An optional internship
- A more systematic approach to other experiential components (e.g., field studies, capstone, international experience, case competition)

Part-Time MBA Program

This is a *high quality, accessible program* designed for working professionals seeking to extend their General Management knowledge and capabilities. This program is designed for professionals seeking a rigorous, high quality education, yet needing greater flexibility. This balance will entail a design that ensures rigor (e.g., world-class faculty, challenging projects, vital and timely courses) *and* convenience (e.g., condensed “seat-time,” technology-enhanced learning).

***The Pitch.* The part-time MBA provides high quality, general management education for working professionals. This program offers the value of world-class expertise, and the rigorous, yet flexible program fuels managerial development.**

Entry Standards. Depending on the section, our current GMAT averages range from 550 to 570. With better marketing, we will seek to improve that. Work experience currently averages 6-8 years depending on section. We expect to maintain this. (See BB for related data.). We expect entering sections of 40-45 in Clifton (Fall and Spring), in Blue Ash and at WPAFB. If we are able to grow demand, the college will have the option of increasing standards or adding sections.

Curriculum Framework. A design team will develop the curriculum in consultation with the faculty and external feedback (e.g., employers). As a starting point, we have developed a resource-efficient Master Schedule (see appendix A) based on the program portfolio plan. It envisions:

- 64 credit hours (current 68)
- An expanded core – e.g., a foundational core (analytical and behavioral), a functional core (building essential general management knowledge/capabilities related to each function), a strategic core (including globalization, technology, and entrepreneurship/venture creation and other innovative/cross-functional courses) and a capstone
- Few electives (Most electives move to the MS)
- Links to specialized MS programs

- A more systematic approach to other experiential components (e.g., field studies). The capstone should be a value-added company or research project requirement in the final one or two quarters of the program.

Executive MBA Program

This program is a *reputation and revenue generator* for business leaders seeking to refresh and expand their General Management knowledge and capabilities. The high quality program will stress world-class expertise, unique experiential components (e.g., field projects within their companies, executive study abroad) and exceptional networking opportunities. Geared toward the upper echelons of Greater Cincinnati business, the EMBA will forge strong ties to local business leaders and fuel faculty development and research. Miami University is also working on an EMBA and has significant interest in creating a joint degree with us. If we can make the partnership work, a joint degree will provide a strong competitive advantage in the local market.

The Pitch. The Executive MBA is uniquely designed for the business leaders of Greater Cincinnati. This innovative program examines today’s best practices across business functions and industries, while exploring the management of tomorrow’s corporate challenges. Leading researchers and experienced managers integrate world-class expertise with hands-on learning opportunities.

Entry Standards and Curriculum Framework. A design team will develop the curriculum in consultation with the rest of the faculty, a comparable group at Miami University, and an executive advisory group. Because EMBA programs do not typically use a standard academic calendar, coordinating quarters and semesters will likely not be an issue. Entry standards will be developed jointly, but we expect them to be at the level of programs in the Big Ten (much higher than at Xavier). Class size goals will also be set jointly, but we expect them to be in the 25-40 range.

MS Programs

MS options are *selective, reputation-building* programs, designed to enable recognition nationally (e.g., unique, dual-degree options), to leverage high-impact research and experience-based education. Revised and new MS options will target a market with limited educational or work experience in that particular field (albeit possibly significant experience in another field). This market includes high quality undergraduates in our Business Professional (BBA/MS) program, students in the MBA/MS option, and high quality students graduating from other premier UC programs. Building from and beyond our current Acct/Tax, IS, QA options also will distinguish us from local rivals, while MS options grow our pool of potential BBA and MBA students and employers. As our current MS models demonstrate, programs may be designed for part-time and full-time completion without completely separate offerings. Currently there is no ranking of MS programs in business, only AACSB data on program size/options. Yet expertise in a specialized area, as manifested by an MS program, may translate into improved rankings of MBA “specialties.”

The Pitch. Our MS programs build knowledge and capabilities on the cutting edge. World-class faculty expertise and hands-on learning experiences develop business experts able to contribute immediately to their organizations.

Entry Standards. Entrants from the Business Professionals program will be expected to have a 3.0 GPA or meet FT MBA GMAT standards. Entrants from the FT MBA will be expected to meet

FTMBA standards. Entrants taking an MS degree as a stand-alone degree may have different standards, possibly similar to what we require for the PTMBA. (See BB for related data.) Taken together, we expect 220-300 students entering the MS programs each year: 150-180 from the Business Professionals program, 20-40 from the FTMBA, and 50-80 as stand-alone MS students. This compares to the 75-100 who will enter our current MS programs this year.

Curriculum Framework. A design team will develop the curriculum in consultation with the rest of the faculty and external feedback (e.g., employers). As a starting point, we have developed a resource-efficient Master Schedule (see appendix A) based on the program portfolio plan. It envisions 5-7 specialized MS degrees (some possibly with multiple tracks). A minimum of five will be needed to accommodate demand for the BBA/MS and MBA/MS programs. More than seven degrees appears to be unwieldy.

A template for (re)designing an MS degree should have the following set of requirements:

- Mission: specify MS purpose (i.e., type/value of EXPERTISE), fit CoB MS mission – building advanced specialization via world-class expertise & experience-based education.
- Curriculum Structure: 3 quarters of full-time coursework; 48 grad credit hours (AACSB); e.g., 10 specialty and 2 courses shared by MS programs (e.g., strategy, QA, communication) offer “big picture,” even playing field for those with different backgrounds, enable synergy.
- Experiential Components: *explicit and visible*, building capacity to apply cutting-edge content (e.g., field projects, lab/simulation, capstone, etc. – 2 co-op quarters also possible)
- Coordinated with Dual Degrees: need clear co-op market (for UG) and identifiable job market of sufficient size (for both UG and MBA dual degrees)
- Home/Champion: departmental home supports curriculum review/scheduling; champion to lead related initiatives and help advise students; need suitable core of faculty experts
- Advisory Board: an external advisory board, providing feedback and suggestions for curriculum, co-op/placement possibilities, and marketing/development
- Sustainability - designed, managed and marketed to attract "paying" students and/or sponsorship/funding (assume max.10% total program tuition covered through scholarships)

Bridge Programs

The Business Professionals program may require a bridge program for students seeking to transfer into it from other colleges or from the General Business program. Bridge programs also may be required for students seeking to enter our MBA and MS programs without the necessary general business education. These will not be degree programs, but will be for academic credit. We expect to set these up as programs that qualify for the university financial incentive program that focuses on a distinguishable cohort of non-matriculated students.

PROGRAM PORTFOLIO FEASIBILITY

The program portfolio described above is an ambitious one, but is feasible in terms of required teaching capacity and will have positive impact in terms of revenue generation. The following feasibility analysis is based on the attached Master Schedule (see Appendix A) and expected supporting needs (e.g., student services, financial aid, etc.).

Teaching Capacity

Addressing teaching capacity in the most aggregate terms—the number of sections required—shows that under a conservative set of assumptions we can deliver the proposed portfolio with fewer course sections than the College offered in 2002-2003.¹ (See BB for related data) We offered 499 sections this past year, while delivering the portfolio's example Master Schedule will require 448 sections—492 with an Evening version of the General Business BBA, assuming we have 5 MS programs.² We offered 418 sections of upper division and master's classes combined; the Portfolio requires 417 without the Evening General Business BBA. It will likely be the case that some units will experience a deficit of sections under the portfolio and others will have spare capacity. This will have to be considered as resource decisions are made in the upcoming years.

Revenue

The easiest way to examine the revenue impact of the Portfolio is to look at it in incremental revenue terms—particularly incremental tuition revenue.

If we switch to the Business Professional Program (BBA/MS) and a completion General Business BBA Program offering only the last two years, we will see a significant drop in freshman and sophomore tuition for the College, though a likely increase for the University. (A more accessible General Business completion program should bring in sufficient transfer students which when combined with the three years of BBA/MS students will equal our current Junior and Senior enrollment.) Using 2002 enrollment data from the Office of Institutional Research and different scenarios about what portion of the students would not get into the College of Business yields lost tuition revenues ranging from \$1,700,000 to \$2,300,000 with an average value of \$2,000,000. (See appendices B and C where more exacting figures are calculated.)

The BBA/MS students will be with us longer and pay more in tuition than current BBA students. As a result, we gain approximately \$13,722 in tuition per student in the five years of the program over what we would receive for the same student in a four-year BBA, assuming our current tuition structure. (See appendix B.) Two enrollment scenarios yield revenues of \$2,200,000 and \$2,700,000, with the average gain being \$2,450,000. The expected gain from the BBA/MS is greater than the expected loss of Freshman and Sophomore tuition revenues.

Increased MS enrollments will also generate additional tuition revenue. Additional full-time MS enrollment should add from \$600,000 to \$1,200,000. Additional part-time MS enrollment should add \$500,000 to \$1,000,000. (See appendix C.)

Combining the different revenue elements above, while assuming MBA enrollment unchanged, yields increased tuition estimates ranging from \$1,000,000 under a pessimistic set of assumptions to over \$3,000,000 under an optimistic one. On average we would hope to gain approximately \$2,000,000 more per year in revenue from tuition.

¹ Executive MBA Program sections are not included because the program has yet to be developed and because it will probably be taught on an overload basis.

² The required numbers reflect the addition of eight Wright-Patterson Air Force Base sections while the offered sections do not since the second year of the program was not in place in 2002-2003.

The addition of an evening cohort of the General Business completion program, which would absorb the 44 sections not used in the other programs would generate from \$1,000,000 to \$1,900,000 with an average value of \$1,450,000.

Combining all of the estimated tuition revenue increases yields a gain of almost \$2,000,000 even for the pessimistic estimate, and possibly as much as \$5,000,000. We should be able to count on sharing this revenue, both to cover costs and to address college-wide needs. RWC, Clermont, CAS and A&S will also be involved in the General Business major and will undoubtedly expect and deserve a portion of the revenues. Professional Practice will be involved in the Business Professionals Program and will also expect and deserve a share.

If the triple option MBA succeeds, we will finally be able to grow the FT MBA to a size needed to achieve national rankings. However, CoB has already been (partially) rewarded for a previously unsuccessful plan to grow the program, so it is difficult to know how much additional revenue we can count on from this source.

There are other revenue elements in the Program Portfolio. One is a “bridge program” to help transfer students attain the qualifications needed to enter the BBA/MS program. Another is a “bridge program” to provide the necessary business background for non-business undergraduates to enter an MS program. Since these programs have not been developed, no estimate of revenues has been prepared. In addition to producing revenues, these programs will provide summer teaching opportunities for faculty.

The final revenue piece is the Executive MBA, probably a joint venture with Miami University. It too has yet to be developed, but a reasonable set of assumptions might include twenty-five students paying \$40,000 for the program, yielding revenue of \$1,000,000. Assuming 45 credit hours of instruction or 450 class hours at \$500 per hour (including fringe benefits) yields \$225,000 in instructional costs. Adding \$10,000 per student in instructional costs, or \$250,000 per cohort, leaves \$525,000 to be split between the two universities.

Note that, with the exception of the Executive MBA numbers, these are tuition revenue gains only. There will be offsetting costs to meet resource needs. And there are obviously uncertainties about how the net revenue will be divided between the College and the University. Importantly, however, incremental revenues clearly exceed the resources detailed below.

Resource Needs

Obviously, the delivery of the Program Portfolio will require additional resources. Below is a list of some specific support needs important to program quality, student satisfaction, and sustainability.

- Core Faculty for each program - exceptional/consistent teaching quality, expanded involvement
- UG Office Restructuring – broadened office responsibilities (underway); greater interface with MS (Graduate Office), co-op (Professional Practice), and alumni; greater portal interface (2 year colleges, ACE) and on-campus pre-business (A&S, CAS)
- Grad Office Restructuring – coupled with MS options, revisions will require double the current staff size to better handle placement, alumni, marketing, recruiting, services (extend/deepen relationships with major Greater Cincinnati employers)
- EMBA faculty director as well as full-time staff member

- Exec Ed support for EMBA logistics/administration (extend/deepen relationships with major Greater Cincinnati employers)
- Web (undergrad) – promotions, curriculum, master schedule (#1 student means of information gathering)
- Web (grad) – on-line application (standard for all grad programs with MS/MBA/PhD variations), promotions, curriculum, master schedule (#1 student means of information gathering)
- Student support—scholarships, fellowships and assistantships that will help us attract the best students at all levels
 - Freshmen scholarships (matching Cincinnati scholarships – increase participation)
 - Transfer Scholarships: “carrots” for top Associates Degree students at each satellite campus
 - BBA/MS scholarships (covering UG – Grad tuition differential; rewards for top students)
 - MS Scholarships and/or more UGAs and UGSs (goal - 10% of total MS tuition covered)
 - FT MBA Scholarships and/or more UGAs and UGSs (goal of 20% total tuition covered)

Marketing Needs

The Centennial Plan offers a set of programs that can be effectively marketed – to improve both enrollments and reputation. Here is a starting set of assumptions and plans.

Assumptions. We will partner with the university and its advertising agency (Lipman Hearne) to develop and deliver effective advertising and other promotional communications. That partnership will include featuring CoB programs in university promotions, developing our own promotional communications with their help, and, we hope, sharing some of the costs.

The university’s budget and theme have not yet been finalized (and probably won’t be until the arrival of President Zimpher), but the themes currently being tested will be a good fit for the messages we seek to communicate; and the proposed budget includes funding to share the costs of college initiatives.

We expect an initial college promotional budget of at least \$300,000 annually, in addition to whatever the university provides. These costs will be covered by a combination of fund-raising and program revenues. There is reason to believe that Raymond Walters and Clermont will consider advertising the general business degree as well.

With regard to advertising, we expect initially to have approximately the same emphasis on geographical markets as the university: the Cincinnati-Dayton metropolitan areas first, the rest of Ohio second (primarily metro areas), and selected metro areas third (e.g., Louisville, Indianapolis, Pittsburgh, Chicago). Media emphasis is also likely to be similar (radio, outdoor, print, direct mail), although we will certainly add regional/local business media. The two main reasons for matching university efforts are the similarity of our markets and the ability to leverage our efforts.

In addition to whatever other messages are communicated, all our promotion should drive potential customers to our website. The leitmotiv through all our communications will be our leadership in experience-based education and high-impact research: practical education from world-class experts.

Marketing Plans

Audience. Our messages must reach different audiences. The Business Professional program is aimed primarily at very capable entering freshman and those who influence their decisions. The General Business BBA is aimed at a broader audience that includes adults returning to school. The PT MBA and stand alone MS audiences are similar to those we already seek to reach: working adults. For the FT MBA, national trends suggest that the pendulum is swinging back to a younger group, likely including high quality recent grads with little work experience. The EMBA, a new ball game for us, will focus on both company-sponsored executives and self-employed professionals with significant (10+ years) experience. Another important audience is the businesses who will hire our students – for co-op, internships, and permanent positions. Also important, but not discussed in this section, are donors and the general public.

Media/channels. Media choices are mentioned above. We will also use all the people in the college who call on business customers to cross-sell masters program enrollment and placement/recruiting opportunities along with what they are already promoting. Last year we identified these centers and programs as a part of Enterprise@UC. See our website for details, or the *Business Courier* supplement distributed at the Alumni Banquet.

The website is a key to our promotional communication. It can convey more, and more up-to-date, information than other media. We will continue to improve it and need the conscientious efforts of faculty and staff who “own” the content to make sure it stays up-to-date and achieves its potential.

We expect to add one or two staff members to focus on placement, working cooperatively with Professional Practice (co-op) placement and Honor-PLUS placement as appropriate.

Messages. The “pitch” for each program is identified in the program descriptions. We can also envision promotional communications that feature several programs at once, the whole college, or other aspects of the college (some of which we already do now: e.g., Honors-PLUS or ExecEd programs). A couple of examples follow. [Don’t be alarmed if you don’t think these are on target. Suggestions are welcome and we will work with professionals to devise and test what we do.]

Example #1: You can get a BBA or an MBA from anywhere – but how often can you combine that high quality degree with paid work experience and a second high quality degree (a specialized MS taught by world-class experts*) in a reasonable** time? Very Few.

If you choose to attend, do you think the extra knowledge and skills you gain will

1. give you a head start on your career?
2. help you add value to your employer faster?
3. give you an edge over others with comparable backgrounds who just have the one degree?
4. all of the above.***

*UC’s faculty rank in the top 40 for high impact research among 900+ MBA programs around the world.

**A “reasonable” time means you can get a BBA, co-op experience and a specialized MS in the same time (5 years) as a traditional BBA with co-op experience. Or a reasonable time means you

can get an MBA, paid internship experience, and a specialized MS in about the same time (2 years) you would take in most other top-quality US MBA programs.

***This is the right answer.

Example #2: Three routes to business success!

Many people are interested in an undergraduate business degree. Few business schools offer the range of customizable opportunities we do. That means we likely can meet your needs whether you're a recent high school graduate or a working adult, someone who needs work experience as part of the learning process or someone who needs classroom learning to add to the work experience they already have, a high achiever in the classroom or just a solid student. At UC we offer three high quality ways to approach that business degree: a general BBA, a professional BBA, and an honors BBA. The first is very accessible – a BBA offered in three locations, in the evening or during the day. The second has the advantage of providing business experience and two degrees (a BBA and a specialized MS) in just five years full time. The third is the Carl H. Lindner Honors-PLUS program, possibly the best business honors program in the world. {Go on to describe each.]

Timetable. Assuming we keep to our planned schedule for launching new/revised programs (see appendix D), heavy duty marketing for particular programs will need to begin as follows:

- January 2004: for launch of FT MBA in Fall 2004. Additional attention to the PT MBA.
- Spring/early summer 2004: for launch of Business Professional Program in Fall 2005; for launch of EMBA in June 2005. Raymond Walters, Clermont, and Applied Science can begin to advertise the General Business BBA as well.
- Fall 2004, if not sooner: for launch of MS programs in Fall 2005. Current MS program promotion will continue, shifting messages as programs are modified to fit new portfolio.
- January 2005: to begin advertising the CoB Centennial. Planning of events will have begun earlier and be coordinated with Professional Practice and the Foundation.

Development Needs

An important aspect of the CoB Centennial Plan is the development opportunity it represents. This section focuses on planning for development. After balancing everything out, CoB or UC ought to come out ahead with this program portfolio by \$.5-1.5 million., not counting subsidy Why then is development a part of the Centennial Plan? Simply put – SUSTAINABILITY: the college has needs, including a significant number of professorships, more summer support, expanded facilities, etc. if we are to achieve our strategic goals. AND, the college's centennial creates an excellent opportunity for fundraising. A portion of the case we have *previously presented to the Foundation* is provided below, followed by a description of fundraising plans connected to the Centennial Plan.

THE CASE FOR CBA (previously presented to the UC Foundation)

TIMING

2006 is the 100th anniversary of CBA and the 20th anniversary of Lindner Hall. 2006 is also the 100th anniversary of co-op, a program at the heart of efforts by the college and university to provide the best

practical undergraduate education in the country. Thus, 2006 represents an opportunity to proclaim to the world the “new” CBA. We have been working for the past year to build the vision and strategy for getting there. Successful large-scale fund-raising is an imperative.

BENCHMARKS

Key regional competitors are Ohio State, Case Western, Indiana, Purdue, Michigan State and Pittsburgh. Miami and Xavier are local competitors. All eight have named business schools (Fisher, Weatherhead, Kelley, Krannert, Broad, Katz, Farmer, and Williams), six of them in the last decade. The first four, and perhaps others, have recently completed or are near to completing new facilities. Miami will have a new business school building in its capital campaign. Among those with a research mission (the first six) endowments are typically triple ours, and this is reflected in, e.g., the number of chaired professorships.

Despite our resource disadvantages, we have a lot of good stories to tell – particularly with regard to faculty and program quality in comparison to these schools, e.g.:

- ▶ Undergraduate Honors-PLUS: the best practical undergraduate business education anywhere
- ▶ MBA Return on Investment: probably in the top 5 nationally
- ▶ Faculty research rankings: 40th as of 1998 and rising; QAOM, real estate and marketing even higher
- ▶ Partnerships with business/industry: e.g., P&G (North American product supply, marketing university), Northlich (inventureworks®), Real Estate Roundtable, Goering Center, the Business Consortium®

UNTAPPED POTENTIAL

The University has historically focused its fund raising efforts on other colleges, which means that much of the college’s potential donor base has been untapped or diverted to other colleges/programs.

An example of the potential can be seen in the membership of the UCF Board of Trustees. Close to a third of the members are CBA grads or have close relatives who are. Probably 75% have generated their wealth through business.

Achieving the potential will take an imaginative, energetic effort – and making CBA a priority; but experience at other universities suggests that fund raising for business schools typically has a very high return on investment. Given past inattention and future potential, CBA should be a “top three” fund-raising priority for the university.

Development Plans

A naming gift is key. Discussions with the foundation suggest we should be aiming at a gift of \$50 million, although this may be cumulative giving over a period of time. Through this gift and others, we will seek funding for priorities linked to strategy, to excellence, to outreach, to faculty support, and to facility expansion. Funding for specific projects may address several priorities at once.

Priorities.

1. High impact research leadership implies skilled faculty members. Excellence in the classroom is inherent in our values statement as well (“driven by a shared desire for excellence”). The college has built a very talented faculty. Retaining that faculty and continuing to enhance it is a high priority for the college. We should have 20% of our faculty members holding meaningful chairs and professorships, as well as ample opportunity for summer support for research and curriculum development.
2. Leadership in experience-based education requires additional funding to achieve, to enhance co-op, to expand field case study courses and student case/business plan competitions, and

so on. We have begun work to define these needs, but no business school in the country addresses experience-based education as comprehensively as we will, so we are breaking new ground as we develop this part of the case for CoB.

3. Globalization, technology, and venture creation/entrepreneurship are high priorities. The college has case statements at various stages of development in each of these areas. The biggest “ask” is likely to be for a university-wide entrepreneurship center that will capitalize on all the strengths of the university – both creators of intellectual property (e.g., science, engineering, and medicine) and enablers of commercialization (business, design, law, and manufacturing engineering). No other university has grasped this opportunity.
4. The college has a major impact on the community and the profession through its centers. Beyond those implied above, priorities include an expanded real estate center and an enhanced Economics Center for Education and Research. Work has begun in both areas.
5. A primary scholarship priority is Honors-PLUS. A campaign that has already begun seeks an additional \$7.5 million in endowment. (Brochures are available from Jeri Ricketts or Susan Berliant if you wish details.) We will also seek scholarships to allow us to leverage Cincinnati scholarships for BBA/MS students.
6. An upgrade and addition to Lindner Hall was added to the university’s master plan at the June meeting of the Board of Trustees. Many faculty and staff were involved in initial needs assessment by the University Architect’s office. Funding and construction may be a long way off, but we hope at least to announce ground breaking plans during our centennial year.

Timeline. We intend for a Centennial Campaign for the College to lead into the next university-wide campaign, which could be in its early stages in 2006. Obviously, the timeline, priorities, and our place in the university campaign will depend on the new President. Indeed, most current fund-raising priorities and prospects are on hold until she has a chance to assess and re-focus around a re-focused academic strategy.

In the meantime, we anticipate the following development schedule:

- | | |
|------------|---|
| 9/03-12/03 | Concept approval and initiation of a task force |
| 1/04-6/04 | Campaign planning: develop fund-raising and centennial celebration plan |
| 7/04-12/04 | Build campaign infrastructure |

We will continue fund-raising along the way, but the big push will begin at that point.

The Bottom Line

Back-of-the-envelope calculations for additional staff, marketing, and scholarships for everything except the Executive MBA are about \$1,000,000 per year. Even the most conservative estimate of revenues combined with these expected costs produces an expected gain of approximately \$1,000,000 per year. This can be used for expansion of and support of faculty assuming the University agrees to return these additional gains brought about by this Portfolio to the College.

APPENDICES

Appendix A: Program Portfolio Master Schedule (see attached Excel)

Appendix B: Tuition Impact of BBA/MS vs. BBA

| Gain Per Student in BBA/MS Over BBA | | | |
|-------------------------------------|------------------------------------|-----------------|-------------------|
| Cohort | Difference in Courses | Tuition Diff. U | Tuition Diff. CoB |
| First Year | +3 qtr hrs | \$0 | \$0 |
| Second Year | +1 qtr hr | \$0 | \$0 |
| Third Year | +6 qtrs + co-op rotation | \$616 | \$616 |
| Fourth Year | -2 UG qtrs + 1 UG co-op +1 G co-op | \$148 | \$1,980 |
| Fifth Year | + G qtrs + 2 G co-op rotations | \$7,512 | \$11,176 |
| | Per Admission | \$8,276 | \$13,772 |

| Gain Per Cohort of 150 Students | | | |
|---------------------------------|--|-------------|-------------|
| First Year | | \$0 | \$0 |
| Second Year | | \$0 | \$0 |
| Third Year | | \$92,400 | \$92,400 |
| Fourth Year | | \$22,200 | \$297,000 |
| Fifth Year | | \$1,126,800 | \$1,676,400 |
| | | \$1,241,400 | \$2,065,800 |

| Explanations | | | |
|--------------|--------------------------------|-----------|-----------|
| Third Year | 3+ qtr hrs co-op @ \$212 | \$616 | \$616 |
| Fourth Year | -2qtrs UG tuition @ \$2,112 | (\$4,224) | (\$4,224) |
| | +3 qtr hrs co-op @ \$212 | \$616 | \$616 |
| | +1 qtr G tuition | \$2,556 | \$3,968 |
| | +4 qtr hrs G co-op \$300/\$405 | \$1,200 | \$1,620 |
| Net Gain | | \$148 | \$1,980 |
| Fifth Year | 2 qtrs G tuition | \$5,112 | \$7,936 |
| | +8 qtrs G co-op | \$2,400 | \$3,240 |
| Net Gain | | \$7,512 | \$11,176 |

Assumptions

1. Admission of 150 student cohorts
2. No adjustment for attrition or additions through transfer
3. Tuition only
4. No consideration to financial aid
5. All students assumed to be in-state for simplicity

Appendix C: Steady-State Tuition Effect (other than EMBA)

Steady-State Tuition Effects of New Portfolio other than Exec MBA

UG Losses

Admission of 220 with Retention of 85% of BBA/MS, BBA GM Tran Offset Loss Junior & Seniors

Fresh/Soph

| | | | | | | |
|-------------------|--------|--------------|-----|--------------|-----|--------------|
| Current (From IR) | | 843 | | 843 | | 843 |
| Projected | | <u>427</u> | | <u>427</u> | | <u>427</u> |
| Loss | | 416 | | 416 | | 416 |
| Stay UC | 33.33% | <u>139</u> | 40% | <u>175</u> | 50% | <u>203</u> |
| Net Loss | | 277 | | 241 | | 213 |
| | | \$ 2,340,096 | | \$ 2,035,968 | | \$ 1,799,424 |

Admission of 220 with Retention of 90% of BBA/MS, BBA GM Tran Offset Loss Junior & Seniors

Fresh/Soph

| | | | | | | |
|-------------------|--------|--------------|-----|--------------|-----|--------------|
| Current (From IR) | | 843 | | 843 | | 843 |
| Projected | | <u>438</u> | | <u>438</u> | | <u>438</u> |
| Loss | | 405 | | 405 | | 405 |
| Stay UC | 33.33% | <u>135</u> | 40% | <u>175</u> | 50% | <u>203</u> |
| Net Loss | | 270 | | 230 | | 202 |
| | | \$ 2,280,960 | | \$ 1,943,040 | | \$ 1,706,496 |

MS Related Gains

Admission of 220 with Retention of 90%, 90%, 90% and 90% with 60 Transfers (65.6% Grad Rate for Fresh)

| Gains from | | 3rd Year | 4th Year | 5th Year | Total |
|----------------|------------------|--------------|----------------|-----------------|-------------|
| BBA/MS Program | Students | 235 | 210 | 190 | |
| | Tuition Gain Per | <u>\$616</u> | <u>\$1,980</u> | <u>\$11,176</u> | |
| | Tuition Gain | \$144,760 | \$415,800 | \$2,123,440 | \$2,684,000 |

Admission of 220 with Retention of 85%, 85%, 85% and 90% With 40 Transfers (55.27% Grad Rate for Fresh)

| Gains from | | 3rd Year | 4th Year | 5th Year | Total |
|----------------|------------------|--------------|----------------|-----------------|-------------|
| BBA/MS Program | Students | 207 | 196 | 150 | |
| | Tuition Gain Per | <u>\$616</u> | <u>\$1,980</u> | <u>\$11,176</u> | |
| | Tuition Gain | \$127,512 | \$388,080 | \$1,676,400 | \$2,191,992 |

| | | | | | |
|--------------|--------------|------------|------------|--------------|--------------------|
| Gain From | New Students | 50 | 75 | 100 | |
| Full-Time MS | Tuition | \$ 11,904 | \$ 11,904 | \$ 11,904 | (3 qtrs @ \$3,968) |
| | Gain | \$ 595,200 | \$ 892,800 | \$ 1,190,400 | |

| | | | | | |
|--------------|--------------|------------|------------|------------|---------------------|
| Gain From | New Students | 50 | 75 | 100 | |
| Part-Time MS | Tuition | \$ 9,720 | \$ 9,720 | \$ 9,720 | (\$405/hr * 24 hrs) |
| | Gain | \$ 486,000 | \$ 729,000 | \$ 972,000 | |

| | | | | | |
|-------------|--------------|------------------|-----------------|------------------|-------------------------------|
| | UG Loss | Lose 438 1/3 UC | Lose 438 40% UC | Lose 427 50% UC | |
| Scenario | BBA/MS Gain | Ret 85,85,85,90% | Avg Pess & Opt | Ret 90,90,90,90% | |
| Assumptions | F-T MS Gain | Add 50 | Add 75 | Add 100 | (Assumes 150-175 grad target) |
| | P-T MS Gain | Add 50 | Add 75 | Add 100 | |
| | MBA Revenue | Unchanged | Unchanged | Unchanged | |
| | UG Rev Jr/Sr | Unchanged | Unchanged | Unchanged | |

(Completion Program attracts sufficient students to keep Jr/Sr totals same)

Evening Completion Program

| | Pessimistic | Expected | Optimistic | |
|---------------|-----------------|-----------------|-----------------|----------------------------------|
| Students | 50 | 75 | 100 | (Steady-state average per class) |
| Tuition | \$ 19,080.00 | \$ 19,080.00 | \$ 19,080.00 | (\$212 x 6 x15) |
| Gain | \$ 954,000.00 | \$ 1,431,000.00 | \$ 1,908,000.00 | |
| Combined Gain | \$ 1,887,096.00 | \$ 3,454,828.00 | \$ 5,047,904.00 | |

Supporting Assumptions – A Snapshot of the Enrollment Mix

Before

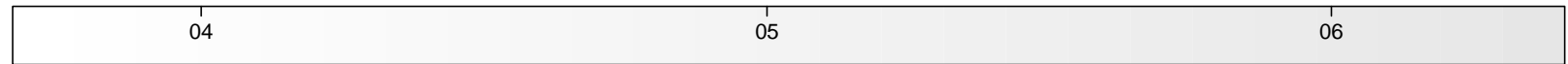
| | Undergrads | | MS Students | | MBA Students |
|----------------|------------|----------|-------------|---|--------------|
| co-op eligible | 900 | from BBA | 40 | FT | 60 |
| not eligible | 900 | from MBA | 15 | PT | 240 |
| Total | 1800 | others | 45 | EMBA | 0 |
| | | Total | 100 | Total | 300 |
| Total Students | 2200 | | 600 | additionally at RWC, CC and CAS (fr/soph) | |

After

| | Undergrads | | MS Students | | MBA Students |
|----------------|------------|----------|-------------|---|--------------|
| BBA/MS | 800 | from BBA | 200 | FT | 120 |
| GenBBA (jr/sr) | 600 | from MBA | 50 | PT | 240 |
| Total | 1400 | others | 50 | EMBA | 25 |
| | | Total | 300 | Total | 385 |
| Total Students | 2085 | | 800 | additionally at RWC, CC and CAS (fr/soph) | |

Appendix D: Timetables

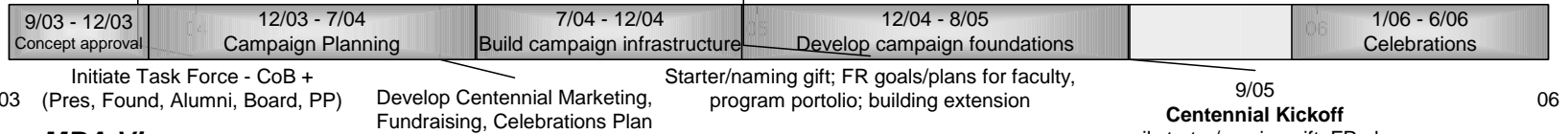
Centennial Plan Timeline - Overview



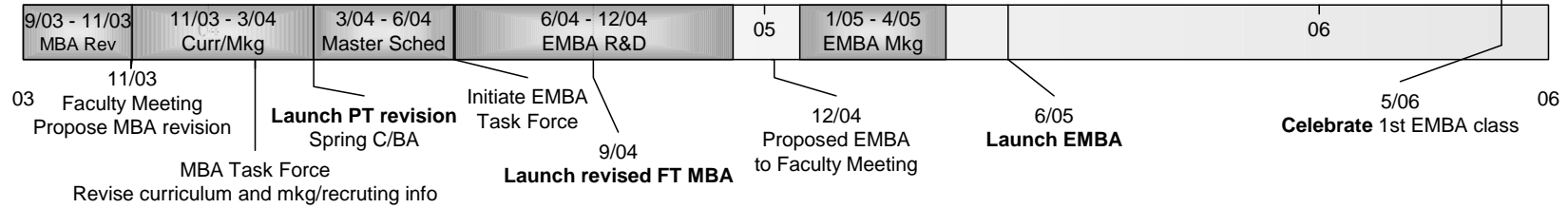
| 03 | 04 | 05 | 06 | |
|----|--|---|--|-----------|
| | <p><u>2003-2004 Initiatives</u> <i>UC/Ext Relations:</i> * Conceptual approval of portfolio, timeline, marketing/fundraising plan (President, Provost, Foundation, PP, CoB board)</p> <p><i>MBA</i> * Revise, approve & market MBA - Full-time (Triple Option) - Part-time - Joint (Law, Med, Arts) * Immediate efficiencies (use to support time/energy/\$ of development) - Cut Sat program, launch revised PT in Spring 2004</p> <p><i>MS</i> * Redesign & market existing MS programs w/ joint MBA option (Acct/Tax, IS, QAOM) * Develop proposals for new MS options</p> <p><i>Undergraduate</i> * Design Gen Bus BBA - Completion BBA - work with portals (RW, C, ACE) - identify/initiate grant possibilities * Design Business Professionals Program - Bachelors/MS with co-op</p> | <p><u>2004-2005 Initiatives</u> <i>UC/Ext Relations:</i> * Detail marketing & fundraising campaign plans</p> <p><i>MBA</i> * Launch & stabilize revised FT/PT MBA - master schedule, experiences * Design Exec MBA (EMBA)</p> <p><i>MS</i> * Finalize, approve & market new MS options</p> <p><i>Undergraduate</i> * Finalize, approve & market Gen Bus BBA - Completion BBA * Finalize, approve & market Business Professionals Program - Bachelors/MS with co-op</p> | <p><u>2005-2006 Initiatives</u> <i>UC/Ext Relations:</i> * Launch Program Portfolio marketing and fundraising campaigns</p> <p><i>MBA</i> * Finalize, approve & marketing E-MBA, launch summer 2006</p> <p><i>MS</i> * Launch & stabilize new MS options and MBA/MS joint programs</p> <p><i>Undergraduate</i> * Launch & stabilize Gen Bus BBA - Completion BBA * Launch & stabilize Business Professionals Program - Bachelors/MS with co-op</p> | <p>06</p> |

Centennial Plan Timeline - Detailed Views

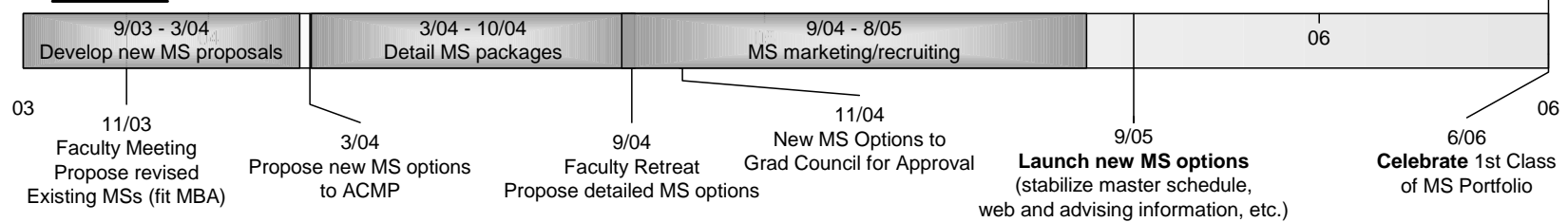
UC/External Relations View



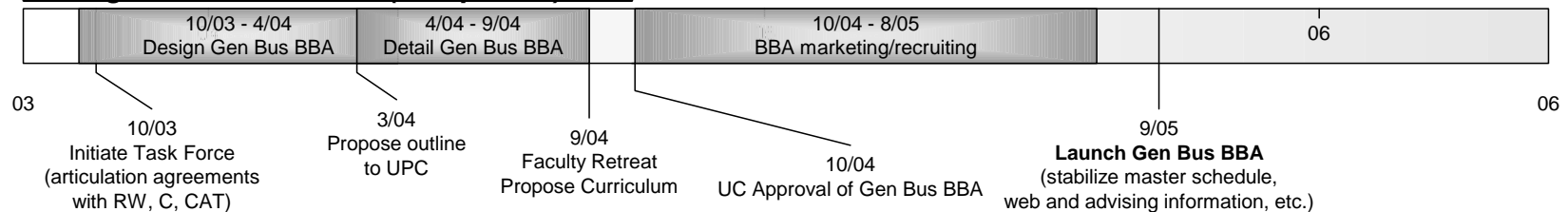
MBA View



MS View



Undergrad View - Gen Bus (Completion) BBA



Undergrad View - Bus Prof (Bachelors/MS w/ co-op) BBA

