

**FBE 529 Financial Analysis and Valuation – 3 units
Spring 2025**

Instructor: Arya S. Rahimian
Section: 15403
Class Location: JFF-414
Class Meetings: Thursdays 6:30-9:30 pm
Office: TBD
Office Hours: Thursdays 5:30-6:30 pm (by appointment)
Zoom office hours are recommended and flexible
Zoom Personal <https://usc.zoom.us/my/arahimian>
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COURSE DESCRIPTION

This course develops and uses tools of financial analysis to evaluate performance and assess the value of companies. Using various cases and examples, the course covers methods for utilizing financial data and applying valuation techniques to make strategic and financial decisions. The course covers valuation methods such as the discounted cash flow method, the market comparable method, and the precedent transaction method from both a conceptual and practical framework. It is an application-oriented course designed to provide a comprehensive set of tools and a conceptual framework or tackling the practical challenges of performance evaluation and business valuation. In addition, the course examines valuation methodologies in the context of applications such as mergers and acquisitions, private equity and venture capital investing, the valuation of private companies, and leveraged buyout analysis.

The course covers the theory and practice of financial analysis and valuation. We will consider the key aspects of financial analysis for both performance evaluation and valuation. Our coverage of the material is designed to allow you to become comfortable with the fundamentals so that you may improve your proficiency in participating in future financial and strategic discussions within a company or organization and with external analysts and service providers.

COURSE OBJECTIVES

By the end of the course, students should be able to:

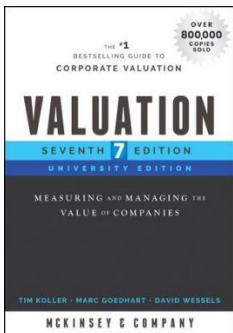
1. Describe the key aspects of financial analysis for both performance evaluation and valuation. Increase proficiency in the following areas: accounting, finance, strategy, company/industry analysis.
2. Utilize and interpret financial data to make decisions about courses of action for a firm.
3. Perform valuations for public and private firms for purposes of fundamental research, strategic analysis, transactions such as an IPO or a merger, or a restructuring.
4. Apply valuation frameworks such as discounted cash flows (DCF) technique, market comparable method, and transaction-based approaches such as an LBO model.
5. Develop a better understanding of the capital structure and various securities found in companies' capital structure.
6. Assess a firm's business and competitive strategy and whether it is creating value for shareholders.

7. Understand other valuation issues and special situations such as the challenges of valuing high-growth and private companies, the process of venture capital and early-stage financing, and the approach to valuing highly leveraged companies and LBO transactions.
8. Conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support written or oral claims logically and persuasively.
9. Apply valuation in a global context, considering the interplay of international markets, and economic, social and cultural issues.

PREREQUISITE

This course assumes knowledge of intro corporate finance and accounting. It will be assumed that students are comfortable with corporate finance concepts. If you are in a hurry to take FBE 529 and have not completed the recommended prep (GSBA 521b or GSBA 548), you should expect that some portions of the course will require more effort on your part and/or be more challenging to master.

COURSE MATERIALS



Required Textbook: Valuation: Measuring and Managing the Value of Companies, University Edition (Wiley Finance) 7th Edition by McKinsey & Company Inc., Tim Koller, Marc Goedhart, David Wessels Copyright © 2020 Wiley: ISBN: 978-1-119-61186-8. If purchasing the book, the 7th edition (University edition) is recommended.

The free eBook (non-University edition) can be viewed and downloaded through this link on the USC Libraries ProQuest site:

<https://ebookcentral.proquest.com/lib/socal/detail.action?docID=6207783>

Index of HBS Cases and Notes:

Link to download: <https://hbsp.harvard.edu/import/1256593>

Reading Materials:

- Solving the Puzzle of the Cash Flow Statement
- Corporate Valuation and Market Multiples
- Primer on Multiples Valuation and Its Use in Private Equity Industry
- Valuation of Late-Stage Companies and Buyouts

Discussion Cases without Deliverables:

- The Walt Disney Company's Stock: Buy, Hold, or Sell?
- Whole Foods Market: The Deutsche Bank Report
- Ferrari: The 2015 Initial Public Offering

Cases with Deliverables

- Valuing Peloton
- Elon Musk's Twitter Deal: Part 1 & Part 2

Course Notes

Slides, handouts and supplemental readings/articles will be posted on Brightspace. If you have any questions or need assistance with the Brightspace LMS, please contact the Marshall HelpDesk at 213-740-3000 or HelpDesk@marshall.usc.edu. Please see [Brightspace Resources for Students](#). Notes or recordings may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university.

This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

Other Resources

The Wall Street Journal, registration link for free digital subscription:
<https://libraries.usc.edu/databases/wallstreet-journal>

GRADING

Final grades represent how you perform in the class relative to other students. Historically, the average grade target for this class is 3.4-3.5/4. Three items are considered when assigning final grades: 1) your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible) 2) the overall average percentage score within the class 3) your ranking among all students in the class.

<u>Assignments and Assessments</u>	<u>Points</u>	<u>% of Overall Grade</u>
<i>Individual Discussion Case Analysis, Pre-Work, Participation/In-Class Activities</i>	10	10%
<i>Group Case Analyses</i>	15	15%
<i>Group Valuation Project</i>	25	25%
<i>Mid-Term Exam</i>	25	25%
<i>Final Exam</i>	25	25%
TOTAL	100	100%

Exams

There will be a midterm and a final exam, which will consist of various multiple choice and short answer theoretical concept and practical valuation questions and problems. The questions will be both quantitative and qualitative in nature and will be based on material presented in lecture, cases and readings.

Students with exam accommodations must present verification letters to me ***within the first two weeks of class*** - see section below on Students with Disabilities (Disability Services and Programs DSP).

You are required to be present for all exams. Make-up exams will not be administered. If an exam is missed due to a legitimate reason (such as illness), documentation must be provided, and we will discuss how to handle the situation.

Group Case Analysis

We will analyze real companies and work through problems by analyzing different scenarios and courses of action. In your analysis of the case studies, you should place yourself in the role of the decision maker as you read through the situation and identify the problems and issues. In class we will probe underlying issues, compare different alternatives, and finally, suggest courses of action in light of the objectives of the case. The cases have been included in the curriculum as a means to provide this self-study and practice in analysis.

The case questions are posted in the assignment folder on Brightspace. For most of the HBS cases you will receive supplementary excel spreadsheets and additional information. You do not need to do outside research for any of the cases.

Your case analysis will be turned in as a group written deliverable. Please work on your cases in groups of 4-5 students. Do your best to work through the case utilizing readings and other supporting materials. Seeking assistance or “hints” from the instructor or past students is not authorized. A written case analysis should consist of a 2-page written executive summary plus appendices (spreadsheets, tables, supporting calculations) addressing the case questions. The quality of work product should be reflective of what you would be comfortable presenting to a current or prospective employer.

Each student will be asked to complete a peer evaluation of each team member.

Individual Homework and In-Class Activities

During the course you will be asked to complete individual homework assignments and participate in in-class activities. These are due on the day they are assigned (no make-ups) and you may miss one -or- “drop” one from your final grade.

Group Valuation Project

The Group Valuation Project is a report due on the last day of class. The goal of this report is to perform a valuation and make a recommendation on a specific company, based on valuation, financial statement analysis, and other quantitative and qualitative metrics. The final deliverable will be a PowerPoint deck. Groups will be selected at random to present in class. *Attendance is mandatory during this session.*

Assignment Submission Policy

Your case analysis will be turned in as a team written deliverable. Only one team member should submit on the due date/time electronically via the Brightspace assignment link. Please prepare a PDF file with your entire submission including relevant calculations in the exhibits. Upload the excel spreadsheet as an additional supporting attachment.

The cover sheet of each written assignment should contain the first and last names of the students submitting the assignment arranged alphabetically. All of the names of the members in the team must appear at the top of the memo to receive credit.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to the student.

Technology Policy

Use of personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. iPads and Laptops are acceptable exclusively for note-taking purposes. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by all students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to prepare cases diligently and thoroughly and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for all classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate, and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, all students should try to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the collective responsibility of the class.

Class Participation—Rating Scale:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

Zoom Classroom Expectations (if needed):

Students are expected to have cameras on during zoom sessions and to participate in break-out rooms. Please advise me if you have circumstances under which you will not be able to meet these expectations.

OTHER

The material presented and the classroom discussions is not intended to be financial advice to students in connection with any issue(s) they or others may have. If students have a financial matter, they are advised to promptly consult an experienced professional who can fully review the facts and advise them accordingly.

TIPS FOR PERFORMING WELL IN THIS COURSE
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The material for this course can only be absorbed gradually and consistently. On the quizzes and exams, I will ask to apply your problem-solving and critical-thinking skills. Memorizing the materials will not adequately prepare you for the exams. Here are a few suggestions for effective learning of this subject:

- Complete all assigned readings prior to each class.
- Focus your attention on the lectures and participate as much as you can in our class discussions. (All electronic devices, including cell phones, must be turned off during class meetings.) Ask relevant questions in class; this will help your classmates too.
- Understand the materials, including the assigned readings, lectures, slides, and the recommended questions and problems along with their solutions.
- Stay abreast of the current events in the economy and financial markets through daily reading of (at least the cover page of) The Wall Street Journal.
- Whenever possible, apply what you have learned to your daily financial life.
- Work effectively with your team.

COURSE OUTLINE AND SCHEDULE OF ASSIGNMENTS			
Week	Date	Class Topic	Readings / **Deliverables
Drivers of Value			
1	1/16	Course Introduction History of Valuation Foundations of Value Key Questions: <ul style="list-style-type: none"> • Why do we perform valuations? • How do firms create value? • Is growth always good? • What is the relationship between growth, ROIC, and cash flow? 	Chapter 1 Why Value Value? Chapter 2 Finance in a Nutshell Chapter 3 Fundamental Principles of Value Creation
Financial Analysis and Performance Evaluation			
2	1/23	Markets and Fundamentals Financial Statement Analysis and Performance Evaluation Key Questions: <ul style="list-style-type: none"> • Is Stock Market Rational? Does it affect fundamentals? • Why is ROIC so important? • Is growth always good? • How do we assess a firm's performance? • What are the five sources of competitive advantage companies have? 	Chapter 7 The Stock Market is Smarter Than You Think Chapter 8 ROIC Chapter 9 Growth
3	1/30	Financial Statement Analysis <ul style="list-style-type: none"> • What is the overview of the valuation process? • How are the balance sheet, income statement, and statement of cash flows intertwined? • Reading financial statements: where to start? • How to analyze 10Ks, 10Qs, 8Ks and other SEC filings? • What is benchmarking? How do we identify comparable companies? 	Discussion Case - The Walt Disney Company's Stock: Buy, Hold, or Sell? (HBS CP) In Class Exercise: Identify Industry
Core Valuation Techniques			
4	2/6	Financial Analysis <ul style="list-style-type: none"> • Case Discussion Relative Valuation Using Market Comparables <ul style="list-style-type: none"> • How do we perform a relative valuation using market multiples? What are the most common multiples used? • How are relative valuations used to price an IPO? • What are the advantages/disadvantages of Comps vs. DCF? 	Discussion Case – Whole Foods Market: The Deutsche Bank Report (HBS CP) Chapter 10 Valuation Frameworks Chapter 18 Using Multiples Corporate Valuation and Market Multiples (HBS CP)
5	2/13	Financial Analysis <ul style="list-style-type: none"> • Case Discussion Relative Valuation Using Market Transactions <ul style="list-style-type: none"> • How do we perform a relative valuation using precedent transactions? • Valuation of Sports Franchises: How is the valuation of sports franchises different? • Valuation of Companies that don't generate any profit. • What is sum-of-parts valuation? 	Discussion Case - Ferrari IPO (HBS CP) Primer on Multiples Valuation and Its Use in PE Industry (HBS CP)
6	2/20	Estimating Cost of Capital <ul style="list-style-type: none"> • How do we estimate a firm's cost of equity? What are the nuances in doing so? • How do we estimate a firm's cost of debt? What are the nuances in doing so? • How do we estimate a firm's WACC? 	Chapter 15 Estimating Cost of Capital **Deliverable: Case Assignment – Elon Musk's Twitter Deal Part 1

7	2/27	Financial Statement Analysis Cash Flow Analysis (Reorganizing the Financial Statements) <ul style="list-style-type: none"> Measuring Free Cash Flows Analyzing Statement of Cash Flows <p>Key Questions:</p> <ul style="list-style-type: none"> How does Free Cash Flow (FCF) differ from Account Cash Flow? What are some of the nuances in calculating FCF? How do these relate to invested capital in ROIC? What are examples of major “sources” and “uses” of cash? 	Chapter 11 Reorganizing FS - disregard “Advanced Issues” at the end of the Chapter Solving the Puzzle of the Cash Flow Statement (HBS CP)
8	3/6	Midterm Exam Forecasting Future Cash Flows <ul style="list-style-type: none"> What are cash flow projections used for? How do we forecast free cash flows? What are the drivers? 	
9	3/13	Core Valuation Techniques Enterprise Valuation – DCF-WACC Approach <ul style="list-style-type: none"> What is a discounted cash flow (DCF) analysis? What are the steps in a DCF model? What are the different methods to estimate terminal value? How do we forecast cash flows? What is the difference between Levered vs Unlevered cash flows? Final Project Introduction	
10	3/16 3/23	Spring Recess – No Class Scheduled	
11	3/27	Enterprise Valuation – DCF-WACC Approach <ul style="list-style-type: none"> How do we move from enterprise value to equity value per share? How do we assess the reasonableness of our valuation? How do we perform a DCF on a High-Growth Company (two stage DCF). 	Chapter 16 Moving from EV to Value per Share Chapter 36 High-Growth Companies (skim)
Valuation Applications and Strategic Considerations			
12	4/3	Mergers and Acquisitions <ul style="list-style-type: none"> What are the motivations behind M&A activity? What is the difference between a strategic buyer and a financial buyer? What are the specific factors that differentiate deals that are successful vs. unsuccessful? Provide examples of the strategic rationale for a value-creating acquisition? Provide examples of revenue and cost savings synergies. Private Company Valuation <ul style="list-style-type: none"> What is Private Equity? Venture Capital? What are the motivations behind staying private? How do we value a company in a Venture Capital setting? Lease accounting and treatment of operating leases in the Income Approach	**Deliverable: Case Assignment - Valuing Peloton (HBS CP) Chapter 22 Leases Chapter 31 Mergers and Acquisitions Market Participant Acquisition Premium Guide (MPAP)

13	4/10	Leveraged Buyouts (LBOs) <ul style="list-style-type: none"> • What are the characteristics of a strong LBO candidate? • What are some examples of LBO exit/monetization strategies for financial sponsors? • LBO Models: What are the two primary indicators in an LBO analysis that determine feasibility of a deal to a buyer? 	Valuation of Late-Stage Companies & Buyouts (JIBS CP)
14	4/17	Project Workshop and Check-In Private Equity and Leveraged Buyouts (LBOs) Case Discussion	**Deliverable: Case Assignment – Elon Musk’s Twitter Deal Part 2
15	4/24	Other Valuation Topics: Understanding Capital Structure, Intangible Assets, Complex Securities, Contingent Claim Analysis (Option Pricing Models) <ul style="list-style-type: none"> • How does capital structure impact value (if any)? • What is valuation of intangible assets used for? • What are techniques used to value intangible assets? • What are various features that need to be considered when valuing a security? • Why do practitioners use Contingent Claim Analysis (Option Pricing Models)? • What is the impact of regulation on valuation? <ul style="list-style-type: none"> – FCC Licenses – 2017 Tax Law – Intellectual Property 	Chapter 10 Valuation Frameworks Chapter 33 Capital Structure, Dividends, and Share Repurchases
16	5/1	Project Presentations (mandatory attendance) Wrap Up	**Deliverable: Final Project
	5/8	Final Exam Thursday May 8, 7-9 pm	

**Note: Schedule is subject to change based on guest speaker availability (with the exception of exam dates). ** All chapter references are for the Koller text 7/e (University Edition); HBS CP = HBS Course Pack*

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](#).”

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

AI Usage - permitted on specific assignments:

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](#). You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance