THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY & STUDENT AFFAIRS COMMITTEE

TUESDAY, 24 APRIL 2007
11:30 AM
VIA CONFERENCE CALL

AGENDA

I. **CALL TO ORDER**   **PATRICIA FROST**

II. **APPROVAL OF MINUTES**   **PATRICIA FROST**

III. **CHAIR'S REMARKS**   **PATRICIA FROST**

IV. **ITEMS FOR COMMITTEE REVIEW**

  A. **ACTION ITEMS**

   1. **REQUEST FOR A BACHELOR OF ART IN ART DEGREE**   **DOUGLAS WARTZOK**

  B. **REPORTS** *(NO ACTION REQUIRED)*

   2. **ACADEMIC AFFAIRS REPORT**

    A. UNDERGRADUATE REPORT   **RONALD BERKMAN**

    B. GRADUATE REPORT   **RONALD BERKMAN**

    C. ENROLLMENT REPORT   **RONALD BERKMAN**

   3. **STUDENT AFFAIRS REPORT**

    ▪ STUDENT AFFAIRS   **RONALD BERKMAN**

  C. **POLICIES DISCUSSION**

    A. IMPLEMENTATION OF NEW CLASS SCHEDULE FALL 2007   **RONALD BERKMAN**

    B. STUDENT SATISFACTION SURVEY ENROLLMENT SERVICES   **RONALD BERKMAN**

V.   OTHER BUSINESS *(IF ANY)*   PATRICIA FROST

VI.   ADJOURNMENT   PATRICIA FROST

NEXT ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING
IS SCHEDULED FOR
19 JUNE 2007

Conference Call information:

- **Please call (800) 732-9506, promptly at 11:30 am on Tuesday, 24 April 2007.**

- **If you are disconnected, please redial the conference call number.**

- **If you have any problems with the above, contact the BOT office at 305.348.6495**

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

24 APRIL 2007

SUBJECT: ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES, 15 FEBRUARY 2007

PROPOSED COMMITTEE ACTION:

Adopt the following Resolution:

> RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Academic Policy and Student Affairs Committee held on 15 February 2007, attached to this Resolution as Exhibit "A," are hereby approved.

EXHIBITS/SUPPORTING DOCUMENTS:
- EXHIBIT "A": 15 FEBRUARY 2007 ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES.

FACILITATOR/PRESENTER:
- COMMITTEE CHAIR PATRICIA FROST

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Exhibit "A"

DRAFT

ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
15 FEBRUARY 2007

I. Call to Order

The Florida International University Board of Trustees Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Patricia Frost on Thursday, February 15th 2007, at 11:41 am, in the University Park Graham Center Conference Room 243, Miami, Florida.

The following attendance was recorded:

Present	*Excused*
Patricia Frost, *Chair*	Armando Guerra
Betsy Atkins, *Vice Chair*	
Bruce Hauptli	
Alfonso Leon	
Noel Guillama- Alvarez, *Board of Directors*	

II. Approval of Minutes

Chair Patricia Frost asked if there were any additions or corrections to the minutes of the 4 December 2006, Academic Policy and Student Affairs Committee meeting. Hearing none, the Committee adopted the following:

> RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Academic Policy and Student Affairs Committee held on 4 December 2006, attached to this Resolution as Exhibit "A," are hereby approved.

III. Chair's Remarks

Committee Chair Patricia Frost welcomed all present to the meeting and thanked all Trustees for their commitment to FIU.

Committee Chair Frost remarked on the importance of the Pappas Report, which was commissioned by the Board of Governors, noting that some projections show as many as 50,000 new students will enter the State University System within the next six years.

Committee Chair Frost remarked on the recent dedication of the Diaz-Balart Hall, FIU's new state-of-the-art College of Law building. Chair Frost commended the law school for receiving full accreditation from the American Bar Association in December 2006.

IV. Items for Committee Review (No Action Required)
1. Student Affairs Reports
A. Student Affairs
Vice President Rosa Jones presented the Division of Student Affairs Summary Report to the Committee. She commented on the state of university housing, occupancy levels and plans for additional housing.

B. Volunteer Services Report
Director of the Center for Leadership and Service Dr. Beverly Darlymple presented on the University's volunteer efforts. She reported on initiatives undertaken by FIU students such as service programs, leadership development, and philanthropies.

C. Terrorism Preparedness
Police Chief Bill King presented a report on terrorism preparedness.

D. Career Services Report
Director of Career Services Lenroy Jones reported on the accomplishments of the Career Services department. Mr. Jones provided details about the services offered through Career Services and touched on the successes that FIU students have experienced when using this resource.

2. Academic Affairs Reports
The committee heard Academic Affairs reports as follow:

A. Honors College
Dr. John Kneski reported on the outstanding teaching and research being conducted in the Honors College through the SRAI program.

B. Graduate Education
Provost Berkman commented on the importance of the Pappas Report and noted in that context the critical importance FIU of continuing the trajectory path of increasing both numbers and quality of doctoral degrees.

C. Classroom Utilization Initiative
Provost Berkman reported on the initiative to improve classroom utilization within the university beginning in the Fall 2007 semester. He added that one step was the move to a five-day class schedule in order to utilize classrooms more efficiently.

Exhibit "A"

V.   Other Business

No other business was raised.

VI.   Adjournment

With no other business, Committee Chair Frost adjourned the meeting at 1:30 p.m.

Trustee Requests

1. Committee Chair Patricia Frost requested that the Division of Student Affairs report on University housing statistics, contrasting residency preferences and occupancy rates by housing facility. Vice President Rosa Jones will coordinate the report.
2. Committee Vice Chair Betsy Atkins requested that the University's Career Services department consider, conducting a market analysis that would identify the growth industries and where hiring was taking place.

Attached: Exhibit "A"

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2.26.2007

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

24 APRIL 2007

SUBJECT: REQUEST FOR A BACHELOR OF ARTS IN ART DEGREE

PROPOSED COMMITTEE ACTION:

Recommend Board adoption of the following Resolution:

RESOLVED that the Florida International University Board of Trustees (the BOT) hereby approves the request for the additional Bachelor of Arts in Art degree designation under an existing Bachelor of Fine Arts degree, and attached to this Resolution as Exhibit "B", and

FURTHER RESOLVED, that the BOT authorizes the University President to file this action with the Florida Board of Governors and take all actions necessary to implement to the degree.

BACKGROUND INFORMATION:

STATUTORY AUTHORITY:

Resolution of the Florida Board of Governors, dated January 7, 2003. Resolution delegating and delineating powers of local boards of trustees, states in part:

  (7) Each board of trustees has responsibility for the establishment and discontinuance of degree programs up to and including the master's degree level; the establishment and discontinuance of course offerings; provision of credit and noncredit educational offerings; location of classes; services provided; and dissemination of information concerning such programs and services. Approval of new programs must be pursuant to criteria established by the State Board of Education.

The Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
24 April 2007
Agenda Item 1
Page 2

EXPLANATION OF PROPOSED BOARD ACTION:

The University is authorized to offer under CIP Code 50.0702 a Bachelor of Fine Arts (BFA) degree. The proposed action will add a Bachelor of Arts in Art degree. The BFA is designed for students who aspire to be professional artists and/or those who wish eventually to pursue a Master of Fine Arts degree. The Bachelor of Arts in Art is designed for students who do not wish to become professional artists, but who ultimately desire to teach at a primary or secondary level, or those students who wish to enter the art market in another capacity and/or for those who wish to continue on to get their Masters of Art in Art Education, Museum Studies, or Arts administration.

EXHIBITS/SUPPORTING DOCUMENTS: ▪ EXHIBIT "B": EXECUTIVE SUMMARY- THE BACHELOR OF ARTS IN ART

FACILITATOR/PRESENTER: ▪ DOUGLAS WARTZOK

Exhibit "B"

BACHELOR OF ARTS IN ART

EXECUTIVE SUMMARY

The Faculty Senate and the Provost's office have approved the addition of the Bachelor of Arts in Art under the existing Bachelor of Fine Arts degree. The rationale for the additional degree is as follows:

The current Bachelor of Fine Arts (BFA) degree, which the University is authorized to offer under CIP Code 50.0702, was designed for students who aspire to be professional artists and/or those who wish eventually to pursue a Master of Fine Arts degree. The BFA curriculum has been tailored to address the needs of students who aspire to become part of the art world in a very specific capacity, but many students are in need of a different course of study in order to advantageously prepare themselves for professions in various art related fields.

The Bachelor of Arts in Art is appropriate for students who do not wish to become professional artists, but who ultimately desire to teach at a primary or secondary level, or those students who wish to enter the art market in another capacity: working at a gallery or museum, in a creative department of a corporation, as two examples. The B.A. in Art is the primary degree for those who wish to continue on to get their Masters of Art in Art Education, Museum Studies, or Arts administration. The Bachelor of Arts in Art will address the specific needs of students who desire an undergraduate degree in the arts, but have previously majored in another discipline because they did not wish to follow a BFA curriculum designed specifically for practicing artists.

The BA curriculum differs from the BFA curriculum in that BA students will take more elective courses outside the department and fewer Art courses than BFA students. In addition, BFA students enroll in Thesis I and Thesis II during their last two semesters. These are the classes most specifically designed to prepare students for life as a professional artist. BA students would substitute alternative classes for Thesis I and Thesis II.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

24 APRIL 2007

SUBJECT: ACADEMIC AFFAIRS REPORTS

PROPOSED COMMITTEE ACTION:

None. Discussion Item.

REPORTS
- A. UNDERGRADUATE REPORT
- B. GRADUATE REPORT
- C. ENROLLMENT REPORT

EXHIBITS/SUPPORTING DOCUMENTS:
- UNDERGRADUATE REPORT
- GRADUATE REPORT
- ENROLLMENT REPORT

FACILITATOR/PRESENTER:
- RONALD BERKMAN

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Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Undergraduate Education Report
April 2007

INTRODUCTION

Bolstering interventions to increase retention and graduation rates is a major
initiative and focus of University effort. The Hispanic Serving Institutions
Program (HSI), Department of Education (Title V) grant has provided a
mechanism for creating the infrastructure necessary to expand existing
programs so that we can better meet our University mission. The Title V
grant brings together efforts from both Academic Affairs and Student
Affairs.

The purpose of the legislative act that established Title V programs is to
"expand educational opportunities for, and improve the academic attainment
of Hispanic students; and expand and enhance academic offerings, program
quality, and institutional stability of universities that are educating the
majority of Hispanic college students and helping large numbers of Hispanic
students and other low-income individuals complete postsecondary
education". FIU is a designated HSI with an enrollment of 56% percent
Hispanic and low-income students.

FIU was awarded a Title V grant in 2003 for a total of $2,103.937 over five
years. The current grant will end September 30, 2007. As of this date, the
opportunity to apply for additional DOE funding is pending.

Utilizing Title V funding, FIU has emphasized undergraduate student
success through the following initiatives: expanding Freshman Interest
Groups (FIGS) to enhance retention and assist students in their adjustment to
the University; expanding faculty development opportunities, which have
focused on training faculty to teach FIG courses using new or alternative
teaching techniques; and by expanding student support services (academic
advising support and mentoring) and online services (tutoring) to increase
success in gateway courses.

Outcome Highlights:

Freshmen Interest Groups (FIG) Program
Title V funding allowed us to add Summer and Spring FIGs groups, where FIU previously had only Fall FIGs.
- ➢ 2,792 students in Title V-supported FIGs program over the last 4 years
- ➢ 139 FIG sections
- ➢ **Average 4% greater FIG (74%) than control Non-FIG (70%) one-year retention rate**
- ➢ Summer FIGs report more High/Very High satisfaction with FIU than Non-FIGs (79% vs. 72%)

Summer B 2006 FIG Results:
- ➢ 1,044 students, 48 FIG sections: largest cohort to date
  - ▪ FIGs more likely to return for Fall 2006 term (97%) than Non-FIGs (94%)
- ➢ High level of satisfaction with FIG program (4.5 on 5-pt scale)
- ➢ Students whose teachers communicated with each other were more satisfied (4.9) than students whose teachers did not communicate (4.3)

Professional Development Program
Focus on developing the teaching skills of faculty, adjuncts and graduate students.
- ➢ 82 Faculty/instructors provided educational technology training
- ➢ Over 100 Faculty/instructors trained in new or alternative teaching techniques
- ➢ Used formative data for improvement:
  - ▪ FIG instructors communicating with co-instructors: rose from 10% to 64%
  - ▪ Instructors using WebCT: increased from 22% to 42%

Summer B 2006 FIGs Instructors:
- ➢ 95 instructors
- ➢ 48 attended 1-2 days of 2-day seminar on teaching freshmen
- ➢ 37 trained in using web-assisted teaching materials
- ➢ 47 used web-assisted instructional materials in their classes
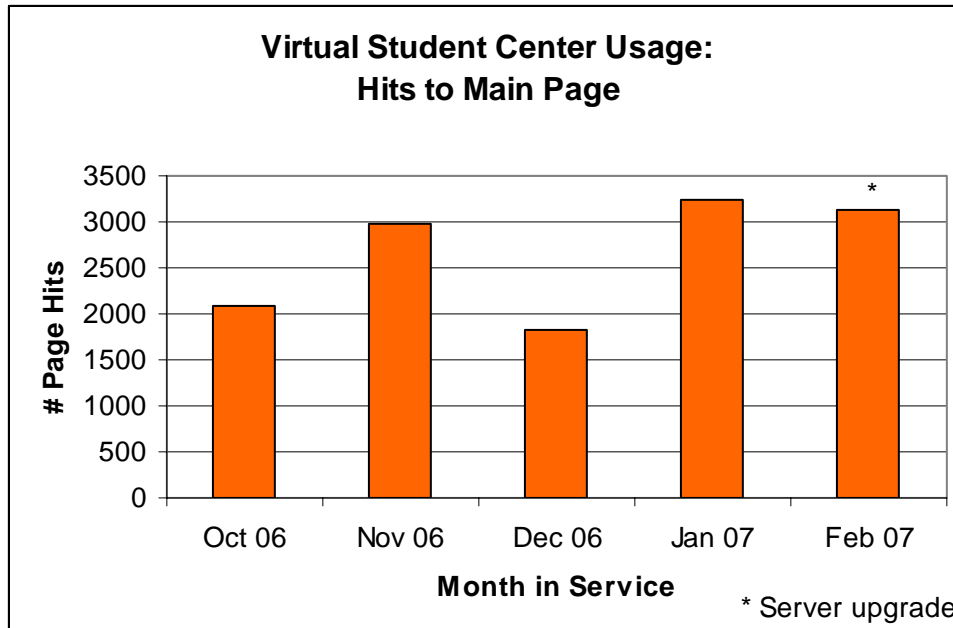
<u>Accomplishments</u>
- ➢ Major-Based Freshman Information Sessions
  Now a standard segment of Freshman Orientation.
- ➢ Mandatory Transfer Orientation Program
  Before Title V, only mandatory for one College and School.
  Orientation now mandatory for all transfer students in all colleges & schools.
  - o Rated 4.6 by advisors who were asked how useful the program was to their transfer students (5 pt-scale)
- ➢ Hardcopy/online versions of Lower and Upper Division Advising Guides
  - o Feedback: "Had it not been for the manual…my adjustment as a new advisor (would have been) much more difficult."
- ➢ Campus-wide Mentoring Initiative implemented Fall 2006
  - o Every college/school proposed individualized mentoring programs
  - o Over 24 faculty members participating in mentoring undergraduates
  - o Over 450 students have participated in activities (esp. peer mentoring/tutoring)
  - o Survey of 1,554 students shows interest in faculty & peer mentoring; also interest is greater than perceived availability of mentoring opportunities.

Live Online Math / Statistics / Writing Tutoring Services
- ➢ Over 1,300 online tutoring sessions to date, many during evening hours
- ➢ All systems use virtual "whiteboards", which allow students to see how to solve math/stats problems or edit their texts
- ➢ Early feedback on technical problems led to system improvements

Virtual Student Centers (VSC)
- ➢ Online academic support/information, career ideas, and academic community networking
- ➢ Modules include one for each college/school plus one for Undecided students (15 total)

**Virtual Student Center Usage:
Hits to Main Page**

 # Page Hits vs **Month in Service**

(Bar chart with values for Oct 06 ≈ 2100, Nov 06 ≈ 2975, Dec 06 ≈ 1825, Jan 07 ≈ 3250, Feb 07 ≈ 3125*)

* Server upgrade

Mentoring Initiative:

Beginning in summer 2006, the FIU Title V Program initiated a university-wide Mentoring Program which aimed to increase mentoring of students across campus and to develop a university-wide mentoring culture. To ensure that mentoring initiatives would be appropriate for FIU's diverse student population and different disciplines, Title V PI's requested and received customized proposals from all colleges and schools. Following is an update on the progress-to-date of these Mentoring Initiatives, using information drawn from surveys, interviews and meetings in fall 2006 and early spring 2007.

OVERVIEW:
Most Colleges/Schools have increased their available mentoring activities because of participation in the Title V Mentoring Initiatives program. However, full development of mentoring programs, and the establishment of a university-wide mentoring culture, will require significant additional time for planning activities and for arranging for faculty involvement. At this point, most mentoring activity is peer-to-peer.

Successes:
- No School or College had a formal undergraduate mentoring program in place before the Mentoring Initiatives, but all schools and colleges now have or are in the process of establishing such programs.
- Over 450 students have participated in Mentoring Initiative activities, with most of this participation through peer mentoring and peer tutoring venues.
- Over 24 faculty members have participated in Mentoring Initiative activities.
- An unexpected finding was that successful mentoring activities can be cost-effective. One School found that it's most successful mentoring activity was the re-establishment of career-specific student clubs by students who had been involved in their Mentoring Initiative: the grant served as a catalyst for the revival of an activity that fosters peer-to-peer mentoring and student engagement.

Lessons Learned:
- Generating involvement and planning requires multi-semester lead times. One PI wrote, "It takes longer to get everyone moving than it takes to plan the actual events."
- Even when services were offered, students did not necessarily take full advantage of them. For example, one college enlisted five faculty members to have office hours in the Advising Center and to be available to mentor students, but saw only limited student participation. This unit is re-evaluating how to increase mentoring participation.

Survey Results:
A fall 2006 Title V survey of mentoring preferences and use included feedback from 1,557 FIU students. Major findings and conclusions were that:
- 34% of students reported receiving either faculty or peer mentoring in the Fall term
- Students wanted <u>both</u> faculty and peer mentoring
- Students preferred faculty to peer mentoring, though this preference was strongest for seniors and weakest for freshmen
- The interest in mentoring was greater than the perceived availability of mentoring

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- Preferences for and use of mentoring were similar across all Schools/Colleges
- Conclusion: Colleges/Schools should focus on peer mentoring for lower division students and increased faculty mentoring for upper division students.

Mentoring Activities:
All Initiatives incorporated one or more of the following types of activities:
- Peer mentoring and/or tutoring
- Project-based team mentoring with upper-division student and faculty supervision
- Research-based one-on-one student/faculty mentoring
- Faculty as lead mentors (supervising teams or student groups)
- Faculty as program advisors (outreach and orientation)
- Internships
- Professional speakers (industry or alumni)

Best Practices:
Feedback from the Mentoring PIs and an analysis of the most successful programs to date, as indicated by amount of student usage and apparent sustainability, led to the following suggestions for best practices in creating and fostering mentoring programs:
- Start with a team approach
- Establish mission and purpose
- Implement programming (minimum of 3 events)
- Locate concessions funding
- Incorporate assessment and evaluation from the beginning of the planning cycle

*Mentoring Recommendations***:**
At this point, there is no clear, single model for delivering mentoring to FIU students. However, two generalizations are possible:
- Using the identified Best Practices, which puts into place a team and a planning cycle, increases the possibilities for the long-term success of a mentoring program.
- Colleges and Schools should focus on peer mentoring for lower division students and increased faculty mentoring for upper division students.

UNIVERSITY GRADUATE SCHOOL REPORT
APRIL 24, 2007

### I. SPRING 2007 ENROLLMENT REPORT AND DOCTORAL AWARDS REPORT

In this report we discuss the final figures for GRAD I and GRAD II spring enrollment. We shall also discuss the results of our first graduate student survey. For spring 2007, total FTE graduate enrollment increased from 1217.1 to 1385.4. This represents a growth of 13.8% above the results for spring 2006. In terms of GRAD I, the increase was from 1020.4 FTE to 1197.4, or 17.36%. We show these results in Figure 1. Grad II enrollment decreased by 4.67% from 196.7 to 187.5 FTE. We show these results in Figure 2.

GRAD I enrollments increased among all of the major contributors. In table 1, we show the increases for those Colleges and Schools contributing most substantially to GRAD I enrollment. The comparisons are again between spring 2007 and spring 2006. We see that all Colleges contributed to the increase with noteworthy gains in the College of Business and the College of Engineering.

GRAD II enrollments decreased substantially in the College of Education. This decrease of 10 FTE was responsible for most of the decline experienced by the University. In table 2 we show the changes from spring 2006 to spring 2007 for those Colleges contributing most substantially to the GRAD II enrollment. The best performance was achieved by the former CHUA schools which show a 31.7% increase.

We now have an approximate figure for the number of doctoral degrees which we expect to award for the 2006-2007 academic year (summer 2006, fall 2006, and spring 2007). We expect a maximum number of 99 doctoral degrees to be awarded. This figure is based on the number of requests for a dissertation defenses for spring 07. Because not all of the defenses requested will likely take place or be successful, the final figure may be fewer than 99 doctorates awarded. However, we expect that this year will be our strongest yet for doctorates awarded. Furthermore, the bulk of these doctorates will be Ph.D.'s. Only 13% of the maximal total will be Ed.D. degrees this year. Our results are given in Figures 3 and 4.
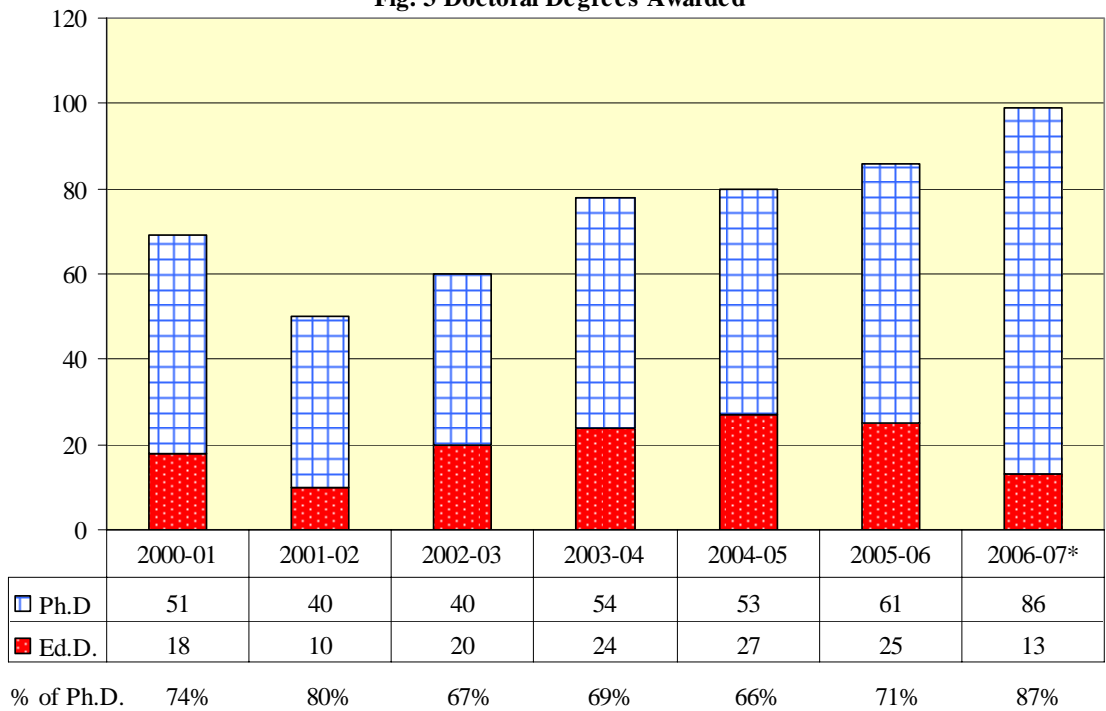
Fig 1. Grad I FTE Sp 06 vs. Sp 07

	Spring 2006	Spring 2007
University-Wide Total	1020.4	1197.4
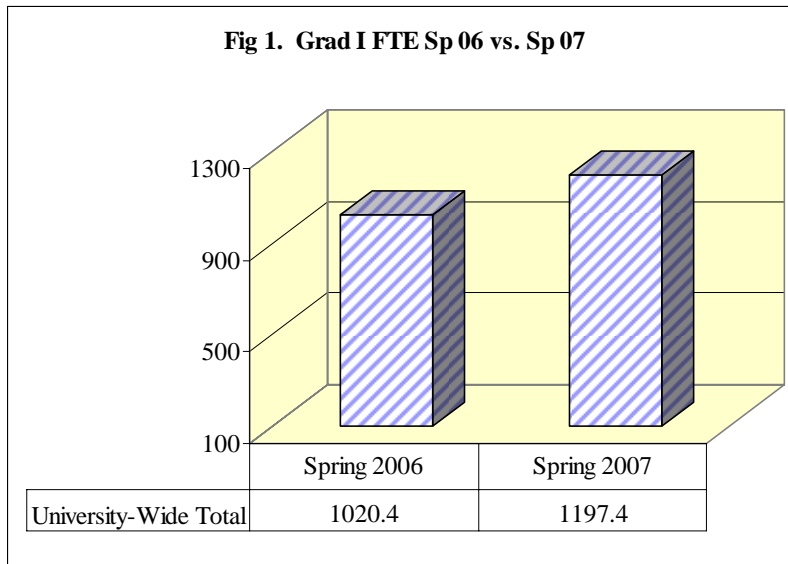
Grad I	Spring 2006	Spring 2007	% change
Arts and Sciences	146.80	162.80	10.9%
Business Administration	229.20	294.30	28.4%
Health and Urban Affairs	292.60	329.40	12.6%
Education	158.20	164.20	3.8%
Engineering and Computing	95.30	123.80	29.9%
Architecture and the Arts	54.00	62.50	15.7%
Others	44.30	60.40	36.3%
TOTAL	1020.40	1197.40	17.3%

Fig 2. Grad II FTE Sp 06 vs. Sp 07

	Spring 2006	Spring 2007
University-Wide Total	196.7	187.5
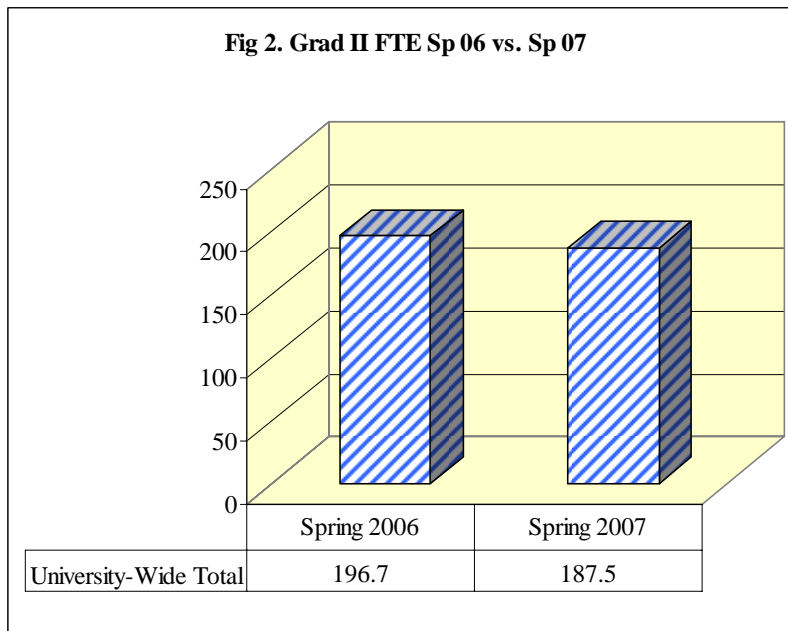
Grad II	Spring 2006	Spring 2007	% change
Arts and Sciences	81.6	77.9	-4.5%
Health and Urban Affairs	13.9	18.3	31.7%
Education	46.1	36	-21.9%
Engineering and Computing	46.9	46.8	-0.2%
Others	8.2	8.5	3.7%
TOTAL	196.7	187.5	-4.7%

Fig. 3 Doctoral Degrees Awarded

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07*
Ph.D	51	40	40	54	53	61	86
Ed.D.	18	10	20	24	27	25	13
% of Ph.D.	74%	80%	67%	69%	66%	71%	87%

*2006-2007 figures are estimates according to the defense announcements submitted for Spring 2007

Fig. 4 Doctoral Degrees Awarded by Term

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07*
Summer	17	18	20	21	27	30
Fall	15	19	26	28	31	32
Spring	18	23	32	31	28	37
Total	50	60	78	80	86	99
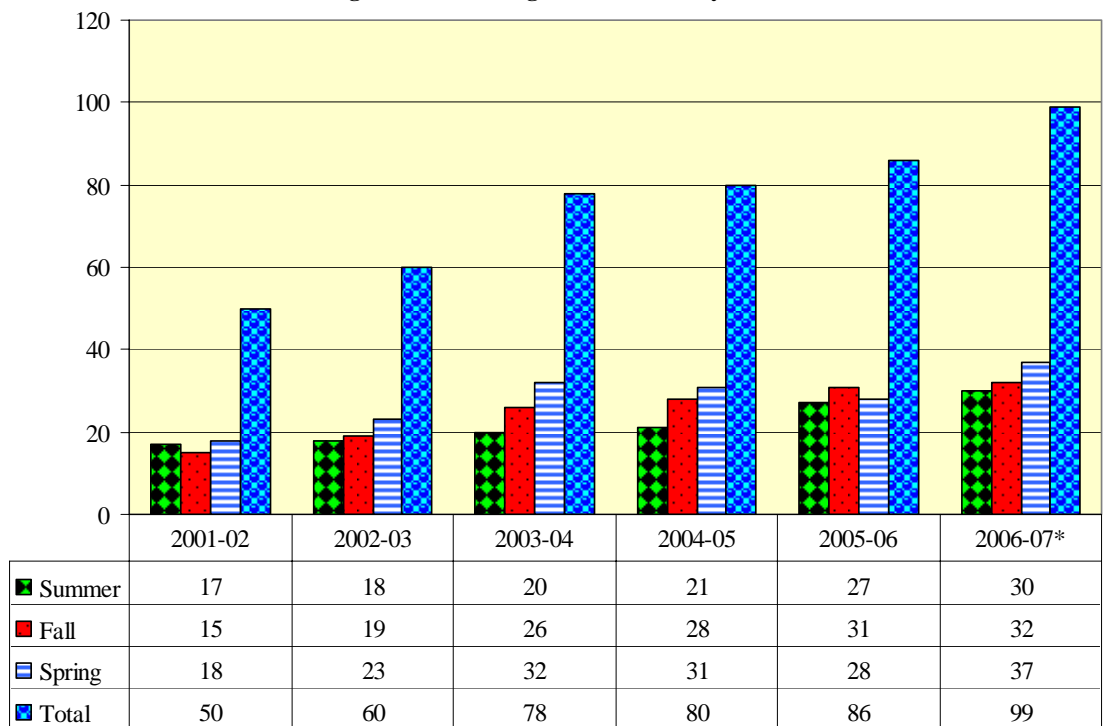
* Spring 2007 figures are estimates according to the defense announcements submitted

II. UNIVERSITY GRADUATE SCHOOL 2007 DOCTORAL CANDIDATES SURVEY

In January 2007 all FIU doctoral candidates were invited to participate in a survey which included most aspects of their graduate experience at FIU. This survey was patterned after a number of such surveys given at other universities. The survey was anonymous and the response rate was 21% (89/425). Furthermore, the responses reflected the distribution of doctoral candidates across the colleges of the University. The results indicated that most of the students had a favorable impression of the University and their own graduate programs. However, a number of concerns were expressed. In appendix A we give the results of the survey. The University Graduate School has moved to address these concerns by organizing a meeting with our students. From this meeting and from our survey results we have undertaken a number of measures to address these concerns. These measures are discussed in appendix A.

Appendix A: The 2007 UGS Doctoral Candidates Survey

Topics surveyed included:

1. The application/admission processes and orientations
2. Departmental and/or programmatic support of doctoral students and TA's
3. Perception of programmatic qualities
4. Doctoral candidate mentoring by major professors
5. Perceptions of UGS and affiliated offices

General Conclusions:

1. FIU doctoral candidates, more often than not, have a favorable opinion about their experiences at the University.

2. Some FIU Doctoral students are receiving a tremendous graduate education, and are well-supported by their colleges, programs, and mentors:

   a. 89% indicate their program is intellectually engaging

   b. 87% indicate that their research experiences are providing an important opportunity to develop as a researcher

   c. 77% indicate their coursework has provided a comprehensive introduction to the important topics in their field of study

   d. 64% received an excellent introduction into their teaching responsibilities through the Academy for the Art of Teaching Workshop

   e. 85% viewed themselves as well or very well prepared for graduate coursework at FIU

   f. 32% came to FIU specifically to work with an expert in their chosen field of study

3. For a significant percentage of students, doctoral educational experiences at FIU do not meet expectations. Concerns include:

   a. admission experience was unnecessarily complicated

   ➢ 33% of users indicated numerous problems with the on-line admission

   b. there is variable satisfaction with University offices such as the University Graduate School, the Office of Financial Aid and the Office of International Student and Scholar Services

   c. many are not receiving adequate initial support in their orientation to the University or their colleges and their programs, especially those who are TAs

   ➢ 50% of doctoral candidates did not participate in a programmatic/departmental orientation, and 60% of those serving as TAs indicate that departmental goals for their development as teachers are unclear

   ➢ 61% did not receive an adequate introduction to degree requirements from their program

- 77% did not receive adequate advising in the selection of classes their first term
- 83% did not receive advising in the process of major professor selection
- 46% did not receive an adequate introduction to the steps involved in advancement to candidacy
- 36% do not do not believe they are being adequately supported in teaching efforts/obligations

  d. mentoring by major professors is widely variable in quality
  - 12% of doctoral candidates meet with their major advisor less often than once each month

  e. Time to degree for some students is long
  - 10% have taken more than 5.5 years and have not yet completed their degree

4. There are evident institutional weaknesses at all levels of the University (UGS, college, programmatic, and faculty).

  a. resources (human, financial and institutional) are meager for many programs
  - 58% indicated seminar programs were inadequate in their program
  - 40 and 47%, respectively, indicated that opportunities to travel to local and national/international conferences were not adequate

  b. The level of coursework offered in some programs at FIU may not be sufficiently challenging
  - 50% of respondents indicated the level of coursework is easy to moderate

  c. Some programs are not yet fully mature
  - 47% of respondents indicated that developmental goals set by their programs were not clear

Efforts by the UGS to address several of these topics:

1. We have conducted a follow-up meeting with all interested participants to encourage open communication with students (attendance = ~20).
2. A review of the on-line application process has been conducted, and changes are being implemented.
3. Preparation of a Program Director's Handbook is nearing completion.
4. 2007 UGS Fall Orientation is being coordinated with the Orientation Office:
   - we now have a staff member specifically assigned to assist with Graduate Orientation
5. Preparation of more extensive Student Handbook materials is underway:
   - addition of a graduate section to the University Student Handbook
   - development of a new UGS Graduate Student Handbook
   - UGS is introducing a uniform, University-wide evaluation of TAs

Academic Policy and Student Affairs Report
Enrollment Services Update: April 2007

I. University Enrollment
As of March 28th, there were 37,704 students enrolled at the university representing a 4.7% (1,703) increase in headcount enrollment over the 36,001 final headcount enrollment last spring. At this time, the university has earned a total of 24,602 FTEs over the summer, fall and spring semesters representing a 2.5% increase over the 23,995 FTE target for 2006/07.

	2006/07	Total	% Target
	BOG Target	As of 3/22/2007	
Lower	8,279	8,886	107.3%
Upper	12,118	11,899	98.2%
Law	312	328	105.1%
Grad I	2,750	2,989	108.7%
Grad II	536	500	93.3%
Total	23,995	24,602	102.5%

II. New FTIC Students
The university anticipates reducing the incoming class of new FTICs in 2007/08 to better align the lower division FTEs with funding targets. This year, the university enrolled 4,540 new FTIC students in the summer, fall and spring semesters which contributed to increasing lower division FTEs by 7.3% beyond the 8,279 FTE funded target. Unfortunately, the university can no longer sustain lower division enrollment growth without appropriate state funding. Thus, admissions standards for both the summer and fall semesters have been raised to purposefully reduce the number of admitted students. The university anticipates a new FTIC class of approximately 3,500 to 3,750 new FTIC students.

III. New 3-Day Class Schedule
The Classroom Utilization Implementation Committee completed the new Academic Scheduling and Classroom Utilization Guidelines and posted them on the new 3-Day Schedule website in February for the members of the university community to review. Increased degree production, competitive classroom utilization and enhanced instructional facilities are three measurable and expected outcomes upon which these guidelines will be assessed and evaluated.

The implementation committee delivered a special orientation program for deans, department chairs, unit schedulers and academic advisers in March to review the rationale for changing the daytime schedule and to acquaint them with the new guidelines. A second hands-on training session will be scheduled in late April to assist department chairs and unit schedulers with planning and scheduling Fall 2007 and Spring 2008 courses.

Beginning in the fall semester, students will be afforded an opportunity to simultaneously register in advance for their spring courses. Providing students will an annual schedule will enable them to plan and progress to graduation in a more timely fashion.

The university has allocated significant resources to enhance instructional media equipment in classrooms, to ease and expedite scheduling tasks, to provide analytical tools to the deans to view and assess classroom utilization and to support the appointment of a new university-wide scheduler.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

24 APRIL 2007

SUBJECT: STUDENT AFFAIRS REPORT

PROPOSED COMMITTEE ACTION:

None. Discussion Item.

EXHIBITS/SUPPORTING DOCUMENTS: ▪ DIVISION OF STUDENT AFFAIRS REPORT, APRIL 2007

FACILITATOR/PRESENTER: ▪ ROSA JONES

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Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
Student Affairs Report
April 2007

INTRODUCTION
Student leadership has been the hallmark of student programs and services during the spring semester. The number of student organizations has continued to increase (280 organizations) and the student government councils at each campus have flourished. The enhancement of these student groups is indicative of the strong support and instruction students have acquired from the many opportunities for leadership training and development.

This report will focus on Career Services. One of the major programs is Career Services's Spring Career Fair, where students meet potential employers from companies of all sizes that have an opportunity to share information and attract the best and the brightest the University has to offer.

Career Services
Spring Career Fair 2007 attracted 128 employers over two days with 1,258 Students/Alumni passing through the doors of the Graham Center Ballrooms and Biscayne Bay Campus (BBC). The one day event had 69 companies and 394 students participate. Two primary goals of participants were to meet with employers and to search for internships, part-time, and/or full-time jobs.

The majority of students reported that they learned about Career Fair by speaking to Career Services staff members, through the Career Services Website, and Univmail. During the post-event evaluations from students/alumni, 76% (429) reported that Career Services had accomplished the primary goals of the event in the Graham Center: Provide opportunities for participants to further their career development and hear directly from professionals in the field. Of the 570 that completed evaluations, 72% (409) of the students/alumni were registered with Career Services. The Biscayne Bay event observed a 30% increase over last year's event in the number of participating companies (69) and attendance (48).

Evaluation Highlights:

- At University Park (UP), 77 (88%) of the 128 employers completing the evaluation reported that students/alumni communication skills were effective, with 77% reporting approval at Biscayne Bay (BBC).
- Representatives reported that students/alumni were dressed in professional attire for the Career Fair at both campuses (UP, 91% and BBC, 77%).
- The majority of employers (84%) did not conduct on-site interviews at the Career Fair; likewise no employers conducted on-site interviews at the Biscayne Bay Fair. Career Services is benchmarking and evaluating this service to increase interview activity in future events.
- Employers (93%) communicated that Career Services representatives provided excellent service at both campuses.
- Company representatives were satisfied (UP, 91% and BBC, 78%) with student participation.

Registration Data for Students and Companies

Total	UP Participation	BBC Participation
Students pre-registered	296	No pre-register option
Students Registered:	1258	394
Employers Registered Technical Day	46 Companies and 50 Booths	N/A
Employers Registered Non Technical Day	95 Employers and 105 Booths	69 Employers and 70 Booths (One Day Event)
Staff Participation (full-time and student assistants)	27	16

Student Participation by Class

Category	UP Numbers	BBC Numbers	Total
Freshmen	14 (1 %)	30 (3%)	44
Sophomores	15(1%)	34 (9%)	49
Juniors	47(4%)	107 (27%)	154
Seniors	220(17%)	135 (34%)	355
Masters	73(6%)	39 (10%)	112
Chapman Graduates	12(1%)	3 (2%)	15
Alumni	53(4%)	25 (6%)	78
Other:***(did not complete profiles with Career Services)	824(66%)	21(5%)	845
Total Student Attendance	1258	394	1652

Student Participation by School/College

College (*that conduct evaluations)	UP Numbers*	BBC Numbers	Total
College of Arts and Sciences	116 (27%)	13 (7%)	129
College of Business Administration	123 (26%)	40 (23 %)	163
Chapman Graduate School	12 (3%)	3 (2 %)	15
College of Engineering and Computing	159 (36%)	10 (6 %)	169
College of Health and Urban Affairs	16 (4%)	16 (9 %)	32
School of Journalism and Mass Communication	8 (2%)	54 (31 %)	62
School of Hospitality and Tourism Management	n/a	31 (18 %)	31
Did not report	2 (1%)	8 (5 %)	10

National Companies

Aerotek	KPMG LLP
Aetna	L-3 Communications
Ameriprise Financial Advisors	Leo A Daly
Assurant	Lightolier
AT & T now joining Bellsouth	Limitedbrands
BDO Seidman, LLP	Lockheed Martin
Buckeye International, Inc.	Lowe's Companies, Inc.
Calvin, Giordano & Associates, Inc.	Macy's
CBIZ, Inc.	Maritime Telecommunications Network
Cedars Medical Center	Marketing Werks, Inc.
CIA	Motorola
Deloitte & Touche USA LLP	National Geospatial-Intelligence Agency
Denny's Inc.	NAVSEA
Enterprise Rent-A-Car	North Star Resource Group
Ernst & Young LLP	Northwestern Mutual Financial Network
Fastenal	Pepsi Bottling Group
FBI	PricewaterhouseCoopers
Federal Energy Regulatory Commission	Rachlin Cohen and Holtz
FedEx Express	Reynold, Smith and Hills
Florida Crystals	Sherwin Williams
Florida International University	Sherwin-Williams Automotive Finishes Corp.
GEICO	State Farm Insurance
GEO CARE/SFETC	Target Corporation
Grant Thornton	The Leona Group, LLC
Hertz Equipment Rental Corporation	The Steak n Shake Company
Internal Revenue Service	Turner Construction Company
JCPenney	U. S. Government Printing Office
John Hancock Financial Network	U.S. Department of State
Johnson and Johnson	U.S. Patent and Trademark Office
Katz Media Group	US Coast Guard
Kimley-Horn and Associates, Inc.	Wolseley North America

Florida Based Companies

Ablest Staffing Services

Auditor General, State of Florida

BankUnited

Berenfeld, Spritzer, Shechter & Sheer

Berkowitz Dick Pollack & Brant, LLP

BKR Garcia & Company

C3TS

Consolidated Electrical Distributors,Inc.

Department of Environmental Protection

FPL

Kaufman, Rossin & Co.

Keith and Schnars, P.A.

Scripps Florida

State of Florida

Vila & Son Landscaping

Vocational Rehabilitation

WSVN (Sunbeam TV Corporation)

International Companies

Alienware Corporation

Becker Professional Review

Beckman Coulter Inc.

Bermello, Ajamil & Partners

Black and Decker

Burger King Corporation

C.H. Robinson Worldwide, Inc.

Carnival Cruise Lines

Caixanova Miami Agency

Cordis Corporation, A Johnson & Johnson Co.

Expeditors International of Washington, Inc.

Franklin Templeton Investments

General Electric Company

Goldman, Sachs & Co.

Hazen and Sawyer

Hilton Hotels Corporation

IBM Corp

Jacobs Engineering

Marriott International

Mediaedge:cia

Newell Rubbermaid

Permasteelisa Cladding Technologies

Seaboard Marine, Ltd.

Seitlin

Stryker Latin America

Tairo International

Walt Disney World

Local Companies

A. Water Fantaseas, Inc.
Bodaclikcausa
Broward Sheriffs Office
Childnet
City Furniture
City of Coral Gables
City of Miami
Coconut Grove Bank
Delano

Doubletree Hotel Coconut Grove
Hencorp
Hollywood Beach Marriott
Inktel Direct
National Planning Corporation
The Ritz-Carlton Key Biscayne
The Weinbach Group
TotalBank
Ultimate Software
Xtreme Trips

Regional Companies

Los Angeles County Department of Public Works
McGladrey & Pullen, LLP
Morrison, Brown, Argiz & Farra, LLP

T-Mobile
University Directories

Educational Organizations

Adams 12 Five Star Schools
Brevard Public Schools
Green Bay Area Public Schools
Gwinnett County Public Schools - Metro Atlanta

Life University
Miami-Dade County Public Schools
Palm Beach County School district
Polk County Schools
Prince George's County Public Schools

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

24 APRIL 2007

SUBJECT: POLICIES DISCUSSION

PROPOSED COMMITTEE ACTION:

None. Discussion Item.

      A.   IMPLEMENTATION OF NEW CLASS SCHEDULE FALL 2007
      B.   STUDENT SATISFACTION SURVEY ENROLLMENT SERVICES

EXHIBITS/SUPPORTING DOCUMENTS: ▪ NONE

FACILITATOR/PRESENTER: ▪ RONALD BERKMAN

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