Florida Atlantic University
Board of Trustees

Workshop on Enrollment Management

August 16, 2006
Levels of Enrollment Management

- **Admissions Issues**
  - Recruiting and Marketing
  - Costs and Financial Aid
  - Articulation

- **Matriculation Issues**
  - Orientation and Advising
  - Registration
  - Retention and Transfer

- **Scheduling**
  - Matching Classes with Students

- **Future Enrollment**
  - Plans, Projections, Negotiations with BOG, Governor, and Legislators
Elements of Enrollment Management

- Admissions
- Retention
- Financial Aid
- Registration
- Orientation
- Advising
Part I - Admissions
Overview of Undergraduate Admissions
Freshman & Transfer

- Admission Standards
- Recruitment & Marketing Efforts
- Yield Efforts
- Statistics
FTIC Admission Standards

18 Academic Units

- English 4 units
  (at least 3 units with substantial writing)
- Math 3 units
  (at least equal to or greater than Algebra I)
- Natural Science 3 units
  (at least 2 with lab)
- Social Science 3 units
- Foreign Language 2 units
- Academic Electives 3 units
## FTIC Admissions Standards (con’t)

### Sliding Scale

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAT* min. requirement</th>
<th>ACT*</th>
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<tbody>
<tr>
<td>3.0 (or higher)</td>
<td></td>
<td></td>
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<tr>
<td>2.9</td>
<td>970</td>
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<td>2.6</td>
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<tr>
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</table>

Minimum ACT: Reading – 18 English – 17 Math - 19
Transfer Admission Standards

- Transfer with AA degree from a Florida Community College
  - Guaranteed admission to FAU (not to limited access programs) and a minimum of 60 credits

- Transfer with less than 60 transferable credits
  - 2.0 GPA
  - Good academic standing
  - Also meet all freshman admissions requirements

- Transfer ≥ 60 transferable credits
  - 2.0 GPA
  - Good academic standing
  - 2 units of sequential foreign language (can be completed while enrolled at FAU)

- Transfers with AS degree: each transfer course is evaluated individually. Student usually falls into “Transfer with less than 60 transferable credits” unless the student is part of an approved Articulation program (i.e.. Engineering Technology, etc.)
FTIC Recruitment Efforts

- High School Visits
- Open Houses
- Campus Information Sessions / Tours
- NACAC Fairs (In-state & out-of-state)
- Counselor Programs on Campus
- Tele-counseling campaigns
- Email campaigns - Talisma
- Purchase qualified prospect student list (NRCCUA, ACT/SAT, ...)
- Initiate contact with Middle Schools (targeting Title I schools)
- Mailings (viewbooks, letters, search piece, visit brochure, ...)
- Scholarships
- Promotional items
- Handwritten notes and postcards sent to students
College Recruitment Efforts

Harriet L. Wilkes Honors College
- Honors Summer Institute for high school students in collaboration with The Scripps Research Institute

College of Business
- Implement FAU’s Stock Trading Room to interested high school and transfer college students.
- Academy of Finance for high school students

Charles E. Schmidt College of Science
- Math Day 2006 for high school math whizzes

Dorothy F. Schmidt College of Arts and Letters
- TOPS Summer Camps (Music and Creative Writing)

College of Education
- UTAP (Urban Teacher Academy Program) – high school students.

College of Engineering & Computer Science
- Engineering Academy, a new dual enrollment program for students in grades 10, 11, and 12.
- Engineering Scholars’ Program, dual-enrollment credit courses for high achieving high school students in Palm Beach and Broward
Transfer Recruitment Efforts

- College Receptions
- Community College Visits
- Community College Articulation Meetings
  - Jupiter/Treasure Coast, Davie, Boca Raton
- Open Houses
- Campus Information Sessions / Tours
- State Community College Tour
- “Admit Day” on PBCC, BCC, and IRCC campuses
- Tele-counseling campaigns
- Mailings (viewbooks, letters, search piece, visit brochure, ...)
- Scholarships
- Promotional items
- Direct mail campaign
Communication Pieces

- Prospective student letter
- Viewbooks – Freshman and Transfer
- Open House Invitations
- Visit Campus Brochures
- Postcards
- DVD/CD
- “It’s Time” flyer. List of degree programs plus application information
- Checklist items for admitted students
- President’s Congratulatory Letter
- Admission Certificate
Future Communication Pieces

- Outcomes Brochure
- Multi-cultural Brochure
- Residency Checklist
- Postcards
- Talisma (go live in September)
Efforts to Increase Yield

- **Communication Plan**
  - Congratulatory letter
  - Certificate of Admission
  - Outcomes Brochure (future publication)

- **Earlier Scholarship Notification**
  - Notification begins in December

- **Tele-counseling calls**
  - Invitation to events (Open House, A-Day, Night of Excellence)
  - Missing documents
  - Congratulatory Calls
  - Change of Entry
  - Welcome

- **Multi-cultural event (spring)**
  - A-Day for Multi-cultural students

- **Honors Event (spring) “A Night of Excellence”**
  - Joint program with the Honors College and the Scholars Program

- **Spring Open House**

- **Attend high school Award Programs to personally present scholarship certificates**

- **Summer Gateway Program**
# Scholarships

## Freshman Scholarships
- FAU Presidential
- MLK Scholar
- MLK Award
- Salutatorian
- Valedictorian
- National Merit
- SECME
- M.Brenn Green
- Bank of America
- Flagler (Honors College)

## Transfer Scholarships
- All Academic Team
- Brain Bowl
- Community College Honors
- Community College Scholars
- Phi Theta Kappa
- Depan International
- M Brenn Green
- Transfer Educational Achievement
Minority Applications/Admits

Number Applied

Number Admitted

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
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<th>Fall 2006</th>
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<td>299</td>
<td>294</td>
<td>358</td>
<td>202</td>
<td>232</td>
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<td><strong>Accepted</strong></td>
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<td>358</td>
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<tr>
<td><strong>Black</strong></td>
<td>1596</td>
<td>1786</td>
<td>1843</td>
<td>2253</td>
<td>883</td>
<td>810</td>
<td>659</td>
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<td><strong>Hispanic</strong></td>
<td>1144</td>
<td>1440</td>
<td>1413</td>
<td>1588</td>
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<td>1002</td>
<td>851</td>
<td>881</td>
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<td><strong>Native Amer</strong></td>
<td>20</td>
<td>28</td>
<td>24</td>
<td>38</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>20</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>3010</td>
<td>3553</td>
<td>3574</td>
<td>4486</td>
<td>1909</td>
<td>2059</td>
<td>1737</td>
<td>1905</td>
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Number of FTIC Applications by County

Green = 1000 or more
Blue = 999-500
Red = 499-100
Yellow = 99-1
<table>
<thead>
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<th>Gender</th>
<th>ACT</th>
<th>SAT</th>
<th>GPA</th>
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<td>F</td>
<td>21</td>
<td>1054</td>
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<td>1997</td>
<td>F</td>
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<td>1998</td>
<td>F</td>
<td>21</td>
<td>1054</td>
<td>3.3</td>
</tr>
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<td>3.4</td>
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<tr>
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<td>F</td>
<td>21</td>
<td>1037</td>
<td>3.4</td>
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<tr>
<td>2005</td>
<td>F</td>
<td>22</td>
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<td>3.4</td>
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### FTIC Yield Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Yield</th>
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<tr>
<td>1996 F</td>
<td>3491</td>
<td>2578</td>
<td>1017</td>
<td>39%</td>
</tr>
<tr>
<td>1997 F</td>
<td>3798</td>
<td>2684</td>
<td>1103</td>
<td>41%</td>
</tr>
<tr>
<td>1998 F</td>
<td>4109</td>
<td>3076</td>
<td>1424</td>
<td>46%</td>
</tr>
<tr>
<td>1999 F</td>
<td>4887</td>
<td>3470</td>
<td>1416</td>
<td>41%</td>
</tr>
<tr>
<td>2000 F</td>
<td>5762</td>
<td>4174</td>
<td>1820</td>
<td>44%</td>
</tr>
<tr>
<td>2001 F</td>
<td>6289</td>
<td>4495</td>
<td>2031</td>
<td>45%</td>
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<tr>
<td>2002 F</td>
<td>7283</td>
<td>5021</td>
<td>2088</td>
<td>42%</td>
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<tr>
<td>2003 F</td>
<td>7898</td>
<td>5612</td>
<td>2178</td>
<td>39%</td>
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<tr>
<td>2004 F</td>
<td>9198</td>
<td>6023</td>
<td>2380</td>
<td>40%</td>
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<tr>
<td>2005 F</td>
<td>10363</td>
<td>5505</td>
<td>2015</td>
<td>37%</td>
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# Top Florida High Schools for FTIC Applications

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
<th>Apps</th>
<th>Acceptance</th>
<th>GPA</th>
<th>SAT/ACT</th>
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<tbody>
<tr>
<td>Marjory Stoneman Douglas HS – Broward</td>
<td>Broward</td>
<td>140</td>
<td>92</td>
<td>3.0</td>
<td>1083/22</td>
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<tr>
<td>Cypress Bay HS - Broward</td>
<td>Broward</td>
<td>128</td>
<td>75</td>
<td>3.3</td>
<td>1056/21</td>
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<tr>
<td>Ely HS – Broward</td>
<td>Broward</td>
<td>126</td>
<td>49</td>
<td>3.4</td>
<td>992/20</td>
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<tr>
<td>Taravella JP HS – Broward</td>
<td>Broward</td>
<td>119</td>
<td>87</td>
<td>3.2</td>
<td>1058/21</td>
</tr>
<tr>
<td>Coral Springs HS – Broward</td>
<td>Broward</td>
<td>119</td>
<td>78</td>
<td>3.2</td>
<td>1045/21</td>
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<tr>
<td>Plantation HS - Broward</td>
<td>Broward</td>
<td>104</td>
<td>47</td>
<td>3.1</td>
<td>1007/21</td>
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<tr>
<td>Wellington HS – Palm Beach</td>
<td>Palm Beach</td>
<td>99</td>
<td>67</td>
<td>3.3</td>
<td>1067/22</td>
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<td>Spanish River Comm HS– Palm Beach</td>
<td>Palm Beach</td>
<td>98</td>
<td>74</td>
<td>3.2</td>
<td>1078/22</td>
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<tr>
<td>St Thomas Aquinas HS – Miami-Dade</td>
<td>Miami-Dade</td>
<td>98</td>
<td>60</td>
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<td>1055/20</td>
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<tr>
<td>Piper HS – Broward</td>
<td>Broward</td>
<td>96</td>
<td>54</td>
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<td>Royal Palm Beach HS – Palm Bch.</td>
<td>Palm Beach</td>
<td>94</td>
<td>57</td>
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<td>1022/20</td>
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<tr>
<td>Deerfield Beach HS - Broward</td>
<td>Broward</td>
<td>93</td>
<td>53</td>
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<td>1043/21</td>
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<tr>
<td>College</td>
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<td>Accepted</td>
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<td>---------</td>
<td>----------</td>
<td></td>
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<tr>
<td>Broward Community College</td>
<td>949</td>
<td>660</td>
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<td>Palm Beach Community College</td>
<td>860</td>
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<td>Indian River Community College</td>
<td>290</td>
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<td>Miami Dade College</td>
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<td>172</td>
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<td>Valencia Community College</td>
<td>64</td>
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<td>Santa Fe Community College</td>
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<td>Tallahassee Community College</td>
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<td>Hillsborough Community College</td>
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# Top Transfer Colleges/Universities

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<th>Applied</th>
<th>Admitted</th>
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<tr>
<td>University of Central Florida</td>
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<td>Florida International University</td>
<td>86</td>
<td>47</td>
</tr>
<tr>
<td>Florida State University</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>50</td>
<td>28</td>
</tr>
<tr>
<td>University of Florida</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>45</td>
<td>23</td>
</tr>
<tr>
<td>Palm Beach Atlantic College</td>
<td>38</td>
<td>23</td>
</tr>
<tr>
<td>Keiser College of Technology</td>
<td>34</td>
<td>11</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Lynn University</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>20</td>
<td>12</td>
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Other Transfer Students

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
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<th>Admits</th>
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<tr>
<td>Fall 2003</td>
<td>2178</td>
<td></td>
<td>1389</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>2292</td>
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<tr>
<td>Fall 2006</td>
<td>2423</td>
<td></td>
<td>1103</td>
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Part II – Financial Aid
### Student Financial Aid by Source and Type (2004-05)

#### FEDERAL
- **GRANTS**: $15,209,451
- **LOANS**: $55,711,836
- **WORK-STUDY**: $600,165

#### STATE
- **NEED-BASED GRANTS**: $2,719,348
- **MERIT-BASED GRANTS**: $8,497,670
- **WORK EXPERIENCE**: $25,922
- **OTHER STATE GRANTS**: $43,350

#### INSTITUTIONAL
- **NEED-BASED SCHOLARSHIPS**: $464,150
- **NEED-BASED GRANTS (UG&GR)**: $4,955,558
- **MERIT-BASED SCHOLARSHIPS**: $13,828,332
- **LOANS (MERIT & NEED)**: $2,313,078
- **(OPS) STUDENT EMPLOYMENT**: $12,527,992

#### PRIVATE
- **SCHOLARSHIPS**: $2,573,046
- **LOANS (ALTERNATIVE)**: $3,571,932

#### TOTAL ALL SOURCES
- $123,041,780

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**BOT Workshop – Enrollment Management**
Financial Aid at FAU (2004-05)

- Total financial aid has grown from $63.6M in 2000-01 to $123M in 2004-05 - 93% Growth (Loans grew 117%)
  - $61.6M Loans
  - 13.1M Work Programs
  - 48.3M All else (Grants, Scholarships)
  - $123.0M

- Number of Recipients = 15,296

- Average Amount of Award = $7,225.69

- 4,364 BF Scholarships = $8,302,907
Financial Aid Process

- Student is admitted to the university

- Student submits FAFSA (Free Application for Federal Student Aid)
  - Student completes only once
  - Not required for Bright Futures or Florida Prepaid

- Postcards sent to students
  - Award notification
    - Details and letter at MyFAU
    - Student must sign and return one copy to indicate acceptance (3 weeks)
    - Complete any loan forms
    - VA benefits
  - Missing documents
    - Details at MyFAU
    - Provide needed documents then proceed with steps above upon notification

- Tuition and fees automatically deferred when letter returned by last day of drop/add
Financial Aid Process (con’t)

- Short term loans up to $500 available for books and expenses prior to disbursement

- Disbursement of aid by Controller’s Office beginning second week of class

- Determinations of eligibility for federal and state grants and loans are made via packaging program on basis of FAFSA and budgeted costs according to established criteria, packaged with employment if eligible.

- Institutional scholarships and grants are awarded as part of admissions process to help shape entering classes on basis of merit and need.
Part III- Orientation
Orientation program (Summer/Fall 2006)

- **Freshmen**
  - 12 sessions; May-August; 2,200 students
  - Boca only (HC separate, in Jupiter)
  - Up to 280 per session
  - Parents invited as well; may stay in housing; separate and joint sessions
  - Spring session one day only prior to classes
- **Transfer students (30 hours plus); also 2,200 students**
  - PSL 6 sessions
  - Jupiter 6 sessions
  - Boca 6 sessions
  - Davie 6 sessions
  - Ft. Lauderdale 1 session
- **Virtual orientation (1300 completed by end of July)**
  - Academic policies and procedures
  - Key resources for student success
  - College Information
  - Quiz at end of each section
Orientation program (Summer/Fall 2006) (con’t)

• Sessions include:
  • Academic advising and registration
  • Academic policies and expectations
  • Campus tours
  • Introduction to university services and resources
  • Campus community, student life
    • Technology
    • Employment
    • Involvement
    • Money Matters
    • Health, Wellness
    • Safety and Security

• Weeks of welcome
  • First two weeks of classes
  • Seminars, socials, previews, programmed activities to expose students to opportunities available outside the classroom
Part IV- Advising
Advising Flowchart for FTIC & Transfer Students w/less than 30 earned college credits (excluding Music & Ocean Engineering Majors, advised by college advisors)

(Start)

1st Mandatory Advising Contact
Mail-In Registration Guide sent to all freshmen who sign up for Orientation
(first mailing done @ April 1st)
Guide also available on-line www.fau.edu/freshmanadvising/pdf/registrationguide.pdf

Advising brochure distributed during academic information session at Orientation and again when advisees are transferred to college of record. The brochure contains material on university policies/procedures, instructions for accessing student and academic information, and links to available student support services

E-Advising at freshmanadvising@fau.edu is available 24/7 w/24-48 hours response time

In-Person advising sessions are approximately 30-40 minutes in duration. Sessions include an academic “check-up”, resource referrals (if necessary), academic planning and course selection for the subsequent term(s)

Students thoroughly review booklet, complete student information/course approval forms and forward documents to Freshman Advising by mail or fax (see form enclosure in booklet)

Q & A sessions (12 in total from April thru August) are made available to address student and parent advising concerns

2nd Mandatory Advising Contact beginning w/start of fall semester, and continuing thru start of the next semester, students receive advising postcards and “intentional” e-mails reminding them to schedule in-person advising session. The e-mails also remind them to attend to other important matters associated with first semester enrollment. Students can go on-line to schedule an advising appointment 24/7

Voluntary & E-Advising is left to the students’ discretion and is available throughout the semester.

Course approval form is reviewed by an academic advisor and returned to student w/approval or recommendations for changes. Advisor name and contact information is provided at this time

Advising Hold is cleared. If student has no other registration holds, he/she is eligible to go on-line to register for approved courses

Early Academic Alert Freshman faculty are polled at the 6 week mark of the semester. Students identified as “academically at risk” (performing below a “C”) are notified by letter and receive advising recommendations for remediation the situation

Advising services are extended to this population thru completion of the first 30 credit hours (60 credits for undeclared/undecided students). Students are notified by letter when advising files are transferred to their college of record. They are instructed to report to the advising office in their college for future services
Academic Advising: Beyond the First Year

- Each college has an Office of Student Academic Services, whose advisors guide students with 30 or more credits through their academic careers.

- All Faculty and AMP employees assigned to this process are members of the Academic Advisors Council, a group that meets periodically to consider issues related to academic advising issues. Most are members of NACADA, the national organization for advising professionals.

- Students have mandatory advising on their initial entry into FAU, and prior to graduation. Students are encouraged to meet with advisors as often as needed in between admission and graduation.

- FTIC students are comparatively straightforward to advise academically; Freshman Advising addresses both FTIC transition to university life and choice of courses.
Beyond the first year, advisors deal with numerous types of students, including:

- Continuing native students
- Transfers with over 30 credits who meet freshman admission standards
- Transfers with an AA from a Florida Community College
- Transfers with 60 or more credits, but no AA
- “Non-traditional” students, returning to college after several years
- Students transferring from non-US institutions
- Students seeking a second baccalaureate
Graduation Requirements

Students must apply for graduation at the beginning of the term during which they intend to graduate, and are encouraged (in some colleges, required) to do so the term before. When grades are posted, each college certifies that the following requirements have been met, and if so, certifies the completion of the degree:

- 120 Total credits
- 45 Upper-division credits
- 30 FAU credits
- 2.0 minimum FAU GPA
- General Education/Core Curriculum, 36 credits
Graduation Requirements (con’t)

- Gordon Rule: Computation
- Gordon Rule: Composition
- CLAST
- Major requirements
- Foreign Language, if required
- Electives, if required
- Summer credits, if required
- Minor/Certificate, if elected
- Any additional requirements of a particular department or college
Role of College Advisors

In addition, college advisors:

- Work with Admissions for recruiting
- Conduct orientations for Freshman and Transfer college sessions
- Cooperate with discipline departments to confirm completion of major requirements
- Work with the Registrar and SASS to keep student records updated and accurate
- Articulate with the Admissions, OSD, Student Financial Aid, the Career Development Center, University Testing and Evaluation and other university offices to smooth student matriculation
Advising Resources

In addition to regular faculty advising, FAU currently employs:

- 11.5 FTE freshmen advisors
- 45 FTE college advisors (all campuses)
- 3 campus advisors for multiple colleges (Jupiter and PSL)
- 69.5 total advisors

Advisors most recently added to Freshmen Advising, Business, and Science

Additional advisors most needed in Business, Science, CAUPA, Arts and Letters and in Jupiter and PSL
Part V - Registration

OASIS* Online Self-Service

*Owl Academic Student Information System
Students log into OASIS and click on “course listings”
The student selects the appropriate semester/year to search for courses . . .
A second window opens in which the student can scan FAU’s college and departmental listings.
The student can see which courses are still available, which are canceled or closed. The student makes note of the call number.

### D.F. Schmidt College of Arts and Letters

#### History Courses For Fall 2006

Last Updated: Wednesday, July 19, 2006 at 14.04.59

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Meeting Time</th>
<th>Meeting Place</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pref Num</td>
<td>Sec 10125 105 15218 10 10127 10 10128 35</td>
<td>3</td>
<td>MWF 10:00-10:50AM</td>
<td>Boca Raton</td>
<td>White, Derrick</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course available for Pass/Fail or Regular Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available for 60+Audit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CANCELLED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course available for Pass/Fail or Regular Grade</td>
<td></td>
<td></td>
<td></td>
<td>Lawrence, Anna</td>
</tr>
<tr>
<td></td>
<td>Available for 60+Audit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLOSED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course available for Pass/Fail or Regular Grade</td>
<td></td>
<td></td>
<td></td>
<td>Sanua, Marianne</td>
</tr>
<tr>
<td></td>
<td>Available for 60+Audit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CLOSED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course available for Pass/Fail or Regular Grade</td>
<td></td>
<td></td>
<td></td>
<td>Frank, Andrew</td>
</tr>
</tbody>
</table>
Now that the student has chosen courses, it is time to go back to the “Online Self-Service” page, log in, and begin to add courses to the specific term. Many other services are available on the same Self-Service screen.
On this screen, the student can see the schedule, if already registered, can drop classes, **1** or add classes **2** then the student submits the information **3**

If you have already registered for classes, they will be listed. To drop a registered class, select **Drop** as the **Action**. (If actions are not listed for the class, you cannot drop it.) To register for a class, enter the Call Number under **Add Class**. After you specify which classes are to be dropped and added, select **Submit**.

If you have questions about why you can't register, please first check the advance registration schedule [http://www.fau.edu/registrar/advreg.html](http://www.fau.edu/registrar/advreg.html) or contact the Registrar's Office at 561-297-3050.

This person is already registered for 3 courses

---

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course</th>
<th>Call Number</th>
<th>Action</th>
<th>Status</th>
<th>Credits</th>
<th>Grade Type</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIMINAL JUSTICE SYSTEM</td>
<td>CGJ-3024-002</td>
<td>10692</td>
<td>None</td>
<td>Enrolled</td>
<td>3.00</td>
<td>Normal grade rules</td>
<td>Normal Academic Term</td>
</tr>
<tr>
<td>REASON AND VALUE</td>
<td>PHI-1012-012</td>
<td>14141</td>
<td>None</td>
<td>Enrolled</td>
<td>3.00</td>
<td>Normal grade rules</td>
<td>Normal Academic Term</td>
</tr>
<tr>
<td>INTRO BUSNNS OF MOTION PICTURE</td>
<td>GEB-3052-001</td>
<td>12307</td>
<td>None</td>
<td>Enrolled</td>
<td>3.00</td>
<td>Normal grade rules</td>
<td>Normal Academic Term</td>
</tr>
</tbody>
</table>

**Total Registered Hours:** 9.00

**Maximum Registered Hours:** 20.00

Enter the Course Call Numbers below as listed in **Course Sections** | **Course Section Search**

---

Add Class **2**

Submit **3**
Here is the student’s schedule with the 3 courses they have chosen shown with days and times. Schedules can be printed easily. Time conflicts, if any, are shown below the schedule.

Multiple Student Schedules are displayed if your enrolled courses have different begin and end dates. Classes which have not yet been scheduled or have time conflicts are listed below the schedule.

This student is registered for 9 credits and has no time conflicts.

Normal Academic Term: 8/19/2006 to 12/8/2006

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00PM</td>
<td>PHI -1012 AL 345</td>
<td>PHI -1012 AL 345</td>
<td>PHI -1012 AL 345</td>
<td></td>
<td>PHI -1012 AL 345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07:00PM</td>
<td></td>
<td></td>
<td>CCJ -3024 GS 102</td>
<td>GEB -3052 EU 104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08:00PM</td>
<td></td>
<td></td>
<td>CCJ -3024 GS 102</td>
<td>GEB -3052 EU 104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:00PM</td>
<td></td>
<td></td>
<td>CCJ -3024 GS 102</td>
<td>GEB -3052 EU 104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This student’s bill for the Fall 2006 term will be $1,063.00 for 9 credits. There are many different ways to pay – online, in person, and through postal mail. The most popular way to pay is the credit card option.

To make a payment by credit card, select **Credit Card Payment**. To make a payment by check, select **Webcheck Payment**.

### Fall 2006

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date:</td>
<td>05-22-06</td>
</tr>
<tr>
<td>Previous Balance:</td>
<td>15.00</td>
</tr>
<tr>
<td>Amount Due Through Selected Term:</td>
<td>1,063.10</td>
</tr>
<tr>
<td>Account Balance Through Selected Term:</td>
<td>1,063.10</td>
</tr>
<tr>
<td>Total Account Balance:</td>
<td>1,063.10</td>
</tr>
</tbody>
</table>

A minus sign to the right of this amount indicates an amount we owe you.
Students utilize OASIS Online Self-Service to:

- Register for courses (drop/add)
  379,828 course transactions were recorded for Spring 2006, 82% of which (312,536) were completed via the Web

- Obtain transcripts (statistics are for 2005-06)
  Unofficial – 130,207
  Official - 39,127 - 56% (22,023) were completed via the Web

- Calculate degree audits – 43,940

- Change personal information, nearly all completed via the Web

- Check on financial aid

Faculty utilize OASIS Online to:

- Record grades
  74,586 grades were recorded by faculty in Spring 2006, 99% of which were captured electronically
Part VI- Student Retention & Graduation Rates
First-Year Retention Rate (Fall to Fall) Full-Time, First-Time-In-College Students Florida Atlantic University & Peer Institutions

First-Year Retention Rate (Fall to Fall) Full-Time, First-Time-In-College Students Florida Atlantic University & Peer Institutions

Peer Institutions

FAU

Fall 2000

Fall 2001

Fall 2002

Fall 2003

Fall 2004

73% 69% 73% 66% 74% 69% 73% 69% 72% 72%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
6-Year Graduation Rate for First time Full-Time-In-College Students 1999 Cohort
Florida Atlantic University & Peer Institutions

- Florida Atlantic University: 37%
- Peer Institutions: 40%
The Student Progression Model

Progression of First-Time Freshmen
Outcomes by Year for Every 100 Beginners
1999-2000 Entering Class (Summer, Fall, Spring entrants)

Note: "Stopout" = one fall or spring term during year with no enrollment. Stopouts may return in any subsequent term. Stopouts are included in the numbers of continuing students.

"Transfer" = first institution enrolled in after leaving FAU. Actual transfer enrollment may be in any subsequent term.

Sources: SUS Retention Files, National Student Clearinghouse Enrollment Data

FOR EVERY 100 BEGINNERS:

<table>
<thead>
<tr>
<th>After 1 year</th>
<th>After 2 years</th>
<th>After 3 years</th>
<th>After 4 years</th>
<th>After 5 years</th>
<th>After 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Graduates</td>
<td>34 Graduates</td>
<td>5 Graduates</td>
<td>17 Graduates</td>
<td>5 Graduates</td>
<td>4 Graduates</td>
</tr>
<tr>
<td>37 Transfers</td>
<td>41 Transfers</td>
<td>3 Transfers</td>
<td>1 Transfers</td>
<td>4 Transfers</td>
<td>5 Transfers</td>
</tr>
<tr>
<td>22 Community College</td>
<td>26 Community College</td>
<td>7 SUS</td>
<td>7 SUS</td>
<td>5 Other Institutions</td>
<td>5 Other Institutions</td>
</tr>
<tr>
<td>12 Persisters</td>
<td>9 Persisters</td>
<td>16 &quot;Dropouts&quot;</td>
<td>6 &quot;Dropouts&quot;</td>
<td>8 Persisters</td>
<td>6 Persisters</td>
</tr>
<tr>
<td>1 Failing</td>
<td>1 Failing</td>
<td>1 Failing</td>
<td>1 Failing</td>
<td>1 Failing</td>
<td>1 Failing</td>
</tr>
</tbody>
</table>

Of the 26 students who transfer to a Community College:
17 have FAU GPA’s less than 2.00
8 eventually transfer to a 4yr institution

Of the 41 students who transfer from FAU:
7 graduate within 5 years at another SUS institution, making FAU’s SUS graduation rate 41%
Premise – A Statement of the Obvious

- Retention and graduation rates are inextricably linked.
- Students who are not retained by the institution do not graduate from it.
- Therefore, graduation rates can be expected to increase if retention rates can be improved.
Existing Support Services/Activities that Promote FTIC Success (Fall to Fall Retention)

- Freshman Academic Advising Services (FAAS)
- Freshman Orientation Program – Student Affairs
- Freshman Learning Communities
- Living Learning Communities
- SLS 1503, Learning Strategies and Human Development - Transition to College Course
- In-Person Advising for Second Semester
- Early Academic Warning and Follow-Up
- Call Center
- University Scholars Program – High Achievers
Existing Support Services/Activities that Promote Undergraduate Student Success (Retain to Graduation)

- Tutoring Programs
- University Center for Excellence in Writing
- Student-Athlete Center for Academic Success
- Peer Instruction – ChemBond and LifeLine
- Academic Advising in the Colleges
Plans for Improved Support Services/Activities

- Increase Personnel in FAAS – more advisors and a coordinator dedicated to assisting FTICs in academic difficulty
- Increase Personnel in Student Retention – coordinator dedicated to the learning communities
- Supplemental Instruction
- Increase Access to SLS 1503
- Increase Tutoring Services and Rigorous Training of Tutors
- Improve Core Curriculum
- Implement a Recognized Faculty Development Program on Teaching Excellence
Strategic Visioning – The Long Term Approach

- Add Academic Component to Student Orientation – The Freshman Reading

- Build Tradition – Establish a Freshman Convocation

- Utilize the authority of The Council for Excellence in Undergraduate Education and write a mission statement for the first year

- Complete formation of The Center for Teaching Excellence and Student Success, CTESS - coordination of all academic support services/activities, including faculty development, in a single administrative entity
Organizational Chart for CTESS

President, Florida Atlantic University
Provost (Chief Academic Officer)
Principal Investigator and Dean, Undergraduate Studies
Director CTESS

Budget and Payroll Coordinator

Technology Coordinator

Administrative Assistant

Director UCEW/WAC

Assistant Director UCEW
Assistant Director WAC
Administrative Assistant

Director for Scholarship of Teaching
Writing Consultants/Tutors

Director Retention and Student Initiatives
Peer-Assisted Instruction Coordinator
Learning Community Coordinator
Student Success Coordinator

Director CEQL
Assistant Director CEQL
Quantitative Consultants/Tutors

Black = Existing position  Blue = new position – FAU  Orange = new position – grant  Green = new position – FAU future
The Comprehensive Approach to Student Success

• *Education Trust Report, January 2005*
  “…high performing institutions don’t limit themselves to initiating a few new programs. They work hard to raise student success to a high institution-wide priority. One way or another, they make it everybody’s business to ensure that barriers to student success are identified and removed, and the whole culture of their institution reflects this priority.”

• *AASCU Report, September 2005*
  “The institutions submitting self-studies for the project reported a “first year program” in place – a feature shared by all of the study campuses. What is more distinctive about study institutions is the overall campus culture within which these practices are deployed and the quality of presidential and administrative leadership that keep them moving and coordinated.”
Graduate Admissions and Graduate Studies

Admissions • Programs • Support

Leslie M. Terry, Ph.D., Interim Dean

Suzette Vandeburg, M.P.A., Assistant Dean & Director
Graduate Admissions

- Recruitment of graduate students
- Work with colleges on recruitment
- New graduate student orientations
- Oversee graduate admissions policies
- Process applications for over 80 graduate programs
- Review graduate admission petitions
- Process I-20s for new international students
University Graduate Programs

- Approval of admission to candidacy
- Approval of thesis or dissertation
- Allocation of tuition scholarships, awards, waivers
- Oversight of graduate fellowships & assistantships
- Support for graduate student associations & clubs within student government
- Coordination of graduate programs between colleges
- Assist in enforcing general graduate standards across the university
Graduate Student & Program Support

- Provide general information and guidance

- Provide Colleges and Academic Affairs with graduate program information

- Interact with state-wide and national graduate programs offices

- Administration and support for University Graduate Council (new committee of University Faculty Senate)
  - Graduate Programs Committee
  - Due Process Committee
## Quick Facts about our Graduate Students

**Top Five States of Currently Enrolled Students:**

- FL 88.0%
- NY 8.0%
- TX .4%
- VA .3%
- PA .3%

**Top Five Countries of Currently Enrolled International Students:**

- India
- China
- Jamaica
- Columbia
- Venezuela

**Top Five Counties of Currently Enrolled Students:**

- Broward 36.0%
- Palm Beach 36.0%
- Non-FL 6.7%
- Dade 4.6%
- St. Lucie 3.2%

**Florida Residents:** 85.6%

**Non-Florida Residents:** 14.4%

**Average Age:** 34

**Gender:**

- Female 62.5%
- Male 37.5%

**Full Time:** 42.4%

**Part Time:** 57.6%

---

*Data from IEA Fall 2005 Headcount*
Who Are Our Graduate Students?

1. Traditional (all potential disciplines)
   - MA or MS
   - PhD

2. Executive (working professionals)
   - MBA
   - MS Computer Science

3. Professional (entering workforce)
   - MST
   - EdD
   - MS Environmental Science
Who Are Our Graduate Students?

**TRADITIONAL GRADUATE STUDENT**

Mireille Alemen, PhD student in Chemistry

- Full-time
- Came to work with Dr. Ram Narayanan
- Domestic student
- Research Assistant with tuition scholarship
- Graduating next semester
- Will become a cancer researcher

OUTCOME: Graduates from a traditional graduate program at FAU become contributors to their area of scholarly work, either in a university, corporate, or government environment
Who Are Our Graduate Students?

EXECUTIVE GRADUATE STUDENT

• MBA student in Accounting
• Part-time, flexible or alternative schedule
• Came from a local company
• Lives in South Florida
• Company paying for portion of their tuition
• Will continue to work at the company or within the industry at a more advanced level

OUTCOME: Graduates leave the program with an enhanced set of professional skills to bring back to the executive or corporate environment.
Who Are Our Graduate Students?

PROFESSIONAL GRADUATE STUDENT
Kimberly Knox, EdD student in Educational Leadership

- works with Dr. David Kumar
- Part-time
- Lives in South Florida
- Currently a Teacher in Broward County School District
- Receives a Teaching Assistantship and Tuition Scholarship
- After graduation will return to the school system as an Assistant Principal or a upper level k-12 administrator

OUTCOME: Graduate with new and cutting-edge skills to enter a workforce that requires well-defined accomplishments.
Who Are Our Graduate Students?

Students and Programs: Everything changes.....

- Categories and labels
- Boundaries between disciplines
- Costs and financing
- Student demographics
- Structure of degrees
- Expectations of graduate students
- Expected outcomes of graduate students
- Competition
- Technology
Nuts and Bolts of Graduate Studies

Degrees
- Doctorate (PhD or EdD)
- Masters (MA, MS, MST, MBA, etc)
- Specialist (education only)

Certificates
- Series of graduate courses (5-8) that provide a student with additional skills
- Series of specific courses (5-8) that fulfill specific requirements for an external organization

Thesis vs Non-Thesis (masters degrees only)
- Thesis: written document or project produced by the student representing an independent and original scholarly body of work
- Non-Thesis: demonstration of practical mastery of a field either by examination, portfolio or internship

Dissertation (doctoral degrees only)
- Original and creative written document or project produced by the student representing a significant scholarly contribution to their discipline
## Graduate Degree Offerings at FAU 2006/2007

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Number of Graduate Degree Programs Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>58</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>17</td>
</tr>
<tr>
<td>Specialist in Education</td>
<td>3</td>
</tr>
<tr>
<td>Combined</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
</tr>
</tbody>
</table>

Note: 24 Certificates Programs are offered by 6 colleges
Graduate Recruitment:
How do we get graduate students to FAU?

How do potential graduate students find out about FAU?
- The Office of Graduate Studies plays an important role in the general marketing of the graduate programs

What factors convince potential graduate students to apply to FAU?
- The factors represent a mix from ..... FAU’s overall reputation....to the faculty and expertise at FAU....to financial considerations

How do potential graduate students select FAU as their first choice?
- Highly dependent on the type of graduate program and student need
Graduate Recruitment: University Perspective

Most Recruitment is Discipline Specific
- Science & Engineering
- Business & CAUPA
- Education
- Arts and Letters
- Nursing

Executive
- Corporate allowances or incentives

Mass Marketing
- Local
- Regional
- National
- International (rare)

The Office of Graduate Studies
- DVD
- Brochures
- On line Applications
- Information Sessions

Minority
- State and national fellowships
- University scholarships
Graduate Recruitment: Student Perspective

- Are there experts in my field? Do they have an outstanding national/international reputation?
- Are there enough faculty? Are they student friendly? Are they good mentors?
- What kinds of courses are offered?
- Are there interesting projects to work on?
- Is there money available for support? Teaching assistantships? Research assistantships?
- How much does the program cost?
- Are there tuition scholarships or awards available?
- Are there adequate resources? Office space, lab space, equipment, supplies, clerical assistance, travel opportunities, additional funds
- Does the faculty member or department have extra funding? Grants? Contracts? Consulting?
- What do current students think about the program?
- What do graduates of the program think?
- Is there good job placement?
- What do other experts in my field of interest think about the program?
- Are other graduate students supportive? Is there a network of students to go to for help?
- How much does it cost to live there? Housing, food, insurance, position for spouse, etc.
- Will my company pay all or part of my tuition?
- Will I have enough time to split between graduate courses, work and family?
Applications
(each academic year represents Fall, Spring and Summer)

Graduate Application Statistics

2003-04: 3521
2004-05: 3404
2005-06: 3747
Graduate Application Statistics by College

The chart shows the number of graduate applications by college and year, with bars for 2003-04, 2004-05, and 2005-06. The colleges listed are AL, EG, NU, SC, UP, BA, and ED.
International Graduate Application Statistics

- 2003-04: 281
- 2004-05: 96
- 2005-06: 86
Why the Decline in International Applications

- Two of the largest countries (India, China) have developed internal infrastructure to keep students in their own countries
- Literacy rates on the rise
- Concerns of “Brain Drain”
- Difficulty in obtaining student visas
Where do our International Students Come From
(by applications received)

• 2003-04 Top Five International Countries:
  • India, China, Jamaica, South Korea, Cyprus

• 2005-06 top Five International Countries:
  • India, Jamaica, Cyprus, Romania, Venezuela
International Students
Challenges and Opportunities

Application
- Earlier deadlines (rolling application timeline)
- Must take appropriate tests (GRE/GMAT and TOEFL or EXADEP or OELTS)

Immigration
- Must show certification of funds ($35,773 current amount)
- Graduate Admissions processes I-20s
- Student must make appointments with US embassy
- Student must get appropriate visa documentation to enter U.S.
- Health insurance mandatory for international students ($1,004/year)
- Non-funded international students pay $928.37/credit hour (one of the highest in the US)

Translation & Certification of Foreign Degrees
- Require outside professional evaluation service ($125/evaluation) degrees are equivalent to U.S. Bachelors

Timing of International Degrees
- Some international schools only issue diplomas once a year

Exchange Programs
- Good way to recruit international students
Newly Admitted Graduate Students

Newly Admitted/Enrolled Graduate Students
(Fall, Spring, Summer)

<table>
<thead>
<tr>
<th>Year</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>2073</td>
<td>1596</td>
</tr>
<tr>
<td>2004-05</td>
<td>2065</td>
<td>1600</td>
</tr>
<tr>
<td>2005-06</td>
<td>2237</td>
<td>1701</td>
</tr>
</tbody>
</table>
Total Graduate Student Enrollment
(unduplicated headcount)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>4488</td>
</tr>
<tr>
<td>2004-05</td>
<td>4600</td>
</tr>
<tr>
<td>2005-06</td>
<td>4621</td>
</tr>
</tbody>
</table>
Retention of Graduate Students

- Financial Assistance
  - Assistantships (college)
  - Tuition scholarships
  - Research funds (departmental, grants, GSA)

- Travel Assistance (grants or GSA)

- Matching between student, program and advisor

- Advising
  - Program requirements
  - Networking

- Support Systems
  - Advising
  - Other Graduate Students
  - Department
  - Graduate Student Association

- Admission to Candidacy
  - Finished coursework
  - Now on their own

- Thesis or Dissertation assistance
  - Faculty, department, other students

- Professional Development
  - Major advisor
  - Department
  - Other Graduate Students
  - Career development

- Recognition of Progress
  - Admission to candidacy
  - Awards and honors
  - Achievement ceremony
Graduate Student Diversity

2005-06 Enrollments by Ethnicity

- White: 68%
- Black: 11%
- Hispanic: 11%
- Asian: 7%
- International: 3%
Challenges and Opportunities for Graduate Programs at FAU

- Need for additional support for graduate students
- Additional faculty = additional courses = additional areas of expertise = more students = more graduates
- Take advantage of new technology
- Development of partnerships (corporate, national, program)
- Housing assistance
- Simplify residency policies
- Policies to simplify international student applications
- Program flexibility
- Enhanced orientation for incoming graduate students and continued support for faculty advisors
- Professional development assistance from Student Government
## Graduate Programs Competition

<table>
<thead>
<tr>
<th>Local</th>
<th>National &amp; International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialties</td>
<td>Specialties and expertise</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources</td>
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<tr>
<td>Financial Assistance</td>
<td>Geography</td>
</tr>
<tr>
<td>Advertising and marketing</td>
<td>Costs</td>
</tr>
<tr>
<td>Quality of programs</td>
<td>Reputation</td>
</tr>
<tr>
<td>Entrance requirements</td>
<td></td>
</tr>
<tr>
<td>Program requirements</td>
<td></td>
</tr>
</tbody>
</table>
On the Horizon

University Graduate Council (2006)
- Policies and Procedures
- Graduate Programs Committee
- Due Process Committee

Graduate School
- Graduate student services from beginning to end
- Addition of registration services, enhanced orientation & professional development
The Value of a Graduate Education

“Over an average adult’s working life, high school graduates can expect, on average, to earn $1.2 million; those with bachelor’s degrees, $2.1 million; with a master’s degree, $2.5 million; and with a doctoral degree, $3.4 million.”

from Money, May 2005