Focus on University Funding

- State Appropriation (down 85M since 2007-8)
  State budget isn’t balanced this year
- Tuition (mandate for 15% increases until we meet the national average)
  Significant backlash rapid growth in higher education costs
- On-line education (at cost of delivery – but expect market rate policy for 5 programs a year)
  No incentive in Florida; but we could see change
- Out-of-State Students (pay 4-5X in state)
  Does decrease opportunities for Florida residents
- More Students (capped at 1% changes per year)
  Rapid growth adds stress; bigger isn’t better
- Philanthropy
Philanthropy

- The keys:
  - Leadership
  - The number of people on the road
  - One University working together
  - A vision for the university
  - Goals that match both our needs and our capacity to raise funds
Philanthropy

- Transform the Next Generation of Students
- Lift our Great University to New Academic Heights
- Promote the Big Ideas that will Shape the Future
- Strengthen our Life-Long Connections
- Honor our Unconquered Spirit
FSU: A World Class University

Where every student has opportunities for an international experience
- Travel abroad
- Study abroad
- Engagement with visiting scholars
- Dual or joint degrees with international universities
- Cross-cultural activities in a new international village

Where cross-cultural dialogue occurs campus-wide on global issues with an annual theme
Proposal:
To build a clinical center adjacent to the campus that would provide clinical services and a positive and collaborative training and research environment for students and faculty.

Interdisciplinary Clinical Training Site would:
Provide a central facility accessible by clients, patients, and research subjects in the community and region.
Serve as a training site / "virtual clinic or hospital", allowing trainees to work together in interdisciplinary teams.
Provide the next generation of physician and nursing faculty a local clinical center to maintain their skills and practice their specialties.
Have adequate parking for clients and be able to bill for services either through insurance programs or research projects.

- Communication disorders / speech and language pathology
- Medicine
- Nursing
- Autism Spectrum disorders
- Clinical Psychology assessments / studies
- Geriatric study assessment
- Nutritional and exercise studies
- Marriage and family therapy services and research
Transformative Spaces

Vision

- Flexible, complementary, and coordinated spaces that transcend boundaries and help students turn innovative ideas into action
- Venues that feature the innovation and creativity of our faculty and students and our contributions to research, our communities and the arts

Potential New Spaces

- An outdoor amphitheatre, providing an additional venue for cultural and intellectual exchange while increasing the visibility of our strengths in the performing arts
- An integrated academic and student activities center in the heart of campus. With entrepreneurial spaces as well as flexible indoor and outdoor venues to bring together and showcase the achievements of all student groups, and especially graduate students, honors students and fellowship winners, and the CARE Program
- An Academic Commons as the University’s next generation library, offering academic and social programming as well as information, technology, collaboration and instruction in a 24/7 facility
- A vibrant new International Village, to house visiting scholars, domestic and international students and international programs
The Concept
Organizations face risk on a daily basis, in countless ways. Therefore, the ability to proactively manage and respond to risk is essential. Florida State University is uniquely positioned for the study of risk, managing risk and the impact of risk on organizations given the wide variety of faculty expertise on campus as well as the centers of excellence that exist already.

This robust, focused initiative creates an interdisciplinary jumping off point encompassing several existing collaborations and also would encourage new multidisciplinary research and teaching initiatives with direct benefits to the State of Florida, the business community, and public sector.

Research & Teaching Topics
Certificate in crisis leadership • Business/organizational aspects of risk
Hurricane and storm surge forecasting • Health/employee wellness
Interdisciplinary research with sciences on catastrophic storms
Sustainability and clean environment issues • Public policy
Public & private organization preparedness
Educating 21st Century Students

- Technological fluency
- Entrepreneurship
- Global engagement
- Ethical and civil behavior
Educating 21st Century Students

Interdisciplinary institute
University-wide collaboration
Identify, apply & assess
Public Policy Institute

A Public Policy Institute would:
- Train students to be effective in the public policy arena, at the local, state, federal and international levels.
- Direct the application of basic faculty research, such as in the hard sciences, in the policy arena.
- Serve as a catalyst for executive leadership education, both of government and business leaders.
- Sponsor national forums on public policy issues and initiatives.
- Project The Florida State University’s research to the national and international media.

Some specific areas:
- Catastrophic Risk and Response
- Environmental Policy
- Crime and Imprisonment Reduction
- Improving the Status of Vulnerable Populations
- Aging, Health and Income Security
- Teacher Quality and Effectiveness
- Medicine and Law
- Distributive Justice in a Knowledgeable Economy
- Civil Discourse Initiative
The Fellows Society: Making a Difference

What?
- The Fellows Society recognizes academic achievement, promotes exchange and interaction among Graduate Fellowship recipients from different disciplines, and fosters service to the University and greater Community.

Why?
- Fellows broaden their intellectual and social capacity.
- Fellows develop skills to become effective leaders.
- Fellows develop a rich network of relationships to draw upon for a lifetime of advice and support.

What’s needed?
- Funding for university-wide fellowships to effectively compete for the best and brightest graduate students.
- Funding for society activities e.g., interdisciplinary workshops to enhance the departmental-focused experience of Fellows at FSU.
The Garnet and Gold Scholar Society

Recognize students who excel in:
- Leadership
- Internship
- Service
- International experience
- Research

Students must satisfy at least three areas

Student benefits:
- Special recognition at graduation
- Special designation on transcripts
- More marketable to employers
- Well-prepared for post-collegiate experience
The is no shortage of great ideas
Can’t end without my personal thanks to Larry Abele
Working the Issue of Persistence and Graduation
Relationship between Parental Education Level and the Educational Attainment of their Children

% Children Attaining Bachelor's Degree or Better

- 12.4% for No H.S. Diploma
- 17.3% for H.S. Graduate
- 22.1% for Voc/Tech
- 37.5% for Some College
- 52.9% for Earned Bachelor's
- 59.1% for Earned Advanced Degree

Educational Level of Parents

Source: Chronicle of Higher Education, August 27, 1999
Graduation: A Huge Economic Gain

Education pays

Unemployment rate in 2009:
- Doctoral degree: 2.5%
- Professional degree: 2.3%
- Master's degree: 3.9%
- Bachelor's degree: 5.2%
- Associate degree: 6.8%
- Some college, no degree: 9.7%
- Voc/Tech: 14.6%

Median weekly earnings in 2009:
- Doctoral degree: $1,532
- Professional degree: $1,529
- Master's degree: $1,257
- Bachelor's degree: $1,025
- Associate degree: $761
- Some college, no degree: $699

Educational Level of Parents

Source: Chronicle of Higher Education, August 27, 1999
54%

A National Embarrassment
Inter-institutional Effects

Carnegie Public Four Year Institutions
One-Year Retention Compared with Six-Year Graduate Rates: 2006-2007
n = 510

6-Year Graduate Rate

First Year Retention Rate

y = 1.2097x - 0.421
R² = 0.872
Why are Graduation Rates Low?

Lack of Policy Focus or Attention:

- Most states fund enrollment or student credit hours.
- Rankings either do not include graduation rates or give them little weight.
## US News Survey Summary of Weights

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
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<td>Peer Assessment</td>
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<tr>
<td>Acceptance Rate, Top Ten % of HS Class</td>
<td>15%</td>
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<tr>
<td>Faculty Compensation, Terminal Degree</td>
<td>20%</td>
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<tr>
<td>Freshman Retention Rate, 4-year Average</td>
<td>4%</td>
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<tr>
<td><strong>Six-year Graduation Rate</strong></td>
<td>16%</td>
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<tr>
<td>Average Educational Expenditures per FTE Student</td>
<td>10%</td>
</tr>
<tr>
<td>UG Alumni Giving, 2-year Average</td>
<td>5%</td>
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<tr>
<td>Graduation Rate Performance (predicted/actual)</td>
<td>5%</td>
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</table>
The Center for Measuring University Performance—Research Universities

- Total Research Expenditures
- Federal Research Expenditures
- Research by Major Discipline
- Endowment Assets
- Annual Giving
- National Academy Membership
- Faculty Awards
- Doctorates Awarded
- Postdoctoral Appointees
- SAT Scores
- National Merit and Achievement Scholars

Where are Graduation or Retention Measures?
Why Students SAY They’re Withdrawing

“My sister is going to have a baby and I want to get to know my nephew.”

“I’m going surfing in California.”

“I should have waited to come to FSU for my Master’s; the Bachelors was just too much.”

“I need to go back to my high school; I had a lot more friends there.”

“I want to follow my boyfriend; he is going to a Christian college in Texas and we want to live together.”

“You aren’t Green enough.”

“I am in debt and am going to Alaska to prospect for gold.”
Factors Affecting Student Retention
( ACT Report, 2008)

<table>
<thead>
<tr>
<th>Non-Academic Factors</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Academic goals</td>
<td>Level of commitment to obtain a college degree.</td>
</tr>
<tr>
<td>Achievement motivation</td>
<td>Level of motivation to achieve success.</td>
</tr>
<tr>
<td>Academic self-confidence</td>
<td>Level of academic self-confidence (of being successful in the academic environment).</td>
</tr>
<tr>
<td>Academic-related skills</td>
<td>Time management skills, study skills, and study habits (taking notes, meeting deadlines, using information resources).</td>
</tr>
<tr>
<td>Contextual influences</td>
<td>The extent to which students receive financial aid, institution size and selectivity.</td>
</tr>
<tr>
<td>Institutional commitment</td>
<td>Level of confidence in and satisfaction with institutional choice.</td>
</tr>
<tr>
<td>Social support</td>
<td>Level of social support a student feels that the institution provides.</td>
</tr>
<tr>
<td>Social involvement</td>
<td>Extent to which a student feels connected to the college environment, peers, faculty, and others in college, and is involved in campus activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Factors</th>
<th>Description</th>
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<tbody>
<tr>
<td>Standardized Test</td>
<td>Assessment score preparedness measure in English, mathematics, reading, and science.</td>
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<tr>
<td>High school grade point</td>
<td>Cumulative grade point average student average (HSGPA) earned from all high school courses.</td>
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</table>

<table>
<thead>
<tr>
<th>Other Factor</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Socioeconomic status (SES)</td>
<td>Parents' educational attainment and family income.</td>
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</table>
First Year Retention

First Year Retention
(n~6300 First Time in College)
1995-2005 In-State White Female FTIC Subcohorts
Attrition Rate Table

<table>
<thead>
<tr>
<th>Annual Attrition Rate</th>
<th>1st-2nd yr</th>
<th>2nd-3rd yr</th>
<th>3rd-4th yr</th>
<th>4th-5th yr</th>
<th>5th-6th yr</th>
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<tbody>
<tr>
<td>1995, n=1403</td>
<td>17.1%</td>
<td>9.6%</td>
<td>2.1%</td>
<td>3.3%</td>
<td>1.6%</td>
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<tr>
<td>1996, n=1462</td>
<td>15.2%</td>
<td>9.8%</td>
<td>3.9%</td>
<td>1.9%</td>
<td>0.5%</td>
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<tr>
<td>1997, n=1639</td>
<td>13.9%</td>
<td>9.3%</td>
<td>3.5%</td>
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<td>1.0%</td>
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<tr>
<td>1998, n=1902</td>
<td>14.9%</td>
<td>9.1%</td>
<td>3.9%</td>
<td>1.8%</td>
<td>1.2%</td>
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<tr>
<td>1999, n=1876</td>
<td>13.1%</td>
<td>9.2%</td>
<td>2.8%</td>
<td>2.0%</td>
<td>0.6%</td>
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<tr>
<td>2000, n=2123</td>
<td>14.3%</td>
<td>8.0%</td>
<td>3.2%</td>
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<td>0.7%</td>
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<tr>
<td>2001, n=2005</td>
<td>12.4%</td>
<td>8.6%</td>
<td>3.2%</td>
<td>0.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2002, n=2351</td>
<td>12.0%</td>
<td>9.3%</td>
<td>2.9%</td>
<td>1.4%</td>
<td>0.6%</td>
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<tr>
<td>2003, n=2332</td>
<td>11.0%</td>
<td>8.0%</td>
<td>2.3%</td>
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<td>0.7%</td>
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<tr>
<td>2004, n=2470</td>
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<td>6.7%</td>
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<tr>
<td>2005, n=2308</td>
<td>11.2%</td>
<td>7.2%</td>
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</table>

Annual Attrition Rate by Subcohort Year
### 1995-2005 Hispanic Female PELL Recipients

#### Attrition Rate Table

<table>
<thead>
<tr>
<th>Year</th>
<th>1st-2nd yr</th>
<th>2nd-3rd yr</th>
<th>3rd-4th yr</th>
<th>4th-5th yr</th>
<th>5th-6th yr</th>
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</thead>
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<td>1995, n=49</td>
<td>16.3%</td>
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<td>1996, n=57</td>
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<td>10.5%</td>
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<td>0.0%</td>
</tr>
<tr>
<td>1997, n=63</td>
<td>6.3%</td>
<td>17.5%</td>
<td>3.2%</td>
<td>3.2%</td>
<td>3.2%</td>
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<tr>
<td>1998, n=73</td>
<td>16.4%</td>
<td>12.3%</td>
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<td>4.1%</td>
<td>-1.4%</td>
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<td>1999, n=84</td>
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<td>1.2%</td>
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<td>2000, n=81</td>
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<td>14.8%</td>
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<td>2001, n=108</td>
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<td>11.1%</td>
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<td>-0.3%</td>
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<tr>
<td>2002, n=129</td>
<td>13.2%</td>
<td>10.9%</td>
<td>6.2%</td>
<td>2.3%</td>
<td>3.9%</td>
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<tr>
<td>2003, n=124</td>
<td>9.7%</td>
<td>12.9%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>0.8%</td>
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<tr>
<td>2004, n=124</td>
<td>10.5%</td>
<td>17.7%</td>
<td>0.8%</td>
<td>3.2%</td>
<td>0.8%</td>
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<td>2005, n=102</td>
<td>17.6%</td>
<td>6.9%</td>
<td>2.9%</td>
<td>0.0%</td>
<td>0.0%</td>
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</table>

#### Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort.
Programs to Improve Retention
First Year Retention Rates

- Living Learning Communities (n=7 communities) 91.6%
  - Graduation = 76.1%
- Non-Living Learning Residence Halls 87.8%
  - Graduation = 73.1%
- Freshmen Interest Groups (n=3,499 students) 92.0%
- Freshmen non-FIGS (~ 5000 students) 88.1%
The Value of Living on Campus
First Year Retention Rates

- All resident students (n=8,347)  92.9%
- Off-campus    (n=4,141)  88.6%
First Year Retention

First Year Retention (n~6300 First Time in College)

- 1994: 83.5%
- 1995: 82.6%
- 1996: 82.9%
- 1997: 84.1%
- 1998: 84.5%
- 1999: Collect Data
- 2000: Drop-in Advising
- 2001: 84%
- 2002: 83%
- 2003: 82%
- 2004: 81%
- 2005: 80%
- 2006: 79%
- 2007: 78%
- 2008: 77%
- 2009: 76%

THE FLORIDA STATE UNIVERSITY

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Tracking Advising Activity

### Longitudinal Advising Tracking Report 2009-2010

**Aug-to-Date Summary Total:** 483,667

#### Office of Undergraduate Studies/Appointments/Walk-ins

<table>
<thead>
<tr>
<th></th>
<th>Aug-09</th>
<th>Aug-08</th>
<th>Sep-08</th>
<th>Oct-08</th>
<th>Nov-08</th>
<th>Dec-08</th>
<th>Jan-09</th>
<th>Jan-08</th>
<th>Feb-10</th>
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<tr>
<td><strong>Academic Dean GB</strong></td>
<td>130</td>
<td>168</td>
<td>40</td>
<td>56</td>
<td>67</td>
<td>107</td>
<td>82</td>
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<tr>
<td><strong>Academic Coordinator LC</strong></td>
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<td>69</td>
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<td>129</td>
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<td>105</td>
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<td>196</td>
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<td>211</td>
<td>111</td>
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#### Advising First - Wim Johnston Building/Epps

<table>
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<tr>
<th></th>
<th>Aug-09</th>
<th>Aug-08</th>
<th>Sep-08</th>
<th>Oct-08</th>
<th>Nov-08</th>
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<th>Jan-08</th>
<th>Feb-10</th>
<th>Feb-09</th>
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<tbody>
<tr>
<td><strong>Appointments/Walk-ins</strong></td>
<td>256</td>
<td>186</td>
<td>484</td>
<td>358</td>
<td>738</td>
<td>918</td>
<td>523</td>
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#### Advising First Sites

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<tr>
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<tr>
<td><strong>HCB (apps/walk-ins)</strong></td>
<td>34</td>
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#### Advising First - Universitat

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<tr>
<td><strong>Advisor Assignment</strong></td>
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<td>115</td>
<td>101</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td><strong>Appointments/Walk-ins</strong></td>
<td>323</td>
<td>251</td>
<td>209</td>
<td>126</td>
<td>879</td>
<td>523</td>
<td>105</td>
<td>142</td>
<td>33</td>
<td>99</td>
</tr>
<tr>
<td><strong>Phone Calls</strong></td>
<td>214</td>
<td>164</td>
<td>334</td>
<td>245</td>
<td>329</td>
<td>535</td>
<td>171</td>
<td>195</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>235</td>
<td>195</td>
<td>290</td>
<td>138</td>
<td>367</td>
<td>325</td>
<td>130</td>
<td>99</td>
<td>80</td>
<td>36</td>
</tr>
</tbody>
</table>

#### Satellites Appointments/Walk-ins

<table>
<thead>
<tr>
<th></th>
<th>Aug-09</th>
<th>Aug-08</th>
<th>Sep-08</th>
<th>Oct-08</th>
<th>Nov-08</th>
<th>Dec-08</th>
<th>Jan-09</th>
<th>Jan-08</th>
<th>Feb-10</th>
<th>Feb-09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology (AS)</strong></td>
<td>272</td>
<td>193</td>
<td>291</td>
<td>54</td>
<td>358</td>
<td>98</td>
<td>115</td>
<td>101</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td><strong>Biology (LS) (11,05)</strong></td>
<td>323</td>
<td>251</td>
<td>209</td>
<td>126</td>
<td>879</td>
<td>523</td>
<td>105</td>
<td>142</td>
<td>33</td>
<td>99</td>
</tr>
<tr>
<td><strong>Business (DG)</strong></td>
<td>214</td>
<td>164</td>
<td>334</td>
<td>245</td>
<td>329</td>
<td>535</td>
<td>171</td>
<td>195</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td><strong>Business (RB)</strong></td>
<td>235</td>
<td>195</td>
<td>290</td>
<td>138</td>
<td>367</td>
<td>325</td>
<td>130</td>
<td>99</td>
<td>80</td>
<td>36</td>
</tr>
</tbody>
</table>
# Typical Action Steps

<table>
<thead>
<tr>
<th>January</th>
<th>By end of January</th>
<th>Emails to students with 75 attempted hours who have not been accepted into a major</th>
<th>Individual Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Ongoing</td>
<td>Update department Degree Audit reports</td>
<td>Individual Responsible</td>
</tr>
<tr>
<td>January</td>
<td>Ongoing</td>
<td>Individual contact with students who have been placed on probation</td>
<td>Academic Section</td>
</tr>
<tr>
<td>January</td>
<td>Ongoing</td>
<td>Individual contact with students who have been placed on warning</td>
<td>Academic Section</td>
</tr>
<tr>
<td>February</td>
<td>1st week</td>
<td>Offer Workshop: Students Taking Exploratory Paths to Success</td>
<td>Advising First</td>
</tr>
<tr>
<td>February</td>
<td>1st week in the month</td>
<td>Email to all F coded students w/100+ hours inquiring about graduation plans; email to all H coded students w/100+ hours inquiring about finishing/graduation plans</td>
<td>Individual Responsible</td>
</tr>
<tr>
<td>February</td>
<td>6th week of term</td>
<td>New transfer—How are you doing—deadlines</td>
<td>Individual Responsible</td>
</tr>
</tbody>
</table>
First Year Retention

First Year Retention
(n~6300 First Time in College)

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>83.5%</td>
</tr>
<tr>
<td>1995</td>
<td>82.6%</td>
</tr>
<tr>
<td>1996</td>
<td>82.9%</td>
</tr>
<tr>
<td>1997</td>
<td>84.1%</td>
</tr>
<tr>
<td>1998</td>
<td>84.5%</td>
</tr>
<tr>
<td>1999</td>
<td>84.8%</td>
</tr>
<tr>
<td>2000</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

THE FLORIDA STATE UNIVERSITY

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First Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>83.5%</td>
</tr>
<tr>
<td>1995</td>
<td>82.6%</td>
</tr>
<tr>
<td>1996</td>
<td>84.1%</td>
</tr>
<tr>
<td>1997</td>
<td>84.5%</td>
</tr>
<tr>
<td>1998</td>
<td>84.8%</td>
</tr>
<tr>
<td>1999</td>
<td>85.0%</td>
</tr>
<tr>
<td>2000</td>
<td>85.8%</td>
</tr>
<tr>
<td>2001</td>
<td>86.4%</td>
</tr>
<tr>
<td>2002</td>
<td>86.7%</td>
</tr>
<tr>
<td>2003</td>
<td>88.0%</td>
</tr>
<tr>
<td>2004</td>
<td>89.0%</td>
</tr>
<tr>
<td>2005</td>
<td>88.1%</td>
</tr>
<tr>
<td>2006</td>
<td>89.2%</td>
</tr>
<tr>
<td>2007</td>
<td>89.0%</td>
</tr>
<tr>
<td>2008</td>
<td>88.1%</td>
</tr>
<tr>
<td>2009</td>
<td>89.2%</td>
</tr>
</tbody>
</table>
Academic Degree Programs:

To use this resource, first find your program of interest and then select P for a detailed program description, M to view the academic map, D to link to the department’s webpage, or C to access the Academic Learning Compact. The program descriptions are also available in PDF format at Academic Programs. Download the most recent version of Adobe Acrobat Reader at Acrobat.

Jump Links: A-Z E-L M-R S-Z Minors Certificates Other Programs Liberal Studies/General Education

- P M D C  Accounting
- P M D C  Actuarial Science
- P M D C  Advertising (Communication)
- P M D C  African American Studies
- P M D C  American and Florida Studies
- P M D C  Anthropology
- P M D C  Apparel Design (Textiles & Consumer Sciences)
- P M D C  Applied Mathematics
- P M D C  Art, Studio
- P M D C  Art Education (Certification, Pre Art Therapy, Community)
- P M D C  Art History
- P M D C  Asian Studies
- P M D C  Athletic Training
- P M D C  Audiology and Speech Pathology (Communication Disorders)
- P M D C  Biochemistry
- P M D C  Biological Science

Source: [http://www.academic-guide.fsu.edu/](http://www.academic-guide.fsu.edu/)
Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2023, ECO2024, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining additional exposure to the social and behavioral sciences and on improving communication and analytical reasoning skills. There are many specializations within the accounting field. Graduates can go on into challenging positions with only a bachelor's degree; however, many positions require a CPA certificate. Students planning to work as a CPA in Florida are required to complete a 5-year educational program and should plan on completing the master's degree in Accounting.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Hrs.</th>
<th>Term 1</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1101 or higher English</td>
<td>3</td>
<td>Overall GPA 2.7 or higher</td>
<td>Complete ENC1101</td>
</tr>
<tr>
<td>MAC1105 or higher mathematics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGS2100, ECO2023, or ECO2013</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS History/Humanities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Hrs.</th>
<th>Term 2</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1102 or other second English</td>
<td>3</td>
<td>Overall GPA 2.8 or higher</td>
<td>Complete 2 Admission Prerequisites</td>
</tr>
<tr>
<td>MAC2233</td>
<td>3</td>
<td></td>
<td>Complete MAC1105</td>
</tr>
<tr>
<td>ECO2023, ECO2013, or CGS2100</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS History/Humanities/Natural Science</td>
<td>3</td>
<td>Complete ENC1102 or other second English</td>
<td>Complete MAC1105</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Hrs.</th>
<th>Term 3</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO2023, ECO2013, or CGS2100</td>
<td>3</td>
<td>Overall GPA 2.9 or higher</td>
<td>Complete 4 Admission Prerequisites</td>
</tr>
<tr>
<td>STA2023</td>
<td>3</td>
<td></td>
<td>Complete 4 Admission Prerequisites</td>
</tr>
<tr>
<td>ACG2021</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS History/Humanities/Natural Science</td>
<td>3</td>
<td>Complete ENC1102 or other second English</td>
<td>Complete MAC1105</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Hrs.</th>
<th>Term 4</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>2</td>
<td>Overall GPA 2.9 or higher</td>
<td>Complete all 6 Admission Prerequisites</td>
</tr>
<tr>
<td>LS Humanities Literature</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS Social Science/History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS Natural Science with Lab</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: [http://www.academic-guide.fsu.edu/Maps/Mapaccounting.html](http://www.academic-guide.fsu.edu/Maps/Mapaccounting.html)
Number of Students with More than 110 Student Credit Hours who Did Not Apply for Graduation: Registration Hold Initiated in 2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>7,382 students</td>
</tr>
<tr>
<td>2006</td>
<td>3,011 students</td>
</tr>
<tr>
<td>2009</td>
<td>1,540 students</td>
</tr>
</tbody>
</table>
Change in Retention Rates for Those Students Taking the Strategies for Academic Success Course

- Fall-Spring: 12.30%
- Spring-Fall: 9.10%
# Top Ten Enrolled Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Ind</th>
<th>Course Name</th>
<th>Dept Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC1105</td>
<td>✔</td>
<td>COLLEGE ALGEBRA</td>
<td>Mathematics</td>
<td>5.094</td>
</tr>
<tr>
<td>HUM3321</td>
<td>✔</td>
<td>MULTICULT FILM</td>
<td>Humanities</td>
<td>4.683</td>
</tr>
<tr>
<td>ECO2013</td>
<td>✔</td>
<td>PRIN OF MACROECON</td>
<td>Economics</td>
<td>4.485</td>
</tr>
<tr>
<td>ENC1101</td>
<td>✔</td>
<td>FRESH COMP &amp; RHETRC</td>
<td>English</td>
<td>4.392</td>
</tr>
<tr>
<td>BSC1005</td>
<td>✔</td>
<td>GEN BIO NON-MAJORS</td>
<td>Biological Science</td>
<td>4.305</td>
</tr>
<tr>
<td>AMH2097</td>
<td>✔</td>
<td>RACE/ETHNICITY IN US</td>
<td>History</td>
<td>4.302</td>
</tr>
<tr>
<td>PSY2012</td>
<td>✔</td>
<td>GEN PSYCHOLOGY</td>
<td>Psychology</td>
<td>4.272</td>
</tr>
<tr>
<td>CGS2080</td>
<td>✔</td>
<td>COMPUTER FLUENCY</td>
<td>Computer Science</td>
<td>3.845</td>
</tr>
<tr>
<td>ENC1102</td>
<td>✔</td>
<td>FRESH WRITING RESRCH</td>
<td>English</td>
<td>3.510</td>
</tr>
<tr>
<td>FAD2230</td>
<td></td>
<td>FAM RELISHP LIFE DEV</td>
<td>Family and Child Sciences</td>
<td>3.387</td>
</tr>
</tbody>
</table>

Courses with High D/F Grades

**Focus on high enrollment low success courses**
Coaching Impacts “Soft” Factors the University can’t Directly Control

Seven Focus Areas for Measurement and Coaching Efforts

- Commitment to graduation
- Managing commitments
- Finances
- School community
- Academics
- Effectiveness
- Health & support
Success Coaching Has Met or Exceeded Every Attrition and Student Success Goal

Summary of Advising Plus Program Performance
Fall 08 to Fall 09

<table>
<thead>
<tr>
<th>Success Measure</th>
<th>Fall 2009 Results¹</th>
<th></th>
<th>Improvement</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coached</td>
<td>Non-Coached</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring-to-Fall Attrition</strong></td>
<td>8.8%</td>
<td>11.2%</td>
<td>2.3 pts (23%)</td>
<td>green</td>
</tr>
<tr>
<td><strong>Average GPA</strong></td>
<td>3.24</td>
<td>3.19</td>
<td>0.05 pts (1.6%)</td>
<td>green</td>
</tr>
<tr>
<td><strong>Loss of Bright Futures Eligibility²</strong></td>
<td>16.1% (64)</td>
<td>17.5% (70)</td>
<td>1.4 pts (8%)</td>
<td>green</td>
</tr>
<tr>
<td><strong>At-Risk Students</strong></td>
<td>3% (12)</td>
<td>5% (20)</td>
<td>2 pts (40%)</td>
<td>green</td>
</tr>
<tr>
<td><strong>Major Selection Rate³</strong></td>
<td>63%</td>
<td>58%</td>
<td>5 pts (8%)</td>
<td>green</td>
</tr>
<tr>
<td><strong>Students Off Map⁴</strong></td>
<td>10.5%</td>
<td>10.6%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

¹ N=400 non-coached; 397 coached
² Note: based on students with <2.75 cumulative GPA
³ N=200 non-coached; 197 coached
⁴ GPA, BF, At Risk, Major Selection, Students on/off map as of 5/09
First Year Retention

First Year Retention (n~6300 First Time in College)
FSU's Ten-Year Retention and Graduation Trends

First-Year Full-time FTIC Retention Rate
FSU's Ten-Year Graduation Trend

Six Year Graduation Rate

- 1995: 54%
- 1996: 56%
- 1997: 58%
- 1998: 60%
- 1999: 62%
- 2000: 64%
- 2001: 66%
- 2002: 68%
- 2003: 70%
- 2004: 72%
Questions?
A Brief History

The 70’s
- Gatekeepers
- The Georgia Desk
A Brief History

The 70’s
- Gatekeepers
- The Georgia Desk

The 80’s
- Student Search
- Football
The 90’s – 2000’s

- National Merit
- Football
- Reactive
FSU
2001 - 2010 Out-of-State Undergraduate Fall Term Enrollment Headcount

Out-of-State Undergraduate Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Discounted Students</th>
<th>Full-Pay Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>3,439</td>
<td>3,338</td>
</tr>
<tr>
<td>2002</td>
<td>3,338</td>
<td>2,952</td>
</tr>
<tr>
<td>2003</td>
<td>2,952</td>
<td>2,676</td>
</tr>
<tr>
<td>2004</td>
<td>2,676</td>
<td>2,263</td>
</tr>
<tr>
<td>2005</td>
<td>2,263</td>
<td>2,029</td>
</tr>
<tr>
<td>2006</td>
<td>2,029</td>
<td>1,909</td>
</tr>
<tr>
<td>2007</td>
<td>1,909</td>
<td>1,524</td>
</tr>
<tr>
<td>2008</td>
<td>1,524</td>
<td>1,469</td>
</tr>
<tr>
<td>2009</td>
<td>1,469</td>
<td>1,460</td>
</tr>
<tr>
<td>2010</td>
<td>1,460</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Fall Preliminary SRF file

*From Admissions database with Accepted Award Code 0550 or 0551 - 2010
Current Initiatives

Traditional recruitment activities:

- Student Search
- NACAC Fairs
- High school visits
- New publications
- Telecounseling
- Alumni involvement
- Scholarships (waivers)
- Preview
- Orientation
Current Initiatives, cont.:

Expanding our use of more modern technologies:

- Website Redesign
- Cappex
- CollegeWeekLive
- Email campaigns
- Chat sessions
Is it all we can do?
Is it all we can do?

Other possibilities:

- Regional recruiters
- International recruitment
Is it enough? Maybe, but...

According to the 2010 Trends in College Pricing report just released by The College Board:

- 12% of full-time public four year college students study out of state.
Is it enough? Maybe, but...

According to the 2010 Trends in College Pricing report just released by The College Board:

- 12% of full-time public four year college students study out of state.

- 83% of full-time public four year college students attend institutions with a published tuition and fee price less than $12,000. Only 7% attend institutions with a published price of more than $18,000.
Is it enough? Maybe, but...

According to the 2010 Trends in College Pricing report just released by The College Board:

- 12% of full-time public four year college students study out of state.

- 83% of full-time public four year college students attend institutions with a published tuition and fee price less than $12,000. Only 7% attend institutions with a published price of more than $18,000.

- State appropriations per FTE student averaged 19% lower than a decade earlier, after adjusting for inflation.

Source: Western Interstate Commission for Higher Education
## Cohort One Update

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>1261</td>
<td>1873</td>
</tr>
<tr>
<td>Admits</td>
<td>842</td>
<td>1181</td>
</tr>
<tr>
<td>Enrolled</td>
<td>143 (17%)</td>
<td>201 (17%)</td>
</tr>
</tbody>
</table>
Board of Trustees
FSU’s Oil Spill Research Efforts and Future Opportunities

Board of Trustees Meeting - November 29, 2010

W. Ross Ellington, Associate Vice President for Research and Professor of Biological Science
The Deepwater Horizon blow-out and oil spill

- Approximately 200,000,000 gallons of oil released
- >1,000,000 gallons dispersant applied on the surface
- >1,000,000 gallons dispersant released at the well head 5,000 ft below the surface (first time this approach has been used)
- Dispute as to the amount of oil recovered, burned or evaporated
- Significant landfalls in Louisiana, Mississippi, Alabama and parts of Florida
The Deepwater Horizon blow-out and oil spill

• Some dispersed oil has settled on the bottom
• Significant mid water plume of oil was present; extent and trajectory uncertain
• Impact on pelagic (open Gulf) food chain and life cycles of key species is unknown.
• Recent report shows deep water corals heavily damaged
• Biological fate of toxic components uncertain
National Science Foundation
Oil Spill RAPID Response Grants to FSU

• Microbial degradation of oil in beach sands (EOAS) - $170K
• Instrumentation to study oil breakdown products (EOAS) - $101K
• Chemical characterization of released oil in place and time – (Mag Lab) - $200K
• Workshop on baseline coastal data (Bio Sci) - $98K
BP-FIO “fast track” grant competition

- 233 proposals received
- 27 proposals funded (August 2010)
- FSU is the lead institution on five (5) awarded proposals
- FSU is a participant in three (3) other awarded proposals
- ~$8M released
Northern Gulf Institute (NGI)

• Awarded $500,000 to FSU’s COAPS, EOAS and Coastal & Marine Laboratory in August

• Study the impact of oil on the West Florida Shelf and Big Bend Region

• Additional BP-NGI funds will be forthcoming
BP GRI

• To be managed by the Gulf of Mexico Alliance with a 20 member Executive Committee (10 outside members; 2 from each of the Gulf states)

• $50M per year for nine (9) years

• Five centers to be established at Gulf state institutions, each built around a different theme.

• FSU is well positioned to be a major player
Penalty funds Assessed Against BP

• $2B to $4B

• Significant fraction will be directed to research and habitat restoration

Federal agency responses - NSF, EPA, NIH and NOAA will devote significant resources to research

(Exxon Valdez impact is still being studied two decades later)
End of slide show, click to exit.
THE FLORIDA STATE UNIVERSITY
COLLEGE OF MOTION PICTURE ARTS

Recognized by the Directors Guild of America
for its distinguished contribution to American
culture through the world of film and television
Digital Domain

- **Digital Production Studio**
  - Feature Films, Television & Interactive
  - Venice, California

- **Seven Academy Awards**
  - Best Visual Effects
  - Scientific and Technical Achievement

- **Expanding Business**
  - Vancouver, BC
  - Florida

- **Moving into Original Content**
  - Feature Films
  - Documentaries

The Florida State University
College of Motion Picture Arts
DD Interest in Florida

- Economic Development Grants
  - State and County Cash Grants
  - Land Grants
  - Favorable Bond Financing

- Film is "Target Industry" for State
  - Film Incentive Bill - $225 Million

- Internationally Recognized Film School
  - Florida State's "excellent reputation in the film industry and educational focus on storytelling align perfectly with the core values" of Digital Domain.
DD Interest in Education

• IMPROVE QUALITY OF TRAINING OF STUDENTS
  – New employees usually have insufficient skills

• FIND WORK FOR UN- AND UNDER-UTILIZED LABOR
  – Project-based business creates ebb and flow of work

• EFFECTIVE USE OF INTERNS
  – Students could work on actual projects

• MORE STUDENTS WITH STRONG EDUCATION

• RESEARCH PARTNER
  – New applications for motion picture media
DD Interest in Education

- Recommend creation of a subsidiary company to offer "Industry Certified Training" – Digital Domain Institute
  - Improve quality of training of new hires
  - Find work for un- and under-utilized labor
  - Effective use of interns
- Enter into discussions
  - More students with strong education
  - Research partner

The Florida State University
College of Motion Picture Arts
DD-FSU LETTER OF INTENT

MARCH 2009 - TO INITIATE MUTUAL WORK TOWARD CREATING AN EDUCATIONAL PARTNERSHIP

- If DD builds studio(s) in Florida, then:
- DD will contract FSU to create custom curriculum for Digital Domain Institute
- FSU will serve as a liaison to all educational programs in the State of Florida
- FSU will locate new program(s) at a Digital Domain studio – location to be determined by DD
Digital Domain Receives Grants

- **May-December 2009**
  - $20 million grant from OTTED
  - $10 million cash grant from Port St. Lucie
  - Land grant from Port St. Lucie

- **DD commits to creating 500 jobs in Florida by end of 2014**
  - Average wage of $65,000 per year

- **DD begins search for place to build second facility in more industry-friendly location**
DD-FSU Contract

- April 2010 - Digital Domain contracts Florida State to provide consultation on the creation of the Digital Domain Institute
  - Contracted through the FSU Office of Research
  - Two-year term with expectation to renew
  - $34,500 per month
DD aims for West Palm

- August 2010 - DD informs FSU that they are in serious negotiations to build second animation studio in Florida
- FSU provides West Palm with a non-binding Memorandum of Understanding:
  - If DD builds studio, Film School intends to locate a new graduate program, the school’s existing Torchlight Program, and possibly an applied research center in the facility
  - FSU will enter into a dollar-per-year long term lease
  - FSU will launch fundraising campaign to name and eventually purchase FSU portion of facility
DD contracts West Palm

- November 2010 - City of West Palm votes to give cash grant and prime real estate to DD to build second animation studio in Florida
  - Facilities for the Digital Domain Institute
  - Facilities for the FSU programs stipulated in the MOU
  - $10 million cash grant toward the cost of building the FSU portion of the studio
  - West Palm is giving downtown “Tent Site” to project for “iconic building.”
FILM SCHOOL IS PLANNING

• Completing a business plan that details how we expect to operate our programs in West Palm
  – Have meeting on Dec 7th to review plan with Provost
  – Expect DDI certificate training to commence 2012
  – Expect FSU graduate program to commence 2013

• Preparing to negotiate with Digital Domain
  – Long-term lease contract
  – DD to provide $1.5 million to cover start up costs of FSU programs
  – Terms of extended contract for Digital Domain Institute
Film School is Planning

- Currently visiting top digital media research centers and leading companies in the field to explore possible research agendas
  - In October we contracted a consultant in digital media field to arrange visits and meetings for faculty
  - Will have a report with initial recommendations in January
  - Will have final recommendations by Fall 2011, including recommendations for potential interdisciplinary collaborations with other FSU units
Film School is Planning

- Currently in discussion with DD about their interest in sponsoring a new BFA program
  - Address their interest in having a pipeline of students with a strong education in addition to technical training
  - Working with the FSU Academic & Professional Program Services to explore possible opportunities and outcomes
The Florida State University
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Division of Student Affairs Report
Board of Trustees Meeting

Highlights from Campus Recreation
Vice President for University Advancement and President, FSU Foundation

Report to the
Board of Trustees
November 2010
“Shipwreck” Scenario:

- Declining State Support.
- Flat Economic Forecasts.
- Gifts to colleges and universities declined almost 12% in FY 2009 (CAE Survey -- Steepest decline in the survey’s 53-year history).
- Gifts for capital purposes dropped 25%.
- Alumni contributions declined by 18%. 
Despite National Trends....

- Giving to FSU Foundation: UP 32%
- Giving to Seminole Boosters: UP 2.5%
- Cash Gifts: UP 18%
- Pledges: UP 23%
- Annual Giving: UP 48%
- Number of Gifts: UP from 27,000 to 31,600
DSO Integration

- All-DSO meeting on September 29
- Regular Meetings of DSO Leadership
- Working Groups
  - Naming Practices
  - Gift Acceptance Policies
  - Event Coordination and Planning
  - Internal Communications
- All-DSO Staff Retreat – February 4, 2011
- All-DSO Volunteer Summit – 2011
Campaign Planning

- Campaign Goals
  - Content – Why FSU, Why These Plans, Why Now?
  - Financial Targets for Units and University

- Building Capacity
  - Central Development Officers
  - Constituent Development Officers
  - Volunteer Leadership
  - University Leadership
  - Boosters and Alumni Association

- Campaign Readiness
  - Campaign Accounting
  - Wealth Assessment
  - Events and Activities
  - Communications
  - Public Launch
End of slide show, click to exit.