Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Accounting

CIP CODE 52.0301 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
   
   Yes

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

   The Bachelor of Science in Accounting within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.¹

¹ The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.
Anticipated Student Demand

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college’s existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

Impact on Resources Needed

Faculty Needs – College of Business

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students’ analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college’s ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is
approximately $3,200,000 recurring to cover base salary and fringe and
$2,500,000 to cover start-up costs including summer salary and fringe.²

Staff Needs – College of Business

The College also would need to bolster its advising staff, student engagement,
internship, and professional development/placement teams to meet the increased
demand for student support services. The college’s current student-to-advisor ratio
(approximately 1000:1) woefully exceeds national metrics for preeminent business
schools. That ratio and need for additional academic advisors will increase due to
a greater number of students. In addition, the college’s Academic Retention Team
(CART) works to help students struggling academically to navigate policies and
procedures and ensure they have the support needed to succeed. The size of this
team will need to increase as the incremental students will be more at-risk than the
current student body. Finally, the college’s professional development team will
need to grow to meet the demand for career preparation services.³ This includes
identifying and working with employers to provide internship opportunities and full-
time employment. Estimates of staffing needs are approximately $1,040,000 (with
fringe). The college’s current facilities will not be able to adequately house the
added staff and meet student needs for in-person advising and professional
development (the new building is expected to be available in 2025). Breakdowns
of faculty and staff needs are included in Appendix A.

Faculty and Staff Needs – Beyond the College

While the overall number of first time in college (FTIC) students coming to the
university may not increase, the number of transfer students will likely grow,
especially AA transfers who previously might not have met the admission criteria.
This will impact faculty, staff, and other resource needs around the university.
Beyond the College of Business, there will likely be increased demand for courses
in other disciplines, including the prerequisite courses for the college (Economics,
Math, Computer Studies, and Statistics). Additional staff will also be needed in the
FSU Career Center to help the college serve additional students.

Physical Resources

The college’s current facilities would not be able to adequately house the additional
faculty and staff discussed above. Additionally, the College does not have
adequate classroom space to satisfy the increased number of sections of in-person
classes. Currently, the College of Business classroom space allocation does not
allow students to create schedules that enable efficient progressions through their

² The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure
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Management Information Systems $160,000, and Risk Management and Insurance $240,000. These number do not
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³ This team includes staff for the career planning course, internships, student engagement, employer recruiting
and networking events, and career related skills workshops.
course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

**Impact on Student Success**

While the Bachelor of Science in Accounting is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college’s major concerns related to student success.

**Timely Graduation**

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student’s graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university’s retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

**Opportunities for Leadership, Networking, and Engagement**

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students’ “soft skills” and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

**Post-Graduate Success**
A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college’s programs is the individual attention and career counseling that results in exceptional job placements. From an employer’s perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower that what is appropriate for their level of education.

Summary

The current admissions standards for the BS in Accounting have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college’s undergraduate programs are ranked in the top 25 among public schools by US News & World Report.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students’ academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business’ current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:
- ACG X021 or ACG X001 and ACG X011)
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.
Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

**Student Demographics**

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>52</td>
<td>57</td>
<td>109</td>
<td>3.3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>321</td>
<td>474</td>
<td>795</td>
<td>23.8%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>40</td>
<td>51</td>
<td>91</td>
<td>2.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>77</td>
<td>70</td>
<td>147</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>840</td>
<td>1194</td>
<td>2034</td>
<td>60.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>54</td>
<td>65</td>
<td>119</td>
<td>3.6%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>19</td>
<td>17</td>
<td>36</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1407</strong></td>
<td><strong>1932</strong></td>
<td><strong>3339</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student...
representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

**Promoting Diversity Among Learners**

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU’s Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college’s advising team is the Black Men in Business (BMIB) program. BMIB’s primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.
Appendix A

Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

(a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
(b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
(c) the appropriate mix of online and face-to-face classes,
(d) student-to-faculty ratios,
(e) the load on physical resources at both Rovetta and Legacy Hall, and
(f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

Resources Needed

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – $195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add three staff members to Admissions, Graduation and Mapping – $195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
• Add six academic advisors – Up to $390,000 recurring
  ▪ Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.

• Add four staff members to the Center for Professional Success – $260,000 recurring
  ▪ Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  ▪ Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

**Total Resource Needs**

The total required faculty and staff resources are $4,240,000 in recurring dollars and $2,500,000 in one-time funds to cover faculty startup costs.
Required Signatures

[Signature]
Kathleen McCullough
Requestor/Initiator

[Signature]
Michael D. Hartline
Signature of College Dean

[Signature]
Renée Gibbs
Signature of Campus EO Officer

[Signature]
[Signature]
Signature of Provost

Signature of Chair of the
Board of Trustees

[Date]
8/4/2022  |  7:59 PM EDT
Date

[Date]
8/4/2022  |  5:10 PM PDT
Date

[Date]
8/11/22
Date

[Date]
8/9/22
Date

Date Approved by the Board of Trustees
INSTITUTION: Florida State University

DEGREE PROGRAM: Finance

CIP CODE 52.0801___________ Effective Academic Year 2023-24

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The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student’s graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university’s retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

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Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students’ “soft skills” and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

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Summary

The current admissions standards for the BS in Finance have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

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Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

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<th>Male</th>
<th>Total</th>
<th>%</th>
</tr>
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<td>57</td>
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<td>36</td>
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<tr>
<td><strong>Total</strong></td>
<td>1407</td>
<td>1932</td>
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Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student.
representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

**Promoting Diversity Among Learners**

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU’s Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college’s advising team is the Black Men in Business (BMIB) program. BMIB’s primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.
Appendix A

Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

(a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
(b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
(c) the appropriate mix of online and face-to-face classes,
(d) student-to-faculty ratios,
(e) the load on physical resources at both Rovetta and Legacy Hall, and
(f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

Resources Needed

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – $195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add three staff members to Admissions, Graduation and Mapping – $195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
• Add six academic advisors – Up to $390,000 recurring
  ▪ Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.

• Add four staff members to the Center for Professional Success – $260,000 recurring
  ▪ Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  ▪ Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

Total Resource Needs

The total required faculty and staff resources are $4,240,000 in recurring dollars and $2,500,000 in one-time funds to cover faculty startup costs.
Required Signatures

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8/4/2022 | 7:28 PM EDT
Date

8/4/2022 | 4:37 PM PDT
Date

Signature of College Dean

Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

8/11/22
Date

8/9/22
Date
Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Management Information Systems

CIP CODE 52.1201 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

   Yes

2. Which criteria for specialized admissions status does the program meet?

   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

   The Bachelor of Science in Management Information Systems within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.¹

¹ The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.
Anticipated Student Demand

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college’s existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

Impact on Resources Needed

Faculty Needs – College of Business

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students’ analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college’s ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is
approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe.²

Staff Needs – College of Business

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college’s current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college’s Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college’s professional development team will need to grow to meet the demand for career preparation services.³ This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately $1,040,000 (with fringe). The college’s current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

Faculty and Staff Needs – Beyond the College

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

Physical Resources

The college’s current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

² The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting $219,500, Finance, $240,000, Management $177,500, Marketing $198,100, Management Information Systems $160,000, and Risk Management and Insurance $240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about $140,000.

³ This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.
course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

**Impact on Student Success**

While the Bachelor of Science in Management Information Systems is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college’s major concerns related to student success.

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<td><strong>1932</strong></td>
<td><strong>3339</strong></td>
<td><strong>100.0%</strong></td>
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A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU’s Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

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Appendix A

Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

(a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
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Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

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The total required faculty and staff resources are $4,240,000 in recurring dollars and $2,500,000 in one-time funds to cover faculty startup costs.
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<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</tbody>
</table>

Signature of College Dean

Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees
INSTITUTION: Florida State University

DEGREE PROGRAM: Management

CIP CODE 52.0201 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

   Yes

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Bachelor of Science in Management within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.¹

¹ The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.
Anticipated Student Demand

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college’s existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

Impact on Resources Needed

Faculty Needs – College of Business

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on track to a timely graduation. Given the nature and topics of the courses and the need to develop students' analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college’s ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is
approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe.²

Staff Needs – College of Business

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college’s current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college’s Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college’s professional development team will need to grow to meet the demand for career preparation services.³ This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately $1,040,000 (with fringe). The college’s current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

Faculty and Staff Needs – Beyond the College

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

Physical Resources

The college’s current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

² The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting $219,500, Finance, $240,000, Management $177,500, Marketing $198,100, Management Information Systems $160,000, and Risk Management and Insurance $240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about $140,000.

³ This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

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course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

**Impact on Student Success**

While the Bachelor of Science in Management with a major in Human Resources is in an area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college’s major concerns related to student success.

**Timely Graduation**

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student’s graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university’s retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

**Opportunities for Leadership, Networking, and Engagement**

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students’ “soft skills” and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

**Post-Graduate Success**
A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college’s current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college’s programs is the individual attention and career counseling that results in exceptional job placements. From an employer’s perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower that what is appropriate for their level of education.

Summary

The current admissions standards for the BS in Management have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college’s undergraduate programs are ranked in the top 25 among public schools by US News & World Report.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students’ academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business’ current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.
Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Student Demographics
Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

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DocuSigned by: Kathleen McCullough
Requestor/Initiator
8/4/2022 7:28 PM EDT
Date

DocuSigned by: Michael D. Hartline
Signature of College Dean
8/4/2022 4:37 PM PDT
Date

Signature of Campus EO Officer
8/11/2022
Date

Signature of Provost
8/1/2022
Date

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees
Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Marketing

CIP CODE 52.1401 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Bachelor of Science in Marketing within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.¹

¹ The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.
**Anticipated Student Demand**

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college’s existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

**Impact on Resources Needed**

*Faculty Needs – College of Business*

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students’ analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college’s ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is
approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe.\(^2\)

**Staff Needs – College of Business**

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college’s current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college’s Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college’s professional development team will need to grow to meet the demand for career preparation services.\(^3\) This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately $1,040,000 (with fringe). The college’s current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

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While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university.

Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

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The college’s current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

**Impact on Student Success**

While the Bachelor of Science in Marketing is in an area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college’s major concerns related to student success.

**Timely Graduation**

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student’s graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university’s retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

**Opportunities for Leadership, Networking, and Engagement**

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students’ “soft skills” and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

**Post-Graduate Success**
A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college’s programs is the individual attention and career counseling that results in exceptional job placements. From an employer’s perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower that what is appropriate for their level of education.

Summary

The current admissions standards for the BS in Marketing have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college’s undergraduate programs are ranked in the top 25 among public schools by US News & World Report.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students’ academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business’ current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.
Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

**Student Demographics**

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>52</td>
<td>57</td>
<td>109</td>
<td>3.3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>321</td>
<td>474</td>
<td>795</td>
<td>23.8%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>40</td>
<td>51</td>
<td>91</td>
<td>2.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>77</td>
<td>70</td>
<td>147</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>840</td>
<td>1194</td>
<td>2034</td>
<td>60.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>54</td>
<td>65</td>
<td>119</td>
<td>3.6%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>19</td>
<td>17</td>
<td>36</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1407</strong></td>
<td><strong>1932</strong></td>
<td><strong>3339</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%), Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student
representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

Promoting Diversity Among Learners

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU’s Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college’s advising team is the Black Men in Business (BMIB) program. BMIB’s primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.
Appendix A

Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

(a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
(b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
(c) the appropriate mix of online and face-to-face classes,
(d) student-to-faculty ratios,
(e) the load on physical resources at both Rovetta and Legacy Hall, and
(f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

Resources Needed

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – $195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add three staff members to Admissions, Graduation and Mapping – $195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
• Add six academic advisors – Up to $390,000 recurring
  ▪ Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.

• Add four staff members to the Center for Professional Success – $260,000 recurring
  ▪ Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  ▪ Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

**Total Resource Needs**

The total required faculty and staff resources are $4,240,000 in recurring dollars and $2,500,000 in one-time funds to cover faculty startup costs.
Required Signatures

DocuSigned by: [Signature]

Kathleen McCullough
Requestor/Initiator

DocuSigned by: [Signature]

Michael D. Hartline
Signature of College Dean

DocuSigned by: [Signature]

Renée Gibbs
Signature of Campus EO Officer

DocuSigned by: [Signature]

Signature of Provost

DocuSigned by: [Signature]

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

8/4/2022 | 7:28 PM EDT
Date

8/4/2022 | 4:37 PM PDT
Date

8/11/22
Date

8/1/22
Date
INSTITUTION: Florida State University

DEGREE PROGRAM: Real Estate

CIP CODE 52.1501 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
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The Bachelor of Science in Real Estate within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.¹

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The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student’s graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university’s retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

**Opportunities for Leadership, Networking, and Engagement**

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students’ “soft skills” and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

**Post-Graduate Success**
A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college’s current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college’s programs is the individual attention and career counseling that results in exceptional job placements. From an employer’s perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower that what is appropriate for their level of education.

Summary

The current admissions standards for the BS in Real Estate have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college’s undergraduate programs are ranked in the top 25 among public schools by *US News & World Report.*
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students’ academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business’ current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011
- ACG X071
- CGS X100
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Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.
Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

**Student Demographics**
Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

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<th>Female</th>
<th>Male</th>
<th>Total</th>
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</tr>
</thead>
<tbody>
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<td>17</td>
<td>36</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1407</strong></td>
<td><strong>1932</strong></td>
<td><strong>3339</strong></td>
<td><strong>100.0%</strong></td>
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Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%), Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student
representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

Promoting Diversity Among Learners

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU’s Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college’s advising team is the Black Men in Business (BMIB) program. BMIB’s primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.
Appendix A

Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

(a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
(b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
(c) the appropriate mix of online and face-to-face classes,
(d) student-to-faculty ratios,
(e) the load on physical resources at both Rovetta and Legacy Hall, and
(f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

Resources Needed

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – $195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add three staff members to Admissions, Graduation and Mapping – $195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
• Add six academic advisors – Up to $390,000 recurring
  ▪ Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.

• Add four staff members to the Center for Professional Success – $260,000 recurring
  ▪ Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  ▪ Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

Total Resource Needs

The total required faculty and staff resources are $4,240,000 in recurring dollars and $2,500,000 in one-time funds to cover faculty startup costs.
Required Signatures

Kathleen McCullough
Requestor/Initiator

Michael D. Hartline
Signature of College Dean

Renée Gibbs
Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

8/4/2022 | 7:28 PM EDT
Date

8/4/2022 | 4:37 PM PDT
Date

8/11/22
Date

8/9/22
Date
INSTITUTION: Florida State University

DEGREE PROGRAM: Risk Management/Insurance

CIP CODE 52.1701 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?
   - ☒ Limited Resources (if approved, the status will last a maximum of four years)
   - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   - ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Bachelor of Science in Risk Management/Insurance within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.1

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1 The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.
Anticipated Student Demand

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college’s existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

Impact on Resources Needed

Faculty Needs – College of Business

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students’ analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college’s ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is
approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe.²

**Staff Needs – College of Business**

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college’s current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college’s Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college’s professional development team will need to grow to meet the demand for career preparation services.³ This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately $1,040,000 (with fringe). The college’s current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

**Faculty and Staff Needs – Beyond the College**

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

**Physical Resources**

The college’s current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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² The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting $219,500, Finance, $240,000, Management $177,500, Marketing $198,100, Management Information Systems $160,000, and Risk Management and Insurance $240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about $140,000.

³ This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.
course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

**Impact on Student Success**

While the Bachelor of Science in Risk Management/Insurance is in an area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college’s major concerns related to student success.

**Timely Graduation**

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student’s graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university’s retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

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Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business’ current admission requirements are described below.

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<td>119</td>
<td>3.6%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>19</td>
<td>17</td>
<td>36</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1407</strong></td>
<td><strong>1932</strong></td>
<td><strong>3339</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%), Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student
representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

Promoting Diversity Among Learners

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU’s Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college’s advising team is the Black Men in Business (BMIB) program. BMIB’s primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.
Appendix A

Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

(a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
(b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
(c) the appropriate mix of online and face-to-face classes,
(d) student-to-faculty ratios,
(e) the load on physical resources at both Rovetta and Legacy Hall, and
(f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately $3,200,000 recurring to cover base salary and fringe and $2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

Resources Needed

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – $195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add three staff members to Admissions, Graduation and Mapping – $195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
• Add six academic advisors – Up to $390,000 recurring
  ▪ Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.

• Add four staff members to the Center for Professional Success – $260,000 recurring
  ▪ Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  ▪ Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

Total Resource Needs

The total required faculty and staff resources are $4,240,000 in recurring dollars and $2,500,000 in one-time funds to cover faculty startup costs.
Required Signatures

Kathleen McCullough
Requestor/Initiator
8/4/2022 | 7:28 PM EDT

DocuSigned by:
Michael D. Hartline
Signature of College Dean
8/4/2022 | 4:37 PM PDT

DocuSigned by:
Reine Gibbs
Signature of Campus EO Officer
8/11/22

Signature of Provost
8/9/22

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees