

Significant Developments in the Undergraduate Business Program (2003-2008)

During the past five years, much has changed in the way of student programming and support for undergraduates. In 2003, the following conditions existed:

- Upper-division headcount was 3,295 students; a faculty-to-student ratio of 1 to 330.
- There were four academic advisors for 5,110 students; a ratio of 1 to 1,277.
- The college did not offer any undergraduate writing or professional communication courses.
- The college offered no professional development programs.
- Study abroad opportunities were limited to a few exchange programs.
- Fewer than 10 percent of students participated in a study abroad experience.

This compares with the following situation in Fall 2008:

- Upper-division headcount was 2,331; a faculty-to-student ratio of 1 to 230 (a 30% reduction).
- There were seven academic advisors for 3,646 students; a ratio of 1 to 520 (a 59% reduction).
- Two professional staff worked exclusively on study abroad advising and program development.
- The college sponsored programs in London, Madrid, and Rome; with Paris set to begin Fall '09.
- Over 25 percent of graduates participated in a study abroad experience.
- Annually, the college offered 20 sections of GEB 3213 Professional Business Writing.
- Annually, the college offered seven sections of GEB 3218 Professional Speaking.
- Two professional staff worked exclusively on professional development programs.
- The college offered a robust professional development program for freshmen and sophomores.
- '08-'09 plans included sending teams of students to five leadership conferences.
- '08-'09 plans included sending teams of students to four international case competitions.
- '08-'09 plans included sending teams of students to fifteen case competitions in the U.S.

Three developments set the conditions for these significant changes: 1) a series of ambitious recommendations from a 2002 task force of faculty and students; 2) an infusion of resources from tuition associated with the Online Business Program; and 3) university approval of plan that allowed the college to develop and administer its own study-abroad programs.

The following paragraphs provide a summary of the 2003-2008 accomplishments in four programmatic areas: Academic Advising and Career Coaching, Professional Development Programs, International Programs, and the Online Business Program.

1) Academic Advising and Career Coaching

Six years ago there were simply too many students and not enough academic advisors. For example, in Fall 2002 the college had 3,649 upper-division students majoring in business. This number was 1) one of the largest in the country, 2) the most among the college's peers, and 3) beginning to put quality attributes at risk. A 2002 task force recommended reducing headcounts.

This was accomplished by raising the preprofessional GPA requirements of freshmen and sophomore students. More recently, in Spring 2008 the university decided to reduce the number of upper-division transfer students by 1,000. The college's portion of that reduction was significant. On average the college had enrolled 250 to 280 new upper-division transfer students each year in its on-campus programs. Due to the university cut, the college's target number was reduced to 120.

The change in preprofessional GPA requirements, coupled with the university's reduction in transfer admissions, resulted in a significant decrease in upper-division students. From 2003 to 2008, the number of upper-division students decreased by 29.2 percent (3,295 to 2,331). Much of this decrease was in the BABA program (down 65.5 percent; from 1,070 to 368). The BSBA headcount had a modest reduction; down 12.1 percent (from 2,223 to 1,962). Assuming that there are no additional reductions in transfer admissions, the college can expect an upper-division headcount of approximately 2,200 students.

In addition to reducing headcount, the college increased academic advising staff from four to seven. These developments resulted in an advisor-to-student ratio that is much more favorable. For example, the high water mark for the advisor-to-freshmen ratio was 1 to 322. By fall 2008, that ratio had fallen to 1 to 94. As a result, plans are being developed for mandatory academic advising and career coaching appointments for freshmen and sophomore students, something that was simply not possible a few years ago.

The increase in academic advisors has also allowed for greater support of student organizations. In fall 2008 there were 28 undergraduate student organizations with a focus on business, a 33 percent increase since 2003. The following are just a sample of the student organizations available to undergraduates: American Marketing Association, Association for Information Technology Professionals, The Entrepreneurship & Technology Club, Florida Women in Business, Hispanic Student Business Society, International Business Society, Real Estate Society, Student Investment Club, Society for Human Resources Management, Warrington Student Integrity Team. Information on these and other student organizations is available at the following website: www.cba.ufl.edu/sb/mywcba/organizations.asp.

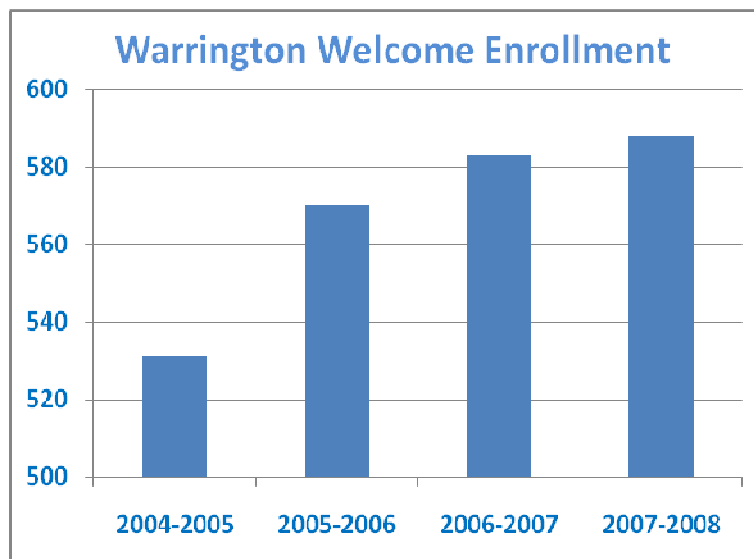
2) Professional Development Programs

Part of the work of the 2002 task force included a review of the top undergraduate business programs in the country. Among the findings were the following: six of the top ten programs, and eleven of the top fifteen programs, provided extracurricular professional development programs for undergraduates. Based on these findings, Professional Development Programs (PDP) was established as a distinct unit within undergraduate student services. PDP's main programming includes the following:

- **Warrington Welcome** (a college success course for first-year students)
- **Florida Leadership Academy** (a program for Warrington's top 100 sophomores)
- **Student Leadership Programs** (a series of leadership opportunities for juniors and seniors)
- **Warrington Delegations** (student participation in case competitions and leadership conferences)

Warrington Welcome: Each year, hundreds of new undergraduates enter the college and find a wide array of opportunities and challenges. Their transition is facilitated with the first-year seminar course Warrington Welcome. Warrington Welcome seeks to provide personal development in the areas of diversity, ethical behavior, leadership, teamwork, and community service. The curriculum is designed to introduce students to resources that will enhance their undergraduate experience. Students are encouraged to explore opportunities outside the classroom such as study abroad programs and participation in student organizations. Students taking Warrington Welcome are also given the opportunity to participate in community service projects. This experience exposes them to the value of giving back to their community. Upon completion of Warrington Welcome, over eighty percent of students report having developed a strong mentoring relationship with their instructor.

2007-2008 marked the fourth straight year of enrollment growth in Warrington Welcome. This is all the more impressive given the fact that freshmen headcount has dropped by 25 percent during that timeframe. Warrington Welcome is now well integrated into orientation and advising programs for new freshmen and is an important part of the college's efforts to establish a solid foundation for student success.



The Florida Leadership Academy (FLA) grooms undergraduate students for leadership positions in society's most important institutions: educational, corporate, not-for-profit, and governmental. **Principled Leadership** is the foundation of the academy's pillars. Supported by this foundation are the following pillars of leadership excellence:

- Communication, Negotiation, and Mediation
- Ethical Decision Making
- Civic Engagement and Global Citizenship



FLA programming is designed to provide professional development opportunities for the top 100 sophomores in the college. Each FLA class has an average GPA of 3.7 and SAT of 1350. Students in the academy meet twenty times during the academic year. The class meetings include innovative seminars, exciting networking events, and mentoring opportunities with corporate executives. Previous speakers include Todd Wilson, Chief Financial Officer of NASCAR; Scott Bayman, President and CEO of General Electric – India; Gonzalo Ruiz, President of Global Networking Services, American Express; and Mike Thielmann, Executive VP for HR, JC Penney.

Student Leadership Programs: A variety of student leadership programs were developed by PDP staff to provide juniors and seniors with an opportunity to serve and promote the college. Preference for selection is given to students who participated in Warrington Welcome and graduated from the Florida Leadership Academy. Students in PDP Leadership Programs mentor their peers and serve the college through the following opportunities:

- Serve as Peer Instructors for Warrington Welcome
- Serve as Mentors for the Florida Leadership Academy
- Serve as Members of the SIFE (Students in Free Enterprise) Team
- Conduct College Tours for Prospective Students
- Assist the Division of Student Affairs with Recruiting Events (e.g., Family Weekend)
- Greet and Welcome Recruiters at the Career Resource Center
- Assist with Warrington Alumni and Recruiting Functions
- Serve as Members of the Warrington Student Integrity Team

Student Delegations and Case Competitions: Once students have participated in Warrington Welcome and graduated from the Florida Leadership Academy, they are ready to represent the college in a variety of leadership conferences and compete in case competitions around the world. The following summary of conferences and competitions is a testament to the college's commitment to provide students with an enriching out-of-class experience.

2008-2009 Ethics and Leadership Conferences

National Conference on Ethics in America: West Point, NY

National Conference on Student Leadership: San Diego, CA

Undergraduate Business Student Leadership Conference: Emory University

Beta Gamma Sigma Student Leadership Forum: San Antonio, TX

2008-2009 Case Competitions

Asian Business Case Competition: Nanyang University in Singapore

Citi International Case Competition: Hong Kong University of Science & Technology

Copenhagen Business School Case Competition: Copenhagen, Denmark

International Ethics Case "E-tegrity" Competition: University of Arizona
McCombs International Business Challenge: University of Texas-Austin
Fourth Annual Business Strategy Challenge: Georgetown University
Global Business Challenge: University of Washington
USC Marshall Case Competition: University of Southern California
Wake Forest Marketing Summit: Wake Forest University
Dalhousie Business Ethics Case Competition: Nova Scotia, Canada
Johnson & Johnson National Case Competition: New Brunswick, NJ
Fisher Biz Quiz National Challenge: Ohio State University
SE Regional Ethics Bowl: St. Petersburg, FL
Intercollegiate Ethics Bowl: Cincinnati, OH
Students in Free Enterprise Regional Competition: Orlando, FL
Students in Free Enterprise National Exposition: Philadelphia, PA

2007-2008 Achievements

First Place

- Asian Business Case Competition at Singapore's Nanyang University
- Georgetown University Business Strategy Challenge
- Calloway School of Business Marketing Summit (Wake Forest University)
- Association of Business Communication's National Writing Competition: Nicole Smith
- SIFE Team Motion Picture Association of America Anti-Piracy PSA Contest
- SIFE Regional Championship (9th year in a row)
- Delta Epsilon Chi: Business Ethics, Erik Desrosiers and Chris Wilcox
- American Collegiate Retailing Association Case Study: Sylvia Borek

Second Place

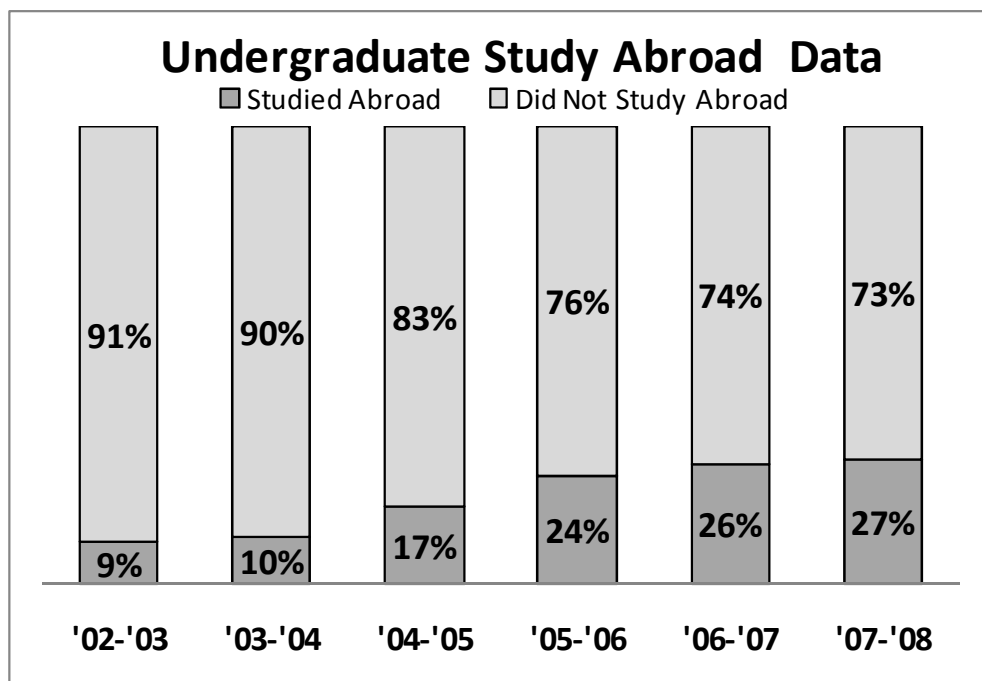
- Johnson & Johnson National Case Competition
- Delta Epsilon Chi: Entrepreneurship, Julia Sander
- Delta Epsilon Chi: Fashion Merchandising and Marketing, Jessica Deverson

Third Place

- Duel in the Swamp Personal Finance Case Competition
- Delta Epsilon Chi: Marketing Management, Alexandra Chapman
- Delta Epsilon Chi: Travel and Tourism Marketing, Alexandra Chapman

3) International Programs

In 2002, an undergraduate task force set as one of its goals leadership in study abroad. Specifically, the goal was to have at least 25 percent of a graduating class participate in an international program. During the last five years the college has proven itself to be a leader on campus and has achieved its participation goals. As the following graph shows, the percentage of undergraduates studying abroad has increased threefold since 2002-2003.



The following highlights describe how this growth was achieved.

2003

The college receives permission from the Provost to develop college-sponsored partnerships.

2004

International Programs is established as a distinct unit within undergraduate student services. Joe Rojo is named Associate Director. Warrington becomes the first college (and is still the only college) at the University of Florida with student services professionals dedicated exclusively to developing, promoting, and managing study abroad programs.

2005

Summer 2005, a college-sponsored partnership is launched in London. Forty-three students participate. Fall 2005, a college-sponsored partnership is launched in Madrid. Lucy DiLeo is hired as Assistant Director of International Programs.

2006

A study abroad lecture is added to the freshmen seminar course Warrington Welcome. As a result, an estimated 570 first-year students are made aware of the benefits of study abroad as well as the wide array of international opportunities. International Programs personnel conduct 1,200 advising appointments.

2007

Fall 2007, a college-sponsored partnership is launched in Rome. New exchange agreements are signed with institutions in China, Hong Kong, South Korea, and, Thailand. 156 students participate in college-sponsored programs.

2008

Annual study abroad advising appointments continue to exceed 1,000. For the first time, college scholarships are made available to students studying abroad. The funds awarded exceed \$29,000. Spring 2008, a record number of students (75) participate in college-sponsored programs (the previous high was 46). Faculty vote to add an internship or study abroad experience to degree requirements for the 2009-2010 catalog. A decision is made to develop a fourth college-sponsored partnership (Paris) with a start date of Fall 2009.

Additional information on college-sponsored partnerships can be found at the following websites:

London Program: www.cba.ufl.edu/sb/intlprograms/uf/england.asp

Madrid Program: www.cba.ufl.edu/sb/intlprograms/uf/spain.asp

Rome Program: www.cba.ufl.edu/sb/intlprograms/uf/italy.asp

The college manages 25 exchange agreements with universities around the world. Exchanges are an administratively efficient way to offer study abroad opportunities in “low demand” locations. The following list shows the diversity of opportunities available to undergraduates:

-  **AUSTRIA:** Fachhochschule Wiener Neustadt
-  **CHILE:** Universidad Adolfo Ibáñez
-  **CHINA:** Sun Yat-Sen University
-  **DENMARK :** University of Southern Denmark & Aarhus School of Business
-  **ENGLAND:** Aston University & University of Manchester
-  **FINLAND:** Helsinki School of Economics
-  **FRANCE:** ESC Grenoble, ESC Rouen, & Management and Business Administration Institute
-  **GERMANY:** International University in Germany & WHU Koblenz
-  **HONG KONG:** The Hong Kong University of Science & Technology
-  **ITALY:** Bocconi University
-  **SOUTH KOREA:** Korea University Business School
-  **THE NETHERLANDS:** University of Maastricht
-  **NORWAY:** BI Norwegian School of Management
-  **PERU:** Universidad del Pacífico
-  **POLAND:** Leon Kozminski Academy
-  **SINGAPORE:** Singapore Management University
-  **SPAIN:** Carlos III de Madrid
-  **SWEDEN:** Uppsala University
-  **THAILAND:** Chulalongkorn University

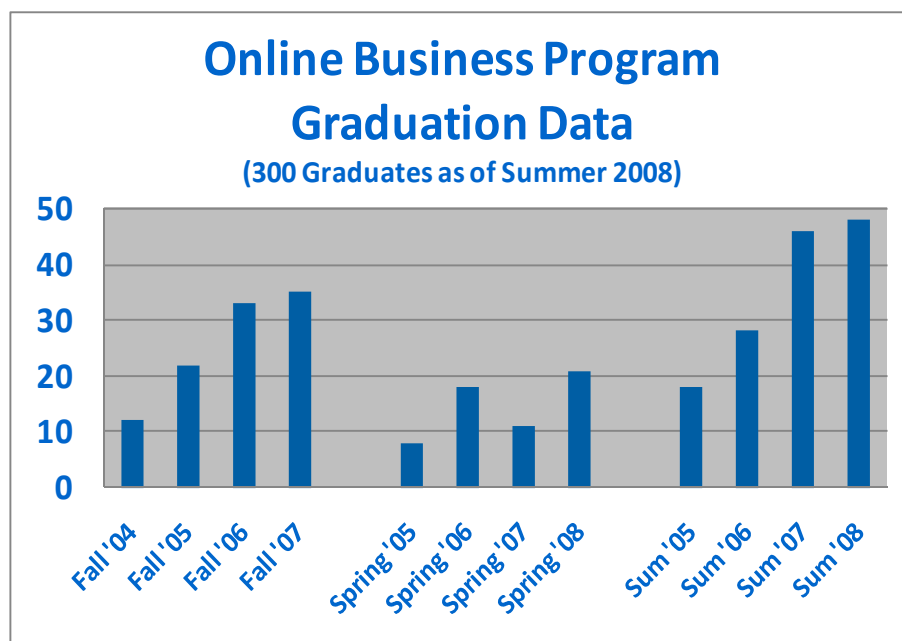
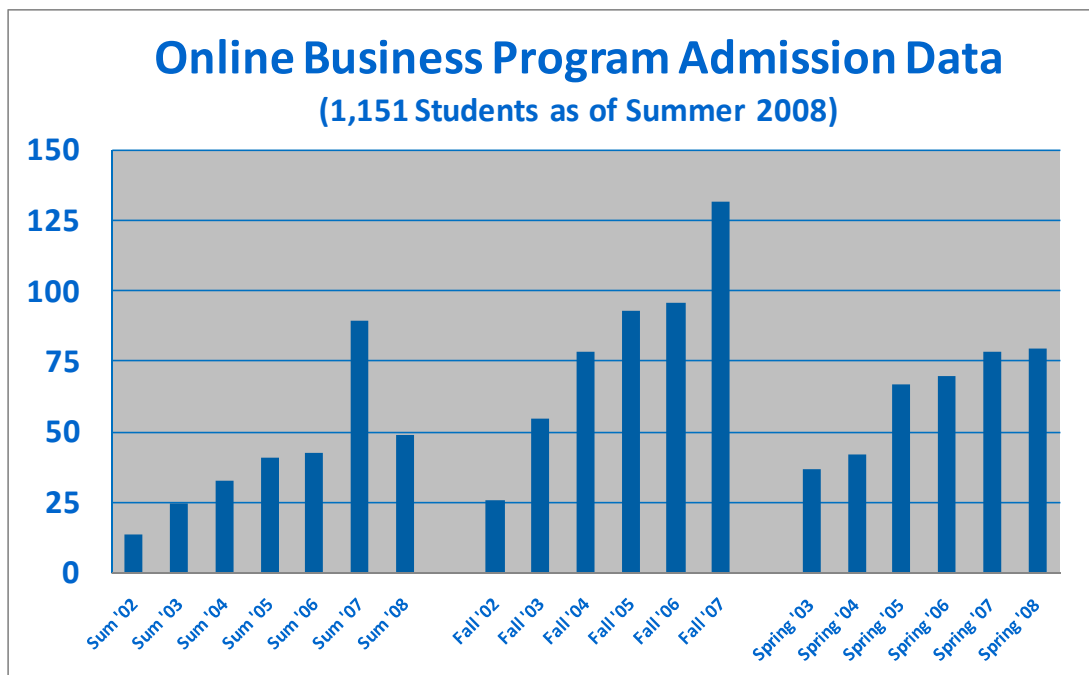
Additional information on each of the college's exchange programs can be found at the following website: www.cba.ufl.edu/sb/intlprograms/uf/exchange.asp.

4) Online Business Program

In summer 2002, the college decided to further expand its use of electronic platform courses and offer an online business degree. The following bullets offer reasons why such a decision was beneficial for the college as well as the State of Florida:

- The program would provide all Floridians access to a nationally-ranked business degree.
- The program would save taxpayer dollars by utilizing a cost-effective educational model.
- The program would utilize a delivery method with proven results.

The curriculum for this program consists of fifteen four-credit courses. This 60 credit curriculum fits seamlessly with the two-year degrees conferred by Florida's community college system. Since its inception, over 1,100 students have enrolled in the program. Nearly half of those students have enrolled since summer 2006. Since fall 2007, the average enrollment per semester has been 450. To date, over 300 students have graduated from the program.



The following are highlights describing the evolution of the Online Business Program.

2002

The program begins during the summer term with an enrollment of 14 students.

2003

A Program Assistant position is created to assist with test coordination and administrative support. The program enrolls its 100th student.

2004

The program has its first graduate. The 300th student enrolls in the program.

2005

A full-time advisor is hired to assist the Associate Director. Annual revenue from the program exceeds \$800,000; all of which is used to enhance undergraduate programs.

2006

The 100th student graduates from the program. Annual revenue from the program exceeds \$1,200,000; all of which is used to enhance undergraduate programs.

2007

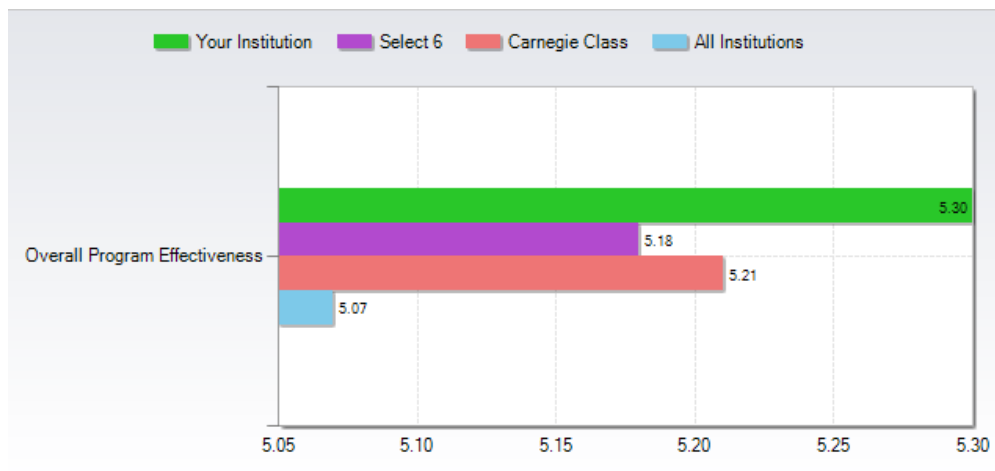
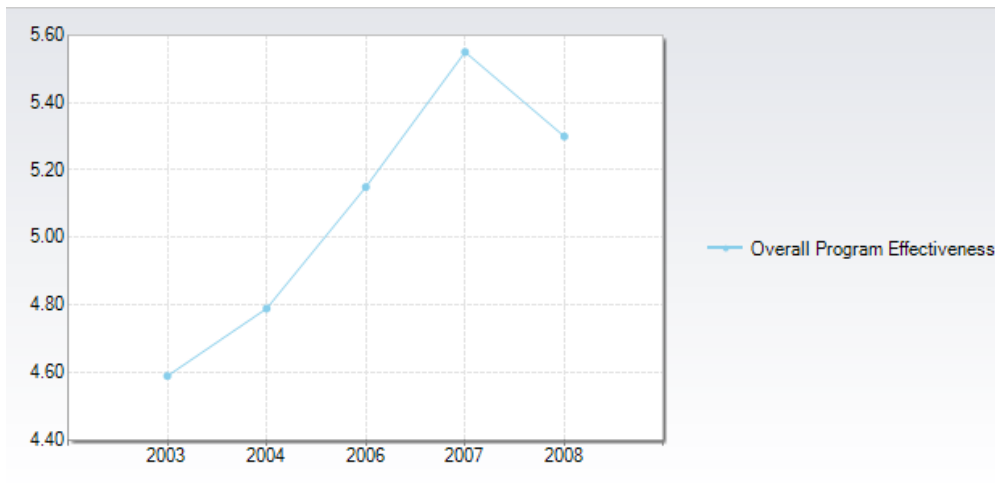
An agreement is reached with Valencia Community College in Orlando to share a student services/recruitment position. Four students launch the Gator Online Student Association (GOSA), an organization designed to provide peer support and foster a greater sense of community. Curricular offerings are expanded so that all core courses are offered at least twice a year. The 200th student graduates from the program.

2008

The administrative assistant position is upgraded to a student services/advising position in order to manage the growing student population. An agreement is reached with Miami-Dade College to share a student services/recruitment position. The 63,000th student message is posted on GOSA's website. The founding student members of GOSA and the Associate Director are invited to a national conference in Arizona to make a presentation on best practices in e-learning and student support services. The program enrolls its 1,000th student and graduates its 300th. Annual revenue from the program exceeds \$2,000,000; all of which is used to enhance undergraduate programs.

Student Evaluations

The college has used the AACSB/EBI Undergraduate Business Exit Survey for several years. The survey results are shared with all of the relevant parties and appropriate strategies are devised to respond to students' perceived problems or concerns. The data suggest that many dimensions of the students' perceptions of their undergraduate experience have improved over the last five years. The improvement can partially be attributed to the investment in student programs, the increase in professional staff, and the reduction in student headcount, each of which was described earlier.



Summary

The investment in undergraduate business programs between 2003 and 2008 has produced significant results. The addition of professional staff has allowed for the development of effective co-curricular programs for lower-division students as well as expanded opportunities for international study. By virtue of this investment of resources, as well as its commitment to the professional development of undergraduates, the college has a co-curricular program that is competitive with any in its peer group.