



## Introduction

This document contains the University of South Florida's Referral Report in response to the Southern Association of Colleges and Schools' review of the 2011 5th Year Interim Report requirement. As requested in the July 8th, 2011 letter to President Judy Genshaft, the report contains additional information on three of the 14 standards of the Principles of Accreditation:

- CS 3.3.1.1 (Institutional Effectiveness: Educational Programs)
- CS 3.4.11 (Academic Program Coordinators)
- CS 3.11.3 (Physical Facilities).

The complete 2011 Fifth Year Interim Report is also available by clicking the "Original Submission" tab located in the top menu.

## Part I Signatures Attesting to Integrity

### I-1 Signatures Attesting to Integrity

**Compliance Status:** Compliant

#### Narrative

Please access the Signature Attesting to Integrity by clicking the link below.

Part I: Signature Attesting to Integrity[1]

## Part II Abbreviated Institutional Summary Form Prepared for Commission Reviews

### II-1 History and Characteristics

**Compliance Status:** Compliant

#### Narrative

#### UNIVERSITY OF SOUTH FLORIDA

#### HISTORY AND CHARACTERISTICS

The University of South Florida was created in 1956, when the Florida State Board of Education passed a resolution establishing a university in Hillsborough County. The first master's degree programs were approved in 1964, the first doctorate in 1975. Regional accreditation was first granted by SACS in 1965, the same year that the USF St. Petersburg campus opened. New College became part of USF in 1975 (and achieved independence again in 2001), and the USF Sarasota-Manatee campus was established. The College of Medicine admitted its first students in 1971, and USF's Lakeland campus opened to students in 1987. Today, USF, which consists of the main research campus in Tampa, including USF Health, is part of the USF System, which is comprised of two separately accredited institutions--USF and USF St. Petersburg--and two regional campuses--USF Sarasota-Manatee and USF Polytechnic in Lakeland.

USF is classified as a Research University/Very High (RU/VH) by the Carnegie Foundation for the Advancement of Teaching. The USF mission reads as follows:

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

The USF System serves a 10-county area (Desoto, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk, Sarasota) in west central Florida. USF, the main research campus, is organized into ten degree-granting colleges. Six (Arts and Sciences, Behavioral and Community Sciences, Business Administration, Education, Engineering, Marine Science, The Arts) report to the Executive Vice President and Provost; four (Medicine, Nursing, Public Health, and a new College of Pharmacy scheduled to begin classes in Fall 2011) report to the Senior Vice President for Health Sciences. Also reporting to the Executive Vice President and Provost are the USF Honors College and University College.

#### Student Population

Total USF enrollment for Fall 2009 was 43,222 (including 32,578 undergraduate; 8,883 graduate; 481 first professional; and the remainder non-degree-seeking). This includes the main research campus in Tampa and the regional campuses of USF Sarasota-Manatee and USF Polytechnic at Lakeland. Fall 2009 enrollment by campus is as follows: Tampa 39,852; Sarasota-Manatee 2,067; and Polytechnic (Lakeland) 1,303. USF admission policies are selective. USF Tampa admits students at all levels; USF Sarasota-Manatee and USF Polytechnic (Lakeland) currently admit upper division undergraduate and master's students only.

#### Peer Institutions

National Peer Institutions:

North Carolina State University

Rutgers University  
 University at Buffalo  
 Stony Brook University  
 University of Alabama at Birmingham  
 University of California, Irvine  
 University of Cincinnati  
 University of Illinois at Chicago

Aspirational Peer Institutions  
 Georgia Institute of Technology  
 University of Pittsburgh  
 University of California, San Diego

## II-2 List of Degrees

**Compliance Status:** Compliant

### Narrative

A list the University of South Florida degree programs[1] for the Tampa, Sarasota-Manatee, and Polytechnic Campuses is provided in the included document.

## II-3 Locations and Distance Education

**Compliance Status:** Compliant

### Narrative

## UNIVERSITY OF SOUTH FLORIDA

### LOCATIONS AND DISTANCE EDUCATION

USF frequently makes program offerings available at additional locations to meet identified local needs. Most off-campus locations serve as educational sites only. Support services are offered onsite to the extent that the distance from a campus precludes convenient access for students and that the number of students being served at a given site is sufficient to justify the assignment of faculty and staff for this purpose. USF students at all off-campus locations can readily access registration, advising, library, bookstore and other services via the internet.

Colleges and departments are fully responsible for all off-campus programs, and decisions regarding delivery of courses and programs at off-campus sites are the prerogative of the department chair and faculty. As a number of off-campus programs are offered in a cohort model, the locations listed below should not be regarded as permanent off-campus program sites.

### Off-campus Sites Established Since 2005 Reaffirmation

Sarasota/Manatee Memorial Hospital	BS Nursing (ASN to BSN option)
Morton Plant/Mease Hospital, St Petersburg	BS Nursing (ASN to BSN option)
Boca Raton, FL Orlando, FL Las Vegas, NV Chicago, IL Palm Beach, FL	MS Med Sci (Metabolic & Nutritional Med)

Center for American Education, Singapore	BS Business Administration
College of the Bahamas	MA Library & Information Science

### **All Locations with at least 50% of a Degree Program Available**

#### **1. Degree Completion Programs on Community College Campuses**

USF offers students on several community college campuses within the University service region the opportunity to complete USF degree programs on-site. In certain locations, USF graduate programs are also offered as a convenience to students in the local area. These community colleges include Saint Petersburg College (SPC), South Florida Community College (SFCC), and Manatee Community College (MCC). Students can obtain at least 50% of the coursework for a USF degree through traditional classroom instruction at these sites:

<b>Location</b>	<b>Program</b>	<b>Coursework available on-site</b>
SPC Seminole, FL	Bachelor of Social Work (BSW)	Inactive
SPC Seminole, FL	Master of Social Work (MSW)	Inactive
SFCC Avon Park, FL	BA in Elementary Education MA in Reading Education MEd Educational Leadership	100%
MCC Venice, FL	BA in Elementary Education	100%*
MCC Venice, FL	MEd Educational Leadership	100%*
*Effective August 2010 all programs will move to a non-community college site in North Port, Florida		

#### **2. Non-community-college sites**

<b>Location</b>	<b>Program</b>	<b>Coursework available on-site</b>
Boca Raton, FL Orlando, FL Las Vegas, NV Chicago, IL Palm Beach, FL	MS Med Sci (Metabolic & Nutritional Med)	100%
Citrus County Schools, Inverness, FL	MEd Educational Leadership	>50%
Shortwood Teachers' College, Jamaica	MA Early Childhood Education	100%
Center for American Education, Singapore	BS Business Administration	100%
College of the Bahamas	MA Library & Information Science	Inactive
In addition, the MA in Library and Information Science (LIS) is offered via a combination of on-site instruction and online delivery at several sites throughout the State of Florida (Miami/Dade County, Broward County, Palm Beach County, Fort Myers, Ruskin, Sarasota,		

and Orlando). USF's LIS program is one of two such programs in Florida; the other is at Florida State University in Tallahassee. These programs must jointly serve the entire state of Florida.

### Distance Education

USF supports one of the largest distance education programs in the state of Florida and offers a variety of distance learning options that enhance educational access and opportunities. The following degree programs are fully online:

B.S. Applied Sciences  
 B.S. Information Technology  
 M.A. Library and Information Science  
 M.A. Physical Education  
 M.A. Special Education: Gifted Education  
 M.A. Curriculum and Instruction: Career and Technical Education  
 M.Ed. Curriculum and Instruction: Instructional Technology  
 M.Ed. Curriculum and Instruction: Secondary Ed -TESOL Concentration  
 Ed.S. Curriculum and Instruction: Instructional Technology  
 Ph.D. Curriculum and Instruction: Career and Workforce Education  
 MPH Disaster Mgt & Humanitarian Assistance  
 MPH Public Health Administration  
 MPH Public Health Practice  
 M.S. Engineering Management  
 M.A. Music Education  
 M.S. Medical Sciences: Health Sciences Concentration

The following graduate certificates are fully online:

Autism Spectrum Disorder  
 Children's Mental Health  
 Clinical Investigation  
 Digital Music Education  
 Disabilities Education  
 Disaster Management  
 ESOL  
 Gerontology  
 Gifted Education  
 Health Sciences  
 Humanitarian Assistance  
 Infection Control  
 Informal Science Institutions: Environmental Education  
 Instructional Technology: Distance Education  
 Instructional Technology: Florida Digital Educator  
 Instructional Technology: Web Design  
 Mental Health Planning, Evaluation, and Accountability  
 Nursing Education  
 Occupational Health Nursing  
 Pharmacy Sciences  
 Positive Behavior Support  
 Post Masters Clinical Nurse Leader  
 Public Health Generalist  
 Public Health Policy and Programs  
 Regulatory Affairs—Medical Devices  
 Systems Engineering

Technology Management  
Total Quality Management  
Transportation Systems Analysis  
Wireless Engineering



## Part III Abbreviated Compliance Certification

**III-1** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (*Core Requirement 2.8*)

**Compliance Status:** Compliant

### Narrative

#### Core Requirement 2.8

##### Key Points Covered in Narrative

- Key Point 1:** *USF employs a sufficient number of full-time faculty to support its mission.*
- Key Point 2:** *While adjunct faculty and graduate teaching assistants enhance course offerings at USF, full-time faculty provide the majority of “face-time” with students.*
- Key Point 3:** *General education is a key component of instruction, and students have access to a sufficient number of full-time faculty in the general education distribution.*
- Key Point 4:** *Distance learning courses are embedded within academic departments and are taught by the same faculty as traditional courses.*
- Key Point 5:** *The balance of productivity between teaching, research, and service of faculty is consistent with the mission of the institution.*

#### Background

The mission of the University of South Florida (USF) centers on teaching and research in a learning-centered environment intended to engage students, both graduate and undergraduate, in activities that promote success. USF employs and systematically deploys a sufficient distribution of faculty to achieve its mission and to reach the teaching, service, and research goals of its long-range strategic plan. The first goal of the Strategic Plan[1] is expanding world-class interdisciplinary research, creative, and scholarly endeavors in the context of a learning centered environment. This goal and planning goals at every level of university life guide the recruitment and deployment of faculty.

#### Important Definitions

The following definition of terms will assist in a review of information for this requirement:

##### Definition of Full-time Instructional Faculty

The definition of a full-time instructional faculty member is established by Florida Statute[2] and is as follows: *faculty employed on a full-time basis for instruction (including those with released time for research).*

##### Definition of Graduate Faculty

Graduate Faculty[3] is defined internally to consist of all tenure-track or tenured faculty appointed at the Assistant, Associate, or Professor rank, who hold a terminal degree or equivalent in their discipline. Graduate Faculty members are eligible to teach graduate courses and may direct and serve on master’s, specialist, and doctoral level committees. To chair a doctoral level committee, a Graduate Faculty member must engage in current and sustained scholarly, creative, or research activities, such as publications, performances, exhibitions, patents, inventions, and research grants.

##### Definition of Adjunct Faculty

Adjunct faculty is defined internally in terms of pay plans used to fund the positions as well as adherence to the Adjunct Faculty Policy<sup>[4]</sup> that was effective in August 1997 and revised in 2002. These are teaching faculty on a temporary OPS pay plan who have undergone screening according to policy.

#### Definition of Graduate Teaching Assistant (GTA)

For a position to be classified as a graduate assistantship (Position Description<sup>[5]</sup>) and for the employee to be eligible for benefits afforded to qualifying graduate assistants, the duties performed must directly contribute to the graduate student's program of study. The graduate assistant must perform duties under the supervision of at least one faculty member and/or university employee experienced in the discipline. As a graduate assistant the employee must receive planned, periodic written evaluations (refer to Graduate Assistantship Evaluations). A student must meet ALL Graduate School eligibility requirements to be hired as a graduate assistant.

#### Definition of Student Full-Time Equivalent (FTE)

Annualized Full Time Faculty Equivalent (FTE) are generated from fundable Student Credit Hours (SCH). The formula is the total of all undergraduate level fundable SCH for an academic year (Summer/Fall/Spring semesters) divided by 40. Graduate level FTE are generated by dividing all graduate level SCH for an academic year by 32. Note: While the formulae breaks down into semesters (Undergraduate = 10 (Summer) + 15 (Fall) + 15 (Spring) to total 40; Graduate = 8 (Summer) + 12 (Fall) + 12 (Spring) to total 32), the annualized conversion results in very different FTE than calculating a conversion by semester. Therefore, to calculate a FTE per term, a weighted factor is used: If semester=Fall or Spring then FTE - Undergraduate SCH/15, Graduate SCH/12, Weighting Factor - .375  
If semester=Summer then FTE - Undergraduate SCH/10, Graduate SCH/8, Weighting Factor - .25.  
So, FTE = (SCH/Number for Undergraduate, Graduate)\*Weighting factor. Calculated FTE Estimate for national/(Integrated Postsecondary Education Data System (IPEDS) reporting for institutions operating on a semester calendar type is as follows: Undergraduate annual credit hours are divided by 30, and Graduate annual credit hours are divided by 24.

#### Definition of Student/Faculty Ratio

The student/faculty ratio is defined as the ratio of FTE students (full-time plus 1/3 part-time) to FTE instructional faculty (full-time plus 1/3 part-time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty.

**Key Point 1:** *USF employs a sufficient number of full-time faculty to support its mission.*

#### **Total Number of Faculty**

USF employs a sufficient number of faculty<sup>[6]</sup> to support the mission of the institution and ensure the quality and integrity of the academic programs as well as the advancement of their respective disciplines. In the Fall 2010 semester, a total of 1,696 instructional faculty were employed across the three campuses, Tampa, Sarasota/Manatee (USFSM), and Lakeland Polytechnic (USFP). Included is a core of 1,556 full-time instructional faculty (of whom 1,143 are tenured or tenure-earning) supported by an additional 140 part-time faculty, as well as carefully selected adjuncts and graduate assistants (Tampa = 1,456 full-time instructional faculty, USFSM = 56 full-time instructional faculty, and USFP = 44 full-time instructional faculty). Therefore, the USF Faculty Roster for Fall 2010 shows courses taught by 1,696 full and part-time faculty, 1,571 graduate assistants, 1135 full-time adjuncts, and 436 part-time adjuncts.

Using the IPEDS benchmarks for number of full-time instructional faculty, the number of full-time instructional faculty at USF, 1,262, is comparable to the State University System of Florida average of

909 given relative enrollments. The institution is sufficiently aligned in the number of full-time instructional faculty when compared to the other in-state universities as well as USF's peer institutions [7] with the same Carnegie Classification as a “very high” research activity university.

### **Student Faculty Ratio**

USF's student-faculty ratio[8] for Fall 2009 was 27:1 and 24:1 in Fall 2010. The student faculty ratio at USF is comparable to other public institutions of similar size and mission in the State University System of Florida[9]. The improvement in the student faculty ratio from 2009 to 2010 is the result of a concerted effort of the administration to provide increased opportunities for student-faculty interaction by increasing the number of full-time faculty.

### **Number of Faculty and Program Approval**

In order to assure further the adequacy of faculty resources, the criteria for approval of new degree programs[10] (approved by the Florida Board of Governors (BOG) and required to be applied by the University Board of Trustees in approving new bachelor's and master's programs) include the requirement that any new program proposal includes data demonstrating that adequate faculty resources are in place (see New Degree Program Guidelines[11]). The new degree proposal format includes tables that show projections of estimated student FTE and estimated faculty FTE associated with the proposed program. These projections are reviewed by faculty and administrators (and sometimes by outside consultants in the discipline) for consistency with standard academic practice. The BOG applies similar criteria in the consideration and approval of new doctoral programs. In this case, the projections are reviewed by BOG's staff in consultation with outside experts in the discipline.

### **Number of Faculty and Program Review**

The State of Florida requires [12]that all academic programs undergo program review in seven-year cycles. A key component of program review is an analysis of faculty allocation[13] as it relates to current mission and projected changes over time, e.g. retirement cycle.

### **Number of Faculty and Annual Budget Review**

Faculty allocation is examined annually as part of USF's budget-review process. Each year the Office of the Provost examines key indicators of program productivity including faculty allocation and productivity. Teaching productivity [14]of each faculty member is monitored in order to track opportunities for students to interact with full-time faculty. In addition, faculty productivity is monitored in detail to track not only productivity in SCH by rank but also to produce a cost allocation model[15] by rank and college. The purpose of tracking productivity in this way is to assure that faculty of all ranks provide instruction to students and to monitor cost fluctuations as faculty productivity varies. Through such detailed analyses of faculty productivity and activity, the relationship between SCH production, cost, and level of education by college may be monitored and adjusted as appropriate to the mission of the institution. Finally, in the past biennium the administration has provided financial support for departments that are believed to rely too heavily on adjunct faculty. An example of this effort is that 11 positions were added to the English department for the teaching of Writing Composition so that students taking the general education distribution would have greater access to full-time faculty (a primary reason for the improvement in student faculty ratio). These efforts will continue as the budget allows.

### **Number of Faculty and Discipline Specific Accreditors**

Many programs at USF are accredited by discipline-specific accrediting bodies[16]. Each of these accreditors monitors faculty allocation for the program under review. This further assists the administration in evaluating appropriate faculty allocation and resource distribution.

**Key Point 2:** *While adjunct faculty and graduate teaching assistants enhance course offerings at USF, full-time faculty provide the majority of “face-time” with students.*

### **Overall Student Credit Hour Production**

As mandated by Florida Statute[2], the faculty handbook requires full-time faculty to produce 12 contact

hours per week. While some faculty have release time for research and/or service, full-time faculty members remain fully engaged in the teaching process. Of the total undergraduate student credit hours generated across the three USF campuses[17], 66% were produced by full-time faculty in 2009 and 67.6% in 2010, a balance of full- and part-time faculty which is evident over time and across colleges at the institution. For USF Tampa, full-time faculty accounted for 66.5% of the Undergraduate SCH and 86.5% of Graduate SCH in Fall 2009[18], and 66.6% of the Undergraduate SCH and 88.2% of the Graduate SCH in Fall 2010[19]. The data for teaching productivity at USF Sarasota/Manatee [20] show that 73% of SCH for undergraduate courses and 94% of SCH for graduate courses are produced by full-time faculty. At USF Polytechnic [21] 46% of all undergraduate SCH were produced by full-time faculty. In response to a legislative mandate, USF Polytechnic recently applied to the Commission on Colleges for separate accreditation. As part of this process a \$5 million increase to the base budget was approved by the State Legislature and Governor for the July 1, 2009 – June 30, 2010 fiscal year. Twenty-two new faculty were added to the faculty roster for academic year 2010-2011. These additional faculty positions will dramatically change the balance of teaching productivity by full-time vs. part-time faculty in the future. Finally, the College of Medicine (COM) does not produce SCH in a manner consistent with other colleges (COM uses "units" rather than "credit hours." However, the overwhelming majority of unit productivity [22] is conducted by full-time faculty.

**Key Point 3:** *General education is a key component of instruction, and students have access to a sufficient number of full-time faculty in the general education distribution.*

USF's full-time instructional faculty members are committed to a competency-based general education program and participate liberally in general-education instruction. General education is so important to undergraduate education that the transformation of the general education curriculum into an inquiry-based pedagogical system across dimensions and competencies comprised a major portion of the QEP in the 2004 reaffirmation process. Of the 446 general education courses taught in Fall 2009, 192 have been transformed to the new model as of this submission. In Fall 2010, this number increased to 220. Courses that are not part of the inquiry based QEP will be phased out over the next two academic years. In Fall 2009, of the more than 125,000 student credit hours of general education instruction[23], full-time instructional faculty taught 61.5% of these student credit hours. By Fall 2010 [19], this percentage was 61.6%. For a detailed overview of the general-education transformation see the QEP document[24].

**Key Point 4:** *Distance-learning and off-campus programs and courses are embedded within academic departments and are taught by the same faculty as traditional courses.*

### **Definition of Distance Learning Course**

The definition of a distance learning course is established by Florida Statute 1009.24 and is as follows: *any course in which at least 80% of the content is delivered on-line or by other remote means* (Florida Statute defining on-line course[25]). While distance learning is a growing and evolving feature of the USF curricular structure, it remains a small part of the overall number of course offerings. In 2009 - 2010 fewer than 8% of all course offerings (hybrid, synchronous, and asynchronous) were delivered through distance learning across the three campuses. As a result, the full-time instructional faculty spends the overwhelming majority of instructional hours in face-to-face settings with students. Distance offerings are embedded within the departmental curricular structure and are viewed as ordinary alternative delivery methods that enhance the course offerings.

USF's University College[26], the unit charged with providing support for faculty and students involved in distance learning, continually tracks and monitors distance learning offerings and has witnessed a gradual but steady increase in the volume of distance learning at USF. In anticipation of continuing future growth, policies and procedures are being developed to guide decisions about the conversion of courses and programs to online delivery formats and to ensure instructional quality and student success. Decisions regarding delivery of instruction and faculty assignments and credentials are made by academic units. Faculty assignments to online and other distance learning courses are generally in-load, and assessment of student learning outcomes is the responsibility of program faculty in the

context of departmental assessment plans and Academic Learning Compacts (see section 3.3.1.1 for a discussion of Academic Learning Compacts). USF's University College works with academic units to ensure that faculty and students are appropriately prepared for teaching and learning with technology. USF has adopted Blackboard as its learning management system; a Blackboard course shell is created for every course on the class schedule each semester. USF's Media Innovation Team, a unit of the University College, trains faculty in the use of instructional technology tools within Blackboard. USF IT staff have developed myUSF, a single sign-on capability that requires a USF NetID and password for secure login, enabling faculty to verify the identity of students participating in online courses. USF's University College also provides testing and proctoring services for faculty who prefer to assess student learning by face-to-face testing.

As stated above, assignment of faculty to online and other distance learning courses is the responsibility of the academic unit offering the course. Most distance learning courses at USF are taught by regular faculty; assignment of adjuncts and GTAs usually follows the same patterns as in the department's or program's on-campus, face-to-face offerings.

Though distance learning courses are embedded in the academic departments at USF, there are a limited number of programs[27] that may be fully completed on line. These programs are taught predominantly by full-time faculty. Furthermore, there are a limited number of off-campus sites [28] at which students may receive a majority of their coursework toward a degree. These too are taught predominantly by full-time faculty.

**Key Point 5:** *The balance of productivity between teaching, research, and service of faculty is consistent with the mission of the institution.*

As mandated in Florida Statutes[29], faculty members receive their assigned duties or responsibilities in writing at the beginning of each academic term from the Department Chair or other appropriate university administrator. Assignments are generally divided among instruction, research, and service. The annual assignment is recorded at the beginning of the semester on the Assigned Faculty Duties form (AFD); at the end of each semester, a Faculty Activity Report (FAR) is completed. These forms are now combined in a single online format. The following links provide screen shots of the FAR site's entry pages[30] with faux faculty data entered. The annual assignment process ensures that the faculty member's assignment includes a balance of activities appropriate to the mission and goals of USF, the college, the department and, where appropriate, the university.

As part of its ongoing analysis of faculty activity, the Office of Decision Support at USF tracks the effort distribution reported by individual faculty and provides a College Portfolio[31] for all schools or colleges at the end of each academic year. For an overview of the effort distribution by college for Fall 2009, review the Faculty Effort[32] table.

## Teaching

Florida state law[2] and the USF Faculty Handbook require that each FTE teaching faculty member at a university who is paid from state funds teach at least 12 classroom contact hours per week. Under this "12-hour rule," professional responsibilities and duties in furtherance of the mission of the university may be assigned in lieu of classroom teaching; equivalencies for this purpose are defined by the State Board of Education. BOG regulation 3.007[33] requires that universities report all faculty activity by individual and by category in the Instruction and Research Data File (IRDF). The Standard Practice associated with the BOG regulation prescribes a formula for equating non-classroom duties with classroom contact hours. The total assignment must be equivalent to at least 12 classroom contact hours. USF policy provides a process for resolving assignment disputes. Annual evaluation of individual faculty performance is based on the annual assignment. Faculty are evaluated regularly[34] by students and peers. Copies of faculty course evaluations[35] are available through a USF website.

USF has also implemented several processes to ensure that collective faculty productivity is consistent with institutional mission and goals and that the quality and integrity of the academic programs is maintained:

1. As referenced above, College Portfolios[31] are compiled annually to enable Chairs, Program Directors, and Deans to track progress with respect to instruction, research, and service and to benchmark department and college productivity and accomplishments against peer institutions.
2. Appropriate department/unit and college committees and, at the university level, the Undergraduate Council[36] and the Graduate Council [37] respectively review and approve all curriculum and program changes, review new degree program proposals, and make recommendations to the Provost.
3. All academic degree programs are reviewed[38] on a seven-year cycle; these reviews involve an evaluation by one or more outside consultants from a peer or aspiration peer institution. USF periodically conducts focused reviews of certain programs or groups of programs; most recently, there was a review of all doctoral programs in operation for more than three years. The results of this review, completed in Spring 2004, are now under consideration by the colleges and at the university level by a committee composed of representatives from the Graduate Council and the Provost's staff. The committee's recommendations will be used in decisions regarding investment in doctoral education at USF.

The reporting requirements above are enhanced by detailed faculty activity reporting procedures tracked by the USF Faculty Academic Information Report (FAIR) system. Activities tracked in FAIR include:

### **Research**

As a Carnegie Level VI research university, USF maintains a strong commitment to the support of faculty research activities. With over 380-million dollars in research grants and contracts, USF is one of the top three research universities in Florida in terms of sponsored research. Research productivity is considered a top priority for advancement in the faculty ranks. In order to assist faculty in the procurement of research sponsorship the Office of Research has established the Sponsored Research Program[39] to facilitate sponsorship in a variety of ways.

As indicated above, research activities are tracked using the FAIR system as a key component of annual faculty productivity estimates and summarized in the College Portfolio[31]. The institution also subscribes to the Academic Analytics[40] database as a means of benchmarking faculty research productivity. The Office of Sponsored Research distributes an Annual Report[41] that includes a detailed analysis of sponsored research activities for each academic year.

### **Service**

Along with its Carnegie Classification as a “very high” research intensive university, USF is proud of its Carnegie designation as an “engaged” university which is given to institutions with very high community engagement activity. Community Engagement became a focal point of faculty and staff activity after the Carnegie Classification was awarded, and a Community Engagement Task Force was appointed to ensure the continuation of opportunities for and tracking of community engagement at USF. The Task Force posted an Executive Summary[42] of its report on the web site of the Office of Community Engagement, and this document remains a guidepost for community engagement activities. Again, service is tracked on an annual basis and reported in aggregate at the School/College level in the College Portfolio[31]. These data are in disaggregated form in the AFD/FAR System[30].

- III-2** The institution provides *student support programs*, services, and activities consistent with its mission. (Core Requirement 2.10)

**Compliance Status:** Compliant

## **Narrative**

### **Core Requirement 2.10**

#### **Key Points Covered in Narrative**

- Key Point 1:** *Intentional and meaningful programs, services, and activities are provided to support and enhance students' intellectual development and academic success.*
- Key Point 2:** *Uniquely designed programs and initiatives targeted to sub-populations of students address their unique needs, remove barriers, and increase their likelihood for success.*
- Key Point 3:** *Taking a comprehensive approach to maximizing the student experience, programs and services are provided to facilitate a positive transition into the University, create a dynamic living and learning environment, develop a strong sense of campus community, and foster learning through their out-of-class experiences.*
- Key Point 4:** *A focus on the health, wellness and safety of students is critical to increasing their capacity to learn and supporting their lifelong commitment to their own well-being.*
- Key Point 5:** *USF provides programs, services and activities designed to address the unique needs of graduate and professional students.*
- Key Point 6:** *USF has campuses in Sarasota-Manatee and Lakeland that provide programs, services and activities to promote student learning and enhance the development of their students.*

### Overview

With its classification as a Carnegie RU/VH institution, the mission of the University of South Florida (USF) must be executed in a varied and complex milieu. Within this framework, Student Support Services must reflect this complexity by providing intentional and meaningful programs, services, and activities that result in quality experiences for students, advances their learning in and beyond the classroom, and enhances their development as community members during and after their USF experience. USF accomplishes this through the efforts of the Division of Student Affairs, the Office of Undergraduate Studies, the Graduate School, Enrollment Planning and Management, the colleges and academic programs on all of its campuses, and numerous other services and programs. Programs target the general student population as well as sub-groups of students, such as first-year at-risk, transfer and non-traditional age, commuter, honors, graduate, veteran, international students, student athletes, and students with disabilities. USF strives to promote intellectual development and student success in a diverse, student-centered environment the purpose of which is to help students identify their maximum personal and professional potential and develop their commitment to becoming lifelong learners.

**Key Point 1:** *Intentional and meaningful programs, services, and activities are provided to support and enhance students' intellectual development and academic success.*

### Tutoring and Learning Services<sup>[1]</sup>

In Fall 2008, on the USF Tampa Campus, several tutorial and student learning support entities were consolidated into the Library to form a Learning Commons. The new academic support department, Tutoring and Learning Services, offers specialized tutoring for courses, writing support, and other learning support services as well as study skills workshops and credit-bearing learning support courses. The mission of the department is to strengthen students' ability to learn effectively and efficiently. The goal of the Learning Commons is to strengthen the role of the Library as the academic hub on campus, offering a centralized array of services and spaces for students to study and learn. Additionally, the Learning Commons<sup>[2]</sup> recently began to provide remotely accessible academic support services. All learning support services except credited courses are free to any registered USF student.

The Tutoring Center<sup>[3]</sup>, located on the second floor of the Library, offers a variety of tutoring options, including scheduled appointments with peer tutors as well as drop-in centers for the major introductory math and science courses. Peer tutoring is available in many different subject areas including math, sciences, languages, and several standardized tests. The three drop-in centers, staffed by a combination of peer-tutors and graduate teaching assistants (GTA), were added to the Learning Commons in Fall 2009.

The Writing Center[4], another academic partner in the Learning Commons, is located on main floor of the Library. The Writing Center is instructional in nature, providing a place for writers of all skill levels to take chances with their writing, ask questions, get feedback, and develop their abilities. Writing consultants are graduate students from the English department who are qualified to assist all levels of students from first-year undergraduate, to doctoral level including staff and faculty. Writing support services are free to all registered USF students.

During the 2008/2009 academic year, the combined learning centers served nearly 3,000 students on an individual basis. Each semester the Writing Center provided services to approximately 500 individual students who attended 650 appointment sessions. The tutorial center served approximately 1,000 individual students who attended 3,000 tutoring sessions.

### **TRansitional Advising Center [5](TRAC)**

On the Tampa campus, undeclared undergraduate majors are advised through TRAC. The TRansitional Advising Center [6]also advises Pre-Hospitality Management, Pre-Information Technology, and Bachelor of Science in Applied Science [7](BSAS) students. Approximately 1,400 students are served by the TRansitional Advising Center each year. Undergraduate students with declared majors are advised by the appropriate college and/or department.

### **Academic Advisers [8]**

At all USF campuses academic advisers are dedicated to promoting the successful achievement of students' academic goals through comprehensive advising services. Advisers assist students with course selection and scheduling, major and career selection, policy and procedure explanations, and referrals to available resources across campus. Advisers maintain personal communication with continuing and prospective students through individual scheduled appointments, walk-in appointment hours, email advising, and web and telephone inquiries.

### **University Experience [9]**

University Experience (SLS 1101) is an elective, two-credit hour academic and life skills course for first-year students. The course is structured around four major themes: building community, learning about campus resources, developing effective academic skills, and exploring personal character and values. The goals of this class include establishing a supportive relationship between the student and faculty member, developing a strong peer group identity, and assisting the students with academic and social integration into the campus community. Peer leaders assist the course instructors. The textbook is custom-published with content selected for its applicability to USF. Although the course is not mandatory, approximately 50-60% of the first-year students complete the University Experience course each year.

### **Career Center [10]**

The Career Center is the university's centralized career service [11]for students. The Center's staff of experienced career counselors and employer relations specialists carries out the Career Center's mission to assist students [12]in making the transition from academic life to professional employment by providing the following career development services: individual career counseling and job search coaching; career assessments; career and job search seminars, an onsite and virtual career resource library, practice interviews; resume critiques; business etiquette training and experiential learning opportunities. In addition, the Career Center also provides information on current employment opportunities and creates venues for students to network and interview with employers seeking candidates for federal work study, part-time jobs, internships, cooperative education and full-time professional positions. Recruitment services [11]are delivered through the Center's web-based job posting service; candidate resume referral; on-campus interview program and campus-wide career fairs.

### **Student Academic Support System[13] [13](SASS)**

SASS allows students and advisers to track students' progress in their majors. The SASS audit matches the students' academic records against the requirements of their degree programs. Students can directly access their SASS audits on-campus at any open-use terminal or off-campus through the



statewide Florida Academic Counseling and Tracking for Students [14](FACTS) system via the internet.

SASS audits can also be obtained from the student's college or program advising office. FACTS is part of Florida's 2+2 articulation agreement [15] providing students with information on transfer progress and options, financial aid, college advising tools, choice of majors, college transcripts and grades, defining career objectives, and progress toward college graduation.

SASS provides progress toward degree information to the NCAA Compliance Assistant [16] to assist with the submission of the annual Academic Progress Report (APR) for student athletes.

USF licensed the DegreeWorks[17] academic advising and degree audit system from SunGard Higher Education in December 2008. The implementation, when completed in 2011, will see the migration of all degree audit and compliance activities from SASS to DegreeWorks.

### **Transfer Evaluation System[18] [18](TES)**

In August 2009, USF contracted with College Source to provide university wide access to TES . Academic advisers and admissions counselors throughout the USF system have access to TES.

***Key Point 2:** Uniquely designed programs and initiatives targeted to sub-populations of students address their unique needs, remove barriers, and increase their likelihood for success.*

### **First Generation Access and Pre-collegiate Programs (FGAPP)**

FGAPP provides access to a university education for promising first-year students who are first-generation college students and/or come from limited-income households. These programs provide services and activities that focus on helping students transition from high school to college, improving student persistence and graduation, promoting academic achievement, and providing academic, social, and cultural support during their matriculation at USF. The programs responsible for supporting these students are the Freshman Summer Institute, the federally funded Student Support Services, and ENLACE+.

FGAPP also administers federal and state funded pre-collegiate programs charged with serving the needs of under-served students in Hillsborough county. These programs, Upward Bound [19] and the College Reach-Out Program [20](CROP), work with first-generation and limited-income secondary students (grades 8 thru 12) who aspire to attain a post-secondary education. Both programs encourage, support, and prepare students to successfully complete high school on a timely basis and acquire the necessary skills, to successfully enter and graduate from their college of choice. Upward Bound serves 130 students each grant year, and CROP serves 150 students each grant year.

ENLACE[21] and ENLACE+[22] are designed to promote academic success, retention, and graduation of Latino students at USF. ENLACE provides motivation, encouragement, and guidance in students' personal and professional development. Students are encouraged to participate in community outreach programs through activities that celebrate their culture, educate their community, and provide opportunities for growth and development. Student participation in 2007/2008 was 325 and 250 in 2008/2009.

Freshman Summer Institute [23](FSI) provides access to a university education for promising students from first-generation and/or limited income families who do not meet competitive fall admission criteria, but who demonstrate the potential to succeed at USF. All students admitted to FSI must live in the residence halls during the six-week Summer session. Students enroll in nine credit hours based on standardized test scores, high school transcript, and intended major. Students must end the Summer semester in good academic standing to continue in the Fall semester. Throughout their first year, students attend weekly sessions with a counselor, attend workshops on a variety of topics relevant to academic success, acclimation to college life, and their growth and development as first-year students. Student enrollment between 2006/2007 and 2009/2010 was 158, 182, 142, and 224 respectively.

Student Support Services [24](SSS) is a federally funded program that serves a diverse group of 220 first-generation, low-income college students. Services include pre-enrollment advising, orientation,

academic advising and monitoring, registration, English tutoring and tutoring referrals, mid-term assessment, counseling, mandatory college survival seminars, cultural and social enrichment programs, scholarships, laptop loan program, computer lab, financial aid assistance and individual student evaluations. The program includes a mandatory six-week freshman-year Summer program.

Fall 2009 SSS served 103 new Summer 2009 admits and 117 continuing students. Of these 220 students, 206 (94%) are in good academic standing. In Fall 2008 the program served 100 new Summer 2008 admits and 120 continuing students. The SSS scholarship was awarded to 32 students during the 2009/2010 academic year and 36 students during the 2008/2009 academic year. There were four additional computers added to the SSS computer lab and 2,693 signatures of students who signed in indicating utilization of the SSS computer lab during the 2008/2009 academic year. There were 1,943 individual counseling sessions, 1,703 total student contacts in seminars, and laptops were loaned out 196 times during the 2008/2009 academic year.

### **Students with Disabilities Services Office**

The mission of the Students with Disabilities Services Office [25](SDS) is to promote effective self-advocacy and accessible academic learning for students with disabilities. By utilizing best practices in the field and education and outreach to the USF community, SDS fosters access for students, and attitudes that reflect both an awareness of disability issues and universal design principles. In support of this mission, SDS provides reasonable accommodations for approximately 650 students per semester. The most common of these accommodations include extended time testing, reduced distraction testing, alternative texts (audio or computer-based files) and interpreters, and computer-assisted real time (CART) captioning services. In addition to the 650 registered students, SDS meets with an average of 150 additional students per semester for consultation regarding disability issues and documentation. With more than 22 presentations or campus outreach activities in the Fall 2009 semester, SDS routinely demonstrates a commitment to promoting information about disability and responding to campus requests to increase student understanding and learning about disability issues.

### **Veterans Services**

The Office of Veterans Services [26] is committed to creating a positive and welcoming environment for students who are military veterans. They ensure that it is possible for veterans and dependents to receive the educational benefits to which they are entitled through the new Post-9/11 GI Bill, or any other established program. The office serves veterans, active duty servicepersons and members of the Selected Reserve, as well as the dependents of veterans eligible for benefits. The new GI Bill brought USF the opportunity to pilot a new partnership with the U.S. Department of Veterans Affairs to create VetSuccess[27] on Campus, a one-stop resource center for addressing veterans' educational, health, and other needs. Additionally, the department was established as a standalone unit (separating from the Counseling Center) in recognition of the increased numbers and needs of veteran students. As the number of students receiving educational benefits passed 1,000, a director was hired in Spring 2010, and new initiatives are continually being developed to create a more veteran-friendly environment.

### **International Students**

In Fall 2009, there were more than 1,300 international students enrolled at USF. These students receive assistance and advice regarding immigration compliance, visa status maintenance, and acculturation issues both online and by visiting the International Services [28] office on the USF Tampa Campus. All office staff members are trained to help students in dealing with a variety of challenges from immigration and pre-arrival issues to American culture.

### **Honors College**

Students who thrive in academically challenging environments are afforded opportunities to excel through the USF Honors College[29], which provides students with opportunities to participate in faculty research projects, international study, and honors conferences.

### **Athletic Academic Enrichment Center[30]**

Student-athletes are advised through the Athletic Academic Enrichment Center (AEC). USF's student-athletes are provided orientation, priority registration, academic advising, an academic

mentoring program, tutorial services, supervised study hall, academic travel monitors, a computer lab, workshops and seminars, career counseling, and academic major counseling. During the 2008/2009 academic year, USF's student-athletes received over 4,700 hours of tutoring in 210 different subjects. Other highlights from the 2008/2009 academic year include:

- Athletes in 14 of 18 sports earned a 3.0 GPA or better
- 3.00 Spring semester GPA is the highest department GPA in USF history
- 12 of 18 sports increased their GPA since the Fall semester
- 26 student-athletes earned a 4.0 GPA
- 56% (233) student-athletes earned a 3.0 GPA or better
  - Highest in program history
- Both softball and baseball have set program highs in each of the last two semester
  - 3.21 Baseball team GPA – highest in program history
  - 3.47 Softball team GPA – highest in program history
- Men's golf – highest GPA since 2004
- Men's soccer – tied for highest Spring GPA in program history
- Men's tennis – highest male sport GPA, continuing five-year streak of highest Spring male sport GPA
- Volleyball – highest GPA in two years
- Women's Soccer – highest GPA in 5 years
- Teams with 10 year streak w/ GPA > 3.0
  - Women's Cross Country/Track
  - Women's Golf
  - Women's Soccer

### **Student Support for Distance Learners**

USF offers a variety of options at both the undergraduate and graduate [31] level for students interested in learning online. At the undergraduate level three degree programs are available either partially or fully online, while at the graduate level USF offers 27 programs either partially or fully online. Additional graduate options include USF's Graduate Certificates; 29 Graduate Certificates are available fully online and 21 partially online. USF's University College supports the enrollments in these programs and over 2,000 additional distance learning sections annually, through a variety of technology options that increase student access to learning opportunities. University College is also committed to ensuring distance learners equal access to student support programs, services, and activities available to all USF students. USF's distance learners have a unique profile. The majority of USF's distance students (69%) enroll in both online and face-to-face courses. As a result, University College provides support services to distance learners in two main categories – 1) Integrated Support - Access to University-wide academic and student support; 2) Directed Support – Services provided for distance learners taking courses primarily online. These service categories are detailed below.

#### ***Category 1 - Integrated Support Services (For students enrolled in distance learning and face-to-face courses)***

USF's University College [32] website acts as a gateway for students taking, or who are planning to take, online courses and provides a centralized access point to the many student support services offered at USF for all students including distance learners. Prospective [33] and current [34] students can find the student support resources necessary to ensure successful online student experiences via the University College website. Additional support [35] for USF distance learners is provided via the USF4YOU unit of the University College. USF4YOU representatives [36] are available through phone, email, and online chat to provide services such as: pre-admissions advising (general information about applying to USF), program exploration (information about USF degree programs and courses including those available online), and comprehensive referrals (information for department and/or program contacts). These activities are designed to increase access to educational programs designed for online learners.

Support Resources for Distance Learners Available via the University College website:

**Admissions** – Information for students interested in applying to USF degree programs including

contact points (email/phone)

**Academic Information** – Listing of USF degree programs by college and /or major

**Advising** - Information for departments/units that can assist with pre-admissions and/or advising services including contact points (email, phone)

**Financial Aid** – Tuition and Financial Aid information is provided including contact points (email, phone)

**Tuition Payment Information** – List of tuition and fees as well as tuition payment information is provided, includes student payment FAQ's and important dates. Contact points (email, phone) are also provided

**Bookstore Purchases** – Information about online textbook ordering is provided. Contact points (email, phone) are also included

**USF Tampa Library** – Information for accessing USF Tampa Library resources are provided including distance learner assistance. Email and phone contacts are also provided

**USF ID Card** – Information for ordering USF's student ID card is provided. Distance learning students can use the USF Card to access online library resources and to establish their official net ID for use with Blackboard (USF's academic learning platform). Phone contact is also provided

**USF Career Center** – The Career Center offers an array of online resources to assist students in transitioning from academic life to professional employment. Links to these resources are provided. Phone contacts are also included

**USF Tutoring and Learning Center** – Academic resources, including online tutoring and software tutorials, are available via the Tutoring and Learning Center

**Student Assistance Center (USF Counseling Center)** – Information about USF's counseling center can be linked to from the USF ECampus site. Self-Help and Information resources are available at the Counseling Center website. Phone contact is also provided

**US Military/VA Benefits** – Link to Veterans services is provided

**Students with Disabilities Services (SDS)** - USF's Students with Disabilities (SDS) Office provides a number of services to provide academic support and accommodations to students with disabilities. Services specific to distance education students are currently handled on a case-by-case basis. These include registration with the SDS office via fax and email correspondence, and working with faculty of distance courses to provide the necessary accommodations for students

**Additional Student Services (Blackboard, Class Schedules)** - USF aids degree completion by providing students with a one-year schedule of classes for all classes offered so that students may plan their schedules in advance. Degree, course, and program completion information is provided in an online format and is accessed from the USF homepage by visiting the Academics link. Online and distance learners are welcomed upon log in to Blackboard and are strongly encouraged to log in at least one week before classes begin.

**Technical Assistance** – USF's IT department provides technical assistance to students enrolled in distance learning courses at USF.

***Category 2 - Directed Support (Additional services for students enrolled primarily in distance learning courses)***

Students enrolled for the first time in an online course at USF are automatically populated into the

Blackboard organization [37] "Students First Time Online Courses." The primary purpose of the "Students First Time Online Courses" group is to assist students taking courses online at USF for the first time. Several resources are provided to students via this group including information about building community, student organizations, health/wellness, money matters, and career development. This Blackboard group has been available to online students since Spring 2009. Group membership is updated each semester to ensure that group participants are indeed enrolled as first time distance learners. Group membership in this organization each semester is about 4,000 – 5,000 students. A partnership that began in Spring 2010 with USF Tutoring and Learning Services offers a unique opportunity for distance learning students to access student academic support. A series of online workshops [38] were offered to online students, which they could attend via Elluminate (an online synchronous classroom environment). Select topics in the series included: Time Management, Effective Study Skills, and Test Taking Strategies. Registrations averaged about 20 students per session.

Distance learning provides students access to the university learning experience by removing barriers of time and place. To increase access to USF programs, the University College assists USF colleges and departments offering courses, certificates, and degree programs in developing appropriate distance learning formats and in ensuring that distance learners have access to the appropriate academic support resources. Courses are available in a variety of disciplines and offer alternatives in time, place, format, or delivery systems to allow faculty and students to communicate synchronously or asynchronously fitting into the students' personal schedules. University College maintains the USF distance learning catalog [39] which lists all distance learning courses for the convenience of students wishing to participate in online learning.

To support the USF's efforts to build awareness about the importance of academic integrity, especially in online learning, University College representatives serve on the Academic Integrity for the 21st Century (AI21) planning group.

**Key Point 3:** *Taking a comprehensive approach to maximizing the student experience, programs and services are provided to facilitate a positive transition into the University, create a dynamic living and learning environment, develop a strong sense of campus community, and foster learning through their out-of-class experiences.*

#### *Orientation [40]*

USF Tampa First Year Student Orientation seeks to familiarize all incoming first year students and their families with life at USF by way of a student-centered, broad program that develops a foundation for academic success and provides a positive transition to the university. First Year Student Orientation introduces all new students [41] to the university's various educational opportunities and a multitude of resources. It provides structured interactions with peers, continuing students, faculty and staff, and facilitates access to an engaging, interdisciplinary learner-centered environment. First Year Student Orientation also establishes a foundation for families to aid their student during their transition and collegiate endeavors. All students needing to attend orientation are required to register in advance, must attend a two-day orientation program, and must stay overnight in an on-campus residence hall.

Prior to beginning classes, all new USF Tampa campus transfer students are required to participate in an on-campus orientation session. Orientation sessions are designed to assist new students with their transition into the university by providing college overviews that include the requirements for their degree program of choice; general university policies and services; and student activities and campus life. In addition, academic advising, and registration for classes are all part of the orientation process.

Former students returning to the USF Tampa campus are not required to attend orientation. The Office of Orientation provides a registration time for the returning student.

#### *New Student Connections [41]*

Established in Fall 2007, the office focuses on the successful transition, adjustment, and connection of first year and transfer students to the campus community throughout their first full year at USF. New

Student Connections offers support programs, social opportunities, and mentoring relationships designed to help students form meaningful connections that contribute to improved year-to-year retention and time-to-graduation rates while enhancing the college experience.

A central focus for New Student Connections is the coordination and implementation of USF's Week of Welcome [42](WOW) program. WOW is a campus-wide initiative with the purpose of establishing a student's connection to the university through active engagement and involvement. Through social, informative, and academic programs, students are exposed to the diversity present on campus, introduced to academic and campus resources, and given opportunities to connect with fellow students. WOW provides new students with a foundation for success in their first year and throughout their college experience.

New Student Connections has launched several new initiatives to support the transition experiences of new students. They began a first-year mentoring program[43], in conjunction with research conducted by a faculty member in the College of Education, which targets those first-year students who are at the greatest risk for leaving the university prior to the start of their second year. In Fall 2008, USF implemented UConnect[44], a retention focused academic and social on-line community for first year students, which helps to identify students struggling with their transition and connection to campus. Two national academic honor societies were established to recognize the academic achievement of our new students. Phi Eta Sigma National Honor Society was re-chartered to recognize the achievement of our first year students and Tau Sigma National Honor Society was established to honor our transfer students. The department started a transfer student organization that promotes community, assists transfer students with developing friendships, and helps develop a deeper connection to campus. Finally, a support network for our mature, independent, non-traditional transfer students was developed to promote community, provide campus resources, and help develop friendships with peers.

#### *Housing & Residential Education* [45]

This Department provides a safe community, innovative programs, and quality services that contribute to our residents' success by fostering their learning, personal development, and citizenship. Data indicate students who live on-campus are more likely to have higher retention and graduation rates. Therefore, beginning Fall 2009, all first year students were required to live on-campus. The residence halls house 5,350 students in a variety of housing types from traditional residence halls to apartment facilities. Over 60 residents are graduate level students (master's and doctorate). Approximately 500 students live and participate in Living-Learning Communities [46]offering additional academic support and programming related to an academic major or interest area. A variety of programs exist to assist all students in enhancing their academic skills and promoting their development. Programs and services are targeted to both first year and upper class residents. Regularly sponsored programs address safety, diversity and multiculturalism, and current campus, regional, national, and international issues. Over 800 students attend 23 final review programs offered in the residential areas by faculty (double the number from Fall 2008). Two faculty-in-residences offer both social and educational programs to students in the hall and give students an opportunity to interact with faculty outside of the classroom. Professional staff members serve as mentors to students identified to be at risk of attrition.

#### **Commuter Students**

Programs and services for Commuter students [47]are offered through the Office of the Dean of Students. Students will find information about living off campus[48] through resources provided by Student Government.

#### **Dean of Students**

The mission of the Office of the Dean of Students [49]is to support student learning and development through community building, student engagement, student advocacy, community standards, and problem resolution. Through the work of the office, students are provided guidance, leadership opportunities, and resources to get involved with programs and activities that enhance student learning and enrich their overall university experience.

The Dean of Students provided leadership for the Respect–A-Bull Campaign [50] launched in Fall 2008. Students and staff members campaign to promote responsible behavior and sportsmanship at USF athletic events, on-campus, and in the community. Over 70 Students and staff served as ambassadors during home football games to promote safety and well-being among students and visiting fans. The campaign was expanded to promote safe decision-making and discourage driving while under the influence of alcohol. Approximately 5,000 bookmarks were distributed to the residence halls and during WOW.

### **Center for Student Involvement**

The programmatic departments within the Center for Student Involvement [51] strive to provide a purposeful and positive out-of-class experience for USF Students and student organizations. The uniqueness and variety of these programs, services, and activities allows for all members of the campus community to interact with others and be involved [52] in meaningful ways of their choosing.

The Center for Student Involvement promotes the growth of student leaders who, in turn, create the aforementioned programs, services, and activities. Within this community, students have co-curricular experiences that allow them to have practical application of the many in-class experiences they are receiving, thereby enhancing their overall USF experience.

### **Office of Student Programs**

The Office of Student Programs [53] provides a number of educational and social programs throughout the semester for students to attend. These programs include lectures, movies, late night programs, and gallery exhibits. Throughout the 2008/2009 academic year, there were 100 programs with a total attendance of 60,969 participants. There are three student-run committees responsible for selecting, advertising, producing, and evaluating each event. A new initiative is the “Bulls Night Out” series. This bi-weekly late night programming initiative directly supports the institution’s goal of enhancing the residential experience for all students. Also new in 2009, Weekends@USF [54] was developed to enhance programming and activities for students on Friday night, Saturday and Sunday in order to minimize the concept of USF as a “suitcase campus.” The Campus Activities Board hosted Campus Movie Fest [55] (CMF) for the second consecutive year. A USF student film, “Rhapsody,” won the best picture award both at our campus finale event as well as at the Southern Regional Finale event. Another USF film, “Cinq,” finished in the top 14 in the Southern Region, and a USF student won the best actor award at the regional level.

### **Office of Student Organizations**

Within the Office of Student Organizations [56] students find direct support and guidance for all student approved organizations. In addition to offering yearly assigned office space, organizations may also reserve a conference room for meetings, and a mail box or locker to use for official club storage. Over 500 student organizations [57] address student interests ranging from academic and religious to athletic and social. The current organization breakdown is as follows: Academic and Professional 253; Campus Wide 18; Councils 22; Fraternities & Sororities 49; Graduate 12; Honor 47; International 5; Multicultural 81; Political 34; Recreational 21; Religious 74; Service 68; Social Justice 17; Special Interest 115; Sports Clubs 68. The Office of Student Organizations also houses the Help You Promote Events (H.Y.P.E.) services. This student run business provides graphic design services, copying, poster making, and a host of other amenities for clubs and organization to use for free or at a minimal cost.

### **Co-Curricular Transcript**

USF utilizes the co-curricular transcript [58] to capture student data about involvement in student organizations, community service, and out-of-classroom learning experiences. The system went live in Spring 2008 and its interface is through Blackboard. Faculty and staff members verify the students’ involvement after students select programs, services, activities, and awards from a pre-populated list. Students primarily use the co-curricular transcript as a way to verify their involvement for graduate school admission or employment opportunities.

### **Center for Leadership & Civic Engagement**

The Center for Leadership & Civic Engagement [59] was developed in 2008, recognizing the critical

value of leadership and civic education and the benefits to utilizing a more comprehensive and collaborative approach to reach a larger population of students. All associated programs serve as intentional learning opportunities to develop students into effective, ethical leaders who serve as active, responsible citizens for the global community. The conceptual framework directing these initiatives is based on the premise that leadership and citizenship can be learned and enhanced. Therefore, transformative learning pedagogies are employed throughout the curriculum and directed to all students. Signature programs offered include intensive institutes on leadership development targeted specifically to first year students, sophomores, seniors, organization leaders, and student employees. Additionally, service trips are coordinated in the local region, across the country, and internationally to give hundreds of students immersed experiences in aiding communities struggling with societal challenges. Student Leadership Boards are selected and trained to coordinate day-long service projects that draw thousands of participants (i.e., the 2010 “Stampede of Service” event has 3,800 registered participants to volunteer for one day at over 80 service sites in the Tampa Bay Region). Students are also taught through an Intergroup Dialogue program to discuss complex and challenging topics in order to gain deeper understanding, critically think through diverse positions, and formulate an internal belief system. The Center partners with Undergraduate Studies to offer the Leadership Studies Minor[60] to students. These and other initiatives increase USF students’ capacity to utilize leadership skills and make a positive difference in their communities.

### **Office of Fraternity and Sorority Life**

Providing leadership and advising for a community of 41 chapters in four governing councils (Interfraternity , National Pan-Hellenic, Panhellenic, and Unified Greek), the Office of Fraternity and Sorority Life[61] provides educational programs and opportunities for leadership and personal development, and advising that facilitates councils, chapters, and individuals in making values based decisions. Based on a new community standards program implemented in Fall 2009, the mission of the office is achieved through consistent and intentional programming to include a fraternity and sorority leadership retreat through which students are educated and assessed using a model of leadership developed by Dr. Warren Bennis. Additionally, new members are required to participate in the annual ENLIGHT Summit where the curriculum is focused on developing a community-based lens while understanding and developing personal skills in the areas of values-based action, leadership development, and community standards intervention. Individually, chapter and council leadership also profits from one-to-one advising in which staff members consult with and advise students in areas of personal growth and development in relation to both their in-class and out-of-class experiences.

### **Marshall Student Center**

The mission of the Marshall Student Center[62] is to enrich the quality of student life, strengthen traditions, and enhance the learning experience by providing exceptional facilities and services for students and the USF Community. Opened in August 2008, the new \$65 million Student Center brings students, faculty, staff, and community members together in a variety of social, educational, and serendipitous settings. These new, state-of-the-art facilities have greatly enhanced student life at USF and are contributing to student success. The center’s ballroom, theater, and large number of unique meeting rooms, lounges, food venues, and indoor and outdoor programming spaces, offer a myriad of opportunities for social interaction, learning, and personal development.

The Marshall Student Center is the hub of community life at USF, and the home of a vast majority of student life departments and organizations. The Student Life Tower inside the new Center has provided increased space for growing Student Affairs departments (Center for Leadership and Civic Engagement; the Office of Multicultural Affairs; the Offices of Student Activities, Student Programming, and Student Organizations; the Office of Fraternity and Sorority Life; New Student Connections; and Student Government), all of which provide involvement and leadership opportunities for students. The Center’s expanded meeting rooms and programming space for student organizations promote involvement and connectivity with the institution. Increased student employment opportunities within the new Marshall Student Center provide students with hands-on learning experiences that promote connectivity, personal and professional development, and success and leadership experiences.

### **Office of Multicultural Affairs**

The Office of Multicultural Affairs[63] (OMA) contributes to USF’s goals of student success by engaging



students in co-curricular programs and activities that provide them with knowledge and skills necessary to succeed in a diverse and global society and knowledge-based economy. OMA has emplaced mechanisms for all students, especially historically underrepresented students, to get involved with campus life through Multicultural Cultural Community Program, Safe Zone Training Program, Multicultural Cultural Community Retreat, Bull's Eye View, MCC Institute, National Coalition Building Program, and Freedom Ride. OMA programs are holistic and are strategically designed to foster academic success, leadership, community services, and multicultural competency. To acclimate incoming and First Year Experience students of diverse backgrounds, OMA offers programs and activities such as Multicultural Welcome Week, Move-in Help, the Welcome Jam, and Right Connections. To engender cross cultural interpersonal relations and global cultural experiences, OMA engages Unity Festival, Salsa & Bhangra Night, the Skate Jam, Holiday Celebrations, and MCC Awards.

### **The Oracle**

The Oracle[64] provides students an opportunity to put into practice journalistic skills learned in and out of the classroom. Editors develop leadership abilities through experiential learning at the student-run, editorially independent newspaper, which serves as a source of campus information for the university community. Editors make all content decisions and deal with the attendant responsibility. Student account executives generate nearly 100% of the Oracle's annual budget through sales of display advertising. Oracle student account executives seeking related professional employment upon graduation have between a 90 to 100% success rate.

### **Parent and Family Programs and Services**

Parent and Family Programs and Services[65] is a new entity established in 2009 to connect parents and family members to resources useful to support their students' success. The office provides an important point of contact to answer questions, share information and problem solve with parents and family members. To enhance communication, they launched the monthly newsletter, *USF Parent & Family BULLETIN*, in Fall 2010. Moreover, they host the annual USF Family Weekend to create a stronger connection between families and the university.

### **Student Government Association**

The mission of the Student Government Association[66] at the University of South Florida is to provide the mechanism for all students to be equally heard and represented, to serve as students' premier opportunity to become engaged, and to maximally enhance each student's learning and development. Student Government experiences provide student leaders and employees opportunities to think critically, mature in their understanding of opinions and experiences different from their own, and develop valuable skills in team building, communication, negotiation, public speaking, organization, leading change, and constituent representation. The main administrative office assists with the advising and training of the executive, legislative, and judicial branches of the Student Government Association, their respective departments and committees, the three agencies (Computer lab, SAFE team escort service, and Bulls Radio), and with various operation procedures. To create more intentional and directed learning opportunities for Student Government Senate members, a leadership training and development class was created and implemented in Fall 2009 in cooperation with the Center for Leadership and Civic Engagement. The syllabus is based on Emotionally Intelligent Leadership and embraces learning across three interrelated areas – context, self, and others. The course material is predicated on moral leadership (knowing the difference between right and wrong and doing right) and personal responsibility.

### **Office of Student Rights and Responsibilities**

The Office of Student Rights and Responsibilities[67] supports the mission, goals, values, and vision of the USF system by strongly encouraging individual responsibility and promoting the incorporation of community standards for acceptable behavior via the Student Code of Conduct[68]. Through the community standards hearing process we engage our students in personal and social responsibility and peer accountability.

The goal is to encourage and develop standards of behavior and critical thinking that will first create a community of leaders and citizens, and second enhance the USF environment for community members

living, studying, and working at USF. By engaging students in one-on-one interactions with student development specialists and through group interactions with community standards boards, students are challenged to assess and reassess their standards, belief systems, and behavioral norms. The office also conducts mediation between students to engage them in conflict resolution that facilitates a community of equals who learn to resolve their concerns in a mature and mutually beneficial manner.

Furthermore, the office supports student learning and development through outreach which includes peer mediation training, faculty training on student classroom conduct, and managing the classroom. This prepares our faculty and students to deal with conflicts and mutually agreed upon community standards that represent the best of who we are as a university. Finally, the office facilitates the University System's Prior Conduct Process to insure that students who apply and eventually attend USF are prepared and ready to be a part of the university community and live according to its standards. Efforts in this regard are to help assure a safer environment suitable for learning, teaching and exploring the life of the mind.

### **Student Ombudsman**

The Student Ombudsman[69] serves as a neutral third party providing assistance to students who have University related complaints and/or concerns of a non-legal nature, and as a resource for students needing information about USF related policies and procedures. The services are confidential, impartial, independent, and informal. In Fall 2009, the office intervened on behalf of 78 students who experienced some frustration with USF systems and processes.

Three major programs have emerged out of the Student Ombudsman Office: Don't Stop...Don't Drop Program, President's Retention Grant, and the Emergency Fund Program. The Don't Stop...Don't Drop Program[70] is an initiative from the Office of the President to respond to the current economic crisis. The purpose of the President's Retention Grant is to provide financial support to aid students while they pursue their educational goals during current economic challenges. The Emergency Fund Program assists students with funds in the fastest means possible to help with needs such as food, utilities, transportation/gas, childcare, financial aid/tuition, books, and housing.

### **University Scholarships & Financial Aid Services**

University Scholarships & Financial Aid Services[71] is committed to insuring that information about financial aid is made available to students in an efficient, understandable, and equitable manner. The primary goal is to assist students in achieving their educational goals by providing federal, state, and institutional financial aid opportunities. USF is committed to early outreach and to have a comprehensive communication plan in place to educate potential and current students about all financial aid opportunities available to them. As a result of these efforts, USF was able to increase the number of students who received aid on the first payment date by 17%, with a corresponding increase of 47% in funds distributed in one year.

A mandatory pre-matriculation financial literacy course for all entering first-time freshmen for Fall 2009 was also initiated. Ninety-four percent of the participants rated it as a good course, with 83% indicating that they learned a lot about finances. Because of the positive respond from students, the program will be continued for 2010/2011, possibly expanding it to include transfer students.

***Key Point 4:*** *A focus on the health, wellness and safety of students is critical to increasing their capacity to learn and supporting their lifelong commitment to their own well-being.*

### **Team Wellness**

Team Wellness[72] is a collaborative effort of five departments in the Division of Student Affairs that are focused on the health and wellbeing of the student body. Included in Team Wellness is the Student Health Services, the Counseling Center, the Advocacy Program, Campus Recreation, and Wellness USF Departments. Through active collaboration, these five departments strive to support and

encourage the overall wellbeing of students so that they can maximize their learning opportunities, both inside and outside the classroom. As a group, Team Wellness supports a variety of initiatives to enhance student success.

### **Students of Concern Assistance Team**

The Students of Concern Assistance Team[73] (SOCAT) was created in Fall 2009 to offer support for distressed students. Through early identification, outreach, and referral, SOCAT strives to provide the needed resources and support to ensure that vulnerable and at-risk students can focus on their education and be successful. SOCAT is staffed by a full-time case manager who serves a critical role in helping distressed students obtain needed services both on-campus and in the community. The case manager is an important component of the division's overall commitment to help provide students the needed support to remain in school and be successful.

### **Substance Education and Awareness Team**

The Substance Education and Awareness Team[74] (SEAT) was recently reconvened with a new membership and a stronger mission statement. SEAT brings together key campus stakeholders to help coordinate alcohol and other drug (AOD) prevention efforts on campus. Unchecked substance abuse is a significant barrier to student learning and success. By enhancing alcohol education and prevention efforts, SEAT supports a healthy environment that will further students' educational goals.

### **Wellness USF**

Wellness USF[75] is a newly created department that reflects USF's ongoing commitment to promote health and wellness on-campus and minimize barriers to success. The staff of Wellness USF includes experienced health educators who use evidenced-based prevention and education approaches to promote holistic wellness. With a focus on the six key dimensions of the wellness wheel model, the Wellness USF Department serves as the hub for the various wellness activities on campus. The staff of Wellness Promotion collaborate campus-wide wellness activities and events and facilitate the interdepartmental Wellness Action Group, which serves to develop programming and a strategic vision for campus wellness activities.

### **Center for Victim Advocacy and Violence Prevention**

The Center for Victim Advocacy and Violence Prevention[76] provides free and confidential services for students who have experienced crime, violence, or abuse. Professional, certified advocates provide comprehensive victims' services including crisis intervention and ongoing support; personal and systems advocacy; court accompaniment; safety planning; and assistance in filing police reports, injunctions for protection, and crime victims' compensation claims. Advocates use a psycho-educational and empowerment model for assisting students who become victims, helping them to identify their strengths and coping skills, and educating them about crisis and long-term reactions to trauma, the rights of crime victims, local, state and federal laws, medical aspects of their victimization, and the criminal justice system and how it operates. These supportive, victim-centered services contribute to student retention and success, as students who become victims and receive such services are more likely to stay in school and achieve their academic goals. Early intervention and on-going support can prevent the isolation, social withdrawal, and decreased ability to concentrate on academic studies that leads to dropping out or failing in school.

In addition to providing victims services, the Center for Victim Advocacy and Violence Prevention has an active education and prevention program to help students learn about personal safety and violence prevention. Additionally, the program provides learning opportunities for students, with internships available for students in criminology, women studies, psychology, and related departments. Students learn leadership opportunities in our REAL Program, in which male students can become peer educators and role models for other men on campus to end violence against women. Student workers can engage in planning and carrying out major awareness campaigns such as Take Back the Night and assist the professional staff with educational presentations in university classes.

### **Tampa Campus Recreation Department**

The Tampa Campus Recreation Department [77] offers a world class recreation center that provides over 28,000 square feet of cardiovascular and strength/conditioning space, six indoor racquetball

courts, an indoor running track, a martial arts mat room, four basketball courts or six volleyball courts, and six aerobics/dance rooms. The Argos Fitness Center is another recreation resource for students offering an additional 4,900 square feet for students and staff located in the center of a residential corridor. Locker room facilities and an indoor pool are also available for students. There are also abundant outdoor recreational venues including tennis courts, a shaded running trail, three outdoor pools, and 13 multi-purpose recreational turf fields. Over 60 non-credit group exercise classes are offered throughout the week. The Intramural Sports Program offers the students at USF over 30 different activities to participate in during the Fall, Spring, and Summer semesters. Structured leagues and tournaments are offered in a diverse array of sporting activities, ranging from flag football, softball, basketball, soccer, volleyball, badminton, floor hockey, wiffleball, and Ultimate Frisbee. In addition, the Outdoor Recreation Program offers adventure travel, outdoor gear rental and resources, and additionally, canoeing, camping, kayaking, and disc golf at the University-owned Riverfront Park on the Hillsborough River. The park is open only to current USF students, staff, and faculty. The USF Riverfront Park is also home to a challenge course enabling student organizations, University departments, and non-University entities with the opportunity to improve their team dynamics through participation in this challenge course. The Campus Recreation department also administers a vibrant Sports Club program enabling over 50 different student-led organizations to pursue their varied interests.

### **Counseling Center**

The Counseling Center's[78] mission is to enhance the intellectual, social, and emotional functioning of students, faculty, and staff in ways that further develop self-knowledge, enhance capacity to learn, improve the quality of personal experience, and increase the potential for community and civic engagement. It has been shown that students with psychological problems are at increased risk for dropping out of school prematurely and that untreated mental health problems can impact students' emotional and social development. Studies have found that mental health issues represent a significant independent predictor of academic success. It has been reported that eight of the top ten impediments to academic success are mental health related: stress, sleep, concerns about friend or family, relationship concerns, depression, internet/video games addiction, death (grief), and alcohol. The Counseling Center provides a range of wellness-oriented services including individual and group counseling, psychiatric evaluation and management, the provision of psycho-educational workshops, and consultation on mental health issues to various USF constituents.

To evaluate its success in alleviating student distress, one method used by the Counseling Center to measure student outcomes is through pre/post testing with the College Adjustment Scales (CAS). In a recent evaluation, it was demonstrated that, following an average of six psychotherapy sessions, all eight clinical subscales revealed statistically significant symptom decreases in reported distress. A second outcome assessment conducted during Fall 2009 utilizing the Counseling Center Evaluation Form indicated the percentage of students who "Mainly" or "Very Much" agreed with the following statements: The USF Counseling Center has met my expectations (96%); Counseling Center Services have been helpful in my academic progress at USF (51%); Counseling Center Services have been helpful in my continuing enrollment at USF (59%).

### **Student Health Services**

Student Health Services[79] (SHS) provides high quality primary health care and education to enhance student learning and promote lifelong success through health and wellness. Even as USF students are complying with State of Florida immunization and insurance regulations, negotiating their own health care and navigating the process of health insurance claim submission, they develop real world skills that will be utilized throughout their lives. SHS staff members also precept students in health professions, providing clinical guidance while they gain field experience. SHS collaborates with the other departments of Team Wellness to promote wellness initiatives and provide education to the entire campus. As a result, the concept of wellness is exemplified in the SHS perception of health as not merely the absence of disease but the embracing of all dimensions of wellness in a balanced, holistic life.

### **Division of Public Safety**

The overall objective of the Division of Public Safety[80] is to coordinate all emergency operations on

campus, thus ensuring a safe and secure environment that is conducive to living, learning and working on campus. Established as a division in 2007, Public Safety provides a unified command of all the USF public safety and emergency resources, ensures effective and timely communications between all safety units, and serves as the university's single point of contact and management for emergency and crisis situations. The Public Safety team is comprised of staff members from the university's administration, technical services and support, the university police department, parking enforcement, emergency management, and security. The Division of Public Safety has initiated several new avenues for communicating with the campus community in the event of an emergency, including a text messaging system[81] (called MoBull) that relays important emergency messages to all participants via cell phone, electronic messages boards, and an outdoor public announcement system.

### **Police Department**

The USF Police Department [82] is committed to empowering students, faculty, and staff by assisting them with the development of personal safety and property security plans. A strong commitment to public safety through education is the driving force behind the University Police Crime Prevention Unit. A wide variety of programming is made available each year to include topics such as:

Date/Acquaintance Rape programs for both men and women, Personal and Campus Safety, Alcohol and Drug Awareness, Burglary and Theft Prevention, Identity Theft Prevention, Violence in the Workplace, Rape Aggression Defense (RAD) for women, the S.A.F.E program for women, and many other important topics. Members of the Crime Prevention Unit speak to both students and family members during freshman orientation regarding how to stay safe on campus, emergency notification and response procedures, how to contact the police department in an emergency, and services provided by the University Police. In addition, each police officer acts as an Adopt-A-Cop for a student organization, residence hall, or campus building. These Adopt-A-Cop officers act as a liaison to their assigned area and provide contact, interaction, programming, and assistance on a continuing basis.

**Key Point 5:** *USF provides programs, services and activities designed to address the unique needs of graduate and professional students.*

Graduate students have access to and are served by several of the general student support services described above. These services include: Financial Aid, International Affairs, Student Housing, Campus Recreation, Counseling Center, Student with Disabilities Services, Student Health Services, Marshall Student Center, Writing Center, and Don't Stop Don't Drop Program.

In addition to these services, the Graduate School[83] provides the specific student support services listed below.

### **Student Success Workshops[84]**

The Graduate School provides a wide array of graduate student success and professional development workshops to enhance student success each semester. All workshops are free and open to all graduate and professional students. During the Fall 2009 semester, over 450 graduate students registered to attend one or more of the 15 different workshops. Workshops range from "Choosing a Faculty Mentor" to "Grant Writing and Funding". In addition, the Graduate School has developed a course series entitled "Building a Leader". During the Summer 2009 semester, 28 students enrolled in the "Building Research Skills" course that was part of the series. Each student earned one hour of 6000-level credit.

### **Graduate and Professional Student Council[85] (GPSC)**

Graduate and Professional Student Council (GPSC) fosters interaction between graduate and professional students through community service, social, and academic events. GPSC provides a voice for graduate and professional students through representation on university committees and advocating student interests to the administration. During the Fall 2009 semester, 1,120 students were active members of the GPSC (although all graduate students belong to the organization).

### **Orientation[86]**

The Graduate School offers a comprehensive orientation for new students each Fall. For the Fall 2009

semester, 850 students registered to attend the event. The orientation includes addresses by the Graduate Dean as well as from the USF President, Provost and other USF officials that deal with pertinent graduate policies, resources and student success advice. The orientation also includes a resources fair in which the student support services, described above, set up tables to provide students with information and direct interactions. In addition, several student success workshops are offered in conjunction with the orientation. To accommodate students that are unable to attend the orientation, all content is taped, and the videos posted to the Graduate School website. For the Spring admits, all content is posted to the Graduate School website with taped messages from the Graduate School Deans and USF leadership.

### **Graduate School Times Newsletter**[\[87\]](#)

The Graduate School publishes a monthly newsletter that highlights upcoming events and student successes. Students have access to the newsletter through the graduate school web site and are notified by email as new issues are released.

### **Center For 21<sup>st</sup> Century Teaching Excellence** [\[88\]](#)

Graduate Students who are employed as teaching assistants are eligible to participate in workshops offered by the Center for 21<sup>st</sup> Century Teaching Excellence (C21TE). Workshops on teaching are available to graduate teaching assistants every year with the following participation last year: Fall semester - 80; Spring semester – 70 and; Summer workshops for new graduate teaching assistants – 26.

### **Research Funding Website**[\[89\]](#)

The Graduate School maintains a comprehensive database of graduate student education and research-funding opportunities that help students in identifying and applying for funding to support their education and research. The Graduate School produces targeted email announcements to students when funding opportunities are available. In addition, workshops specific to funding, grant writing, and research are offered throughout the semester. The Graduate School also partners with the Office of Research and Innovation to offer “Student Challenge Grants”. These grants support teams of four students across multiple colleges that are engaged in multidisciplinary research. During 2009, seven teams received funding through this initiative.

### **Fellowships/Scholarships**[\[90\]](#)

During the 2008/2009 academic year, the Graduate School provided 2.2 million dollars in competitive and need-based Fellowships and Scholarships to support graduate students. These funds were able to support 269 students with an average of \$8,200. In addition, the Graduate School hosts two fellowship cohort meetings each semester for the fellowship recipients. These cohort meetings are used to disseminate important information and resources to the students as well as monitor progress and student tracking to assure success.

### **The College of Medicine**[\[91\]](#) (COM)

COM has its own Office of Student Affairs, which operates as a unit within the Office of Educational Affairs. Under the leadership of the Associate Dean for Student Affairs and the Director of Student Affairs, the COM Office of Student Affairs provides specialized services for students in the MD and DPT programs. In addition, some student services are provided through the Office of Student Diversity and Enrichment (OSDE) under the direction of Ms. Suzanne Jackson, Director (<http://health.usf.edu/medicine/osde/index.htm>). While the services for students are summarized below, all of the services provided for students are delineated either on the website of the Office of Student Affairs[\[91\]](#) or the School of Physical Therapy and Rehabilitation Services [\[92\]](#)(SPTRS). Both the MD and DPT programs have a Student Handbook that further describes the many services available. Students in the Colleges of Nursing and Public Health are served by the University Division of Student Affairs and the Office of Graduate Studies in Academic Affairs and will not be addressed here.

Educational Affairs is comprised of five offices, the Office of Educational Affairs (OEA), Office of

Admissions, OSDE and the Office of Student Affairs (OSA), as well as the Office of the School of Physical Therapy and Rehabilitative Services (physical therapy students only). These units work together to provide aspiring, passionate students in medicine and physical therapy an open culture of accessibility to faculty, patients, and technology through a challenging curriculum with diverse educational experiences. USF fosters an environment where students realize their own creativity and innovation to make a difference in the lives of patients and their community. Upon graduation, students possess the skills and confidence as leaders in the ever-changing business of health care without sacrificing their initial inspiration to care for patients. This is accomplished through service to our students in support of academics, personal requirements, as well as mental and physical well-being as provided through empowering programming.

### ***Admissions***

Admissions to the MD Program is overseen by the Office of Admissions under the Director of Admissions and a faculty member Chair of the Medical Student Selection Committee (MSSC). Applicants are screened by the Office of Admissions Staff and the Chair of the MSSC. Decisions on Admissions are made by the MSSC, which is comprised of 16 members including COM faculty and four senior medical students. Currently 120 students are accepted annually via a process that uses a holistic approach to admissions taking into account academic performance, MCAT testing, life experiences, medical experiences, humanistic attitudes and values, contribution to diversity of the student body, and motivation for a career in medicine. Initial applications are administered through the AMCAS national admissions service and includes a secondary, school specific application.

Admissions to the DPT Program is administered by the SPTRS via a faculty review committee. Thirty-six new students are admitted annually.

### ***Academic Advising & Support***

OSDE has a number of programs that support students prior to entry into medical school. This includes a series of “pipeline programs” that target students in middle school, high school or undergraduates. In addition there are two programs that help students who specifically are on a track to start medical school. The Interdisciplinary Masters of Medical Sciences is a one-year curriculum for students who show great promise for medical school but have some academic deficiency. These students take a summer preparation course and then take the same science courses as the first year medical students to show that they have the aptitude and skills to handle a medical school curriculum. Additionally, OSDE presents a pre-matriculation course for “at risk” students to help them prepare for medical school following acceptance in the Summer prior to their matriculation.

OSA has an extensive program of academic support for students. The Associate Dean follows student performance closely and communicates with all students having academic difficulty. Students are encouraged to meet with course directors to examine ways to improve performance. In addition, students may use a system of peer tutors, i.e. students more advanced in their education, via coordination by the Associate Dean. Dr. Patricia Maher, an adult education specialist, is also retained by the college to assist students with study skills, test taking skills, and reading improvement. A neuropsychiatrist is also utilized to assess any learning deficiencies in students with otherwise unexplained learning difficulties. The OSA also directs students who are having difficulty with national standardized tests to outside academic resources to help improve performance.

In OEA the Associate Dean for Undergraduate Medical Education also has assisted students with improvement of study skills and specific course content.

### ***Personal Counseling and Mental Health Support***

Students experiencing personal or mental health challenges have several avenues of support. Many will seek assistance from the Associate Dean or Director of Student Affairs or in OSDE from the Director. Students are often referred to or choose their own resources external to these offices, including the Health Enhancement for Life-long Professional Students (HELPS) Program, a student assistance program that is off-campus and completely confidential. HELPS is a firm of psychologists and sociologists. Benefits are extended to students and family members and include several free visits. This also serves as a referral service for psychiatric help and for students who have substance

abuse problems. HELPS has a 24/7 phone line dedicated to USF COM students. HELPS also publishes an online quarterly wellness newsletter for students. Alternatively, students may use the university counseling center or may go to one of two counselors (psychology graduate students who are supervised by a clinical psychologist) who are at the medical center campus and dedicated to this service for COM students. All of the services noted above are described in the MD Program and DPT Student Handbooks.

In addition, students publish an online Wellness Newsletter<sup>[93]</sup> quarterly which provides tips on stress reduction, how to live a healthy lifestyle, etc.

### ***Career Counseling***

OSA has an extensive collection of resources and programming available to students to help guide them for residency or alternative career selection. The Career Counseling Program for MD students is coordinated by Dr. Peter “Jeff” Fabri and has five counselors and numerous medical specialty advisors. Students are presented a series of workshops that span the four years of medical school. Much of the material is online linked from the Student Affairs webpage in a password protected location. The basis for much of this information is the Careers in Medicine program that is run under the auspices of the Association for American Medical Colleges. Students are guided and carefully monitored as they work through the residency matching program.

Physical Therapy students are advised on career selection by the Director of the SPTRS, the Director of Clinical Services, and additional faculty in the college. Students follow different paths including internships, further education, or entering the job market.

### ***Disability Services***

Students with Disabilities are assisted by the OSA. If examination accommodations are requested and documented, the OSA works closely with the OEA to make certain that students receive all accommodations to which they are entitled. The Associate Dean for Student Affairs works in concert with Student Disability Services if any assistance is needed to make certain students receive appropriate accommodations.

### ***Financial Aid***

The Office of Financial Aid is within OSA. Its Director and Financial Aid Specialist work with students to guide them through the financial aid application process, in identification of scholarship opportunities to help minimize student debt and offer financial guidance to students to help them make informed decisions about their finances. The office manages financial aid loans and scholarship distributions for approximately 85% of the 585 students in the MD and DPT programs. All students requiring financial assistance meet with the director or specialist annually and undergo an exit interview prior to graduation. Additional meetings for financial advice are available throughout the year on a request basis for all students.

### ***Fitness Center***

The College of Medicine maintains a Fitness Center for COM students, faculty, and staff through the OSA. The center has free weights and numerous apparatus for fitness training. The center has lockers and a shower room and is available by key card entry from 6 am to 11:30 pm.

### ***Office of Student Affairs***

The OSA is dedicated to enhancing students' lives as they progress through the MD program. There are eight staff in the Student Affairs Office, two in Financial Aid, two in the Registrar's office and four in Student Affairs support of general services. In addition, the office has the support of a College of Education graduate student intern. The office provides services and guidance to students in all aspects of their daily life as students. Official communication with students is through their university email account and the Student Affairs website, which serves as a repository of documents and information that is shared with students throughout medical or physical therapy education. The OSA also supports numerous student organizations including student council, student medical specialty interest groups, service organizations, honor societies, and political action organizations. The student



organizations[57] website lists 31 organizations. In addition, the office provides financial support for students to travel to regional and national meetings for leadership development, research presentations and other educational experiences.

### **Student Health**

Students in the COM are required to purchase health insurance because they are at risk working in clinical settings. They have the same access as all other students to the University Student Health Services. They may be seen at the SHS central campus facility or as an auxiliary site may be seen in the Family Medicine Clinic at the USF Health Sciences Center.

**Key Point 6:** *The University of South Florida has campuses in Sarasota-Manatee and Lakeland that provide programs, services and activities to promote student learning and enhance the development of their students.*

In addition to the programs, services and activities described above that promote student learning and development, many of which are web-based and available to students at all of the USF campuses, each of the regional campuses also has on-site and online support programs and services. Student services on regional campuses are generally tailored to the needs of the individual campus student body. USF Sarasota/Manatee (USFSM) and USF Lakeland (USFP) serve only upper division and professional graduate students, many of whom are working adults. Student services thus tends to focus on career development and counseling with fewer resources directed to student life and wellness programs.

## **USF Polytechnic Campus**

The University of South Florida Polytechnic[94] (USFP) offers a variety of student support programs, services, and activities, which contribute to students' learning and development. The purpose of these programs, services, and activities is to engage students in curricular and co-curricular activities that will enhance their academic, personal, and professional success. USFP accomplishes this through the Office of Student Affairs, the Office of Admissions & Financial Aid, the academic divisions across campus, and other services and programs.

### **Academic Support and Enhancement Programs and Services**

*Orientation*[95] is a two-hour program that provides an introduction to the USFP academic community and helps facilitate the transition of new transfer students. During this program, students and parents learn about various student support services, academic advising, the registration process, and campus life. The orientation program is offered both as a face-to-face program as well as online in order to serve our students' diverse needs.

The USFP community has a united focus to ensure students a successful academic career from entrance to degree completion. *Academic advisers*[96] are available to meet with students and provide guidance on degree requirements, course offering, university policies and procedures, as well as short term and long term educational goals. Advisors maintain personal communication with continuing and prospective students through individual scheduled appointments, walk-in appointment hours, email advising, and web and telephone inquiries.

The *Career Center*[97] offers personal career counseling and a broad array of individual assessment tools designed to help each student explore his or her potential. The services include personal career counseling, job fairs, assistance with internships, on-campus recruiting, job posting, and resume and interview workshops.

The Transfer Success course (LDR 3930) promotes academic success and persistence by developing academic success skills, encouraging student engagement on campus, and providing strategies for students to develop self-directed learning and responsibility.

USFP offers two other services to assist students with their academic growth, which include the *Writing*

*Center*[4] and *Library Services*[98]. A faculty member in the writing center provides tutoring for students who need assistance with their writing skills. A faculty member in the Library provides face-to-face and online workshops on Refworks and Searching Databases to assist students with research skills.

### ***Student Development and Engagement Programs and Services***

The mission of the *Office of Student Affairs*[99] is to facilitate students' educational experience by providing quality opportunities that promote student learning, growth, and development through 1) involvement in diverse co-curricular programs and activities, 2) a supportive environment that equips students with essential tools for successful lifelong learning, and 3) creating a community of engaged students. Students are able to build their leadership skills and create a sense of belonging through participation in student activities[100], student organizations[101] and volunteer activities[102]. A variety of events are offered throughout the academic year to integrate and engage students into the USFP community. A weekly email is sent to students to keep them informed about upcoming events and programs as well as reminders about various academic deadlines or announcements.

USFP offers a co-curricular portfolio[103] that captures students' involvement in student organizations, leadership training, community service, and applied learning experiences inside and outside the classroom. Students can use the portfolio to demonstrate to employers and graduate schools their active participation on campus.

To assist students who are moving to attend USFP, the Office of Student Affairs[99] provides a list of off-campus housing options. This online list is available to determine the cost and proximity for area apartment complexes.

*Student Government Association*[104] (SGA) represents the interest of all students on campus. Student elected officers coordinate student events on-campus, represent students at various campus committees, and provide input to administration regarding student needs and interests.

USFP values a community based on the principles of integrity, civility, and respect. As such, students are expected to behave in a manner that supports these principles, which are upheld through the *Student Rights and Responsibilities*[105] office. Through the Code of Conduct process, students reflect on behavioral implications and acceptance of individual responsibility to develop a stronger sense of shared community.

Multicultural Education and Engagement is an office at USFP that provides services and programs for multicultural students as well as training and education for faculty and staff to understand this distinct population. The *Multicultural Leadership Program*[106] is a leadership development program that focuses on mentoring incoming students. The MLP enhances the awareness and acceptance of diverse cultural groups within USFP. Students are trained to serve as mentors who work with incoming students.

The *Student Disability Services*[107] (SDS) office serves as the central contact point for students with disabilities. The goal of SDS is to provide a physically and educationally accessible university environment ensuring that an individual is viewed on the basis of ability, not disability. SDS works individually with students to determine appropriate and reasonable academic accommodations and provides those services.

### ***Health and Wellness Programs and Services***

The *Counseling Center*[108] provides a variety of emotional health services to enrolled USFP students. Additional services include substance abuse counseling, crisis counseling, group counseling, and advocacy. The mental health counselors work with students to help them address obstacles to their personal and academic success.

A Student of Concern Assistance Team[109] (SOCAT) recognizes and assists students in distress through supportive intervention when there is a concern that a student poses a danger to self or others. This proactive team meets to discuss and review at-risk students who may need additional support to be a successful student.

A partnership with a local YMCA[110] provides fitness options, which enhances students' physical and mental development. Through aerobic classes, intramural sports, weight lifting, and other activities, students can keep in good physical health.

### **General Student Support Services**

Don't Stop Don't Drop[111] is a service for students who are having a difficult time with the current economy. Students who question whether they can afford to stay in college are referred to the Dean of Students who assists in identifying potential resources or referrals that would help keep students enrolled.

Commuter Services[112] is a part of the Florida Department of Transportation and is a formal partner with USFP. This service provides alternative transportation options for students who may need assistance getting to campus including a free online ridematch database where students can connect with other commuters to share rides.

Cash Course[113] is an online service provided to strengthen students' financial life by educating students on topics such as budgeting overview, credit card use, paying for college, and the world of work.

## **USF Sarasota-Manatee Campus**

The Office of Student Services[114] on the University of South Florida Sarasota-Manatee (USFSM) [115] campus offers services that expand and support student learning and development. Academic Advising[116] assists students with admission information, transcript evaluation, degree and course selection, graduation, and university regulations and forms. Recruitment, enrollment, retention, and customer service are other areas where advisors support students, staff, and the university mission and goals. The Office of Admissions[117] receives, processes, and makes decisions on all undergraduate applications as well as maintaining supporting documentation. The office also processes graduate applications after review by the academic department. Registration[118] at USFSM acts as a resource for the campus community by providing assistance with questions related to the Family Educational Rights and Privacy Act (FERPA) and acts as a training resource for staff on use of the student information system (SCT Banner). The Registration staff members collaborate with other departments at USFSM to ensure the timely registration of new and continuing students and the accurate publication of academic policies and registration dates and deadlines. Financial Aid[119] assists, guides and educates students through the process of applying, understanding and securing financial aid funding. By providing information and guidance to students and parents regarding the various financial aid programs and their qualifying requirements, the staff assists students in understanding their financial aid options and the complexities of regulations and processes that will affect them.

Career Services[120] offers individual advising to students and alumni regarding career or graduate school decisions, preparation for employment, and searching for jobs or internships, as well as maintaining relationships with area employers. Resources include career events, career library, College Central[121] (an online job search resume posting system), and Optimal 2.0 (a software program that allows students to customize their presentation to employers). The Office of Students with Disability Services[122] provides accommodations that may include, but are not limited to, note-taking services, extended test time, books in electronic/audio format, and assistive technology. The accommodations should maintain the academic integrity of the course and never alter the level of ability or mastery the individual is required to demonstrate.

The Office of Student Affairs[123] at USF Sarasota-Manatee provides advocacy, information, and assistance with all phases of campus life. This office provides opportunities for students to enhance their academics by offering services, programming, and leadership opportunities, and provides direction to Student Government[124] and clubs[125]. USFSM and New College of Florida share the campus safety[126] (police services) and Counseling and Wellness Center[127]. The center provides

services related to the development of the whole person; emotional and physical well-being, as well as academic concerns.

- III-3** The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. (*Comprehensive Standard 3.2.8*)

**Compliance Status:** Compliant

## Narrative

### Comprehensive Standard 3.2.8

#### Key Points Covered in Narrative

**Key Point 1:** *The University of South Florida is led by qualified administrative and academic officers.*

**Key Point 2:** *The University of South Florida sets clear standards for the qualifications for hiring and continued performance of its administrative and academic officers.*

**Key Point 1:** *The University of South Florida is led by qualified administrative and academic officers.*

The University of South Florida (USF) has qualified administrative and academic officers with the experience and expertise needed to lead the institution as illustrated by the attached SACS Template [1]. In addition, University regulation USF10.207[2] requires that all senior staff be evaluated on a regular basis.

**Key Point 2:** *The University of South Florida sets clear standards for the qualifications for hiring and continuously monitors the performance of its administrative and academic officers.*

The USF Board of Trustees selects the president[3] of the university with subsequent ratification by the Florida Board of Governors and conducts an annual performance evaluation[4]. President Judy L. Genshaft[5], (View CV[6]) who became USF's sixth President in July, 2000, held the office when the USF Board of Trustees was created by statute effective July 1, 2001. Following a national search, she was chosen as President by the former state Board of Regents in accordance with its policies concerning selection of state university presidents. Since her initial appointment, USF has increased its national ranking, research activity, and economic contributions to the Tampa Bay region. Dr. Genshaft has been recognized for her local, national, and global efforts to promote innovative partnerships. She is the Immediate Past Chair[7] of the American Council on Education (ACE) Board of Directors, the nation's largest association representing accredited colleges and universities. President Genshaft has an outstanding record of accomplishments at institutions of higher education.

Appointed by and reporting directly to Dr. Genshaft are five Senior Vice Presidents. These are:

- Provost and Executive Vice President[8] (View CV)[9]
- Senior Vice President for Research, Innovation & Global Affairs[10] (View CV[11])
- Senior Vice President, USF Health [12](View CV[13])
- Senior Vice President, University Advancement[14] (View CV[15])
- Senior Vice President and COO (position currently vacant)

All USF Senior Vice Presidents and other members of the President's Cabinet have extensive experience and a strong record of accomplishment in their area of responsibility. The Provost & Executive Vice President and the Senior Vice President for USF Health hold the rank of Professor with tenure in a department within USF. They, as well as the Senior Vice President for Research and Innovation, are distinguished scholars in their fields.

In addition, the Regional Chancellor of USF Sarasota-Manatee [16] (View CV[17]) and the Regional Chancellor of USF Polytechnic[18] (View CV[19]) are appointed and report directly to the President. Position descriptions are maintained on file in the central Human Resources office for all executive positions.

As USF System President, Dr. Genshaft delegates system-wide authority to the Vice Presidents as appropriate. Vice Presidents designate the chairs of the USF System Councils[20] advisory to them. The Councils consist of representatives from all USF institutions and regional campuses. Each Council's role and responsibilities, scope of activities, membership and operating procedures are established and approved by Dr. Genshaft. A thorough description of the systemwide administrative organization was included in the Special Report on Governance (Part IV of the Fifth Year Interim Report - submitted under a separate cover).

As stated earlier, USF regulation USF10.207[2] requires that all senior staff be evaluated on a regular basis. This process is guided by the use of "Self Evaluation" reports submitted by each senior vice president[21], vice president[22], and assistant/associate vice president[23]. Results of employee performance reviews are not covered by the Florida State Sunshine Law and, thus, treated as confidential material. An example of a position description[24] for senior administrators is provided here. An example of a written results of a performance review will be made available upon request.

The academic programs in USF reside administratively in ten degree-granting colleges. All colleges are headed by a Dean of senior faculty rank who holds tenure in an academic department. The following Deans report to the Executive Vice President & Provost:

Ronald Jones [25]- College of the Arts  
 Eric Eisenberg [26]- College of Arts and Sciences  
 Catherine Batsche [27](Interim) - College of Behavioral and Community Sciences  
 Robert Forsythe [28]- College of Business  
 Colleen Kennedy [29]- College of Education  
 John Wiencek [30]- College of Engineering  
 Stuart Silverman [31]- Honors College  
 Jackie Dixon [32]- Marine Science  
 Maria Crummett [33]- International Affairs  
 William Garrison [34]- Library System  
 Robert Sullins[35] - Undergraduate Studies  
 Karen Liller[36] - Graduate School

The Deans for the College of Medicine, Public Health, and Nursing, report to the Senior Vice President for USF Health.

Stephen Klasco[13] - College of Medicine  
 Donna Petersen[37] - Public Health  
 Dianne Morrison-Beedy[38] - College of Nursing

The Dean of the newly formed College of Pharmacy (first class to begin Fall 2011) will also report to the Senior Vice President for Health.

All Deans hold a senior faculty rank and tenure in an academic department. [See 3.2.8 template[1]] An example of a dean's generic position description[39] is included to illustrate the types of responsibilities they each must address in administering their college or unit. Deans undergo an annual performance review centered around their response to a matrix of indicators[40] for each college.

- III-4** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: 3.3.1.1 educational programs, to include student learning outcomes (*Comprehensive Standard 3.3.1*)

**Compliance Status:** Compliant

## Narrative

### Comprehensive Standard 3.3.1

#### Key Points Covered in Narrative

- Key Point 1:** *University of South Florida (USF) maintains a university-wide commitment to outcomes assessment and continuous improvement of student learning for all undergraduate, graduate, professional degree and certificate programs*
- The meta-evaluation of academic program assessment (audit reports) indicates that*
- Key Point 2:** *the overwhelming majority of academic programs maintain robust assessment reports.*

**Key Point 1:** *University of South Florida (USF) maintains a university-wide commitment to outcomes assessment and continuous improvement of student learning for all undergraduate, graduate, professional degree and certificate programs.*

The University of South Florida (USF) is in compliance with Comprehensive Standard 3.3.1.1 and employs a viable process of program assessment across all academic programs through the USF Office of Institutional Effectiveness and Assessment (OIEA). The Assistant Vice President for Institutional Effectiveness and Assessment and the Assistant Director of Assessment provide leadership, expertise, and support for assessment of academic programs, which includes aligning USF's assessment activities with state requirements/mandates and/or external accrediting requirements related to student learning outcomes. The OIEA works closely with individual academic programs including certificate programs to assure assessment processes reflect best practices. Assessment reports for all USF academic programs<sup>[1]</sup> are available as part of this report.

This section begins with a brief history of USF's engagement in student learning outcomes assessment followed by sections on current student learning outcomes assessment activities and practices, the results of our most recent program outcomes assessments, and plans for continuous improvement of student learning outcomes assessment at USF.

#### **Brief History of Assessment at USF**

A comprehensive program of outcomes assessment was instituted at USF in preparation for the 2005 SACS reaffirmation. In response to a mandate from the USF administration, all academic programs developed and executed assessment plans. However, following the 2005 reaffirmation, continued adherence to the established plans was inconsistent across campuses and programs.

A renewed emphasis on outcomes assessment emerged with Academic Learning Compacts<sup>[2]</sup> (ALCs) mandated by the Florida Board of Governors (BOG) which provided an impetus for learning outcomes assessment at the undergraduate level. This mandate required all undergraduate programs to submit outcomes in the areas of discipline specific knowledge and skills, communication, and critical thinking skills with corresponding assessment strategies for each skill area. While the BOG mandate required learning outcomes and the identification of measures for these three areas, it fell short of requiring a consistent process of data gathering and analysis. As a result of the lack of emphasis on "closing the loop," assessment floundered until early 2007 when assessment professionals were put in place and began to require all undergraduate programs to engage in learning outcomes assessment that reflects best practices. In Fall 2008, a SACS Assessment Council was formed to coordinate all assessment activities. Members of the council were drawn from various academic programs and administrative units across USF. The Council was instrumental in providing initial guidance regarding SACS requirements for the 5<sup>th</sup> Year Interim report. Training sessions were conducted at various colleges on assessment of graduate programs. Additionally, numerous meetings were held with chairs/directors as well as those charged with program assessment to provide information on assessment process. By late 2008, all graduate and administrative programs were included in the requirement to design and execute robust assessment programs including data gathering, analysis, and formative program improvement.

In early 2009, in response to new administrative leadership and the provision of additional staff in the OIEA, learning outcomes assessment was given further emphasis. Furthermore, a systematic meta-evaluation of all assessment programs was undertaken. Currently, the ALC mandate has become absorbed into the fabric of daily life and has become part of the comprehensive assessment program at the university.

### **Current Efforts in Promoting Assessment of Academic Programs at USF**

After a national search in spring of 2009 an Assistant Vice President of Institutional Effectiveness and Assessment was appointed. As part of the office reorganization, an Assistant Director of Assessment was given direct oversight of assessment activities at USF within the broader structure of institutional effectiveness. Many positive changes have been made in the assessment process to ensure that USF is in compliance with federal, regional, and state requirements and to enhance the culture of assessment and accountability:

1. The Academic Assessment Council [3](AAC) was formed to work with the OIEA in promoting best assessment practices at USF. The AAC, which is a standing committee, is primarily charged with coordinating outcomes assessment activities across the disciplines.
2. Individual consultations for improving program assessment occurred at USF Tampa, USF Sarasota-Manatee (USFSM), and USF Polytechnic (USFP);
3. An audit strategy, including key audit elements and an audit timeline, was developed for the systematic review of student learning assessment plans;
4. All student learning assessment plans and reports for the 2008/2009 academic year were audited by the Assistant Director of Assessment;
5. Assessment plan/report audit feedback was presented to the Academic Assessment Council as well as all academic programs.
6. The OIEA administered the *Institutional Effectiveness and Assessment Survey* [4](IEAS) to all chairs of academic department and directors of administrative units in May 2010 to solicit their opinions of the effectiveness of support offered by OIEA.

The OIEA continues to monitor developments and changes in the requirements of accrediting bodies, reviewed the results of the assessment plan audits, and shared leadership in establishing the commitment to student learning outcomes assessment at USF.

Audits of the academic assessment plans have become a priority and consist of periodic reviews of the goals, outcomes or objectives, measures and targets, findings, and use of findings, with a particular focus on programs' documentation of continuous improvement. The audit results were summarized in date-stamped audit reports that convey two levels of information:

1. A color-coded visual display of the overall quality of each key assessment element (learning outcomes, measures and achievement targets, findings, and evidence of continuous improvement) with ratings of *compliant*, *needs work*, or *missing element*; and
2. For each key element rated as *needs work*, a notation that represents how to improve that portion of the plan (e.g., NSO = non-specific outcomes or outcomes that are too broadly stated).

In addition to the program assessment audit summary[5], the AAC members and department chairs/directors and/or those charged with assessment of undergraduate, graduate, and professional degree programs receive a code key[6] that explains the audit codes and a methodological issues[7] document that coaches them on how to improve the audited assessment plan. The first audits of all student learning assessment plans were in September 2009 for the 2008/2009 academic year. Audits were performed again in December 2009. Learning outcomes assessment is now ongoing across the university including the flow of data and use of data for program improvement as reflected in the color-coded program assessment audits. A detailed discussion of the results of these audits, the trends that emerged, and USF's plans to address the results are in the Assessment Plan Audits and Analysis section, below.

In Fall 2009 and Spring 2010, the OIEA took several steps to maintain continuity in and strengthen the assessment process at USF. Key examples of the assessment team's efforts in Fall 2009 include:

- Auditing the program listing in the ALC website to ensure that all degree-granting programs were listed and had assessment plans/reports, and ensuring that the listing was user-oriented;

- Conducting detailed reviews of assessment plans/reports and holding face-to-face meetings with representatives from all academic programs at USF Tampa campus and in the regional campuses (USFSM and USFP); these meetings ranged from individual consultations to assessment sessions with all department chairs/program directors and associate deans from the colleges;
- Chairing Academic Assessment Council meetings and communicating regularly about the status of assessment plans;
- Representing the Office of Institutional Effectiveness and Assessment on the *General Education Council* and *Faculty Assessment Coordinators'* meetings and providing guidance regarding the assessment process;
- Working with the Dean and Associate Dean of the Undergraduate Studies, and the General Education Council to review the general education curriculum and assessment process; this led to the development of the General Education Assessment Matrix.
- Working with Faculty Coordinators to score critical assignments for various general education learning outcomes and calibrating rubrics for various general education dimensions.

**Key Point 2:** *The meta-evaluation of academic program assessment (audit reports) indicates that an overwhelming majority of the academic programs are in good standing.*

### Assessment Plan Audits and Analysis

Internal reviews of USF's degree programs' student learning assessment reports were conducted in December 2009 for the 2008/2009 cycle, and in November 2010 for the 2009/2010 cycle. Results of the reviews are currently published on the website of the OIEA under *2009/2010 Program Assessment Scorecards* and *2008/2009 Program Assessment Scorecards*[8]. Reviews are based on the quality of assessment information presented in the following sections of the assessment template:

1. Mission Statement
2. Learning Outcomes
3. Assessment Methods and Achievement Targets
4. Assessment Results
5. Use of Results

Review of 2009/2010 program assessment reports was conducted in November 2010. Results of the reviews are presented in the College Assessment Audit Report[9]. Each cell in the audit report indicates the percent of programs that are *Acceptable*, *Needs Work* or have *Missing Elements* based on the five sections reflected in the assessment plan/report template.

### Overview of Assessment of General Education

Assessment of general education at USF was initially based on the 2005 QEP document *INSPIRE: Infusing and Nurturing the Skills and Practice of Inquiry and Research in Education* (see Part V). The plan focused on two interrelated components: (1) the development and implementation of a significantly enhanced General Education Program and (2) a greatly expanded Undergraduate Research Program. *INSPIRE* contained a road map for general education called the *Foundations of Knowledge and Learning Core Curriculum* (FKL). The Core Curriculum consisted of a set of dimensions across core areas of study. However, due to the complex array of dimensions and the difficulty in assessing the core areas as presented in the document, the core curriculum was reorganized to a manageable and universal matrix of assessable dimensions across core areas. Currently, the general education program is assessed on the basis of the *General Education Assessment Matrix*[10] which was designed to encapsulate all courses and associated assessment methods from the QEP and General Education Program. Each cell of the matrix allows the user to drill down to individual courses for each dimension by core area and provides a link to assessment methods (e.g. rubrics and standardized tests) as well as summaries of assessment data and use of the assessment results. A detailed report of the assessment of general education is contained in the *Assessing General Education: Fifth Year Report on Quality Enhancement Plan and General Education* [11]. This Midterm Report (2010) describes the great strides made by USF in the assessment of the



*Foundations of Knowledge and Learning Core Curriculum* portion of its Quality Enhancement Plan (2005-2015).

### **College by College Analyses**

This section provides summaries of a sample of assessment plans from the various colleges based on the 2009/2010 assessment cycle. This, in addition to the scorecards, confirms the steady improvement in assessing the academic majors over the past two years. With few exceptions assessment plans have been updated in the ALC website, methods have become robust, and a flow of data back into the programs has been achieved. Examples illustrating this improvement are provided below in light of the following categories:

**Best Practice:** Assessment reports are excellent as evidenced by the inclusion of measurable program-level student learning outcomes (systematically aligned with the standards of relevant discipline-specific accrediting agency, if applicable); strong connections between the learning outcomes and methods of assessment; robust measures that reflect sufficient evidence of validity and reliability; clear and appropriate achievement target(s) for each learning outcome; and evidence of assessment in the form of results/findings. Furthermore, information is provided on the use of results/findings for continuous improvement. Thus, the report shows a complete data feedback loop. Assessment reports in this category may be worthy of emulation by other programs.

**Acceptable:** Assessment reports meet an acceptable threshold of quality as evidenced by measurable program-level student learning outcomes (aligned with standards of the accrediting agency, if applicable); learning outcomes that are connected to the methods of assessment; measures that reflect information on validity and reliability; clear achievement targets; and evidence of assessment in the form of results/findings; information on the use of results/findings for continuous improvement.

**Needs Work:** Assessment reports reflect some clear strengths and notable shortcomings in one or more sections of the assessment template (e.g., reliance on grades as outcomes or over-reliant on indirect measures). Reports in this category need additional work to become acceptable.

### **College of Arts and Sciences**

The College of Arts and Sciences offers 104 degree programs. Dr. Robert Potter, Associate Dean, represents the college on the Academic Assessment Council.

The review of assessment reports submitted for 2009/2010 shows that a majority of programs are in good standing (see College of Arts and Sciences program assessment audit report for undergraduate programs[12] and program assessment audit report for graduate programs[13]). Areas in need of improvement for a few programs include the following: writing learning outcomes with more specificity, improving measures by eliminating the use of grades as outcomes, addressing the reliability/validity of measures being used, and providing inter-rater reliability calculations for outcomes measured by rubrics. As of this writing, more than 80% of the programs have completed all required assessment activities including assessment results and use of results for improvement. Below are summaries of selected program assessment reports:

#### **Best Practice**

**B.S. in Integrative Biology:** Review of the 2009/2010 assessment results led faculty to make the recommendations in the following areas:

1. *Knowledge and understanding of evolution:* Departmental discussion of methods of improvement has centered on introducing rigorous and detailed explanations of evolutionary principles earlier in the curriculum, and ensuring that these principles are reinforced in subsequent courses. The Department has, for example, added new course content and new laboratory exercises to our core Principles of Ecology course, to emphasize the strong connection between ecology and evolution. Students tend to compartmentalize the material learned in different courses, and

overlook the common threads – such as evolution, in this case – running through them, and we think that consistently emphasizing these threads throughout the curriculum will help students achieve a better synthesis of the subject material. The Departmental Curriculum Committee has been tasked with developing practical means of attaining this learning outcome.

2. *Understanding of genetic mechanisms:* To address students' weak performance in this area, the department has concluded that one path to improvement is to ensure that students enroll in the core General Genetics course early in their academic careers. Students delay taking this course due to the fact that (i) demand far outstrips availability of seats and (ii) they tend to put off many difficult courses, failing to realize that the material from core courses such as General Genetics will enhance their understanding of material in other courses. The Department sees an important role for advisors in changing this attitude. The Department will work with its advisors to determine how well individual student's progress can be tracked and how the culture of procrastination can be modified. The Departmental Curriculum Committee also will explore other possible means of achieving this learning goal.
3. *Critical thinking:* Since students' ability to interpret the existing literature and to extract key points and concepts from were seen as particularly weak. The Departmental Curriculum Committee will develop a set of rough guidelines for research mentors to use in instructing students in the use of the existing literature. Research mentors will then be asked to use these guidelines in providing individualized instruction to their students, such as by requiring written reports on individual papers or inviting their students to participate in graduate research discussion groups. Increased familiarity with the process of literature interpretation should help students to do a better job of extracting key points and concepts from the existing literature. Increasing students' ability to perform this important task should lead to a better appreciation for the nature and context of the research effort in which they have been involved.
4. *Communication skills:* Overall, students scored lowest in their communication skills. In particular, the assessment results identified students' ability to organize their work and to access the existing literature (information literacy) as weaknesses. The Department will address the deficit in organizational skills in several ways. First, all courses will adopt a common organizational scheme for formal work – papers, research reports, laboratory reports – one that reflects standard scientific writing practices. This scheme will be introduced in the freshman / sophomore core course (Diversity), and levels of performance will be judged rigorously. Second, students identified as particularly weak in general written communication skills via this early assessment process will be informed of the learning opportunities that are available to them, such as the tutors in the Writing Center. Third, the Department will consider the possibility of initiating a required on-line course for beginning students that would use learning modules to introduce them to a variety of skills that they will need, including scientific writing.

### ***Acceptable***

**Ph.D. in Applied Anthropology:** After a review of 2009/2010 assessment results for the PhD program, faculty in the Department of Anthropology have recommended a reduction in the number of students who need to re-write their qualifying exams. To achieve this, the Department will strive to be more selective during the application process, especially in looking at writing samples that demonstrate applicants' ability to synthesize existing literature, to apply methods, and to communicate effectively in writing. In addition, faculty do not look for standardization of the way in which qualifying exam questions are worded, they will strive to identify a shared sense of criteria among themselves as to the amount of detail that needs to be included in the actual construction of the questions to be distributed to the student. This will allow them to better communicate expectations for students taking the exams. Finally, faculty will continue to work on improving the quality of faculty advising.

### ***Needs Improvement***

**B.A. in English Literature:** Although the assessment report for BA in English is generally good, statements in the learning outcome sections do not clearly reflect what students are expected to know and do when they graduate from the program. Additionally, the report shows reliance on grades for

assessment of some of the learning outcomes. There is no information on validity and validity of the identified measures. Finally, the report indicates a lack of complete feedback loop as some of the results are disconnected from the intended learning outcomes.

### ***College of Behavioral and Community Sciences (BCS)***

The College of Behavioral and Community Sciences (BCS) has 19 degree programs (13 graduate and 6 undergraduate). The College is currently represented by Dr. Sandy Reynolds, Associate Professor, on the Academic Assessment Council.

According to the internal review for the 2009/2010 assessment plans/reports, student learning outcomes in the College of Behavioral and Community Sciences are clearly defined, and reflect important knowledge, skills, and values. Assessment measures have been identified by all programs. Assessment findings as well as reports of “closing the loop” have been well documented by most programs (see the College of Behavioral and Community Sciences program assessment audit report for undergraduate programs[14] and program assessment audit report for graduate programs[15]). Below is a summary of assessment reports from selected programs:

#### ***Acceptable***

**B.A. in Gerontology:** After review of the 2009/2010 results, faculty made the following recommendations:

1. Addition of two more Capstone experiences in the program to boost enrollment in this class; a new course, GEY 4917, Directed Research, and the GEY 4945, Field Placement. The Senior Seminar was successful--3 Professors participated in the presentation and evaluation of the 3 students (Drs. Haley, Baker, and Reynolds). The three professors established consensus relative to the evaluation of the projects. Faculty have concluded that the current course will not suffice as the only Capstone Experience for their graduates.
2. The department has designated the Field Placement as the Capstone Experience of choice for the BA students, as it is the most likely source of potential employment once they graduate. Also, the turnover in our Internship Coordinator's position is resulting in a complete re-appraisal of the skills taught and assessed in the BA, BS, and MA Field Placement experiences.
3. A subcommittee of the SAS Faculty is currently reviewing major courses in the BA program to evaluate overlapping content and ensure that the courses are being assessed appropriately.
4. A subcommittee of the SAS Faculty is currently reviewing major courses in the BA program to evaluate overlapping content and ensure that the courses are being assessed appropriately.

**B.A in Criminology:** After review of the 2009/2010 results, faculty in the Department of Criminology are in the process of developing a series of policy and curriculum changes to address the poor performance in Knowledge of Theory of graduates from the undergraduate program in light of the following actions:

1. Limit class sizes to 40 to ensure sufficient time and resources to engage students in critical thinking exercises and writing assignments.
2. Impose successful completion of CCJ 3117 (Theories of Criminal Behavior) as a prerequisite for enrolling in most 4000-level CCJ courses.
3. Pursue a thorough review of course syllabi for CCJ 3117 to ensure common standards across instructors via the Undergraduate Committee.
4. Review the current assessment instrument to determine that it is adequately measuring desired outcomes.
5. Limit the pursuit of the Criminology undergraduate major students with a 2.5 or higher GPA and dismiss students whose GPA falls below 2.5.

The Department also believes that efforts designed to increase retention of knowledge of Research Methods and Theory (Outcomes 1 and 2 of Discipline-Specific Knowledge and Skills) will address the shortfall in the percentage of graduates who are rated Satisfactory in Critical Thinking Skills. Students who enroll in CCJ 4934 must successfully complete both CCJ 3701 and CCJ 3117 and must have a minimum GPA of 2.5.

### **College of Business**

The College of Business (COB) has 3 programs (1 undergraduate and 2 graduate) with a total of 23 degree majors. The college was re-accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 2008. As a result, the college not only became one of the 150 institutions nationally to achieve accreditation of their undergraduate, masters, and doctoral programs, but was also among the 167 accredited members to have achieved AACSB International accounting accreditation.

The college has one representative on the USF Academic Assessment Council, Ms. Maryanne Rouse who is also an Instructor of Management.

The 2009/2010 College of Business program assessment audit report for undergraduate programs[16] and the program assessment audit report for graduate programs[16] indicates that assessment reports were submitted for all areas in the COB. All the 2009-2010 assessment reports are at the “acceptable” level. Below are summaries of selected reports:

#### **Acceptable**

**B.S. /B.A. in Finance:** In 2009/2010, Even though at least 75 percent of the students met the achievement targets set for most learning outcomes, faculty recommend the following improvements especially in the areas of financial markets and valuation.

1. A thorough evaluation of pedagogy to help ensure that students better understand the concepts they are presented. During the past 12 months, faculty members have reviewed the material that is included in each finance course to ensure that the appropriate concepts are presented.
2. The department has added a couple of courses that provide experiential learning opportunities for students (Applied Security Analysis and Finance Practicum).
3. An internship “clearing house” has been created to better inform students about internships that are available and to better inform local businesses about the ability and willingness of students to participate in internships (i.e., to solicit internships).
4. Even though all students scored at least “satisfactory” for each assessment, we strive to have all students score “above average.” As a result, the professor will provide additional work in the topical areas in which fewer than 75% were assessed as possessing “above average understanding.”

**M.S. in Management:** In an effort to boost performance during the next cycle, the department has made the following:

1. *Improve students’ performance in written and oral presentations:* To help insure that teams function as effectively as possible, the faculty teaching all courses in the program that require team effort will address the functioning of teams and individual/team responsibilities at the beginning of the course and will more closely monitor team interactions as teams progress through the assignment to the final written and/or oral report.
2. *Calibration/Revision of the rubric:* In response to students’ insufficient focus on measures relating social justice or concern for the natural environment last year, program faculty has restructured the rubric to clarify expectations. Although both teams met expectations on all dimensions of this outcome, faculty will continue to refine the rubric with the help from the Office of Institutional Effectiveness and Assessment.
3. *Inter-rater reliability:* Since this past year inter-rater agreement was not measured as required in areas where rubrics were used, program faculty will work with the Office of Institutional Effectiveness and Assessment to measure and monitor inter-rater reliability in future cycles. In addition, the program director will provide a more in-depth orientation for project sponsors and other non-academic evaluators participating in the process.

In 2006, the USF College of Education (COE) was granted full continued accreditation by the National Council for Accreditation of Teacher Education (NCATE), and state approval for all educator preparation programs from the Florida Department of Education (FLDOE) based on a site visit by a team of professional educators.

The college has 16 undergraduate [B.S.] and graduate [M.A.T.] initial teacher preparation programs and 15 professional preparation graduate level programs [M.A., M.Ed., Ed.D, Ed.S., & Ph.D.) all accredited by NCATE.

To meet the needs of a diverse learning community, the COEDU offers six fully online degree programs. These programs do not have traditionally delivered alternative degree offerings.

The professional education unit has developed and implemented an assessment system that monitors candidate and graduate performance on national, state, and institutional standards and provides data to inform program improvement and unit operations. While there are aspects of the assessment system that are common across many or all programs, given the size and complex nature of the unit, there is a certain degree of variability across programs and departments. The COEDU Assessment plans provide a comprehensive description of each of the intended student outcomes, the methods of assessment, level of expectation, results for each academic year, and the use of results for programmatic improvement. Additionally, where appropriate, student learning outcomes are aligned with the requisite national, state, and institutional standards.

The College has one representative on the USF Academic Assessment Council, Dr. Kris Hogarty (Director of Assessment for the COEDU).

According to the internal review for the 2009/2010 assessment reports, nearly all undergraduate programs and a majority of graduate programs in the College of Education met or exceeded USF's threshold requirements for assessing student learning (see College of Education program assessment audit report for undergraduate programs[17] and program assessment audit report for graduate programs[18]). The College of Education has committed substantial resources to assessment. The college has established an assessment office and almost all programs in the college are accredited by NCATE. Most programs in the college rely heavily on portfolios to support their assessment and accreditation activities. Eighty-six percent of assessment reports submitted for 2009/2010 are at the *Best Practice* or *Acceptable* level. Areas for improvement for a few programs include incomplete information on assessment results and use of results for a few programs. Below is a summary of improvements from selected programs.

### ***Best Practice***

**B.S. in Exceptional Student Education:** Review of assessment reports for this program show that achievement targets for various learning outcomes were attained and acceptable level of inter-rater reliability reached during 2009/2010. However, faculty have developed the following strategies for improvement:

1. *Curriculum Mapping:* Students are now required to examine state standards and map instruction (how and what) for a school year. This requires students to make decisions on what information is essential and how to assist k-12 learners to move from knowledge acquisition to generalizability. Further, use of Universal Design for Learning and Differentiation of Instruction is now embedded throughout the program of study for both instruction and assessment. A curriculum-based measurement case study is required in our assessment course in which teacher candidates identify a student with a reading deficit, conduct a CBM, develop an intervention, and conduct progress monitoring to assess the effectiveness of the intervention.
2. *Periodic review of data by the Teacher Education Committee:* This group will begin meetings to review program efforts, monitor student progress, and respond to issues and needs in a timely manner. In addition, the group will work on the following: (1) implement a team approach at the undergraduate level in which each semester faculty who are teaching and graduate assistants who are working with faculty meet on a weekly basis to discuss individual student progress in both field experiences and coursework, (2) monitor key assessments and make necessary adjustments to project descriptions and rubrics to better reflect the skills teacher candidates are expected to demonstrate and to ensure clarity in the assignments, (3) require all students to

maintain a teaching portfolio that is added to each semester and assists them in making connections between what they are learning in the classroom and how they are applying this knowledge in the field and (4) require students to reflect on and describe how they will implement what they are learning into their practice.

3. *Improvement in data-driven decision making:* The department is continuing to expand direct instruction and application opportunities for data-driven decision making. Student ratings led faculty to provide more explicit instruction in methods for collecting baseline data and progress monitoring. Response to Intervention and Problem Solving is evident in all the required courses. In addition, students must review student achievement data at the state and district level and discuss how this information has been used to guide instruction. Students also review school and district-wide discipline data.
4. *Improving Communication skills:* The department has; (1) added components requiring students to discuss how they will communicate and collaborate with families and colleagues. Students are also required to demonstrate how they will obtain k-12 learner input to assist with instruction and behavior management, (2) implemented individual student meetings at the end of the semester at which time students are asked to submit a personal reflection identifying strengths and needs, and to develop goals for the coming semester, (3) Developed a system of pairing teacher candidates are paired with elementary education majors in inclusive settings in which they work together to deliver and assess instruction. This requires students to learn effective communication skills in negotiating a high-quality collaborative relationship.

### **Acceptable**

**Ph.D. in School Psychology:** Department made the following decisions following a review of the 2009/2010 assessment results:

1. *Improving Communication of important principles in school psychology:* Due to low performance in this area, faculty will continue to focus on steps intended to increase the proportion of doctoral students who disseminate results of their dissertations via presentations at professional conferences by implementing the following strategies: (i) soon after a successful defense of a dissertation proposal, the major professor will meet with the student to discuss conferences likely to be appropriate for dissemination of the anticipated results of the study, and provide guidance regarding proposal format and deadlines for these conferences; (ii) immediately following a successful defense of a completed dissertation, the entire faculty committee will assist the student formulate a final plan for dissemination of results, including relevant conferences and peer-reviewed journals.
2. *Problem-solving skills:* The faculty of the School Psychology Program will continue to provide doctoral students with a curriculum that prepares them to successfully apply knowledge and skills pertinent to school psychological practice in the solution of problems encountered in the field during the 2nd-year practicum.
3. *Curriculum alignment:* The faculty of the School Psychology Program will continue to provide doctoral students with a curriculum that is aligned with goals and standards for training communicated by the National Association of School Psychologists as well as the Florida Department of Education.

### **College of Engineering**

The College of Engineering has forty degree programs. Six undergraduate programs met accreditation standards for assessment of student learning established by the Accreditation Board for Engineering and Technology (ABET) Engineering Accreditation Commission (Criteria 2, 3, and 4) as a result of the 2008 re-accreditation: Chemical Engineering, B.S.C.E; Computer Engineering, B.S.C.S; Industrial Engineering, B.S.I.E.; Civil Engineering, B.S.C.E.; Electrical Engineering, B.S.E.E.; Mechanical Engineering, B.S.M.E. In addition, the Computer Science, B.S.C.S. and Computer Information Systems, B.S.C.I.S. programs met the accreditation standards for assessment of student learning established by the ABET Computing Accreditation Commission (Criteria 2, 3, and 4).

The college has one representative on the USF Academic Assessment Council, Dr. Ken Christensen,

Associate Professor in the Department of Computer Science and Engineering.

Internal review of the 2009/2010 assessment reports indicate that most programs in the college met or exceeded USF's threshold requirements for assessing student learning (see College of Engineering program assessment audit report for undergraduate programs[19] and program assessment audit report for graduate programs[20]).

### **Acceptable**

**B.S.C.E. in Civil Engineering:** The 2009/2010 assessment report revealed attainment of the achievement targets set for most of the outcomes. Faculty have made the following recommendations to improve student performance:

1. *Problem-solving in Industrial Engineering topics:* After review of the results by faculty, the following decisions have been made to better assist students in this area; (i) Faculty will continue to develop lab experiments/experiences that emphasize the practical application of ergonomic concepts to improve the design of the workplace to improve efficiency and reduce ergonomic risk, (ii) Each year the existing lab experiences will be refined and expanded as opportunity allows. These new labs were refined in 2009 and 2010 along with some additional refinements to the software lab. Students generally have positive feedback about these labs.
2. *Improving performance in lab courses:* The Chairman submitted a proposal to the Dean for funds to upgrade the Geotechnical Engineering Laboratory. That proposal was funded and a \$200,000 renovation was made to the geotechnical lab. A proposal was presented to the Dean for funds for the computing lab. That proposal was funded and the Department created a computations lab with \$60,000 in new computers and software.
3. *Numerical and Computer Tools:* The Department put in place a required two course sequence in Numerical and Computer Tools (replacing a single course). The second course was offered in Semester I and II, 2010 to a small group of students. Beginning in Semester II, 2011 the course will be taken by most of the Department's students. The department has also added to the curriculum another course in Numerical Methods and Computer Tools. The Department also added problem sessions to the courses Fluids, Transportation, Hydraulics, Environmental Engineering, and Geotechnical Engineering.
4. *Professionalism and Ethics:* Beginning in 2010, the Department began offering a one hour course Professionalism and Ethics in Civil Engineering. The capstone design courses then became 3 credit hour courses.
5. *Curriculum Changes:* The material covered in Transportation I has been changed to reflect topics covered on the FE exam. The instructor and some of the material covered in Structures I have been changed. The Department also added problem sessions to the courses Fluids, Transportation, Hydraulics, Environmental Engineering, and Geotechnical Engineering. The instructor and content of Environmental Engineering I have been changed.

**MSEM in Engineering Management:** After review of the 2009/2010 assessment results, faculty have made the following recommendations:

1. Early development of collaborative work in the Capstone class as well as other MSEM program courses to continue strengthening students' performance in working and collaborating in teams.
2. Development of individual written reports in addition to team reports in the Capstone class to help measure individual communication skills more effectively. Communication skills will continue being tested through written reports and oral presentations throughout the different courses in the MSEM program to keep and improve the good performance of students in this area.
3. To keep improving the performance of MSEM students related to this outcome, the Threshold Competitor simulation software will be used individually during the first two weeks of the Capstone class before teams make decisions for their simulation projects to measure individual knowledge of the system and stimulate better understanding of this tool.

The College of Marine Sciences offers a MS and PhD in Marine Sciences. Dr. Ted VanVleet, Associate Dean of the College of Marine Sciences, represents the College in the Academic Assessment Council. The two programs are both *Acceptable* relative to their program assessment. They have developed clear learning outcomes, identified measures and achievement targets for each outcome, and documented results and use of results for 2009/2010 (see College of Marine Sciences program assessment audit reports[21]). Below is a brief summary of ways in which faculty in the MS program plan to “close the loop”:

### ***Acceptable***

**Ph.D. in Marine Science:** As a result of 2008/2009 review of assessment results, department faculty and the curriculum committee have recommended the need to encourage the faculty to work more closely with the doctoral candidates on their research (more frequent meetings, greater involvement in the research) as well as writing skills.

In an effort to boost students’ ability to formulate a significant scientific problem, design an approach to solving the problem, faculty have begun discussion on modifying the current assessment process.

### ***College of Medicine***

The USF College of Medicine currently offers eight degree programs including the Doctor of Medicine (MD). The college has one representative in the Academic Assessment Council, Dr. Gretchen Koelher. The internal review of the college’s 2009/2010 assessment reports shows the need for all graduate programs to revise learning outcome statements as well as provide information for results and use of results for (see the College of Medicine program assessment audit reports[22]). As of this writing, half of the assessment reports are rated as *Acceptable*. The assessment report for DPT program is rated as *Best Practice*. Below is a summary of improvements from selected programs:

### ***Best Practice***

**Doctor of Physical Therapy [DPT]:** Review of assessment reports for this program show that achievement targets for various learning outcomes were attained. However, faculty have developed the following strategies for improvement:

1. After a review of the 2009/2010 findings, faculty have proposed curricular changes and a review of student feedback, the School Curriculum Committee appointed a task force to develop an alternative plan for Clinical Education course timing that would allow students the opportunity to succeed in first-year basic medical science courses while decelerating progress through the physical therapy curriculum. The achievement target for the first clinical affiliation was changed, as well. The hope is that delaying clinical affiliations will allow students more time to gain physical therapy-specific knowledge and skills.
2. The established success in student ability to integrate new knowledge and evidence into the management of patients/clients has spurred faculty to explore new options for professional interactions between faculty and students outside those evaluated for grading purposes. Administration has appointed a task force of School faculty, staff, and students to examine and recommend options for furthering this type of dialog among faculty and students (such as journal club, etc). Task force recommendations are anticipated by the end of the Fall 2010 semester.
3. Although results show that students enjoy and benefit from the discussion of professional development plans, faculty voted to adopt the Professional Behaviors Assessment Tool (PBAT) for clinical performance, so the Curriculum Committee plans to modify the MSPi questions to align with the criteria of that tool.
4. DPT students and faculty have been invited to participate—along with third-year medical students—in a special series of interviews with patients who have a variety of impairments (they call themselves “Model Patients”). In the invitation process, School administrators were told specifically that the reason for the invitation is that our students have performed so well on the home visit and Disability Panel assignments. The School plans to continue participation in the home visit assignment, but will replace the Disability Panels with the Model Patient sessions.



**Acceptable:**

**Doctor of Medicine [MD]:** The USF Medical School expects students graduating with an MD to be able to demonstrate, among other skills, a scientific approach to medical management and decision-making. This outcome correlates with USF College of Medicine Educational Program Objective of: *Scientific approach to medical management and decision-making*. To attain this outcome, all students are expected to pass the United States Medical Licensing Exam (USMLE Step 2CS Exam), successfully complete Doctoring 1 and 2 courses, as well as all year three required clerkships e.g. Primary Care and Special Populations, Surgical Care, Neuropsychiatry. Furthermore, all students must pass the *Comprehensive Clinical Performance Examination (CCPX)* assessing twelve essential interpersonal communication skills as well as history taking and physical exam skills conducted by standardized patients and observed by faculty members in years three and four. Results of 2009/2010 shows that all students met the achievement targets set by faculty. The ability of all COM graduates to pass the USMLE Step 2CS exam, all of their clinical education courses, and the year three assessment CCPX affirm that the curriculum as a whole exposes students to the medical education skills and competencies needed for entry-level residents (post-graduate training) and provides a baseline for comparison with all future graduating classes. In the future, year three CCPX data will be reviewed for inter-rater reliability with assistance from the Office of Institutional Effectiveness and Assessment.

**College of Nursing**

The College of Nursing offers four degrees (B.S., M.S., Ph.D., and DNP). The B.S., M.S., and DNP met the National League for Nursing Accrediting Commission (NLNAC) accreditation standards for assessment of student learning (Standard 6) and the Commission for Collegiate Nursing Education (CCNE) at their most recent review. In June 2009, the college dropped the NLNAC and retained the CCNE. Currently, the B.S., M.S., and DNP are accredited by the CCNE and are approved by the Florida Board of Nursing.

The College has one representative on the USF Academic Assessment Council, Guy P. Engelhardt, Director, Enrollment Planning, Marketing and Communications, USF College of Nursing. According to our internal reviews, the assessment reports for all programs demonstrate that student learning goals, objectives, measures, and targets are specified and that findings are being used for continuous improvement (see College of Nursing program assessment audit reports[23]).

Overall, the college has exceeded USF's threshold requirements for assessing student learning. Student learning outcomes are clearly defined, and reflect important knowledge, skills, and values. Assessment reports from the four programs received a rating of *Best Practices*. Below is a summary of findings and information on how two of the four programs have "closed the loop."

**Best Practice**

**B.S. in Nursing:** Achievement targets set by faculty in 2009/2010 were all met. After examining the 2009/2010 assessment results, faculty have recommended the following:  
Switching from using HESI examinations by pre-licensure majors to the Kaplan system for evaluation of success throughout the program and preparation for taking the NCLEX-RN, per recommendation made in 2008/2009.  
Increased use of the human patient simulation to better prepare students for the clinical setting and to increase the number of clinical hours in the laboratory setting to approach the level allowed by the State Board of Nursing.

1. An Instructional Design Committee was approved as a permanent subcommittee of Faculty Council, as recommended at the 2008/2009 Annual Review, The purpose of the committee is to:
  - 1) adopt "Quality Matters" as standard for web course design, 2) design a course template to make it easier for faculty to design web courses, 3) create and post help resources on each web

- course in Blackboard system, 4) assign Teaching Assistants (TAs) to log in every day and monitor/respond to emails and discussion boards in a timely manner, 5) Hire a writing tutor, and 6) draft and post “netiquette” guidelines per student request.
2. *Faculty review of NUR 4165 assignments:* Nursing Inquiry assignments and found that faculty did not clearly match the rubric for all students. The faculty found the rubric to be invalid based on the findings. The rubric was modified so that all students will be assessed appropriately.
  3. Curriculum changes have resulted in the synthesis project in health care policy being moved from the NUR 4838 (Leadership and Management in Nursing course) to the NUR 4636 (Community and Public Health Nursing) course. This was done per the recommendation for the 2008/2009 Annual Review to make the measure consistent across all majors in the BS program. Although students had a high rate of success in the course, the specific rubric used to evaluate the former project was found to be invalid and a recommendation to develop a new standardized evaluation rubric for the synthesis project was made. The rubric will undergo validity testing during the 2010/2011 academic year.
  4. Although students had a high success rate in NUR 4636 (Community and Public Health Nursing) required of all students, a recommendation to develop a standardized rubric for the final synthesis project was made. The rubric will undergo validity testing during the 2010/2011 academic year.
  5. Faculty recommended a systematic method of aggregating data from the clinical evaluation tool be developed for program evaluation use at the Annual Review meetings.

### **Best Practice**

**M.S. in Nursing:** Following the review of 2009/2010 assessment results, faculty made the recommendations in the following areas to boost student achievement in future cycles:

1. The portfolio rubric developed and validated (or a similar rubric) should be implemented for the remainder of the masters’ concentrations in Oncology, Clinical Nurse Leader, Nursing Education, Nurse Anesthesia.
2. A process to evaluate portfolio rubric data agreed upon by faculty consensus: At end of each semester data are aggregated by masters program staff, concentration directors review results, identify trends and make recommendations based on data each semester. At the annual program review, all masters faculty members review portfolio data aggregated across the entire masters program for trends and make recommendations.
3. An Instructional Design Committee was approved as a permanent subcommittee of Faculty Council, as recommended at the 2008/2009 Annual Review, The purpose of the committee is to: 1) adopt “Quality Matters” as standard for web course design, 2) design a course template to make it easier for faculty to design web courses, 3) create and post help resources on each web course in Blackboard system, 4) assign Teaching Assistants (TAs) to log in every day and monitor/respond to emails and discussion boards in a timely manner, 5) Hire a writing tutor, and 6) draft and post “netiquette” guidelines per student request.
4. Since the requirement was met the question of whether summary anecdotal comments from student and preceptor evaluations would be useful to the faculty in program evaluation. Faculty responded that numerical summary data was more valuable than “out-of-context” anecdotal remarks. Faculty discussed and explained that many graduate preceptor sites do not allow on site computer access for students, due to Federal privacy regulations, resulting in the lower mean for that evaluation questions. However, the overall mean score was still very high.
5. In 2009/2010 faculty developed common clinical evaluation tools for the Adult, Family and Pediatric concentrations, the remaining concentrations utilized common characteristics as suggested at the 2008/2009 annual review.
6. During 2009/2010, a sub-committee of Student Affairs committee reviewed data and developed revised admission/program criteria as recommended at the 2008/2009 Annual Review, for the AS to MS major and the BS and MS major. These recommendations will be presented to Faculty Council in Fall 2010 for inclusion in the 2011/2012 USF Graduate Catalog.

Established in July 1984 with an initial enrollment of 100 students, the College is fully accredited by the Council on Education for Public Health (CEPH) and has graduated over 2,000 students. Current enrollment includes nearly 600 Master's and doctoral full and part-time students. The College offers M.S.P.H., Ph.D., and Dr.P.H. in Community and Family Health, M.P.H and M.S.P.H in Maternal and Child Health, Public Health Education, Behavioral Health, Socio-Health Sciences, and M.P.H in Epidemiology and Maternal and Child Health (Combined Concentration). The College has one representative on the USF Academic Assessment Council, Dr. Diane Wathington, Associate Dean.

According to internal reviews, the assessment reports for all programs demonstrate that student learning goals, objectives, measures, and targets are specified and that findings are being used for continuous improvement (see College of Public Health program assessment audit reports[24]). Overall, the College of Public Health has met the USF's threshold requirements for assessing student learning. Student learning outcomes are clearly defined, and reflect important knowledge, skills, and values. Assessment reports from three out of the five programs are received a rating of "Acceptable." Below is a summary of findings and information on how two of the five programs have "closed the loop."

### ***Acceptable***

#### **M.P.H in Public Health:**

1. The College has recommended integration of completion of a mandatory MPH competency document as part of program assessment process. The document is available online and allows students to pull the respective courses and experiences which meet each competency from their transcript in OASIS. The document has a comment section which allows students to expound on any other methods/experiences which helped to fulfill the competency. The culminating experiences (e.g. special project, fieldwork and the core examination) are required for graduation.
2. The college needs to develop a scoring rubric for the Special project. There are plans to work with the Office of Institutional Effectiveness and Assessment to develop a rubric that would effectively assess competencies in Special Project.
3. The College has recently made the capstone course mandatory. The first cohort of students will complete the capstone course in 2011/2012 academic year.

### ***Needs Improvement***

**M.H.A. in Public Administration:** Graduates of this program are expected to explain and demonstrate an understanding of scientific operational definitions and their measurement, e.g., efficiency, effectiveness and quality. Students were assessed via fieldwork experience, special project and comprehensive exams using faculty-designed rubrics. However, information on assessment results and use of results for 2009/2010 is too general as it does not provide precise information on how students performed or programmatic decisions based on the results.

### ***College of the Arts***

The College of The Arts offers degrees in the following areas: Architecture and Community Design (M.Arch.), Art and Art History (BA, BFA, MA, MFA), Music (BA, BM, MA, MM, PhD) and Theatre and Dance (BA, MA). The following schools have specialized accreditations:

- School of Architecture & Community Design is accredited by the National Architectural Accrediting Board
- School of Art & Art History is accredited by the National Association of Schools of Art and Design
- School of Music is accredited by the National Association of Schools of Music
- School of Theatre & Dance is accredited by the National Association of Schools of Theatre

The college has one representative on the USF Academic Assessment Council, Dr. Barton Lee,

Associate Dean.

According to internal reviews, the assessment reports for all programs demonstrate that student learning outcomes, measures, and targets are specified and that findings are being used for continuous improvement (see College of The Arts program assessment audit reports for undergraduate programs [25] and program assessment audit reports for graduate programs[26]).

Overall, all programs in the College of the Arts have exceeded the USF's threshold requirements for assessing student learning. Student learning outcomes are clearly defined, and reflect important knowledge, skills, and values. Ninety percent of 2009/2010 program reports were rated as Acceptable or Best Practice. Below is a summary of findings and information on how two of the five programs have "closed the loop."

## **Best Practice**

### **B.F.A. in Dance Performance:**

1. According to faculty, results indicate that the program is meeting expectations, and preparing students well with regard to technical and artistic skills. Currently, 75% of spring 2010 graduates have been offered job opportunities in professional dance companies. Dance faculty are committed to increasing the visibility opportunities for students to interact with professionals in the field of dance, as a means of both enhancing/expanding their performance skill development and facilitating a connection with professional dance artists who may be recruiting dancers. This has been demonstrated in 2009/2010 through significant choreographic residencies such as the Bill T. Jones company and other guest artist opportunities. Plans for 2010/2010 have already been developed to provide students with the best professional engagement opportunities as possible. To improve assessment methodology, inter-rater assessments which had not been instituted in 2008/2009, are now being regularly used, and were utilized in 2009/2010. Additionally, faculty have re-evaluated the curriculum for 2010 to consider a repertory company which would enable juniors and seniors additional performance opportunities in front of a variety of audiences outside of USF and add to the program visibility overall.
2. Creating dance and theatre collaborative productions and curricula which would extend the dance student's artistic and creative skills for preparation in the profession.
3. Inter-rater reliability was slightly lower than desirable relative to faculty perception of students' understanding of dance as an art form with an historical and aesthetic perspective. Faculty are considering re-calibrating the rubric criteria and discussing common expectations. Additionally, to increase the acceptable range of performance to advanced or superior for all measures on the rubric, faculty will determine better preparation methods which might assist the student's integration of material and overall presentation. Fall 2009 was the first implementation of this particular rubric with the addition of multiple raters, which was an improvement in assessment methodology for this program outcome from fall 2008.
4. Results indicate that while overall performance skills as indicated by the rubric are acceptable, advanced or superior, inter-rater reliability could be improved, and faculty will re-evaluate the common expectation levels for this outcome as well as re-calibrate the current rubric criteria. This is the first year of implementation for this form of rubric in evaluation of performance skills: both creative and analytic, as well as the first year with systematic use of multiple raters.
5. Inter-rater reliability was slightly lower than desirable in assessment communication skills, and faculty will consider re-calibrating the current rubric criteria and discussing common expectations. Additionally, to increase the acceptable range of performance to advanced or superior for all measures on the rubric, faculty will determine better preparation methods which might assist the student's integration of material and overall presentation. Fall 2009 was the first implementation of this particular rubric with the addition of multiple raters, which was an improvement in assessment methodology for this program outcome from fall 2008.

## **Best Practice**

### **B.A. in Art**

1. Improving students' ability to compose artworks balanced within the space: Although student performance exceeded expectations in this area, faculty have taken the following steps to improve the program: (1) Initiating a review of both the BFA and BA program curriculums to make recommendations on how to better integrate the BA students into a cohort, (2) Raising the expectations for this outcome beyond the current achievement targets. Specifically, for the next assessment, graduating students will be required to score a 4 instead of a 3 on a rubric scale of 1-5 (with 1 being the least and 5 being the highest).
2. Improving Critical Thinking Skills: Only 66% (instead of the expected 80%) of the graduating students scored 3 or higher in this area. Faculty had included more written assignments in the studio courses as a result of 2008/2009 assessments to improve critical thinking skills. However, they noted that most students in this program are transfer students who often are only required to take two studio classes their last two years. In light of this, faculty has initiated a review of the BA program curriculum to find more effective ways to strengthen students' abilities in this area and to better integrate the transfer students into the program.

### ***Undergraduate Studies***

Undergraduate Studies at USF supervises the B.S. in Applied Science and B.G.S. in General Studies academic programs which are not under the purview of a single college. The representative of Undergraduate Studies on the Academic Assessment Council is Dr. Janet Moore, Associate Dean. See assessment audit report for programs in Undergraduate Studies[27]. Below is a summary of findings and information on how selected programs have "closed the loop."

#### **Acceptable**

**B.G.S. in General Studies:** This program is a customized, interdisciplinary degree that provides mid-career adult students with opportunities to continue their education by completing the baccalaureate degree with options for pursuing the master's degree.

Results of 2009/2010 show that graduates met the achievement targets set by faculty. In future assessment cycles a number of indirect assessment measures will be used in addition to the current direct measures to solicit students' opinions regarding the BGS program. Also, as part of curricular improvement in the BGS program the following two recommendations will be implemented in future cycles: 1) Focus group or exit survey prior to graduation, 2) Follow up with students and administer an Alumni Survey.

#### **B.S.A.S. in Applied Science:**

This is an interdepartmental and interdisciplinary degree program for which most students have had significant exposures to other academic disciplines and departments. The following recommendations have been made as part of a curricular restructuring of the BSAS program.

1. Although the written paper required as part of assessment in the Capstone course afforded adequate assessment of students' grasp of critical thinking which required them to demonstrate critical thinking, the tests used during the learning module could be replaced by the California Critical Thinking Skills Test (CCTST) as a more standardized and direct assessment tool for verifying critical thinking concepts.
2. Students' written assignments were graded by a rubric that should place greater emphasis on the value of critical thinking. The Grading Rubric will be modified to increase the point value of demonstrating critical thought, reasoning, critique, rationale and personal judgment within written assignments.
3. The significant research paper was adequately assessed via the Grading Rubric, but students' presentation skills were assessed indirectly through faculty evaluation of students' visual packaging, oral communication skills, logical flow of information, and ability to show meaningful research findings. Faculty will seek to find a standardized and direct assessment method.
4. Assessment results to date reveal the need to work more closely with students earlier in the

semester to develop their research focus and thesis. As a consequence, the research module will be advanced to help students identify their BSAS Capstone research topic earlier.

### **Assessment of Academic Programs at USF Regional Campuses**

The two USF regional campuses (USFSM and USFP) are both currently pursuing separate accreditation. Although each campus has its own program assessment processes, the OIEA at the Tampa campus continues to provide guidance and support regarding program assessment.

#### ***USF Polytechnic***

USFP currently offers 13 degree programs. Mr. Kevin Calkins, Director of Institutional Effectiveness, represents USFP on the Academic Assessment Council.

An internal review of 2009/2010 program assessment reports shows that, overall, all programs have clearly defined student learning outcomes which reflect important knowledge, skills, and values. Areas for improvement for a few programs include: specifying learning outcomes more clearly and aligning them with standards of specialized accrediting agencies (for accredited programs), improving measures by relying less on grades as outcomes and addressing the reliability/validity and inter-rater reliability of the measure being used. Some programs have not yet provided information on assessment results and use of assessment results for improvement (see the program assessment audit report for USFP undergraduate programs[28] and program assessment audit report for graduate programs[29].

Below is a summary of findings and information on how selected programs have “closed the loop.”

#### **M.A. in Counselor Education:**

1. In summer 2009, Educational Research was offered in a traditional format. Improved student scores were reported for this area. The results from this year will be compared with those from the past two years as well as future years to determine if any trends or patterns exist/persist.
2. Although achievement target was met by 100% of students in pre-service clinical training, faculty are studying specific feedback on the strengths and limitations of CEP graduates that would help the faculty to make informed program adjustments.

#### **B.A. in Interdisciplinary Social Sciences:**

1. Revisions in the rubric: The low performance in discipline knowledge and skills were attributed to the disjunction between the instructor's assigned directions and the expectations of the rubric which was developed in Tampa. Thus, the results were not indicative of student performance on the outcome as evaluated by that rubric (very few students scored in the satisfactory range when the rubric was followed to the letter). This suggests that: (1) a redesign of the rubric to more closely address USF Poly's ISS Senior Seminar course expectations would be a better measure of achievement, or (2) that if the end-of-semester assignment was more closely tailored specifically to the assessment rubric, the students would, again, achieve higher scores. Future assessment will be guided by this year's outcome.
2. Critical Thinking Skills: Though many students are performing at an adequate-or-better level on the assessments, the expected outcome of 100% was not met. Future instruction may need to focus to a greater extent on adequate methods of presenting and integrating information on social science methodology. On this item, more students are reporting satisfaction with course performance in this area than are displaying the ability on rubric assessments. This may suggest, again, that a more integrated focus on correct usage of research and methodology would align student perceptions with assessed outcomes.

#### ***USF Sarasota-Manatee***

USFSM currently offers 13 degree programs. Ms. Kelly Robbins, Assessment Coordinator, currently represents USF Sarasota Manatee on the Academic Assessment Council.

USF Sarasota Manatee recently did a review of their program assessment for 2008/2009 academic year with help from the IEA. Reviews shows that, overall, all programs have clearly defined student learning. The outcomes reflect important knowledge, skills, and values. Assessment measures and achievement targets have been identified by all programs. Programs have documented findings and provided information on the use of assessment results for improvement (see the program assessment audit report for USFSM undergraduate programs[30] and program assessment audit report for graduate programs[31]). Below is a brief summary of assessment report from selected programs:

**B.A. in Information Technology:** One of the outcomes in 2008/2009 focused on students' ability to demonstrate knowledge of the principles of computation, mathematics, science, and engineering needed for success in careers related to Information Technology. Faculty used a proficiency rubric with three levels of achievement (i.e., Limited Proficiency, Acceptable Proficiency, and High Proficiency). Students were also assessed indirectly using the Student Assessment of Outcomes Survey. Specifically, the survey centered on students' perception on the degree of emphasis placed on this outcome in the course and how well they feel the course helped them develop this competency.

Although results of both direct and indirect measures met the achievement targets initially set for the above outcome, faculty in Information Technology decided to revise the above outcome to read: Demonstrate technical knowledge and skill sets (computational and analytic) needed for success in careers related to Information Technology. Further, the faculty has redesigned the senior project into a capstone course that will provide students with a better opportunity to demonstrate this competency. In this course, students will undertake a project for a business or industry sponsor in which they will demonstrate technical knowledge, as well as computational and analytic skills. Also, to improve inter-rater reliability in the next assessment cycle, the faculty has revised the scoring rubric to include agreed-upon characteristics of demonstrated competency. Finally, the faculty and student surveys are being modified for greater relevance.

**B.A. in Inter-disciplinary Social Science:** According to program faculty, assessment results for 2008/2009 academic year for the following outcome "Demonstrate understanding of the principles, methods, and theories informing the social sciences" were weaker than desired. Faculty members believe student awareness of over-arching social science principles can be improved. In the 2009/2010 academic year, they will implement a new strategy to raise student awareness of this intended ISS student learning outcome. In an appendix to the research paper, each student will write a reply to the question: How does your paper demonstrate your understanding of the principles, methods, and theories that inform the social sciences? Also, the faculty and student surveys are being modified for greater relevance. The Faculty and Student Surveys were not well implemented in ISS; faculty members are going to place greater emphasis on these tools in the next cycle.

- III-5** The institution publishes admissions policies that are consistent with its mission. (*Comprehensive Standard 3.4.3*)

**Compliance Status:** Compliant

## Narrative

### Comprehensive Standard 3.4.3

#### Key Points Addressed in Narrative

**Key Point 1:** *The institution's admissions policies are consistent with its mission.*

**Key Point 2:** *The institution publishes and disseminates its admissions policies in appropriate formats and venues.*

**Key Point 1:** *The institution's admissions policies are consistent with its mission.*

With its mission[1] as a national research university, the University of South Florida (USF) supports the development of the metropolitan Tampa Bay region, Florida, the United States and the world by recruiting, enrolling and graduating qualified undergraduate and graduate students from Tampa Bay, the State of Florida, the U.S and internationally. USF has established general admissions policies for undergraduate[2] and graduate[3] applicants that are noted in the Undergraduate and Graduate Catalogs respectively. These general admissions policies[4] are consistent across all campuses of the university and provide information regarding required credentials and documents necessary for application review as well as applicant's responsibilities. The policies are reviewed and revised as needed to maintain compliance with the Florida Board of Governors (BOG) regulations, state and federal mandates and institutional goals. A major revision of this policy is underway led by Enrollment Planning & Management in collaboration with Undergraduate Admissions, Undergraduate Studies, and International Services; the last major revision of this policy was in 2002. The university community, including the Undergraduate Council[5] of the Faculty Senate[6] will participate in a review of the new admissions policy prior to its submission to the Board of Trustees for approval.

**Key Point 2:** *The institution publishes and disseminates its admissions policies in appropriate formats and venues.*

Information regarding admission for USF is disseminated in many formats including a web site designed to inform Prospective Students[7] of all criteria and processes involved in becoming a student at the university. The Undergraduate Catalog[8] and Graduate Catalog[9] are available online. Admission to the USF requires evidence[10] of the ability to successfully complete academic work, capacity to think creatively, and strong motivation. In using this language, the university's admissions policies are consistent with the BOG's rule[11], which states that "In the admission of students, the universities shall take into consideration the applicant's academic ability, and may also consider creativity, talent, and character." The admission of new students at all levels is on a selective basis within curricular, space, and fiscal limitations. The selection process may include such factors as grades, grade trends, rigor of previous academic curriculum, test scores, pattern of courses completed, class rank, educational objectives, past conduct, school recommendations, personal recommendations, and portfolios. Preference for admission in any academic term will be given to those applicants whose credentials indicate the greatest promise of academic success at USF. The university encourages applications from qualified applicants. There is no discrimination in the admission process based on the applicant's sex, cultural origin, race, religion, ethnicity, nationality, age, disability, veteran's status, or sexual orientation. Applicants who do not meet minimum admission requirements will be considered for admission when there is sufficient evidence to suggest an ability to do satisfactory work at USF.

Florida Counseling for Future Education Handbook[12] published annually by the Florida Department of Education provides current information to high school counselors about admission requirements, expectations, and financial assistance at USF. Community college advisers and students can access the Florida Academic Counseling and Tracking for Students (FACTS[13]) web site. FACTS is a statewide, online counseling and advising system designed as part of Florida's 2+2 articulation agreement to provide students with information on transfer progress and options, financial aid, college advising tools, choice of majors, college transcripts and grades, defining career objectives, and progress towards college graduation.

Meeting minimum USF admission requirements does not guarantee admission to a particular program. Campuses, colleges, departments and programs may set additional or more selective requirements that are described in the catalogs and on college or department websites.

As provided in 8.013[14], BOG Regulations, the BOG may grant "Limited Access" status to undergraduate programs when the number of qualified students exceeds available resources, when an



audition or portfolio is required for admission or when the required GPA and/or other admission, standard is above those required for admission to the USF. The following programs at USF have “Limited Access” status:

- Mass Communications
- Liberal Studies
- Mathematics
- Social Work
- Dance
- Nursing
- Business
- The University's Teacher Education programs.

To be admitted as a first-time-in-college[2] (FTIC) student, applicants must have graduated from an accredited secondary school. Home schooled students and graduates of unaccredited schools may be asked to submit additional documentation outlining their educational background. The General Educational Development (GED) test score is accepted in place of a high school diploma. For admission purposes, USF re-computes a high school grade point average (GPA) based on grades earned in all college prep academic courses. USF assigns additional weight to grades earned in Advanced Placement, International Baccalaureate, AICE, dual enrollment, and honors classes. Students are encouraged to use academic electives to better enhance their preparation for entrance into a selected college at USF.

Transfer applicants[15] are required to have a minimum cumulative 2.00 GPA in all college work and be in good academic standing at the last institution attended unless exceptions are made under Academic Renewal Policies[16]. USF accepts transfer credit from institutions that are regionally accredited at the time the credits are earned. Effective 2009, USF does not admit any transfer student with a course completion rate below 67%. USF abides by the State of Florida articulation agreement [17] and rights established by the Florida Legislature regarding the transfer of Associate of Arts graduates from Florida public colleges or universities.

International applicants[18] from non English-speaking countries must provide a minimum TOEFL score of 79 (Internet-based test) or 550 (written test) or a minimum IELTS score of 6.5; the test must be taken within two years of the desired term of entry into USF. International applicants must meet the same academic requirements as domestic students but application procedures and materials may differ. Application deadlines[19] for international applicants may be earlier than those for domestic applicants to ensure adequate time for the issuance of visa documents. BOG Regulation 6.009[20] provides general conditions under which international students may be admitted to public institutions in Florida.

To ensure the admission policies are applied consistently, regular and thorough training of recruitment and evaluation staff occurs annually as well as when there are changes to policy or operational procedures. Additionally, the university's student information system (OASIS) and web reports maintained by the University Registrar contain audit functions of admission applications and decisions, ensuring that students who are admitted meet minimum USF and state standards. For students who do not meet these standards, a limited number of exceptions[21] are authorized on “profile assessment” by one of two faculty committees—the Faculty Committee on Student Admissions [21] (FCAS) or the Faculty Committee on the Admission of Student-Athletes (FCASA)—as required by BOG regulation. Finally, each term, the University is required to submit a comprehensive admissions file to the BOG, correcting any data errors and documenting any exceptions to ensure compliance with BOG regulations and state statutes.

Other policies available in the catalogs and online include provisional admission, non-degree seeking status, admission denials and appeals, test requirements, required proof of immunization and application procedures.

The USF College of Medicine publishes admission requirements for the Doctor of Medicine[22] (MD) and the Doctor of Physical Therapy[23] (DPT) programs. The doctoral degree (Ph.D.) in Medical Sciences is also offered by the College of Medicine and the admission requirements are listed in the

USF Graduate Catalog[24].

- III-6** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (*Comprehensive Standard 3.4.11*)

**Compliance Status:** Compliant

## Narrative

### Comprehensive Standard 3.4.11

#### Key Point Covered in Narrative

**Key Point:** *For each curricular area, concentration, major, or degree program a person(s) academically qualified in the academic field is responsible for curriculum development and review.*

The University of South Florida (USF) assigns responsibility for program coordination, curriculum development and review of the curriculum to academically qualified Department Chairs and Program Coordinators. A detailed list of undergraduate and graduate Program Coordinators/Chairs [1] is provided to support this assertion. Full *Curriculum vitae* are available upon request.

USF has a variety of models for program coordination at the undergraduate level, generally dependent on department size. In small departments, responsibility for program coordination often resides with the Department Chair. In larger departments, senior faculty members typically serve as Program Directors, assisted by other faculty and staff such as instructors, lecturers, and professional advisers. In other cases, Associate or Assistant Chairs have special responsibility for the department's undergraduate or graduate programs. Further, responsibility for a department's graduate programs is normally assigned to tenured faculty members at the rank of Associate Professor or above.

In departments with significant service course loads or general education responsibilities, a faculty member may be assigned specifically to coordinate this aspect of the department's work. An example of this arrangement would be the First-Year Composition program in the English department where a senior faculty member in the department supervises the instructors who teach in the program and also monitors the curriculum. Degree programs that do not reside within a single department generally assign responsibility for program coordination to a faculty committee. An example of this is USF's Bachelor of General Studies [2] program.

Undergraduate Studies[3] and the Graduate School[4] have processes in place to ensure that all faculty with program coordination responsibilities are kept informed about state- and university-level policies, procedures, calendars, and reporting requirements. Each office maintains a listserv for undergraduate and graduate program coordinators respectively, and orientation and information meetings are held periodically.

Curriculum development and review is a responsibility of the faculty collectively, rather than a task assigned to an individual. Each department and college has a formal curriculum and/or program committee. In small departments, this may be a committee of the whole. All colleges and many departments have governance documents that spell out the committee structure and composition. The documents of the College of Arts and Sciences[5], USF's largest and most disciplinarily diverse college; and the professional colleges of Education[6] and Medicine[7], are provided as examples.

Oversight of curriculum development at the university level is provided by the Undergraduate Council[8] and the Graduate Council [9] which are responsible for reviewing and approving all curriculum changes and new course proposals. At the program level, the academic program review[10] and assessment

processes, (e.g. required Academic Learning Compacts[11]) are evaluation mechanisms for program effectiveness, program coordination, and curricular change. Furthermore, the Academic [12] Assessment Council[12] provides oversight of and guidance for academic coordinators regarding the efficacy of curricular programs. Examples of recent meeting agendas[13] are provided. Minutes of the meetings are available from the Office of Institutional Effectiveness and Assessment. Many of USF's professional programs are also subject to review for purposes of specialized accreditation[14].

- III-7** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (*Comprehensive Standard 3.11.3*)

**Compliance Status:** Compliant

## Narrative

### Comprehensive Standard 3.11.3

#### Key Points Covered in Narrative

- Key Point 1:** *USF operates and maintains physical facilities adequate to its mission.*
- Key Point 2:** *State requirements for Master Planning results in systematic construction and maintenance from vision to occupancy.*
- Key Point 3:** *Continuous quality control of physical plant construction and maintenance is systemic.*

**Key Point 1:** *USF operates and maintains physical facilities adequate to its mission.*

The University of South Florida (USF) operates and maintains physical facilities both on and off campus that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities. There are ten physical facilities sites, the largest of which is the Tampa Campus[1]. The Tampa Campus, including the Health Sciences Center and the H. Lee Moffitt Cancer Center, contains over 250 buildings on 1,560 acres. Some of the Tampa campus facilities were originally built in the 1950's. Facilities are also maintained at St. Petersburg (for the College of Marine Science[2]), and on the USF campuses in Sarasota-Manatee[3] and Lakeland[4].

Most of the university's physical facilities are located on the Tampa Campus, where they are developed, operated, and maintained by the Division of Facilities Planning and Construction[5] and the Division of Physical Plant[6]. Each regional campus has a Facilities Planning or Campus Planning unit. USF Sarasota-Manatee (USFSM) physical facilities are developed, operated, and maintained by the USFSM Facilities Planning and Management Department[7]. USFSM also operates an instructional site at the State College of Florida Manatee-Sarasota Venice Campus. USF Polytechnic[8] (USFP) (at Lakeland) currently shares physical facilities with another state institution, Polk State College. Both have new campus development initiatives in progress.

The university's campuses and facilities are adequate in that they are generally comfortable and appealing to attract and retain a growing number of highly qualified students, faculty and staff from an increasingly competitive market. However, USF's planning processes endeavor to continuously increase and improve the quality and quantity of space in order to alleviate existing overcrowding and scheduling limitations, improve teaching and research environments, and provide for anticipated enrollment growth. The process is motivated by mission alignment, including prioritizing research, academic, and student life needs. While the institutional mission and strategic directions determine priorities with respect to educational programs and support services on a given campus, state funding levels have an effect on the timing and quantity of new and renovated space.

**Key Point 2:** *State requirements for Master Planning results in systematic construction and*

*maintenance from vision to occupancy.*

The Campus Master Plans, Florida Board of Governors (BOG) Educational Plant Surveys, Capital Improvement Plans, Building Programs, Building Design/Construction Guidelines, Project Status Reports, Space Inventories and Post Occupancy Evaluations are inclusive, overlapping processes, that inform and set the standards for quality facilities from initial vision to occupancy.

- The Tampa[9], USFSM[10] and USFP[11] Master Plans provide mission-related goals, objectives and policies to comprehensively guide campus development, assess off-campus impacts, and ensure adequate support systems.
- The BOG Educational Plant Survey[12] provides, on a five-year cycle, space inventory verification and recommends new facilities based on mission, existing conditions, academic program requirements, and generated space needs by formula.
- The Capital Improvement Plan[13] (CIP) provides the annual request for state funds for the next five years of academic facilities and infrastructure projects on all campuses based on estimated project budgets.
- Building programs describe the vision of each project in terms of the University, college, or campus mission, as well as the schedule, funding source, required spaces (by individual room size and attributes), functional adjacencies, required site-work, project budget, and any other pertinent project pre-design information.
- The USF Building Design/Construction Guidelines[14] establish general, and at times specific, parameters for physical facilities that are intended for USF-wide use.
- The USF Project Status Report[15] provides continuity of communication within the university community to assure Building Program objectives are achieved during the design and construction phases of the development of physical facilities, to meet the university educational program needs.
- The Site Inventory[16] and Building Inventory[17] provide detailed quantitative and qualitative existing facilities information for use by campus constituents to monitor, maintain, evaluate, and justify future needs.

**Key Point 3:** *Continuous quality control of physical plant construction and maintenance is systemic.*

Multiple programs have been instituted by USF Physical Plant units to provide for a systematic maintenance process. On the Tampa campus, this begins with an automated Preventive Maintenance Program[18]. This program automatically generates work orders to predetermined shops for inspection, testing, and repair of systems and their components on a routine and recurring basis. This program is designed to extend the life of systems and their components and to minimize failures and unscheduled outages. The program is utilized for all building systems including utility plants and infrastructure.

Physical Plant management meets on a monthly basis with representatives from colleges and units from around the Tampa campus to receive information concerning the needs of these users and deficiencies within their facilities. A monthly Project Report[19] is published on the web site. These programs, in conjunction with work requests that are received in the Service Center from the Tampa campus community, enables Physical Plant to have a comprehensive system to assess deficiencies and to provide corrective actions on the university's largest campus.

Consultants are utilized for ongoing programs that require specialized technical competencies and to provide inspections and recommendations with elevators and roofs. These consultants are used in a systematic and recurring process for the evaluation of these critical systems. Reports and recommendations from these consultants are used to initiate maintenance and repair for items that can be addressed within the normal budget cycle as well as to establish projects in the deferred maintenance/capital renewal program.

In order for Physical Plant services to continue for the benefit of the campus communities and for the protection of campus facilities, emergency services on all campuses are provided through the Division

of Public Safety[20]. Emergency Operation[21] plans are also in place on all campuses and available to ensure the highest and most appropriate response and actions in support of the campus communities.

- III-8** The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. (*Federal Requirement 4.1*)

**Compliance Status:** Compliant

## Narrative

### Federal Requirement 4.1

#### Key Points Covered in Narrative

- Key Point 1:** Student success is an integral part of the mission of the University of South Florida that is supported by the Florida State Legislature and the State University System Board of Governors' emphasis on accountability and student success.
- Key Point 2:** USF has made significant efforts to align the incoming student profile with its Research I status and to enhance student support services.
- Key Point 3:** Four and six-year graduation rates and time to degree completion, and course completion rates have remained steady over the past five years while degrees awarded and retention rates have increased.
- Key Point 4:** Pass rates on licensure exams for USF programs have exceeded national averages.
- Key Point 5:** USF programs monitor student employment trends through the Florida Education and Training Placement Information Program (FETPIP) and individualized methods.

**Key Point 1:** *Student success is an integral part of the mission of the University of South Florida.*

The faculty and staff of the University of South Florida (USF) sustain a clear focus on student success as an integral part of its mission[1]: "As Florida's leading metropolitan research university, USF is dedicated to excellence in an engaged, and interdisciplinary, learner-centered environment." In addition, Goal II of the USF's Strategic Plan[2] asserts a commitment to "Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully-engaged, learner-centered campus environment." Furthermore, beginning in academic year 2008/2009 academic year the Executive Vice President and Provost initiated a renewed university-wide emphasis on student success at both the undergraduate and graduate levels titled Enhancing Student Success[3]. The announcement of this renewed emphasis stated, "key to this endeavor is a shift from a focus on access to a stronger emphasis on attainment." The charge is to "...review current policies, practices, programs and performance related to undergraduate and graduate student success (including, but not limited to, admissions, advising, career and graduate school placement, counseling, curriculum, financial aid, Learning Commons, residence life, systems, and tracking), to identify best practices, and recommend an actionable plan to enhance student success at USF."

By legislative statute[4], all of Florida's state universities must participate in an ongoing process of monitoring performance in instruction, research, and public service. Section 1008, Assessment and Accountability, of the Florida Statutes delineates the intent, scope, and processes of the state's K-20 education performance accountability system. Section 1008.31(1)(e2), Florida Statutes mandates that "The Board of Governors of the State University System establish performance measures and set performance standards for individual state universities, including actual completion rates."

The Board of Governors (BOG) makes every effort to remain at the forefront of the accountability

movement in higher education. Florida Statutes<sup>[5]</sup> require that “By December 31 of each year, the Board of Governors shall submit an annual accountability report providing information on the implementation of performance standards, actions taken to improve university achievement of performance goals, the achievement of performance goals during the prior year, and initiatives to be undertaken during the following year. The accountability reports shall be designed in consultation with the Governor's Office, the Office of Program Policy Analysis and Government Accountability, and the Legislature.” Section 1008.46. This requirement has resulted in an accountability reporting mechanism that has become systemic and embedded in the overall university reporting cycle. In November 2009, the BOG approved a Regulation 2.002 – University Work Plans and Annual Reports<sup>[6]</sup>. The new regulation requires each of the 11 institutions of the State University System of Florida to submit a work plan and an annual report, including detailed reporting on accountability metrics established by the board.

Thus, both the BOG and the State Legislature mandate systematic and continuous effort to increase student performance and success. USF exceeds these requirements and has integrated student achievement and success into its strategic planning and evaluation processes. Consistent with these mandates student achievement is systematically assessed through a variety of means including course completion and graduation rates; student performance on state licensing examinations; and job placement rates. This process of evaluation is then converted into performance targets for continuous improvement in subsequent years.

**Key Point 2:** *USF has made significant efforts to align the incoming student profile with its Research I status and to enhance student support services.*

### **Admission of Qualified Students and Enhancement of Student Support Services**

Prominent among USF's recent efforts to better align the incoming student profile with the institution's aspirations to become a national leader among research universities are the refining of admission standards and the enhancement of student support services. Based on national and institutional research on student academic success in the first year of college, freshman admission decisions at USF also include consideration of academic success factors such as strength of curriculum, completion of more than the required academic units, and notable grade trends, especially in junior and senior years of high school.

In 2005/2006 academic year, new first-time-in-college (FTIC) students had a mean SAT score of 1085 and mean high school GPA of 3.53. In addition, the percentage in the top 10% of their graduating class was 21%. By 2009/2010, the mean SAT had increased to 1190 (increase of 140 points from Fall 2001 class), and the mean GPA to 3.83. Further, 35% were in the top 10% of their graduating class. USF has set a goal of continuing to refine admission standards<sup>[7]</sup>, projecting by Fall 2011 a mean SAT of 1200, GPA of 3.85, and 35% in the top 10% of their graduating class.

Students seeking to transfer to USF also face more competitive admission requirements, intended to gauge their preparedness for the academic rigors of a major research university. Transfer students now must have at least 30 transferable hours in addition to higher GPAs than in the past. Satisfactory academic progress as measured by the ratio of courses completed successfully to those attempted also has been introduced as a transfer admission requirement. National and institutional data suggest that students who transfer with associate degrees and stronger GPAs are more likely to succeed academically. USF data indicate those students who have less than a 67% completion rate at their prior institution are not successful at USF. As such, all students below a 60% completion rate are denied admission, and those students between 60%-67% are evaluated by an Admission Committee.

The overarching strategic goal of this realignment is to fuel student success by enhancing entering skills which subsequently qualify students for increasing challenges in the areas of undergraduate research as well as a newly designed inquiry-based general-education program. This will ultimately lead to greater student success as measured by such variables as retention and graduation rates as well as job placement and admission to graduate programs.

## Enhancing Student Support

USF has also focused heavily on enhancing student support services. Recent enhancements include the following:

### Academic

- USF added 43 new academic advisors in the last five years including 10 during the Fall 2010 semester, which continues to decrease the advisor: student ratio towards the optimal ratio for institutions like USF of 350:1. The addition of new advisors allows them to be more proactive and intrusive in the advising process.
- Mandatory academic advising (through registration holds) for all first-year students during their first 1½ years and all students on academic probation. Early interventions (and data sharing) geared towards students on academic probation and with poor mid-term grades
- Early interventions for students on academic probation and with poor mid-term grades.
- Ongoing development of a comprehensive degree audit system, DegreeWorks, which was piloted in Spring 2009 and is anticipated for implementation March 2011. Students, faculty, and administrators (academic advisors, in particular) can access a student's academic record to track their path to graduation. With DegreeWorks, students can chart their path to graduation and advisors can use it as a tool to help students in this process.
- Development of a collaborative arrangement between the Transitional Advising Center[8] and the Career Center[9] to assist students in declaring a major

### First-Year Programming

- Implementation of a newly formatted first-year orientation program[10] that is a full two days and includes separate parent and student programs, along with a required overnight stay on campus
- Early identification of at-risk student and implementation of a mentoring program for those students
- Early connection and engagement of first year students to the university via an enhanced week of welcome, the Office of New Student Connections[11], and a social networking site for first-year students called UConnect[12]
- Significant increase in optional enrollment in the first-year University Experience[13] course (currently 60% of freshmen) and improvements to the curriculum in this first-year seminar-type course

### Learning Support

- Combining university support services into a central Tutoring and Learning Center[14] located in the Library. Just over 6300 students utilized the combined services of the Tutoring and Learning Center and writing center in the 2009-2010 academic year.
- Beginning Fall 2009, first-year students are required to live on campus
- In 2007, full-time staff member appointed in housing that focuses on academic initiatives and providing programs that complement the academic experience
- Continued increase in the type and diversity of Learning Communities and Residential Education [15]
- Implementation of a Faculty in Residence program

**Key Point 3:** *Four and six-year graduation rates and time to degree completion, and course completion rates have remained steady over the past five years while degrees awarded and retention rates have increased.*

### Graduation Rates

Following common practice, USF graduation rates are tracked at two points, four and six years following initial enrollment. An examination of these data shows the following:

- For cohorts of students entering USF in years 2000 to 2004, four and six-year graduation rates

- [16] have increased steadily from 19% to 24% for four year and from 48% to 51% for six year.
- In addition to those who have graduated, about 33% of the students are still enrolled at USF[17] after four years and 6% after six years.
  - Rates for cohorts of students transferring to USF upon completion of an Associate's degree[18] are similar to the rates displayed for FTIC's, two-year graduation rates are around 25%. Unlike the FTIC groups, four-year rates are substantially higher with more than 60% graduating.
  - Comparisons[19] with the other Florida State University Institutions show that USF falls below the average for four and six year rates compared to the other ten institutions. USF is also below the average rates for our national peer group.
  - As stated under Key Point 1, the Executive Vice President and Provost have initiated a renewed system-wide emphasis on student success at both the undergraduate and graduate levels. Specifically, the newly developed USF System Student Success Task Force has identified five specific goals to be addressed in the next five years: (1) Academic Excellence, Student Access, and Student Success; (2) Impactful Research, Economic Leadership and Community Engagement; (3) Increased Academic and Administrative Collaborations; (4) Open Communication and Effective Branding; (5) Expanded and Diversified Resources.

### **Degrees Awarded**

A second measure of student achievement is the number of degrees awarded[20]. An examination of these data for all USF students for academic years 2005-2009 shows that while the number of degrees awarded increased, the percent of:

- Bachelor's degrees awarded remain constant;
- Master's degrees awarded increased;
- Doctoral degrees awarded increased;
- Degrees awarded in the College of Medicine increased, however this was due to increases in class size and implementation of new Master's degrees.

It is also informative to examine changes in degrees awarded to students from underrepresented groups[21]. Looking at the same time period, data show the following:

- Bachelor's degrees awarded to Blacks and Hispanics remain constant;
- Masters and Doctoral degrees awarded to Blacks increased proportionally to new admits;
- Masters and Doctoral degrees awarded to Hispanics increased significantly.

### **Time to Degree Completion**

Another view of student success can be seen by examining "time to degree completion[22]" for graduates. For FTIC's graduating from 2005-2009, the mean years to degree completion has held relatively steady at about 4.2 years. Similarly, time to degree for students transferring from a Florida Community College have held steady at about 2.4 years. The student-success program initiated by the Executive Vice President and Provost (referenced in supporting document 3) has as two of its goals the reduction in time to degree completion and an increase in graduation rates.

### **Retention Rates**

The retention rate is an indicator of student persistence and progression toward their degree. The retention rate[23] from year one to year two USF FTIC's has remained steady at 74% from 2005/2006 to 2009/2010. It is notable that the retention rates for underrepresented groups are now higher than the rate for white students. In order to better audit student progress toward a degree, a comprehensive monitoring system of measures and intervention strategies was put in place (see Enhancing Student Support section above). Student retention, persistence, and progression are also key indicators in the Provost's student success initiative.

### **Course Completion**

The primary measures for assessing course completion are percentages of D, F, W grades[24] given. These data are produced by the Office of Decision Support for use by offices throughout the



University. The number of DFW grades given to USF students have declined from 18% to 14% during the time period 2006-2009. As part of Enhanced Student Support Services initiative, D, F, W rates will continue to be monitored and appropriate intervention strategies put in place.

### **Progression Rates**

Progression rates from 2005-2009 have steadily increased, however, of the FTIC students retained to their senior year, approximately 50% have 90 earned hours. A study was launched to examine progression and it was determined that unlimited course withdrawals and high failure rates in Natural Sciences had the largest impact on progression. As such, a policy was instituted in the Natural Sciences redirecting students to other majors who have 3 D/F grades in their major, and policy revisions are underway to limit the number of course withdrawals for students at USF.

***Key Point 4: Pass rates on licensure exams have exceeded the national averages for USF programs.***

### **State Licensing Examinations**

Because licensing and certification information at the state level is decentralized, university administrators use various means of obtaining and communicating student performance scores. Collection of data on pass rates as well as the assessment of the results are typically carried out at the college or departmental level. Following are brief summaries of recent USF student performance by program.

#### **Accountancy**

Accountancy students in the College of Business Administration are required to demonstrate their acquisition of essential knowledge and skills through completing the Uniform Certified Public Accountant (CPA) examination. USF candidates with advanced degrees have ranked in the Top 10 nationally on 14 of the past 20 examinations (over a 10 year span: 1993-2002). This is higher than at any other university in the country. Furthermore, the pass rates for the accountancy licensure exams for those without advanced degrees show continued improvement. In 2008/2009, 44% of USF students without advanced degrees passed the exam, an increase of 4.5% from the 2007/2008 rate of 39.5% and an 8.3% increase from the 2006-07 rate of 35.7%. Graduates of the School of Architecture surpassed nationwide performance on all sections of the 1999-2001 Architect Registration Examination for which comparative data are available. On average, first-time test takers at USF scored 11% higher than the national average in the areas of pre-design, general structures, lateral forces, mechanical and electrical, materials and methods, and construction documents.

#### **Athletic Training**

In 2001/2002, the Athletic Training Program was not yet accredited and only a few students sat for the Board of Certification (BOC) examination. Pass rate that year was 90%. The program was accredited in 2003 and increased sharply in numbers. Currently, the USF Athletic Training Program is the only program in the country in a Department of Orthopedics' & Sports Medicine. Pass rates for 2005/2006 continue to be above the 90% range with 15-30 students attempting the exam each year. The program just received reaccreditation from the Commission on Accreditation for Athletic Training Education (CAATE) for 10 years. USF graduates are continually sought by employers and graduate schools around the country.

#### **College of Education**

During the 2008/2009 academic year, 1,087 undergraduate and graduate students graduating from the College of Education's teacher preparation programs completed the Florida Teacher Certification Examination with a 100% pass rate. The pass rate for USF students on this exam continues to be 100% for each year since the last SACS review. (These data exclude the St. Petersburg campus)

In 2005/2006, graduate students in School Psychology completed the Certification Examination of the National Association of School Psychologists (specifically, the National School Psychologist Test administered through the Praxis Series of Educational Testing Service [ETS]) with a 100% pass rate (8 of 8 students passed; a score is not available for 1 additional student). This percentage has not

changed since that cohort of students. Specifically, during the 2006/2007 academic year, 6 of 6 students earned passing scores (note: a score is not available for 1 additional student). During the 2007/2008 academic year, 7 of 7 students earned passing scores (note: a score is not available for 1 additional student). During the 2008/2009 academic year, four of four students earned passing scores. It is anticipated that six students will take this exam during the 2009/2010 academic year.

### **College of Nursing**

Upon graduation from the College of Nursing baccalaureate degree program, non-licensed students are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In 2008, the USF non-licensed nursing baccalaureate graduates had a pass rate of 98.08% for first-time test takers. This was the highest overall pass rate of any of the 11 universities in the State University System. In addition, this pass rate exceeds the national average 87.33% for the same time period. It is notable that several graduating classes during the last five-year period from USF have had a posted first time pass rate of 100%.

### **College of Medicine**

Graduates from the College of Medicine's School of Physical Therapy & Rehabilitation Sciences Doctor of Physical Therapy (DPT) degree program are eligible to sit for the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy. In 2008, the charter DPT class graduates had a 100% overall pass rate with an average score greater than 10 points higher than the national average for graduates of accredited programs. The 2009 class currently has a 96.7% (30/31) overall NPTE pass rate. This exemplary pass rate ranks USF among the top three educational programs in the State of Florida.

### **College of Public Health**

Health Education graduates of the USF College of Public Health take the Certified Health Education Specialists examination administered by the National Commission on Health Education Credentialing. Over the past decade, USF students have achieved a 100% pass rate in the examination, compared to the national average of 79.60% for the same period.

Please note this additional information for the future: In addition, there is now a National Board of Public Health Examiners (NBPHE) who developed and are offering a certification exam in Public Health. All graduates of accredited schools of Public Health are eligible to sit for the exam. In the future, data on national and college level pass rates as provided by the NBPHE are compiled, USF will make those available.

### **Psychology Department**

Graduates of the Ph.D. program in Clinical Psychology sit for the national licensure Examination for Professional Practice in Psychology (EPPP). The mean score for the most recent USF PhD graduates is 158.3 (SD=23.4), while the normative data from the national sample for the same period showed a mean of 135.2 (SD=23.5). The pass rate of USF graduates of this program has consistently been 100% for the past five years. Finally, all graduating Ph.D.'s have published and presented at conferences while at USF.

### **College of Engineering**

The Civil and Environmental Engineering program has placed special emphasis on assessing and improving student performance on the Fundamentals of Engineering exam. A 2009 report showed that while student performance on the test had improved significantly, with pass rates now above the national average, the number of students taking the test had declined. Students also performed below expectations on tests covering specific areas of training. As a result of this assessment, consideration is being given to changes in the curriculum to improve performance and to include completion of the exam as a graduation requirement.

A major challenge lies in consistently obtaining this information about USF graduates from the various governmental and accrediting agencies involved in professional licensure given limitations related to confidentiality and privacy.

**Key Point 5:** *USF programs monitor student employment trends through the Florida Education and Training Placement Information Program (FETPIP) and individualized methods.*

### **Job placement**

USF tracks student job placement through the Florida Education and Training Placement Information Program[25] (FETPIP), a division of Accountability, Research and Measurement within the Florida Department of Education. Outcome Reports for employment of Florida Public University graduates are generated annually. Reports by program[26] and degree (bachelor's[27], master's[28], and doctoral[29]) are provided for each institution.

Some colleges and departments also track the placement of graduates through both informal and formal means including the College of Education, College of Business Administration, and the College of the Arts. In addition, the Office of Decision Support conducts an annual survey of Bachelor's Candidates[30]. Two of the items on this survey asks students about their plans upon graduation. Specifically, they are asked to respond to the following questions: "What is *most likely* to be your *principle* activity upon graduation?" and "What are your plans after graduation?" Results from the 2008/2009 survey are shown in Chart 9[31] and Chart 10[32] from the annual report.

### **Emphasis on Graduate Students**

The Graduate School monitors student achievement, time-to-degree and job placement through various programs. First, the Graduate School monitors placement rates for master's [33]and doctoral students[34] through FETPIP[25] that is maintained by the Florida Department of Education. Second, the Graduate School monitors student enrollments and provides specific graduate programs with a spreadsheet listing those students that will fall to non-degree seeking status[35] after not being enrolled for two consecutive semesters. This report is communicated through email and is important to keep students on track to graduate with five years for master's students[36] and eight years for doctoral students[37]. Third, through the Graduate Enrollment Management committee[38], the Graduate School leadership communicates with Associate Deans in each college on issues pertaining to graduate enrollment, success, and degree completion. Through this committee, the Graduate School is developing program specific online "dashboards" to provide all programs annual reports that track achievement parameters including key indicators such as number of credentialed faculty members, students' academic progress, time-to-degree completion, etc. The dashboard will also include an online submission module to collect information about student enrollment and graduation. Finally, the Graduate School tracks the placement of doctoral graduates through direct reporting from specific graduate programs and by collecting information directly from students through questions that must be answered on the application for graduation. A list of specific job placement data for doctoral graduates [39] between Fall 2005 and Spring 2009 is enclosed.

- III-9** The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. (*Federal Requirement 4.2*)

**Compliance Status:** Compliant

## **Narrative**

### **Federal Requirement 4.2**

#### **Key Points Covered in Narrative**

- Key Point 1:** *The curricula provided at the institution are directly related and appropriate to the goals and mission of the university.*
- Key Point 2:** *The curricula are appropriate to the diplomas, certificates, or degrees awarded.*

**Key Point 1:** *The curricula provided at the institution are directly related and appropriate to the goals*

*and mission of the university.*

The University of South Florida (USF) envisions itself as a pre-eminent research university with state, national, and global impact, and positioned for membership in the Association of American Universities (AAU).

### **USF Mission[1]**

As Florida's leading metropolitan research university, USF is dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

In pursuing the vision of being a “pre-eminent research university with state, national and global impact” USF offers 228 degree programs at the undergraduate, graduate, specialist and doctoral levels, including the doctor of medicine (MD), through its 11 colleges[2]. Degree programs are offered in disciplines classified as postsecondary in the U.S. Department of Education National Center for Education Statistics (NECS) Classification of Instructional Program (CIP)[3] taxonomy. All degree programs are also organized by discipline in the SUS Academic Degree Programs Inventory[4]. CIP codes are assigned to degree programs by the Florida Board of Governors in consultation with the USF Office of Academic Affairs and the University Registrar.

Programs offered at USF's campuses are designed to meet the identified local needs of the community. For example, in 2008 the local campus in Lakeland was designated as a polytechnic [5] placing emphasis on applied learning, research, and innovative technology. Similarly, USF Sarasota-Manatee[6] has developed a mission focused on serving their community.

### **Approval of Degree Programs**

The university process for development and approval of new degree programs[7] is designed to ensure that all programs meet a set of criteria established by the Florida Board of Governors (BOG). Criteria have been established for bachelor's, master's, and doctoral programs. All degree programs must demonstrate that they embody a coherent course of study and must also demonstrate consistency with the USF's mission. The Florida Board of Governors has approval authority (BOG Regulation 8.011 section 4a[8]) for new doctoral degree programs at all public universities in the state. The BOG delegates responsibility for approval of new bachelor's and master's degree programs (USF Policy 10-036[9]) to individual university Boards of Trustees, provided the proposed programs comply with the criteria established by the BOG. These criteria are incorporated in USF's guidelines for Approval of New Degree Programs[10]. As described below, all new degree program proposals must be reviewed and approved by faculty committees and appropriate academic administrators at the department, college, and university level.

For example, the College of Business proposed a new degree program in Advertising. This BA/BS proposal was submitted[11] to the Undergraduate Council for consideration on September 14, 2009[12]. The program proposal[13] was approved at the September 28, 2009[14] Undergraduate Council meeting. From there, it was forwarded to the Academics and Campus Environment (ACE) Work Group [15] for consideration. There, it was presented to the Work Group by the Provost, Dr. Ralph Wilcox, and the Dean of the College of Business, Dr. Robert Forsythe. The proposal was unanimously approved to move forward for consideration to the USF Board of Trustees. On December 3, 2010, the BA/BS proposal was approved[16] by consent agenda.

**Key Point 2:** *The curricula are appropriate to the diplomas, certificates, or degrees awarded.*

## Development and Monitoring of Program Curricula

The development and monitoring of the academic content and level of academic programs is the responsibility of the faculty. Faculty curriculum and program committees at the department and college level monitor the appropriateness and quality of the curriculum in the academic programs of a given department or college. At the University level, the Undergraduate Council[17] and the Graduate Council [18] staffed with members of the faculty determine the appropriateness of the curricula at the respective levels.

Proposals for new courses and course and program changes must be approved by departments and college faculty committees, as well as by department chairs and college deans. At the university level, the Undergraduate and Graduate councils are responsible for approving all new courses, as well as course and program changes. Review and approval of new courses also occurs at the State Board of Education level when courses are submitted for inclusion in the Florida's State Course Numbering System[19] (SCNS). All degree programs are reviewed at least every seven years, as required by Florida Board of Governor's Regulation 8.015[20]. In most cases, external reviewers are retained for this purpose. Furthermore, any substantive changes are addressed in accordance with SACS regulations.

## Foundations of Knowledge and Learning Core Curriculum

USF requires all of its undergraduate students to complete a 36-hour General Education program titled the *Foundations of Knowledge and Learning Core Curriculum*[21]. Members of the General Education Council[22] are appointed by the Faculty Senate[23] and are responsible for "the ongoing development, implementation, and assessment of an effective general education program." Specific responsibilities include:

1. Provision for establishment of a collegial process that encourages the widest possible faculty participation in the development and delivery of general education courses.
2. Provision for approval (certification) of courses following the criteria established in the Quality Enhancement Plan.
3. Provision for the development of additional general education courses, especially in areas where options for students are limited.
4. Provision for review of approved courses on a periodic basis (e.g., every three years) to ensure that the courses continue to satisfy the established criteria.
5. Provision for continuous assessment of the general education to ensure that the expectations established by the Quality Enhancement Process are met.

**III-10** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (*Federal Requirement 4.3*)

**Compliance Status:** Compliant

### Narrative

#### Federal Requirement 4.3

#### Key Point Covered in Narrative

**Key Point:** *The institution makes available to students and the public current academic calendars, grading policies, and refund policies.*

The University of South Florida (USF) academic calendars, grading policies, and refund policies are developed and disseminated by the USF Office of the Registrar[1]. Florida Board of Governors (BOG) policy 8.001[2] requires all state universities to operate according to a uniform calendar structure that includes number of classroom days and term start dates. The academic calendar is

available in the Undergraduate[3] and Graduate[4] Catalogs, the Registrar's website [5], and from the USF homepage on the Academics[6] and About USF[7] links.

General USF grading policies are available to students in the Undergraduate[8] and Graduate[9] Catalogs. In addition, the Office of the Provost Policy on Course Syllabi[10] requires that all faculty include a description of the grading policy for each course in the syllabus that is distributed to students.

USF has established an official System Refund Policy[11] that is promulgated through the office of the General Counsel. The policy also is available to students in the Undergraduate[12] and Graduate [13] Catalogs.

Undergraduate and Graduate Catalogs are prepared annually and are published on the University website. The Schedule of Classes for Fall, Spring, and Summer semesters for all campuses are available through schedule search through OASIS[14] and from the Academics[6] link on the USF homepage. The OASIS website also contains other semester-specific student information including: final exam schedules; registration and fee payments; policies, procedures, important dates; and student privacy rights.

- III-11** Program length is appropriate for each of the institution's educational programs. (*Federal Requirement 4.4*)

**Compliance Status:** Compliant

## Narrative

### Federal Requirement 4.4

#### Key Points Covered in Narrative

**Key Point 1:** *Program length is mandated by law and is appropriate to the degrees offered.*

**Key Point 2:** *Processes are in place to approve, where appropriate, programs longer than the minimum requirements.*

**Key Point 1:** *Program length is mandated by law and is appropriate to the degrees offered.*

Hours to degree for all programs at the University of South Florida (USF) are consistent with standard practice in higher education and the requirements of all relevant accrediting associations and learned societies. Complete listings of degrees offered and their requirements are published in the university's Undergraduate[1] and Graduate[2] Catalogs.

#### **Baccalaureate Programs**

Degree program hours for all baccalaureate programs are mandated by Florida Statute[3]. Section 1007.25(8) of the Statutes states:

*A baccalaureate degree program shall require no more than 120 semester hours of college credit, including 36 semester hours of general education coursework, unless prior approval has been granted by the State Board of Education.*

#### **Graduate Programs**

Minimum requirements for master's and doctoral degrees are 30 semester hours and 90 semester hours respectively beyond the baccalaureate degree. A complete list of hours to degree for approved graduate[4] and advanced graduate[5] programs is maintained by the Graduate School. Of the minimum 30 hours required for a master's degree[6], at least 16 hours must be at the 6000 level. At least 20 hours must be in formal, regularly scheduled course work, 10 of which must be at the 6000 level. Up to six hours of 4000-level courses may be taken as part of a planned degree program.

Degree requirements for specific programs are found in the USF Graduate Catalog. The MD degree requirements[7] are described on the USF College of Medicine Office of Admissions web page.

### **Faculty Approval**

Faculty members in each department determine the appropriate degree requirements for their programs. The Undergraduate[8] and Graduate[9] Councils are responsible for reviewing changes in programs. In accordance with Regulation (6C-8.015)[10], the Florida Board of Governors (BOG) requires the cyclic review[11] of all academic degree programs in state universities at least every seven years. Programs with specialized accreditation that includes external reviews may substitute that process for the purpose of program review. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.

### **Assessment of Student Learning Outcomes**

All USF degree programs establish student learning outcomes for their programs, assess students' achievement of these outcomes, and determine whether changes in the programs are needed based on student performance. The continuous assessment of student learning helps faculty determine whether programs are of appropriate length. Institutional Effectiveness reports for all academic programs are included in the 3.3.1 response.

**Key Point 2:** *Processes are in place to approve where appropriate programs longer than the minimum requirements.*

Exceptions to the 120 hour limit[12] for baccalaureate programs must be requested by a university's Board of Trustees and approved by the BOG. Current baccalaureate degrees at USF require between 120 and 134 semester credit hours. The Florida Board of Governors maintains a list of hours to degree [13] for baccalaureate programs in Florida by discipline.

Eleven degree programs at the University of South Florida have applied for and been granted approval to exceed the statutory 120 credit-hour limit. These programs are listed below:

- Mass Communications
- Early Childhood Education
- Music Education
- General Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Mechanical Engineering
- Industrial Engineering
- Nursing

Hours to degree including course requirements for these programs are described in the Undergraduate Catalog.

**III-12** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*Federal Requirement 4.5*)

**Compliance Status:** Compliant

### **Narrative**

#### **Federal Requirement 4.5**

#### **Key Points Covered in Narrative**

- Key Point 1:** *The institution has adequate procedures for addressing and resolving written student complaints in academic areas.*
- Key Point 2:** *The institution has adequate procedures for addressing and resolving written student complaints in non-academic areas.*
- Key Point 3:** *The institution has procedures in place at branch campuses for addressing and resolving academic and nonacademic written student complaints.*

## Overview

The University of South Florida (USF) has established formal, written policies and procedures for addressing academic and non-academic written student complaints. A number of offices and committees are responsible for implementing these established policies and procedures the result of which is a process[1] that exceeds accreditation standards and demonstrates compliance.

Academic complaints are generally addressed to instructors, department chairs, and college deans, who are then responsible for handling these according to strict policy guidelines. Whenever possible student complaints are addressed at the department level. When they move beyond the college level, academic complaints for undergraduate students are referred to the Office of Undergraduate Studies[2] ; graduate students are referred to the Graduate School[3]. Non-academic complaints are referred to the Office of the Student Ombudsman[4], which acts as a referral service directing students to appropriate offices and advising on proper procedures. The academic or non-academic office receiving the student complaints and recommending the resolution or response generally maintains documents of pertinent emails, calls, letters and visits that are archived within that office for five years.

The Office of the Dean of Students[5] also receives student complaints, provides referrals, and assists in finding resolutions. The Dean of Students recommends changes to university policies and procedures and reports trends back to the university. Student complaints received by the President, Provost, and other upper level administrators are referred to the Office of Student Success[6] (OSS), which uses a Student Issue Intake Form[7] for calls or in-person contacts. The OSS triages the complaints to appropriate person(s) via email, maintaining a current list of contacts. Student complaints received at OSS are referred to the appropriate office according to the type of complaint, with action or resolution made directly to the complainant by the appropriate USF contact/office. All pertinent emails, calls, letters, and visits for student complaints are documented within the OSS and archived for five years. The OSS informs the President, Provost, or Board of Trustees office of resolution as appropriate, maintaining its documents and archives for its referrals.

Certain academic regulations for undergraduate students are managed by the Academic Regulations Committee[8] (ARC) within each college. Each college's ARC regularly reviews petitions submitted by undergraduate students to waive certain USF academic regulations. The description of the ARC, their regulations, and general procedures are outlined in the Undergraduate Catalog. Undergraduate students complete a written petition using ARC forms available in each college's Advising Office and the Office of the Registrar. The ARC Petition[9], the ARC Instructor form[10] and the ARC Medical form [11] are also posted online at the Registrar's website[12]. College ARC representatives are available to meet and assist the student with the petition process. After the college's ARC meets and renders a decision, it may be appealed to that college's Dean or designee. Further ARC appeals beyond the college decision may be taken to the Associate Dean of Undergraduate Studies, where the final decision is made.

Operationally, the Graduate School staff counsel graduate students on academic complaints[13] and grievances, referring them to the appropriate academic unit for resolution. The Graduate School Catalog[14] has a comprehensive petition policy for changing course hours, dropping, and adding courses, time limit extensions, leave of absence, and withdrawal processes. Petitions are processed from the program to the college to the Graduate School, where the Associate Dean reviews the requests and renders the final decision.



It should be noted that processes for addressing student complaints are equally available to all students including those taking classes online. All procedures, policies, and forms are made available through the USF website. Students filing written complaints can use the internet to obtain and submit required forms, provide supporting documentation, and communicate with USF staff responsible for handling complaints. Examples showing the process for resolving written complaints for both online [15] and traditional [16] students are provided.

***Key Point 1: The institution has adequate procedures for addressing and resolving written student complaints in academic areas.***

### **Academic Grievances**

The Student Academic Grievance Procedures [17] (USF Regulation 10-002) ensure that all undergraduate and graduate students taking courses within the USF system have an opportunity for an objective review of facts and events pertinent to the cause of an alleged academic grievance. These procedures are published in the Undergraduate [18] and Graduate [13] Catalogs which are accessible to all students via the websites for Undergraduate Studies and the Graduate School and in the Student Handbook [19].

Within individual departments, students are required to make a reasonable attempt to resolve grievances with the instructor concerned. If a resolution cannot be made, the student or instructor may file a written statement with the Department Chair, who manages any departmental grievance procedures and renders a decision, providing a statement to that effect to the student and instructor with a copy to the College Dean. If not resolved to the student's satisfaction at the department level, the student may file a written request within three weeks to advance the grievance to the college level. A college Committee of three appointed faculty members and two appointed students reviews the academic grievance according to the guidelines in the Grievance Procedures, sending a report and recommended resolution to the college Dean. Within three weeks the college Dean renders a decision and notifies all parties in writing. The student or the instructor may appeal the decision of the college Dean to the university Level according to the guidelines established in the Grievance Procedures. An appeal may be made in writing to the Dean of Undergraduate Studies or Graduate School (as appropriate) within three weeks of receipt of the written decision of the college Dean when that decision is contrary to the recommendation of the college Committee or if there is a procedural violation of the Grievance Procedures. Otherwise, the college Dean's decision is final and not subject to further appeal within the University. When it is determined that it is appropriate to take an appeal to the university level (for one of the reasons just described), the Undergraduate/Graduate Dean appoints an Appeals Committee consisting of three faculty members and two students, selected as outlined in the Grievance Procedures. Within three weeks of the appointment, the Committee reviews the grievance and delivers a written report of the findings and a recommended resolution to the Undergraduate/Graduate Dean. Within three weeks of receipt of the Committee recommendation, the Undergraduate/Graduate Dean provides a written decision to all parties and initiates any academic changes, if needed. In all academic grievance appeals, the Undergraduate /Graduate Dean's decision is final and not subject to further appeal within the university.

### **Academic Integrity of Students**

Academic Integrity of Students [20] (USF Regulation 3.027) provides descriptions of four levels of academic dishonesty and various recommended sanctions that may be applied to student violations of academic integrity as appropriate. Alleged violations of academic integrity are determined by instructors in consultation with the accused student(s) and following due process, as outlined in the regulation. Students and Department Chairs are sent a written statement for violations of academic integrity that describe the violation and particular sanctions for that occurrence. Students are ensured the opportunity for appeal of decisions and sanctions for violations of academic integrity through the Student Academic Grievance Procedures [17] (USF Regulation 10-002). A student's written grievance, sent to the Department Chair, initiates the formal grievance procedure, which includes the Academic Integrity Review Process as outlined in the Grievance Procedures. The policy and procedures for Academic Integrity of Students are posted in the Undergraduate [21] and Graduate [22] Catalogs, in

the Student Handbook[23], and on the websites for Undergraduate Studies[2] and the Graduate School [24]. The Provost and Faculty Senate have requested that every course syllabus reference Academic Integrity of Students.

### **Disruption of the Academic Process**

Disruptive behavior in the academic setting and procedures for handling student complaints within alleged student disruptions of the academic process are found in USF Regulation 3.025[25], posted in the Undergraduate[26] and Graduate[27] Catalogs and the Dean of Students[5] website in Student Affairs. Alleged disruption of the academic process is initially addressed by the instructor with the student, generally at the instance of the occurrence and in accordance with this regulation. The actions that faculty and relevant academic officers may take in response to disruption of the academic process are further addressed as needed with assistance from the Office of Student Rights and Responsibilities [28]. An Academic Disruption Incident Report[29] must be submitted by hardcopy (not email) to the student, the Department Chair, the Assistant/Associate Dean of the College, and the Office of Student Rights and Responsibilities. If exclusion (temporary or permanent) of the student from the classroom occurs, the student may request an expedited review according to the procedures in the Regulation and may appeal the decision in writing to the Dean of Undergraduate/Graduate Studies or the institutional designee (as appropriate) for review. Any decision rendered at that point must be in writing and will serve as the final and binding academic decision of the university.

***Key Point 2: The institution has adequate procedures for addressing and resolving written student complaints in nonacademic areas.***

### **Non-academic Complaints**

Non-academic complaints are usually addressed to the Dean of Students[5] who is responsible for providing assistance and response to students. In most cases, the Office of the Dean of Students will guide students with non-academic complaints to the administrative departments to resolve the matter. Students who do not agree with decisions made by the administrative department can file a written appeal with the Dean of Students. The Dean of Students action may constitute final action on behalf of the university with regards to non-academic matters.

Students may also be referred to the Office of Student Ombudsman[4] to address their complaints. Other departments that routinely serve students, such as University Police[30], Parking Services[31], Student Disability Services[32], and Intercollegiate Athletics[33], have general procedures in place to provide those students submitting grievances or complaints a vehicle for conveying their concerns and having those concerns addressed. The USF Tampa Campus Library has an online Problem Resolution form[34] to facilitate resolution of written complaints by students, faculty, and staff.

The Office of Student Rights and Responsibilities (OSRR) investigates complaints when it has been alleged that a student has violated the Student Code of Conduct[35]. Offenses, hearing processes and procedures, appeal rights, and sanctions can be found on the Student Code of Conduct website[36]. Students wishing to file a complaint can meet with the Dean of Students or the staff in the Office of Student Rights and Responsibilities, but formal complaints should be submitted in writing to the OSRR. A referral/complaint form[37] is available directly from the OSRR and is also accessible via the OSRR website. Annually, all students receive a copy of the Student Code of Conduct for the Office of the Dean of Students.

USF's Equal Opportunity[38], Discrimination and Harassment[39], Sexual Harassment[40], Sexual Battery[41] and Disability and Accommodation policies[42] and procedures comply with all federal and state laws and regulations. These policies and procedures prohibit discrimination and harassment against students, faculty, and employees. Supervisors, supervisory employees, faculty, graduate students with instructional responsibilities are required to promptly report allegations, reports or instances of alleged discrimination and/or harassment by or against any university employee(s), student(s) or group(s) to the Office of Diversity and Equal Opportunity (DEO). USF students have a right to file a complaint with the DEO. If a complaint is filed, USF will process it through the DEO complaint procedures[43]. These procedures allow for review, mediation and investigation of

complaints alleging discrimination and sexual harassment. A complete text of policies and procedures can be found at the Diversity and Equal Opportunity web site[38] and the university General Counsel's web site[44].

All filed complaints with the DEO Office are taken seriously and processed through the DEO procedures. Students have a right to be informed about the investigation and the final determination of the investigation. Open investigations are not subject to the Public Records laws. Information about student complaints is shared with appropriate university administrators based on a business need-to-know basis. Closed complaint files are subject to public records law, with limitations. A request for information in a closed complaint file is forwarded to the General Counsel's Office for handling in accordance with the relevant laws.

In addition to the university offices and committees described above that handle student complaints, each of the regional institutions have adequate procedures for addressing written student complaints and for demonstrating that it follows those procedures when resolving student complaints.

***Key Point 3: The institution has procedures in place at the medical and branch campuses for addressing and resolving academic and non-academic written student complaints.***

### **Student Complaints in the College of Medicine**

Students in the College of Medicine may refer academic and nonacademic complaints to that college's Office of Student Affairs[45], as outlined in the USF M.D. Program Student Handbook[46] and the USF Doctor of Physical Therapy (DPT) Student Handbook[47]. Students may submit a written grade appeal within 10 business days after receipt of the grade, following the procedures outlined in their respective handbook.

Review and recommendations regarding COM students' promotion, probation, remediation, graduation, dismissal, and readmission are made by the School's Academic Performance Review Committee[48] (APRC). Recommendations are made by the Committee to the Dean of the College via the Committee Chair and the Vice Dean of Educational Affairs as outlined in the Student Handbooks, and appeal procedures are provided. The Medical Professionalism Survey/Incident Report form[49] is available at the COM website. This form can be sent anonymously or with attribution to the Associate Dean of Student Affairs.

### **USF Polytechnic (USFP)**

Students can learn about the appropriate channels for registering academic and nonacademic complaints through the Dean of Students Office[50]. The Dean of Students assists students in registering complaints or investigating resources to alleviate student concerns. A list of student complaints and resulting actions are available through the Dean of Students office.

Student academic concerns are processed through the respective academic division. Procedures for grade appeals or other academic-related grievances follow the university-wide Student Academic Grievance Procedures[17] found in the Undergraduate and Graduate Catalogs that are accessible to all students online.

USFP's Sexual Harassment Policy[40] is administered through the Human Resources office. This information, as well as the entire text of the Sexual Harassment Policy, can be found on the Human Resources [51]web site. General non-academic student complaints are handled through the Dean of Students office. Based on the nature of the complaint, students are then referred to the appropriate department on campus to address the complaint.

The Student Disability Services[52] office handles complaints related to the Disability and Accommodations policy[42] for students denied accommodations. One is for students who are denied accommodations and the other is for students who are accepted into SDS but not satisfied with the decision regarding the appropriate accommodations provided. Students who apply and are denied accommodations may submit an appeal to the Director of Student Disability Services.

Students, faculty members, employees, or interested parties to the USF system may alert the Dean of Students to any concerns regarding student behavior. The Dean of Students serves as the conduct officer for the campus. Policies regarding student conduct are outlined in the Student Code of Conduct [53] that is made available through the website and is disseminated at orientation sessions each semester. In addition, the information is made available through student planners distributed every fall semester.

### **USF Sarasota-Manatee (USFSM)**

USFSM has established formal, written policies and procedures for addressing academic and non-academic student complaints. University-wide Student Academic Grievance Procedures[17] provide students with the opportunity for an objective review of the facts. All academic grievances on the USFSM campus are reported to the Associate Vice-President and Dean of Academic Affairs. All students also have the right to file an Academic Regulations Committee Petition[9] to a committee consisting of representatives from the undergraduate colleges and advisory members for review to waive system academic regulations. All petitions are reviewed and students are notified of the decision in writing in a timely matter. Individual departments on the USFSM campus such as Admissions, the Career Center, Financial Aid, and the Registrar investigate written and verbal student complaints and respond to them in an appropriate time and manner.

Alleged disruption of the academic setting is initially addressed by the instructor and student, in accordance with the university-wide Disruption of the Academic Process, USF System Regulation 3.025[25]. If exclusion (temporary or permanent) of the student from the classroom occurs, the student may request a review by the Dean. The decision of the Dean may be appealed by the student to the Regional Vice Chancellor for Academic Affairs for the written, final and binding academic resolution.

The USF system Office of Student Rights and Responsibilities investigates students accused of violating the Student Code of Conduct[35]. Offenses, hearing processes and procedures, appeal rights, and sanctions can be found on the Student Code of Conduct website. Students wishing to file a complaint can meet with the USFSM Regional Vice Chancellor for Student Services, but formal complaints must be made in writing and submitted to the USF system Office of Student Rights and Responsibilities located in the Office of Student Services.

USFSM complies fully with all federal and state laws and regulations involving Equal Opportunity, Sexual Harassment, and Americans with Disabilities. USF system policies and regulations govern USFSM for handling student complaints in these areas.

- III-13** Recruitment materials and presentations accurately represent the institution's practices and policies.  
(Federal Requirement 4.6)

**Compliance Status:** Compliant

## **Narrative**

### **Federal Requirement 4.6**

#### **Key Point Converged in Narrative**

**Key Point:** *The University of South Florida creates recruitment materials and presentations that consistently reflect the University's mission, practices, and policies.*

The University of South Florida (USF) provides prospective undergraduate, graduate, transfer, and international students with recruitment documents and web-based information[1] about admissions requirements, application procedures, and forms including deadlines, degrees and majors, campus housing and student life, university scholarships and financial aid, and other academic and personal information to assist prospective students in the application and admissions process. In addition,

USF's Undergraduate[2] and Graduate[3] Catalogs provide additional recruitment and admission information and resources. Documents containing information about degrees and majors are also presented online by the various USF colleges and departments. All recruitment materials are systematically examined for accuracy and are in line with current academic and co-curricular offerings.

The USF community—faculty, staff, students, colleges and departments—are engaged actively in the recruitment of prospective students. The Vice Provost for Student Success[4] in collaboration with the Director of Undergraduate Admissions[1] for USF Tampa, the Associate Dean of the Graduate School [5] and the Director of University Communications & Marketing [6] oversee the publication of USF's recruitment materials, content of presentations, and delivery methods to assure that they accurately represent the institution's policies and practices as outlined in the USF strategic plan.

The mission of the Office of Undergraduate Admissions is to recruit and admit new freshmen and transfer students to USF by providing accurate information and services to assist prospective undergraduates[7] in identifying the educational opportunities that best suits their interests and goals. Recruitment materials include printed brochures, USF's primary admissions website[1] and forms of social media[8] (i.e., Facebook groups) that provide information the prospective and admitted student may need to begin the college search and selection process. Links are also provided to websites hosted by other USF departments for procedures, regulations, and standards relevant to the prospective or admitted undergraduate. Recruitment materials are updated at least annually to reflect current policies and practices in undergraduate admissions at USF. All official data for recruitment materials produced by the Office of Undergraduate Admissions, both print and electronic, are provided by USF's Office of Decision Support[9]. Prior to publication, final drafts of new or significantly revised undergraduate recruitment materials—including, but not limited to, an introductory hook book[10], guidance counselor guide[11], general travel brochure[12], Spanish travel brochure[13], Honors College brochure[14], Viewbook[15], and parents brochure[16]—are reviewed by the official designees of the Associate Vice President for Decision Support and the Vice President for Marketing and Communications or his/her designee and approved as depicting accurate representations of USF Tampa's institutional mission, vision and goals as well as compliance with university policies, Florida Board of Governors (BOG) rules and regulations, and all statutory requirements of the State of Florida or United States of America.

Undergraduate Admissions staff provides personal advising to prospective freshmen and transfers, visit and make presentations at high schools and community colleges, and offer workshops for high school and community college counselors. Professional staff as well as student paraprofessionals—Green & Gold Guides[17]—host daily, weekly and annual campus visit programs[18] including Stampede for Success, Access USF, and Transfer Thursdays, where prospective students and their families are provided information sessions. The staff is thoroughly and continuously trained throughout the academic year, with summer and winter retreats as well. Additional admissions information is provided prospective international students[19] online.

The USF Graduate School maintains current graduate admissions policies[20] and procedures on its webpage. The Graduate Admissions Office[21] assists prospective students in identifying options for graduate study and facilitates contact with key graduate program administrators for additional information. The Graduate School Marketing and Recruitment Office[22] provides current recruitment documents, a webpage and a link to a searchable database of all graduate program information[23] that reflect the mission of USF and current graduate practice and policies. These resources provide prospective students with current information needed to select and apply to a graduate program. The Graduate Recruitment Coordinator conducts information sessions for the public. Graduate Program Directors conduct program specific recruitment efforts and are updated on graduate policies and procedures through monthly information sessions.

All formal marketing and recruitment materials from the Graduate School[5] are produced in collaboration with University Communications and Marketing[6] (UCM) under the guidance of the Dean of the Graduate School and the Director of UCM, Karla Willman. The Viewbook[24] is the primary marketing tool for the recruitment of graduate students to USF. UCM prepares the layout for the Viewbook for the Graduate School. The data and other content for the Viewbook are compiled from

information from Colleges and Programs and the USF Office of Decision Support[9]. Several iterations of documents occur until all USF standards are met.

Faculty and staff of academic departments stay current with institutional practices and policies by attending university, college, and departmental meetings. All department, program, and college recruiting documents are checked for consistency with official documents related to university policies. Furthermore, all materials and presentations are reviewed on an annual basis to meet publication standards and incorporate institutional changes. All recruiting information for Intercollegiate Athletics, including media guides, provided to prospective student-athletes adhere to the regulations of NCAA Bylaw 13.4[25] (Recruiting Materials).

The USF Polytechnic[26] (USFP) and USF Sarasota-Manatee[27] (USFSM) regional campuses design supplementary recruitment materials and presentations that accurately reflect USF standards, policies and practices, but provide relevant information for their respective campuses.

- III-14** The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. (*Federal Requirement 4.7*) The institution audits financial aid programs as required by federal and state regulations. (*Comprehensive Standard 3.10.3*)

**Compliance Status:** Compliant

## Narrative

### **Federal Requirement 4.7 Comprehensive Standard 3.10.3**

#### **Key Points Covered in Narrative:**

**Key Point 1:** *The University is in full compliance with its responsibilities under Title IV*

**Key Point 2:** *The University fulfills all audit requirements for its financial aid programs*

**Key Point 1:** *The University is in full compliance with its responsibilities under Title IV.*

#### **Federal Requirement 4.7**

During fiscal year 2008/2009, The University of South Florida (USF) awarded a total of \$345,341,982 in financial aid to students, including \$232,269,629 in federal student aid. Other sources of financial aid include state funding (Florida Student Assistance Grants[1] and Bright Futures Scholarships[2]), other states' scholarships, institutional funds, and private scholarships. The 2009/2010 USF Fast Facts Booklet[3] provides additional information regarding the aid programs cited above.

USF is authorized to participate in the Federal Title IV programs by the U.S. Department of Education under the Federal Program Participation agreement valid through September 30, 2013, which is available in University Scholarships & Financial Aid Services[4] (USFAS) - SVC 1102.

USF complies with all federal regulations and establishes financial aid policies and procedures according to Title IV regulations. A review of federal regulations occurs at least annually and the financial aid system is modified to comply with any required changes. All required consumer information concerning federal aid is provided to students on the USFAS web site. A comparable review occurs that ensures USF is also compliant with Board of Governor's (BOG) policy[5] and USF's regulation[6] on financial aid.

There are no outstanding issues between the Department of Education and USF with regard to the administration of Title IV programs and no known complaints have been filed with the Department of Education regarding the administration of Title IV programs. All required reports are submitted to the

Department of Education in a timely manner. The institution has not been placed on reimbursement nor has it been required to obtain a letter of credit in favor of the Department of Education. There are no significant unpaid dollar amounts due back to the Department of Education and USF is not aware of any infractions to regulations that would jeopardize Title IV funding. USF's most recent default rate calculation for the Federal Family Education Loan program is 4.2% for fiscal year 2007.

***Key Point 2: The University fulfills all audit requirements for its financial aid programs***

**Comprehensive Standard 3.10.3**

The Auditor General[7] of the State of Florida, in accordance with U.S. Office of Management and Budget Circular A-133[8], conducts an annual audit of the federal aid programs administered by the Florida Universities and Community Colleges. In the most recent audit[9] for fiscal year ended June 30, 2009, USF was found to have no deficiencies. Specific questions can be directed to the USF Office of Financial Aid[10].

## Part IV Additional Report

### IV-1 Additional Report

**Compliance Status:** Compliant

#### Narrative

### UNIVERSITY OF SOUTH FLORIDA

#### ADDITIONAL REPORT Submitted as Part IV of the Fifth-Year Interim Report February 24, 2011

**Prepared by:**

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#### **Background: Setting the Stage**

##### **The USF System at Reaffirmation in 2005**

In 2001, the Florida Legislature established that USF St. Petersburg (FS 1004.33[1]) and USF Sarasota-Manatee (FS1004.34[2]) will each “be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations” [for those campuses] would “be set forth as separate line items in the annual General Appropriations Act.” The statute language further stated that USF St. Petersburg and USF Sarasota-Manatee would each have a Campus Board, appointed by the Board of Trustees of the University of South Florida. The statutory authority of Regional Campus Boards is limited to fiscal oversight; their legislated powers and duties include:

- Review and approve an annual legislative budget request to be submitted to the Commissioner of Education (after 2002: to the Chancellor of the State University System and the Florida Board of Governors);
- Approve and submit an annual operating plan and budget for review and consultation by the Board of Trustees of the University of South Florida.

Shortly after the action of the Legislature with respect to USF St. Petersburg and USF Sarasota/Manatee, the USF President extended like status to USF Lakeland (now USF Polytechnic), including a Campus Board with similar powers and duties.

For USF St. Petersburg and USF Sarasota-Manatee, the legislation also mandated that USF would seek separate accreditation by the SACS Commission on Colleges. Regarding USF St. Petersburg, Florida Statutes Section 1004.33 (1)(c) stated:

As soon as possible, but no later than the effective date of this act (i.e. July 1, 2001), the President of the University of South Florida shall begin the process of application to the Commission on



Colleges of the Southern Association of Colleges and Schools for separate accreditation of the University of South Florida St. Petersburg. If the application is not approved or is provisionally approved, the University of South Florida shall correct any identified deficiencies and shall continue to work for accreditation.

Similar language is found in Section 1004.34 regarding USF Sarasota-Manatee; the date prescribed for beginning the process of application for separate accreditation was July 1, 2002.

USF St. Petersburg submitted its second application for separate accreditation to the SACS Commission on Colleges on February 13, 2004, the first having been withdrawn by mutual agreement. Consistent with the legislative mandate to “correct any identified deficiencies and...to work for accreditation,” the System President on February 10, 2004 formally delegated authority[3] to the USF St. Petersburg Regional Chancellor in specific areas, including student admissions, registration, graduation certification, degree award, curriculum approval, tenure and promotion review, and the promulgation of campus-based policies and procedures.

In conjunction with this delegation of presidential authority, the USF Board of Trustees, in a conference call[4] on October 26, 2004, approved the establishment of the USF System. The University then requested approval of the establishment of the USF System by the Florida Board of Governors. Approval “for accreditation purposes only” was granted at the regular meeting of the Florida Board of Governors[5] on March 24, 2005 per the Chancellor’s letter[6] dated March 24, 2005.

This was the status of the USF System when USF’s accreditation was reaffirmed by the Commission on Colleges in December of 2005.

### **The USF System Today**

USF St. Petersburg was granted accreditation[7] by the SACS Commission on Colleges in June, 2006.

USF Sarasota-Manatee, whose newly designated Regional Chancellor received a delegation of authority[8] from the USF System President in specific areas, including student admissions, registration, graduation certification, degree award, curriculum approval, tenure and promotion review, and the promulgation of campus-based policies and procedures, submitted its application for separate accreditation to the SACS Commission on Colleges on June 23, 2009. The institution’s compliance certification was submitted on September 10, 2010. An onsite accreditation committee visited USF Sarasota-Manatee on November 17-19, 2010. A decision regarding the accreditation of USF Sarasota-Manatee is expected at the June 2011 meeting of the Commission on Colleges.

During the process of reviewing the USF Sarasota-Manatee application for separate accreditation, SACS Commission on Colleges staff advised (in a meeting on November 16, 2009 at the SACS office) that degree granting authority must remain with USF until separate accreditation is granted; it was agreed, however, that diplomas would bear the name of the Sarasota-Manatee Campus.

Effective July 1, 2008, the Florida Legislature established (FS 1004.345[9]) that USF’s regional campus at Lakeland would be designated USF Polytechnic and would, like USF St. Petersburg and USF Sarasota-Manatee, “be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations” [for USF Polytechnic] would “be set forth as separate line items in the annual General Appropriations Act.” The statute language further stated that USF Polytechnic would have a Campus Board, appointed by the Board of Trustees of the University of South Florida, with powers and duties like those of the Campus Boards at USF St. Petersburg and USF Sarasota-Manatee; and that USF would seek separate accreditation for USF Polytechnic from the SACS Commission on Colleges.

In a letter dated November 9, 2010 and signed on January 12, 2011 the USF System President delegated authority[10] to the newly designated Regional Chancellor of USF Polytechnic in specific areas, including student admissions, registration, graduation certification, degree award, curriculum approval, tenure and promotion review, and the promulgation of campus-based policies and

procedures. USF Polytechnic submitted its application for accreditation as a separate unit to the SACS Commission on Colleges on December 22, 2010. Per the agreement with the Commission on Colleges with respect to USF Sarasota-Manatee, degree granting authority will remain with USF until separate accreditation is achieved; diplomas will bear the name of the Polytechnic Campus at Lakeland.

The USF System, on its web site[11], describes itself as follows:

The University of South Florida System (USF System) is governed by the USF Board of Trustees, the public body corporate created by Article IX, Section 7[12] of the Constitution of the State of Florida. The USF System is comprised of two separately accredited institutions, USF and USF St. Petersburg. USF includes the main campus in Tampa, its College of Marine Science in St. Petersburg, USF Health and two regional campuses: USF Sarasota-Manatee; and USF Polytechnic, located in Lakeland. Serving more than 47,000 students, the USF System has a \$1.8 billion annual budget, an annual economic impact of \$3.2 billion and was awarded \$394.1 million in research contracts and grants in fiscal year 2009/2010. The USF System is a member of the Big East Athletic Conference.

All four USF System institutions (USF Tampa, USF St Petersburg, USF Sarasota-Manatee and USF Polytechnic) have distinct and differentiated missions, and each has its own strategic plan approved by the USF Board of Trustees:

- USF St. Petersburg[13]
- USF Sarasota-Manatee[14]
- USF Polytechnic [15]
- USF Tampa[16]

In the USF System Strategic Plan 2010-2015[17] *Stronger Together: Unstoppable*, the USF System context, mission, vision and values are described as follows:

#### **CONTEXT**

The University of South Florida System is a young and emerging system that currently includes four institutions: USF Tampa; USF St. Petersburg; USF Sarasota-Manatee; and USF Polytechnic at Lakeland. The first two institutions are separately accredited; the other two are in the process of becoming separately accredited. All four institutions have distinct missions and their own detailed strategic plans.

The USF System was formed to bring these four institutions together, so that collectively and collaboratively they could serve the region and beyond in optimal ways, resulting in a stronger presence and a distinctiveness that provides an unstoppable competitive differentiation. In addition to having a strong and unified voice for higher education, the USF System seeks to find and capitalize on synergies and economies of scale among its institutions that are of benefit to students, faculty, staff, alumni, and communities.

The USF System Strategic Plan 2010-2015, the first comprehensive plan for the System, complements the institutional strategic plans and provides a blueprint for the future.

#### **MISSION**

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, USF Sarasota-Manatee, and USF Polytechnic, catalyzes and coordinates initiatives at and among its interdependent institutions that: develop graduates for 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

#### **VISION**

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students, and for transforming its region and beyond.

## VALUES

The University of South Florida System embraces the generally accepted values of higher education, including freedom of inquiry, academic excellence, student success, diversity and inclusion, shared governance, accountability, collegiality, and integrity. It particularly advances the following as hallmark System values:

- Diverse perspectives with a unified vision
- Innovative in approach, entrepreneurial in spirit, and disciplined in action
- Internally collaborative and externally competitive to be “best in class”
- Open and honest communication
- Equitable and fair decision making
- Social, economic, and environmental sustainability
- Exemplary System citizenship, sharing best practices
- Passion for excellence

The following actions have been taken since USF’s reaffirmation of accreditation in 2005 to facilitate the development of a fully functioning system:

- Development, approval, and implementation of the Governance Policy for the USF System[18];
- Establishment of System Advisory Councils[19];
- Identification of USF System Services[20];
- Development of USF System Academic Degree Programs Inventory[21] and associated System processes for academic degree program planning, approval, and review;
- Review and revision of regulations, policies and procedures[22] to differentiate Board of Trustees, System, and institutional policies, procedures, and guidelines.
- Development of position descriptions for System officers[23].
- Appointment of Associate Vice President for System Initiatives reporting directly to the USF System President. This individual acts as the liaison between the Regional Chancellors of USF St Petersburg, USF Sarasota-Manatee, and USF Polytechnic and USF System officers to ensure that issues of concern are identified, resolved and transparently communicated to develop a united USF System. The Associate Vice President is also charged with monitoring implementation of the USF System Strategic Plan.

These actions are further referenced and described in the responses that follow. The responses are presented according to the instructions in President Wheelan’s letter to President Genshaft[24] dated April 15, 2010. The responses address Core Requirement 2.3 (Chief Executive Officer) and Comprehensive Standard 3.2.7 (Governance and Administration).

### **Core Requirement 2.3 (Chief Executive Officer)**

**The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.**

#### (1) Recommendation

There was no recommendation in the visiting committee report.

#### (2) Brief history of previous responses to the standard

No previous responses were submitted [see (1) above].

#### (3) Current request of the Commission

The notification letter[24] regarding USF’s Fifth-Year Interim Report from the President of the Commission on Colleges, dated April 15, 2010, requested that USF submit a report (described as Part IV, the Fifth-Year Follow-Up Report) that responds to the request in President Wheelan’s letter[25] to President Genshaft dated January 5, 2006. That letter stated:

Since the Chief Executive Officer of USF Tampa will serve as the head of the developing USF system, USF Tampa should document how it is in compliance with this Core Requirement

following the maturing of the USF system. As part of its report, USF Tampa should address each of the seven items found in the Commission's policy entitled "Core Requirement 2.3: Documenting an Alternative Approach."

(4) Response to "Core Requirement 2.3: Documenting an Alternative Approach."

**(a) Job description of CEO of main campus.**

The CEO of USF carries the title of President[26] and is responsible for leading institutional strategic planning initiatives as well as the achievement of long- and short-term goals to meet the academic, student, human resource, facilities and operational plans, and guides the institutional and accreditation policies for the university. The CEO is responsible for the management of all units of USF, and a \$1.8 billion operating budget that includes more than \$390 million in sponsored research funding. In addition, the CEO of USF oversees the development and management of the university's budget, enrollment strategies, campus operations, emergency management, and advancement and fundraising. The CEO represents USF to both internal and external constituencies, including the Board of Trustees, the Board of Governors, the State Board of Education, the Florida Legislature and other state government agencies; Congress and federal agencies; and all other external affairs. The CEO of USF reports to and serves at the pleasure of the USF Board of Trustees, which is charged with regular evaluation of the CEO's performance.

**(b) Job description of CEO of System.**

The System CEO carries the title System President[26] and is charged with providing leadership and vision for the USF System in diverse areas including but not limited to: strategic priorities, academic programs, research, budget and finance, audit, administration services, information technology, athletics, student services, advancement, and external affairs. The System CEO is expected to represent the USF System to external constituents at the federal, state, and regional level as well as with legislators and other senior executive officers in diverse fields. The System CEO serves as the Corporate Secretary of the USF Board of Trustees. The System Vice Presidents, other System officers, and the Regional Chancellors report to and serve at the pleasure of the System CEO. The System CEO reports to[27] and serves at the pleasure of the USF Board of Trustees.

**(c) Narrative describing the extent to which the CEO might be said to have primary responsibility to the main campus.**

The University of South Florida is organized as a part of the State University System of Florida pursuant to Article IX, Section 7[12] of the Constitution of the State of Florida and Florida Statutes Chapter 1001.705[28], Responsibility for the State University System. The University of South Florida and the Florida Board of Governors (BOG) are both organized as part of the executive branch of state government.

The BOG has promulgated BOG Regulation 1.001[29] governing the University Board of Trustees Powers and Duties that establishes the President as the "chief executive officer and corporate secretary of the board of trustees" who "shall be responsible to the board of trustees for all operations of the university...". The CEO of USF has the authority and responsibility for ensuring that "[p]olicies and procedures are adopted to provide reference and procedural guidelines in the operation, management or implementation of the various programs, services, facilities, and activities unique to the University of South Florida (USF) Tampa and regional campuses." See USF Policy 0-0011[30] (Issuance of USF Policies and Procedures). Once a regional campus attains accreditation by the SACS COC as a separate institution, then this responsibility is delegated to its Regional Chancellor (e.g. for USF St. Petersburg see Issuance of USFSP Policies and Procedures 0-0011SP[31]. So as the regional campuses of USF move towards separate institutional accreditation, and authority is delegated to their institutional Regional Chancellors (see delegation letters dated 2/10/04[3], 6/15/09[8], 11/9/10 [10]), the primary responsibility of the CEO of USF is to the main campus.

In January 2011, the System President appointed an Associate Vice President for System Initiatives. This newly created position reports directly to the USF System President. This individual acts as the liaison between the Regional Chancellors of USF St Petersburg, USF Sarasota-Manatee, and USF Polytechnic and USF System officers to ensure that issues of concern are identified, resolved and transparently communicated to develop a united USF System. The Associate Vice President is also charged with monitoring implementation of the USF System Strategic Plan. The addition of this position was designed to free the President to devote more time and effort to her primary responsibility as CEO of USF.

USF consists of the main research campus in Tampa, which includes USF Health, and the College of Marine Science in St Petersburg. USF serves more than 40,000 students in over 200 programs and is the only doctoral degree-granting institution in the USF System. It is ranked among the nation's top public research universities and is one of only 25 public research universities with very high research activity that is also designated as community engaged by the Carnegie Foundation for the Advancement of Teaching. USF is organized academically into 13 colleges (Arts & Sciences, Behavioral & Community Sciences, Business, Education, Engineering, Marine Science, Medicine, Nursing, Pharmacy, Public Health, The Arts, the Honors College and University College). USF Tampa is by far the largest of the four institutions in the USF System, accounting for 85% of the students, 85% of the degrees awarded, and almost 93% of the employees in the System. Its volume and complexity alone require that the CEO's time, effort, and responsibility are primarily devoted to USF Tampa.

Reporting to the CEO of USF[32] are the Provost and Executive Vice President; the Senior Vice Presidents for Health, Research, Innovation & Global Affairs, and Advancement; and the Vice Presidents for Business & Finance (CFO), Communications & Marketing, and Administrative Services. All of these institutional officers head operational divisions within the University. The CEO of USF chairs the President's Cabinet, which is the primary governance group for the main campus. The Cabinet consists, in addition to the CEO, of the Provost & Executive Vice President; the Senior Vice Presidents for Research, Innovation & Global Affairs; USF Health; and Advancement; the Vice Presidents for Business & Finance (CFO); Administrative Services; Student Affairs; Information Technology; and Communications and Marketing; the General Counsel; the Director of Government Relations; the Director of Intercollegiate Athletics; the Special Assistant for Community Development; the Associate Vice President for System Initiatives; and the Chief of Staff.

The CEO of USF reports to the Board of Trustees, the public body corporate created by Article IX, Section 7[12] of the Constitution of the State of Florida that serves as the governing board of USF as well as the governing board of the USF System.

**(d) Narrative describing how, if the CEO has an institution as his/her primary responsibility, the interests of the other institutions in the system are provided for and how a conflict of interest is avoided.**

The *Governance Policy for the USF System*[18] establishes that, “[t]he President is the Chief Executive Officer of the USF System and of the University of South Florida.” As described in Section (b) above, the Regional Chancellors of USF St. Petersburg, USF Sarasota-Manatee, and USF Polytechnic report to the System CEO.

An important check against self-interest concerns is the statutory provision (see FS 1004.33[1], FS 1004.34[2] and FS1004.345[9]) that the System CEO consult with the Campus Boards, which are appointed by the Board of Trustees, in any decisions regarding the hiring and termination of the Campus Executive Officers.

Further, at its regular meeting on December 16, 2010 the USF Board of Trustees approved a resolution [33] (FL 116) on the selection, appointment, supervision, evaluation and termination of the regional campus CEO that affirms the authority of the System CEO (President and Corporate Secretary of the Board of Trustees) in this regard. The resolution reads as follows:

**UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES  
RESOLUTION**

**WHEREAS** Florida Board of Governors Regulation, Section 1.001(3) (a), provides in part that, “each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university’s mission”; and

**WHEREAS** Florida Statutes 1004.33(3) (USF St. Petersburg), 1004.34(3) (USF Sarasota-Manatee) and 1004.345(3) (USF Polytechnic) all provide that each USF regional campus:

...shall be administered by a Campus Executive Officer who shall be appointed by, report directly to, and serve at the pleasure of the President of the University of South Florida. The President shall consult with the Campus Board before hiring or terminating the Campus Executive Officer.

*NOW, THEREFORE, BE IT RESOLVED BY THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS:*

1. The President of the USF System and Corporate Secretary of the USF Board of Trustees is duly authorized to select, appoint, supervise, evaluate and terminate the employment of the regional Campus Executive Officer at each regional campus in the USF System consistent with Florida law.

**PASSED AND ADOPTED** by the University of South Florida Board Of Trustees, a public body corporate of the State of Florida, at a public meeting thereof duly called and held this 16<sup>th</sup> day of December 2010.

The interests of the various institutions within the USF System are provided for by their participation in the governance processes of the System. This occurs at three levels: System Advisory Councils, Board of Trustees Work Groups, and the Board of Trustees itself.

USF System Advisory Councils[19] have representational membership, serve as a forum for communications and a review body for relevant items advancing to the Board of Trustees, and make recommendations to the System President and other officers with System-wide authority and responsibility on policy and other matters. Effective November 1, 2010 there are three System Advisory Councils, each chaired by a Vice President with System-wide authority delegated by the System CEO, and/or by the Vice President's designee(s). These three System Advisory Councils replace a previous set of ten Management Councils. The System Advisory Councils are:

- Academics and Campus Environment Advisory Council[34] (advisory to USF System Provost and Executive Vice President)
- Finance and Audit Advisory Council[35] (Advisory to USF System Vice President for Business and Finance and CFO)
- Health Sciences and Research Advisory Council[36] (Advisory to USF System Senior Vice Presidents for Research, Innovation & Global Affairs; and Health)

Provision for the interests of all institutions in the USF System is also made through the USF System Faculty Advisory Council[19], which is composed of faculty representatives from the four institutions within the USF System. A faculty governance leader from one of the member institutions (currently USF Sarasota-Manatee) serves as the elected Chair. Representatives of the Faculty Advisory Council serve on the System Advisory Councils. The Chair[37] of the USF System Faculty Advisory Council serves as the faculty representative on the USF Board of Trustees.

The System Advisory Councils support the three Board of Trustees Workgroups[38]: Academics and Campus Environment (ACE); Finance and Audit (F&A); and Health Sciences and Research. Each Workgroup has at least five Trustee (voting) members; the Academics and Campus Environment

Workgroup membership includes the faculty and student Trustee representatives. The Trustees on each Workgroup include representatives of the Campus Boards of the regional institutions, which ensures that the interests of all institutions in the System are provided for.

During Board of Trustees Workgroup proceedings, Board leadership routinely ensures and documents (through entries on the official BOT agenda form[39] (see example) that appropriate Work Group and Advisory Council review and action have been secured. The Board of Trustees is the public body corporate empowered by Article IX Section 7 of the Constitution of the State of Florida to administer the USF System and effectively balances the "local" or "regional" interests, in making decisions in the overall best interests of the USF System. As the USF System continues to evolve, the agendas[40] (see example) of the BOT Workgroup and full BOT meetings correspondingly provide for increasing institutional differentiation of agenda items reflecting institutional authority in such issues as strategic planning, academic program development, student affairs and services, faculty promotion and tenure, undergraduate catalogs, graduate catalogs, facilities, etc.

The regional members of the USF System are also afforded a unique additional protection against the prospect of undue influence or self-interest potentially originating from the USF main campus in Tampa, where the System CEO concurrently functions as CEO, in which capacity her primary responsibility is institutional. Specifically, the Board of Trustees, as a public body corporate of the State of Florida, maintains Operating Procedures[41] that are the public functional equivalent of corporate articles of incorporation and bylaws. Article IV of the Operating Procedures specifically provides for the concurrent appointment of Trustees to the Regional Campus Boards from the geographic locale (county) in which they actually reside. The direct participation of such sitting Trustees as liaisons actively serving on Regional Campus Boards ensures fully informed governance representation and guards against any component of the USF System acting in self-interest rather than the best interest of the USF System. As an extra layer of protection, all Trustees and the President are also considered "state officers" as defined in Section 112.313(1)[42], Florida Statutes and are thus subject to the Florida Code of Ethics for Public Officers and Employees.

Finally, the annual performance appraisal of the System CEO, employment contract terms and conditions, performance objectives and annual compensation are all established at the USF System level by the Board of Trustees [43](see FL 118, pg. 4). Thus, any presidential self-interest is subject to automatic corrective action from the highest USF System authority. In sum, the System CEO serves at the pleasure of the Board of Trustees, whose membership reflects and represents the USF System as a whole.

**(e) Description of relationship between CEO's of all institutions in the system to include processes for hiring and firing of CEO's of the system institutions and processes for approval or authorization of programs and mission of the institutions.**

The CEO of the USF campus in Tampa holds the title of President of the institution (USF), which consists of the main campus, the College of Marine Science in St Petersburg, and USF Health. Each of the regional institutions of the USF System (USF St. Petersburg, USF Sarasota-Manatee, and USF Polytechnic in Lakeland) is headed by a Regional Chancellor who is the CEO.

Relationship of CEO's of all institutions in the System:

The President/CEO of USF Tampa[26] and the Regional Chancellors/CEOs[44] of USF St Petersburg, USF Sarasota-Manatee, and USF Polytechnic are charged with representing the interests of their institutions as well as those of the USF System; they provide leadership for strategic planning, priority setting and policy development for their institutions and for the USF System. The CEO of USF and the Regional Chancellors are responsible for providing leadership to their respective institutions to advance the institutional mission with respect to teaching, research and service for the benefit of students and the community. Further, the CEO of USF and the Regional Chancellors are responsible for maintaining sound management practices for their institutions including program and fiscal accountability, enrollment planning, retention, graduation rates, campus facilities and operations, emergency management, and fundraising. As representatives of the institutions, the CEO of USF and the

Regional Chancellors interact with various constituents, both internal and external. They maintain collaborative, collegial relationships with System Vice Presidents in furtherance of the educational, research and service goals of their institutions and the System and build and maintain community, alumni and legislative support for the institutions and the System as a whole.

Processes for hiring and firing of CEO's of the System institutions:

The President/CEO of USF Tampa reports to and serves at the pleasure of the USF Board of Trustees. The Regional Chancellors/CEOs of USF St Petersburg, USF Sarasota-Manatee and USF Polytechnic report to and serve at the pleasure of the System President and are officers of the USF System. All CEOs lead in the context of USF Board of Trustees governance policies including but not limited to finance and audit, academic planning, student services, legislative advocacy, and advancement. The Regional Chancellors work directly with their respective Campus Boards. The Campus Board is appointed by the Chair of the USF Board of Trustees, approves the institutional budgets and reviews matters of significance to the institution; one member of each Campus Board is also a member of the USF Board of Trustees.

Decisions regarding the appointment and removal of the System CEO, who is also the CEO of USF Tampa, are made by the Board of Trustees. The selection and appointment of the System CEO/CEO of USF Tampa would involve a search committee made up of representatives of all institutions and constituencies of the USF System and including representatives of the Tampa Bay community; the process would include extensive consultation with faculty, staff, and administrators across the USF System and with community representatives from the Tampa Bay region.

Decisions regarding the appointment and removal of Regional Chancellors/CEOs are made by the System CEO in consultation with the Board of Trustees and the appropriate Campus Board. The selection and appointment process includes the formation of a search committee made up of faculty, staff, administrators, a Campus Board member, and students of the institution as well as representatives of the USF System.

The *Governance Policy for the USF System*<sup>[18]</sup> establishes that, “[t]he President is the Chief Executive Officer of the USF System and of the University of South Florida.” As described above, the Regional Chancellors of USF St Petersburg, USF Sarasota-Manatee, and USF Polytechnic report to the System CEO.

Florida Statutes 1004.33(3)<sup>[1]</sup> (USF St. Petersburg), 1004.34(3)<sup>[2]</sup> (USF Sarasota-Manatee) and 1004.345(3)<sup>[9]</sup> (USF Polytechnic) all provide that the System President will consult with the Campus Boards, which are appointed by the Board of Trustees, in any decisions regarding the hiring and termination of the Campus Executive Officers.

At its regular meeting on December 16, 2010 the USF Board of Trustees approved a resolution<sup>[33]</sup> (FL 116) on the selection, appointment, supervision, evaluation and termination of the regional campus CEO that affirms the authority of the System CEO (who is also the Corporate Secretary of the Board of Trustees) in this regard. The resolution reads as follows:

**UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES  
RESOLUTION**

**WHEREAS** Florida Board of Governors Regulation, Section 1.001(3) (a), provides in part that, “each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university’s mission”; and

**WHEREAS** Florida Statutes 1004.33(3) (USF St. Petersburg), 1004.34(3) (USF Sarasota-Manatee) and 1004.345(3) (USF Polytechnic) all provide that each USF regional campus:

...shall be administered by a Campus Executive Officer who shall be appointed by, report directly



to, and serve at the pleasure of the President of the University of South Florida. The President shall consult with the Campus Board before hiring or terminating the Campus Executive Officer.

*NOW, THEREFORE, BE IT RESOLVED BY THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS:*

1. The President of the USF System and Corporate Secretary of the USF Board of Trustees is duly authorized to select, appoint, supervise, evaluate and terminate the employment of the regional Campus Executive Officer at each regional campus in the USF System consistent with Florida law.

**PASSED AND ADOPTED** by the University of South Florida Board Of Trustees, a public body corporate of the State of Florida, at a public meeting thereof duly called and held this 16<sup>th</sup> day of December 2010.

Processes for approval or authorization of programs and missions of the institutions:

The CEO of USF Tampa and the Regional Chancellors/CEOs of USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic are responsible for the development of institutional Strategic Plans that include a statement of the institutional mission and are consistent with the USF System Strategic Plan and mission statement:

- USF St. Petersburg[13]
- USF Sarasota-Manatee[14]
- USF Polytechnic[15]
- USF Tampa[16]

Institutional plans are developed and approved according to an internal process established by each institution. At the USF System level, plans are reviewed by the appropriate System Advisory Councils and advanced to the appropriate USF Board of Trustees Workgroup and finally to the full USF Board of Trustees.

The process for academic degree program approval is described in USF System Policy 10-036[45] Authorization of New Degree Programs and is in accordance with Florida BOG Regulation 8.011[46]. The process includes review and approval by the appropriate governance bodies and administrative units of each institution. At USF Tampa, this process includes academic degree programs of both the Academic Affairs colleges and USF Health. At the USF System level, new academic degree program proposals are presented to the Academics and Campus Environment Advisory Council (ACEAC)--formerly the Academic Affairs Management Council--, which normally implements a 30-day, System-wide review and comment period. Once all issues are resolved to the satisfaction of the ACEAC membership, proposals are advanced to the USF Board of Trustees Workgroup on Academics and Campus Environment (BOT/ACE) and thence to the full Board of Trustees. In accordance with BOG Regulation 8.011, the USF Board of Trustees has the authority to approve implementation of bachelor's, master's and specialist programs and to recommend new doctoral programs to the Florida Board of Governors; the Florida Board of Governors has the authority to approve implementation of new doctoral degree programs within the State University System of Florida.

**(f) Description of the administrative structure of the system detailing the reporting structure and the funding structure for all institutions in the system.**

Administrative and Reporting Structure of the USF System

The University of South Florida System Governance and Administration organization chart[27] shows the administrative structure of the USF System and reporting structure for all institutions in the USF System.

### Funding Structure of the USF System

In 2001, the Florida Legislature established that USF St. Petersburg (FS 1004.33[1]) and USF Sarasota-Manatee (FS 1004.34[2]) will each “be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations” [for those campuses] will “be set forth as separate line items in the annual General Appropriations Act.” The statute language further states that USF St. Petersburg and USF Sarasota-Manatee shall have a Campus Board, appointed by the Board of Trustees of the University of South Florida. The powers and duties of the Campus Boards include:

- Review and approve an annual legislative budget request to be submitted to the Commissioner of Education (now to the Chancellor of the State University System of Florida)
- Approve and submit an annual operating plan and budget for review and consultation by the Board of Trustees of the University of South Florida.

In 2008, the Florida Legislature (FS 1004.345[9]) granted like status to USF Polytechnic in Lakeland. The statutory authority of Regional Campus Boards is limited to fiscal oversight.

With respect to the typical institutional and System operating fund sources (state appropriation, tuition and fees, auxiliary enterprises, foundation, and contracts and grants) each USF System institution (and USF Health which is part of USF Tampa) is separately identified and directly resourced by the funding entities. The legislative language referenced above regarding the identification of USF System institutions as separate organizational and budget entities encourages sharing of functions for efficiencies and economies.

Existing Memoranda of Agreement establish the relationship between the USF Board of Trustees and the regional institutions (USFSP[47], USFSM[48], and USFP[49]) and their Campus Boards for provision of services. The agreements reflect the degree of autonomy and interdependence of the USF System institutions/campuses that existed in 2001 or 2002 when the original agreements were signed.

There is currently under consideration within the USF System a process to determine accurate and fair costs for those services and functions that are provided centrally and subsequent assessment of charges to each member institution for these services and functions (known as “enterprise functions”). Examples of enterprise functions under review are: USF System executive management and administration; the Board of Trustees operations; business activities such as the Office of the Comptroller and Human Resources; Audit and Compliance; the General Counsel; and Student Financial Aid Services (in the USF System, financial aid is distributed on the basis of individual student need rather than on an institutional student headcount or FTE basis). Each USF System institution has a separate account structure. Audited financial statements are provided to appropriate agencies on an individual institutional basis. Other institutional reports and accountability processes have been established. For example, beginning with the 2009-2010 reporting period, separate IPEDS reports have been submitted to the National Center for Educational Statistics for each USF System institution.

### **(g) Description of the extent of autonomy of the other institutions in the system.**

The System President is the CEO of the USF System. In this capacity, the System CEO has formally delegated to the CEO of each System institution (e.g. USF St. Petersburg[3]) authority in specific areas including:

- Student recruitment and admissions
- Registration
- Graduation certification
- Degree award (implemented at USF Tampa and USF St. Petersburg, on hold at USF Sarasota-Manatee and USF Polytechnic pending separate accreditation by the SACS Commission on Colleges)
- New degree program and curriculum development and approval in accordance with Florida Board of Governors regulations
- Faculty tenure and promotion review

- Promulgation of institutional policies and procedures (implemented at USF Tampa and USF St. Petersburg; on hold at USF Sarasota-Manatee and USF Polytechnic pending separate accreditation by the SACS Commission on Colleges).

The *Governance Policy for the USF System*[18] describes the extent of autonomy of and the degree of interrelatedness of the institutions within the USF System. According to the *Governance Policy*, USF Vice Presidents with presidentially delegated System-wide authority and responsibilities (or their designees) chair System Advisory Councils[19] consisting of representatives from all USF System institutions. These include the Academics and Campus Environment Advisory Council, the Finance and Audit Advisory Council, and the Health Sciences and Research Advisory Council. The USF System Faculty Advisory Council[19] is chaired by a faculty governance leader from one of the USF system institutions (currently USF Sarasota-Manatee) and facilitates communication on System-wide faculty and academic issues. The USF Board of Trustees appoints a Campus Board for each of the regional institutions; a member of each Campus Board is also a member of the Board of Trustees.

Thus, the USF System respects and maintains the autonomy of each of its member institutions while ensuring that each has a voice in System governance and administration.

#### Fiscal Autonomy:

As described in item (f) above, the Florida Legislature established that USF St. Petersburg (FS 1004.33 [1]), USF Sarasota/Manatee (FS 1004.34[2]), and USF Polytechnic (FS 1004.345[9]) will each “be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations” [for those campuses] will “be set forth as separate line items in the annual General Appropriations Act.” The legislative language further states that USF St. Petersburg, USF Sarasota-Manatee, and USF Polytechnic shall have a Campus Board, appointed by the Board of Trustees of the University of South Florida. The powers and duties of the Campus Boards include:

- Review and approve an annual legislative budget request to be submitted to the Commissioner of Education (since 2002: to the Chancellor of the State University System and the Florida Board of Governors)
- Approve and submit an annual operating plan and budget for review and consultation by the Board of Trustees of the University of South Florida.

With respect to the typical institutional and System operating fund sources (state appropriation, tuition and fees, auxiliary enterprises, foundation, and contracts and grants) each USF System institution (and USF Health which is part of USF Tampa) is separately identified and directly resourced by the funding entities. The legislative language referenced above regarding the identification of USF System institutions as separate organizational and budget entities encourages sharing of functions for efficiencies and economies.

Existing Memoranda of Agreement establish the relationship between the USF Board of Trustees and the regional institutions (USFSP[47], USFSM[48], and USFP[49]) and their Campus Boards for provision of services. The agreements reflect the degree of autonomy and interdependence of the USF System institutions/campuses that existed in 2001 or 2002 when the original agreements were signed.

There is currently under consideration within the USF System a process to determine accurate and fair costs for those services and functions that are provided centrally and subsequent assessment of charges to each member institution for these services and functions (known as “enterprise functions”). Examples of enterprise functions under review are: USF System executive management and administration; the Board of Trustees operations; business activities such as the Office of the Comptroller and Human Resources; Audit and Compliance; the General Counsel; and Student Financial Aid Services (in the USF system, financial aid is distributed on the basis of individual student need rather than on an institutional student headcount or FTE basis). Each USF institution has a separate account structure. Audited financial statements are provided to appropriate agencies on an

individual institutional basis. Other institutional reports and accountability processes have been established. For example, beginning with the 2009-2010 reporting period, separate IPEDS reports have been submitted to the National Center for Education Statistics for each USF System institution.

The USF Board of Trustees is responsible for cost-effective policy decisions appropriate to the mission of the USF System and its constituent institutions (See BOT Operating Procedures Section D[41]). Enumerated Board powers include development of the USF System and institutional strategic plans; annual submission of a USF System budget request; oversight of expenditures of all state, local, federal, and other funds across the USF System and within the constituent institutions; and maintenance of an effective information system to provide accurate, timely, and cost-effective information about the USF System and its member institutions.

#### Academic Autonomy:

Each institution within the USF System is organized academically based on its differentiated mission and its degree program offerings. USF Tampa has thirteen colleges: Arts and Sciences; Behavioral and Community Sciences; Business; Education; Engineering; Honors; Marine Science; Medicine; Nursing; Pharmacy; Public Health; The Arts; and University College. USF St Petersburg has three colleges: Arts and Sciences; Business; and Education. USF Sarasota-Manatee has three colleges: Arts and Sciences; Business; Education; and a School of Hotel and Restaurant Management. USF Polytechnic has three colleges: Applied Arts and New Media; Human and Social Sciences; and Technology and Innovation.

Each institution within the USF System has developed internal processes for the planning and development of academic degree programs and curricula in accordance with USF System Policy 10-036[45] Authorization of New Degree Programs. Once all internal processes are complete, new academic degree program proposals are advanced to the USF System Academics and Campus Environment Advisory Council (formerly to the Academic Affairs Management Council) and thence to the Board of Trustees Academics and Campus Environment Workgroup and the full Board of Trustees for final approval.

In Fall 2009, the USF System reached an agreement with the Florida Board of Governors to the effect that each USF System institution would maintain a separate list of approved degree programs[21] within the State University System of Florida Academic Degree Programs Inventory and that the USF System institutions would report their IPEDS data separately to the National Center for Education Statistics. Effective with the academic year 2009-10, the USF System received approval from the Florida Board of Governors to submit individual Annual Reports and Work Plans for each of the institutions within the USF System. Further, each USF System institution now has a separate listing on the College Portrait web site[50] of the Voluntary System of Accountability and, effective with the 2010 classification, is classified separately by the Carnegie Foundation for the Advancement of Teaching[51]

At USF St. Petersburg, several programs and colleges have been granted separate accreditation by national accrediting organizations such as NCATE (Teacher Education[52]), AACSB (Business[53]), and ACEJMC (Journalism Studies[54]). Preparations for similar separate accreditation are in process at USF Sarasota-Manatee and USF Polytechnic in conjunction with separate accreditation by the SACS COC.

USF St. Petersburg, which achieved separate accreditation by the SACS COC in 2006, has been delegated separate policy promulgation authority[31] that it now exercises within the USF System.

USF Tampa and USF St. Petersburg each grant degrees. By agreement with representatives of the SACS Commission on Colleges at a meeting on November 16, 2009 at the SACS offices, USF Sarasota-Manatee and USF Polytechnic students still receive degrees from USF pending separate accreditation; diplomas and transcripts bear the local campus designation.

All member institutions within the USF System have separate institutional faculty and student governance processes.

USF Tampa Faculty Senate[55]  
 USF Tampa Student Govt [56]  
 USFSP Faculty Senate[57]  
 USFSP Student Govt[58]  
 USFSM Faculty Senate [59]  
 USFSM Student Govt[60]  
 USFP Faculty Senate[61]  
 USFP Student Govt[62]

The USF System Faculty Advisory Council[19] includes representation from the USF Tampa, St. Petersburg, Sarasota-Manatee and Polytechnic faculty and is the principal faculty advisory body to USF System President Judy Genshaft and System Provost and Executive Vice President Ralph Wilcox on academic and faculty issues. The elected Chair, currently the faculty governance leader at USF Sarasota-Manatee, serves on the USF Board of Trustees[37].

### **Comprehensive Standard 3.2.7 (Governance and Administration)**

**The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.**

(1) Recommendation 1 (from the *Report of the Reaffirmation Committee* presented on April 14, 2005)  
*Committee comment: Description of current system status: A 17-member Board of Governors is responsible for oversight of all public universities in Florida, including USF. Each local university (e.g., USF) is administered by a Board of Trustees, accountable to the Board of Governors and to whom the President is responsible. The Florida Legislature mandated in 2001 that USF St. Petersburg and USF Sarasota-Manatee will be run and budgeted as fiscally autonomous, separate entities of USF and that each campus will have a Campus Board responsible for approval of its requested budget and operating budget. The President has decided to establish a similar status for USF Lakeland. In preparation for its bid for separate accreditation, USF St. Petersburg has been delegated authority by the President for its admissions, registration, certification of degree requirements, promotion and tenure decisions, curriculum, and other campus-based policies and procedures.*

*The CEO of the System and the Tampa campus is the President of USF, to whom the Regional Chancellor (USF St. Petersburg) or Regional Vice Presidents (USF Lakeland and USF Sarasota-Manatee) report. There is an Intercampus Academic Relations (ICAR) document that guides academic programs, faculty issues, governance, and lines of responsibility among USF Tampa, USF Sarasota-Manatee, and USF Lakeland. Given its maturity and greater readiness for separate accreditation, USF St. Petersburg has already evolved a level of independence and authority that makes its inclusion in the ICAR unnecessary. As an example, USF St., Petersburg is the only regional campus with degree-granting authority; students graduating from USFSP receive diplomas from the University of South Florida St. Petersburg while all other graduates receive diplomas from the "University of South Florida".*

*USF's Board of Trustees has approved the establishment of the USF system and has requested and received approval for that system by the Florida Board of Governors.*

*The on-site committee learned a great deal about the steps being taken to evolve a fully formed USF system. The system now includes four campuses, each at different stages of maturation and readiness for full autonomy. Understandably, the system is a work in progress, and the committee was impressed by the thorough and thoughtful approach being taken in defining the system and treating each campus with the appropriate mix of local independence and system oversight.*

*In order to reach the point where USF has a clearly identified and published organization structure that delineates responsibility for the administration of policies, the process of defining the system will need to continue to be dynamic as the system gradually takes the shape of four autonomous institutions under one organizational banner.*

**Recommendation: The committee recommends that USF complete the following steps in perfecting the system:**

- a. **Develop documents that will formalize the bylaws, policies, and procedures governing the entire system and have these documents approved by the Board of Trustees.**
- b. **Specify the roles and responsibilities of each of the USF Tampa Vice Presidents as they pertain to the system and to each of the individual campuses.**
- c. **Establish the policies and procedures for each campus at its various stages of developing independence concerning the initiation, alteration, and termination of academic programs.**
- d. **Provide an updated response to Dr. Rogers' letter of March 11, 2005, regarding system issues.**

(2) Brief history of previous responses to the standard

A Response Report to the Visiting Committee addressing the four elements of the Recommendation was submitted in September, 2005.

(3) Current request of the Commission

The notification letter<sup>[24]</sup> regarding USF's Fifth-Year Interim Report from the President of the Commission on Colleges, dated April 15, 2010, requested that USF submit a report (described as Part IV, the Fifth-Year Follow-Up Report) that responds to the request in President Wheelan's letter to President Genshaft dated January 5, 2006. That letter stated:

Since the USF system is still in the developmental stage, USF Tampa should document how it is in compliance with this Comprehensive Standard following the maturing of the USF system. As part of its report, USF Tampa should provide copies of official documents (by-laws, etc.) which address the organizational relationships between USF Tampa and the USF system.

(4) Response to the Recommendation

- a. **Develop documents that will formalize the bylaws, policies, and procedures governing the entire system and have these documents approved by the Board of Trustees.**

The following documents have been developed and, where appropriate, approved by the USF Board of Trustees:

Board of Trustees Operating Procedures

The USF System is governed by a Board of Trustees<sup>[63]</sup>. Six members are appointed by the Governor of the State of Florida; and five members are appointed by the Florida Board of Governors, which oversees the State University System (SUS) of Florida. The other two members are the President of a USF Student Government Association and the President of the USF System Faculty Advisory Council. Board members who are appointed by the Governor of Florida and the Board of Governors are appointed for 5-year terms. The USF Board of Trustees (BOT) is the public body corporate created by Article IX, Section 7<sup>[12]</sup> of the Constitution of the State of Florida and empowered (Section 1001.74 F.S.<sup>[64]</sup>) to administer the USF System. The BOT *Operating Procedures*<sup>[41]</sup> describe the legal status, composition, powers and duties of the BOT. The BOT is responsible for cost-effective policy decisions, implementing and maintaining high-quality education programs consistent with USF System and institutional missions, measuring System and institutional performance and providing input regarding compliance with state policy, budgeting and education standards. The BOT sets policy for the USF System and serves as its legal owner and final authority. As the "body corporate" for the USF System, the Board holds the USF System's financial, physical and human assets and operations in trust and is responsible for efficient and effective use of resources. It must ensure the performance of all duties assigned by law and rules of the Florida Board of Governors. The Board, pursuant to Section 1004.28 <sup>[65]</sup> Florida Statutes, provides budget and audit review and oversight of USF Direct Support Organizations (DSOs) and establishes the conditions with which they must comply in order to use property, facilities or personnel services of the USF System. The Board may adopt rules, regulations and policies consistent with established laws and the USF System and institutional missions and strategic plans. Board members will establish policy and assess the implementation of Board policies.

The specific powers and duties of the Board are authorized by Article IX, Section 7 of the Florida Constitution, and Sections 1001.71[66], 1001.72[67], 1001.73[68], and 1001.74[64] of the Florida Statutes.

The Florida Legislature established in 2001 that USF St. Petersburg (FS 1004.33[1]) and USF Sarasota-Manatee (FS 1004.34[2]) and in 2009 that USF Polytechnic at Lakeland (FS 1004.345[9]) will each “be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations” [for those campuses] would “be set forth as separate line items in the annual General Appropriations Act.” The statute language further stated that USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic would each have a Campus Board, appointed by the USF Board of Trustees. The statutory authority of Regional Campus Boards is limited to fiscal oversight; their legislated powers and duties include:

- Review and approve an annual legislative budget request to be submitted to the Commissioner of Education (since 2002: to the Chancellor of the State University System and the Florida Board of Governors);
- Approve and submit an annual operating plan and budget for review and consultation by the Board of Trustees of the University of South Florida.

One member of each Campus Board is also a member of the Board of Trustees[63].

#### Governance Policy for the USF System

On May 31, 2007 the BOT approved a *Governance Policy for the USF System* [18] which was updated in 2008 and again in 2011. The Governance Policy describes the USF System and the role and scope of the Board of Trustees (see above), the System President, and other System officers. All Senior Vice Presidents and Regional Chancellors report directly to and serve at the pleasure of the System President, who delegates system-wide authority to the Vice Presidents as appropriate.

Three USF Vice Presidents with system-wide authority and responsibilities delegated by the System President, or their designees, chair System Advisory Councils[19]. USF System Advisory Councils have representational membership, serve as a forum for communications and a review body for relevant items advancing to the Board of Trustees, and make recommendations to the System President/CEO and other officers with System-wide authority and responsibilities on policy and other matters. The three System Advisory Councils are:

- Academics and Campus Environment Advisory Council[34] - Advisory to USF System Provost and Executive Vice President
- Finance and Audit Advisory Council[35] - Advisory to USF System Vice President and CFO
- Health Sciences and Research Advisory Council[36] - Advisory to USF System Sr. Vice Presidents for Research, Innovation & Global Affairs; and Health.

Agendas and meeting summaries[69] for the System Advisory Councils are maintained on a password-protected USF System web site. As the Councils are advisory only, their meetings are not subject to the publication requirements of the Florida "Sunshine" legislation.

The USF System Faculty Advisory Council[19] is composed of faculty representatives from the four institutions within the USF System. A faculty governance leader from one of the member institutions (currently USF Sarasota-Manatee) serves as the elected Chair. Representatives of the Faculty Advisory Council serve on the System Advisory Councils. The Chair[37] of the USF System Faculty Advisory Council serves as the faculty representative on the USF Board of Trustees.

The System Advisory Councils support the three Board of Trustees Workgroups[38]: Academics and Campus Environment (BOT/ACE); Finance and Audit (F&A); and Health Sciences and Research. Each Workgroup has at least five Trustee (voting) members; the membership of the Academics and Campus Environment Workgroup includes the faculty and student Trustee representatives. The Trustees on each Workgroup include representatives of the Campus Boards of the regional institutions, which also ensures that the interests of all institutions in the System are provided for.

The *Governance Policy for the USF System*[\[18\]](#) also designates functions and services that will be managed centrally by the USF System in the interest of compliance with laws and regulations or to achieve appropriate efficiencies. These System services include, but are not limited to, Audit and Compliance; Diversity and Equal Opportunity; the General Counsel; and Government Relations.

#### USF System Policies and Regulations

On the web page of the General Counsel[\[22\]](#) are listed policies and regulations of the Board of Trustees, the USF System, and the individual System institutions. To date, only USF and USF St. Petersburg, as separately accredited institutions, have policy authority; USF Sarasota-Manatee and USF Polytechnic will have policy authority when separate accreditation is granted by the SACS Commission on Colleges. Representatives from each of the USF System institutions have been working in consultation with the Office of the General Counsel continuously to review, revise and reclassify all USF polices and regulations. To date, over 90% of all policies and regulations have been reviewed and/or revised. The purpose is to maintain a current and functional policy framework to support the USF System structure and operations.

#### Management Agreements

Existing Memoranda of Agreement establish the relationship between the USF Board of Trustees and the regional institutions (USFSP[\[47\]](#), USFSM[\[48\]](#), and USFP[\[49\]](#)) and their Campus Boards for provision of services. The agreements reflect the degree of autonomy and interdependence of the USF System institutions/campuses that existed in 2001 or 2002 when the original agreements were signed.

A cost allocation study is currently under way within the USF System to determine accurate and fair costs for those services and functions that are provided centrally and subsequent assessment of charges to each member institution for these services and functions (known as “enterprise functions”). Examples of enterprise functions under review are: USF System executive management and administration; the Board of Trustees operations; business activities such as the Office of the Comptroller and Human Resources; Audit and Compliance; the General Counsel; and Student Financial Aid Services (in the USF system, financial aid is distributed on the basis of individual student need rather than on an institutional student headcount or FTE basis). The new Memoranda of Agreement that are expected to result from the cost allocation study will reflect a decade of evolution of the USF System and will include periodic review to allow for the increasing capacity of the member institutions to provide their own services.

#### **b. Specify the roles and responsibilities of each of the USF Tampa Vice Presidents as they pertain to the system and to each of the individual campuses.**

The position descriptions[\[23\]](#) of USF Tampa Vice Presidents with delegated authority for the USF System articulate their roles and responsibilities as both System officers and institutional officers. These officers are:

- USF System Provost & Executive Vice President and Provost & Executive Vice President, USF
- USF System Senior Vice President & Chief Operating Officer and Senior Vice President & Chief Operating Officer, USF (new position, currently vacant)
- USF System Senior Vice President for USF Health and Senior Vice President for USF Health
- USF System Senior Vice President for Research, Innovation & Global Affairs and Senior Vice President for Research, Innovation and Global Affairs, USF
- USF System Senior Vice President for Advancement and Senior Vice President for Advancement, USF
- USF System Vice President for Business and Finance & CFO and Vice President for Business and Finance & CFO, USF

(See the USF System organization chart[\[27\]](#).)

General System responsibilities for three System Vice Presidents include chairing (or designating a



chair for) the System Advisory Councils[19]. USF System Advisory Councils have representational membership, serve as a forum for communications and a review body for relevant items advancing to the Board of Trustees, and make recommendations to the System President on policy and other matters. The three System Advisory Councils and their chairs are:

- Academics and Campus Environment Advisory Council[34] - Advisory to USF System Provost and Executive Vice President
- Finance and Audit Advisory Council[35] - Advisory to USF System Vice President and CFO
- Health Sciences and Research Advisory Council[36] - Advisory to USF System Sr. Vice President for Research, Innovation & Global Affairs; and Health.

Other System Vice Presidents serve as members of the System Advisory Councils.

The *Governance Policy for the USF System*[18] lists specific functions that are managed centrally within the scope of either a System Senior Vice President, a System Vice President, or the head of a System Services office such as the General Counsel or the Executive Director of Audit and Compliance.

The activities and functions for which the institutional CEOs (the USF President and the Regional Chancellors) have authority are described in the formal Presidential Delegations of Authority to the Regional Chancellors of USF St Petersburg[3], USF Sarasota-Manatee[8], and USF Polytechnic[10].

**c. Establish the policies and procedures for each campus at its various stages of developing independence concerning the initiation, alteration, and termination of academic programs.**

In connection with the legislative requirement that USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic at Lakeland achieve separate accreditation by the SACS Commission on Colleges, the USF System President/CEO formally delegated to the Regional Chancellors authority in specific areas, including student admissions, registration, graduation certification, degree award, curriculum approval, tenure and promotion review, and the promulgation of institutional policies and procedures. The full text of the delegations is found here for USFSP[47], USFSM[48], and USFP[49].

Further, each institution within the USF System has developed individual student and faculty governance structures and processes.

USF Tampa Faculty Senate[55]  
 USF Tampa Student Govt [56]  
 USFSP Faculty Senate[57]  
 USFSP Student Govt[58]  
 USFSM Faculty Senate[59]  
 USFSM Student Govt[60]  
 USFP Faculty Senate[61]  
 USFP Student Govt[62]

Discussions are currently under way to develop a process for selection of the student member of the Board of Trustees that will allow for participation by students across the USF System.

In accordance with Florida Board of Governors (BOG) Regulation 8.011, the USF Board of Trustees has the authority to approve implementation of bachelor's, master's and specialist programs and to recommend new doctoral programs to the Florida Board of Governors; the Florida Board of Governors has the authority to approve implementation of new doctoral degree programs within the State University System of Florida.

The *Governance Policy for the USF System*[18] states that USF Tampa (which includes the College of Marine Science in St. Petersburg and USF Health) is the only doctoral degree granting institution in the USF System.

The process for academic degree program approval within the USF System includes review and approval by the appropriate faculty governance bodies and administrative units of each USF System institution, in accordance with USF System Policy 10-036 Authorization of New Degree Programs[45]. At USF Tampa, this process includes academic degree programs of both the Academic Affairs colleges and USF Health. Once all levels of institutional approval have been completed, new degree program proposals are advanced to the USF System Academics and Campus Environment Advisory Council (ACEAC)--formerly to the Academic Affairs Management Council--, whose voting members include the chief academic officers of the four USF System institutions and USF Health or their designees. ACEAC normally implements a 30-day, systemwide review and comment period. Once all issues are resolved to the satisfaction of the ACEAC, proposals are advanced through the USF Board of Trustees Work Group on Academics and Campus Environment (BOT/ACE) and thence to the full Board of Trustees for implementation authorization (bachelor's, master's and specialist programs) or submission to the Florida Board of Governors (doctoral programs).

Program changes that do not result in modifications to the State University System Academic Degree Programs Inventory (such as changes to curriculum, courses, or degree requirements; addition or deletion of tracks or concentrations; or changes in degree designations) require approval at the individual institutional level by the faculty governance council or one of its standing committees.

Authority for termination of degree programs in the public institutions of Florida is parallel to authority for program initiation. Thus, the USF Board of Trustees has authority to approve the termination of degree programs at the bachelor's, master's and specialist levels, while the Florida Board of Governors must authorize termination of programs at the doctoral level. USF System policy 10-040[70] Termination of Degree Programs governs this process. The process for academic degree program termination includes review and approval by the appropriate faculty governance bodies and administrative units within each USF System institution before the termination proposal is advanced to the System review level by the Academics and Campus Environment Advisory Council--formerly by the Academic Affairs Management Council--, the Board of Trustees Workgroup on Academics and Campus Environment, and the full Board of Trustees.

In Fall 2009, the USF System reached an agreement with the Florida Board of Governors to the effect that each USF System institution would maintain a separate list of approved degree programs[21] within the State University System of Florida Academic Degree Programs Inventory and that the USF System institutions would report their IPEDS data separately to the National Center for Education Statistics. Effective with the academic year 2009-10, the USF System received approval from the Florida Board of Governors to submit individual Annual Reports and Work Plans[71] (which include academic program development plans) for each of the institutions within the USF System. Further, each USF System institution now has a separate listing on the College Portrait web site[50] of the Voluntary System of Accountability and, effective with the 2010 classification, is classified separately by the Carnegie Foundation for the Advancement of Teaching[51].

In addition to separate institutional processes to address academic program development, approval and termination, the USF System institutions are also implementing separate processes for academic program review in accordance with Florida Board of Governors Regulation 8.015[72].

At USF St. Petersburg, several programs and colleges have been granted separate accreditation by national accrediting organizations such as NCATE (Teacher Education[52]), AACSB (Business[53]), and ACEJMC (Journalism Studies[54]). Preparations for similar separate accreditation are in process at USF Sarasota-Manatee and USF Polytechnic in conjunction with separate accreditation by the SACS COC.

**d. Provide an updated response to Dr. Rogers' letter of March 11, 2005, regarding system issues.**

Dr. Rogers' letter of March 11, 2005[73]

The letter requested an "abbreviated prospectus" that included the following:

1. Documentation of approval of USF System by USF Board of Trustees and the Florida Board of

- Regents.
2. Description of the organization of the proposed System.
  3. A response to items (a) through (g) of “Core Requirement 2.3: Documenting an Alternative Approach.”

#### Institutional Response

1. The USF Board of Trustees in a conference call on October 26, 2004 approved the establishment of the USF System. This action is documented in the meeting minutes[4]. The Florida Board of Governors took formal action on USF’s request for approval of the USF System designation at its regular meeting on March 24, 2005 . This action is documented in the meeting minutes[5] and in the notification letter[6] from the Chancellor of the State University System of Florida.
2. Details regarding the organization of the USF System are provided in item (f) of the response to “Core Requirement 2.3: Documenting and Alternative Approach” above. USF System organization charts[74] are found here.
3. The response to items (a) through (g) of “Core Requirement 2.3: Documenting an Alternative Approach” is found above.

## Part V The Impact Report of the Quality Enhancement Plan

### V-1 The Impact Report of the Quality Enhancement Plan

#### Narrative

#### Impact Report for the Quality Enhancement Plan[1] (QEP)

The QEP Impact Report[1] is available by clicking the above title. The report is submitted as Part V of the Fifth Year Interim Report. The following elements are addressed in the narrative:

1. the title and a brief description of the institution's Quality Enhancement Plan as initially presented;
  2. a succinct list of the initial goals and intended outcomes of the QEP;
  3. a discussion of changes made to the QEP and the reasons for making those changes; and
  4. a description of the QEP's direct impact on student learning including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any.
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